



# Major Modification Application: Response to Initial Report

Submitted to Delaware Department of Education on February 22, 2020

**CSAC Request for Additional Information:**

*1. Confirmation of Membership in the SSCD or Social Studies Curriculum Alignment Documents, Scope and Sequences Documents and Units of Instruction.*

The Academy of Dover uses the Delaware Social Studies Curriculum and resources available through the Schoology Group for students in K to 6<sup>th</sup> grade and intends to continue this use as we add grades 7 and 8.

Our Academy curriculum map and materials are included as part of this response.

*2. Visual and Performing Arts Scope and Sequence Documents.*

The Academy of Dover believes in a strong foundation for all students in many areas of interest, to include the Visual and Performing Arts. During the 2020-2021 school year, Music was added to the related arts rotation. Our students in grades K through 6 currently participate in a rotation through the visual and performing arts on a regular basis and enjoy opportunities to further grow through extra opportunities including musical performances and plays.

Our Academy Visual and Performing Arts Scope and Sequence documents are attached as part of this response.

*3. Projected Revenue for 2022-2025.*

We are confident that the addition of 7<sup>th</sup> and 8<sup>th</sup> grades will continue to enhance our financial position. As stated during the initial presentation, we have projected our revenues and expenditures into the future years based on the projected growth of our enrollment.

Our Academy Projected Revenue for 2022-2025 is attached as part of this response.

***Social Studies Curriculum Alignment Documents,  
Scope and Sequences Documents and Units of  
Instruction***

Curriculum Map Civics grade 7 Academy of Dover

| Unit                                      | Essential Questions  | Delaware Content Standards   | Assessment/Products  | Vocabulary  |
|---|--|--|--|---|
| <p>Civil rights and political freedom</p> | <ul style="list-style-type: none"> <li>How might the majority threaten individual and minority rights?</li> <li>Why are citizens protected by the Constitution?</li> <li>Should individual rights be limited?</li> </ul> | <p><b>Civics Standard Two 6-8a:</b><br/>Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.1</u><br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.2</u><br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.3</u><br/>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> | <p>Think-Pair-Share<br/>Cooperative Learning teams<br/>Graphic organizers<br/>Paper-Pass<br/>RAFT Activity</p> | <p>Democracy<br/>Majority rule<br/>Expansion of Freedom<br/>Constitution<br/>Bill of Rights<br/>Poll tax<br/>Religion Exclusion<br/>14<sup>th</sup> Amendment<br/>Supreme Court<br/>Civil Rights Act<br/>The National Voting Rights Act<br/>Women's Suffrage Movement<br/>Jim Crow Laws</p> |

Curriculum Map Civics grade 7 Academy of Dover

| Unit | <b>Essential Questions</b>   | <b>Delaware Content Standards</b>  | Assessment/Products   | Vocabulary  |
|------|--|--|---|---|
|      | <ul style="list-style-type: none"> <li>• How might civil rights secure political freedom?</li> <li>• Why are civil rights essential protections for American citizens?</li> <li>• How &amp; why did American education change over time between 1950 and 1954?</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Civics 3:</b> Students will understand that civil rights secure political freedom while property rights secure economic freedom and that [they] are essential protections for United States citizens. <b>Grade 7</b></li> <li>• <b>Civics 2:</b> Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and Federalist Papers. <b>Grade 8</b></li> <li>• <b>History 1:</b> Examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect. <b>Grade 8</b></li> <li>• <b>History 2b:</b> Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or</li> </ul> | <p>Think-Pair –Share</p> <p>Cooperative Learning teams</p> <p>Graphic organizers</p> <p>Paper-Pass</p> <p>RAFT Activity</p> | <p>Equality</p> <p>civil rights</p> <p>political freedom</p> <p>obstructed</p> <p>secure</p> <p>plaintiff</p> <p>civil rights</p> <p>discrimination</p> <p>Jim Crow</p> |

Curriculum Map Civics grade 7 Academy of Dover

|                                   |  |   |  |  |
|-----------------------------------|--|---|--|--|
|                                   |  | <p>point of view for which they were constructed.<br/><b>Grade 8</b></p>  |  |  |
| <p>Unit</p>                       | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How might citizens participate effectively and advance their public policy interests in democratic systems?</li> </ul>  | <p><b>Delaware Content Standards</b></p>  | <p>Assessment/Products</p>   | <p>Vocabulary</p>  |
| <p><b>Project Participate</b></p> | <ul style="list-style-type: none"> <li>Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.</li> </ul> <p><b>Civics Standard Four 9-12 a/b:</b></p> <ul style="list-style-type: none"> <li>Students will develop and employ the skills necessary to work with government programs and agencies.</li> <li>Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</li> </ul> | <p><b>Civics Standard Four 6-8a:</b></p> <ul style="list-style-type: none"> <li>Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.</li> </ul> | <p>Students design then deliver a presentation in which they address an authentic public policy problem, analyze possible solutions, recommend a solution or policy, develop an action plan aimed at moving that solution into policy. This is described in greater detail below in the learning plan.</p> | <p>Public policy<br/>trigger<br/>Cost<br/>Benefit<br/>Action plan<br/>Top down approach<br/>Bottom up approach</p> |

# From RunaRound to Remedy (or Bulah to Brown)

**Lesson Title:** From RunaRound to Remedy (or Bulah to Brown)

**Designed by:** Fran O'Malley, Institute for Public Administration's Democracy Project, University of Delaware

**Content Area:** Social Studies (Civics and History)

**Grade Level Options:**

- Grade 7 (Civics Standard 3 – civil rights and political freedom)
- Grades 4-11 (History 1 or 2 Chronology/Analysis – change over time)

**Summary of Lesson**

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

**Estimated Time to Complete:** 2 block periods (140 minutes).

- |                  |                           |            |
|------------------|---------------------------|------------|
| • Activity I:    | Warm-Up                   | 5 minutes  |
| • Activity II:   | Think-Pair-Share          | 5 minutes  |
| • Activity III:  | Reading for Context       | 10 minutes |
| • Activity IV:   | Vocabulary                | 1 minute   |
| • Activity V:    | Analyze Political Freedom | 7 minutes  |
| • Activity VI:   | Building the Relationship | 5 minutes  |
| • Activity VII:  | Preview Text              | 1 minute   |
| • Activity VIII: | Read Resource #3          | 8 minutes  |
| • Activity IX:   | Orient the Space          | 1 minute   |
| • Activity X:    | Read Resource #4          | 8 minutes  |
| • Activity XI:   | Graphic "Herstory"        | 5 minutes  |
| • Activity XII:  | Virtual Field Trip        | 10 minutes |
| • Activity XIII: | Thinking Chronologically  | 7 minutes  |
| • Activity XIV:  | Debrief                   | 5 minutes  |
| • Activity XV:   | Assessment                | 5 minutes  |

Total Time = 83 minutes

**Resources Needed:**

- Copies of Resources #1 to #7
- Computer with internet access and speakers
- Projector (e.g. LCD, Smartboard)

## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

- **Civics 3:** Students will understand that civil rights secure political freedom while property rights secure economic freedom and that [they] are essential protections for United States citizens. **Grade 7**
- **Civics 2:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and Federalist Papers. **Grade 8**
- **History 1:** Examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect. **Grade 8**
- **History 2b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed. **Grade 8**

### English/Language Arts Connections

Students will...

- Determining the central idea
- Drawing inferences
- Supporting with evidence from the text.
- Determining the meaning of words and phrases.
- Determining author's purpose.
- Analyzing and identifying rhetorical strategies.

### Big Ideas

Equality, civil rights, political freedom.

### Lesson Enduring Understandings

Civil rights secure political freedom and are essential protections for United States citizens. The enormous powers and resources that governments possess pose considerable threats to relatively defenseless individuals. Civil rights impose reasonable limits on those who hold that power, and create conditions in which fundamental individual liberties might be protected and enjoyed.

### Lesson Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

### Knowledge and Skills

Students will need to know...

Vocabulary: obstructed, secure, plaintiff

Academic Vocabulary: civil rights, discrimination, Jim Crow

Students will be able to...

- analyze text
- analyze change over time
- construct relationships (between civil rights and political freedom)



# From RunaRound to Remedy

## (or Bulah to Brown)

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| • Activity XV:   | Assessment                | 5          |

minutes Total Time =  
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### Resources Needed:

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- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

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Students will need to know...

Vocabulary: obstructed, secure, plaintiff

Academic Vocabulary: civil rights, discrimination, Jim Crow

Students will be able to...

- analyze text
- analyze change over time
- construct relationships (between civil rights and political freedom)

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not desired results are achieved

### Assessment

Describe a scenario or situation in which one of your friend's political freedom is being threatened. Then, explain how the exercise of a civil right might secure that freedom.

### Rubric

2 = response describes a valid situation in which a person's political freedom is threatened and explains how the exercise of a civil right might secure that freedom

1 = response describes a valid situation in which a person's political freedom is threatened but fails to explain how the exercise of a civil right might secure that freedom

## Stage 3 – Learning Plan

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

### Lesson:

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

### Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

### Instructional Strategies

#### Procedures

- I. **Warm-Up** (developing context): Show students two photos of students at white and "negro" or "colored" (terms used at the time) school circa 1950. Ask them to work with a partner to analyze the photos...
  - a. looking specifically for what appears to be similar and different in the two photos.
  - b. estimating when the photos may have been taken, using evidence from the photos to support their conclusions.

Circulate as students discuss and select notable responses (e.g. correct, incorrect, misconceptions) to address whole class then sequence the selections in a manner that will best advance learning. Ideally, students will notice that students are segregated and the time frame is "long ago" or, more accurately, circa 1950.

- II. **Think-Pair-Share:** Create a list of young people (age 12 or younger) who have helped make history. Be sure to describe what role they played. Students may struggle to identify many, as history has not featured their roles.
  - a. Discuss – do you think history books pay much attention to the contributions of young people? Ask for explanations.

b. Tell students that, in this lesson, they are going to learn about a seven year-old girl whose experiences helped change the history in the United States. Moreover, she was from Delaware! [Do not mention education yet. Let them read to find out.]

III. **Read for Context.** Distribute copies of **Resource 1** and have students read and answer the questions on the right side of the page. Then, discuss responses in whole group.

IV. Highlight important academic vocabulary associated with the targeted benchmark

**Civil Rights** - civil rights are those rights that we have as individuals to be treated equally with others.

V. **Analyze Political Freedom** – distribute copies of **Resource #2** or project the statements listed below as “a-g” onto a screen and ask students “would you consider yourself politically free in each of the following situations if...?” Students can check or write “yes” or “no” on **Resource #2** if you use that option.

- a. You tried to organize a group to protest an action of government but were obstructed or not allowed?
- b. You tried to write and gather signatures on a petition but were obstructed or not allowed?
- c. You tried to vote but were obstructed or prevented from doing so?
- d. You tried to support, or contribute to, a candidate’s campaign but were obstructed or denied?
- e. You tried to run for political office but were obstructed or prevented from doing so?
- f. You tried to organize or join a political party but were obstructed or not permitted to do so?
- g. You tried to write a letter to the editor criticizing or supporting a government action but were denied publication?

Anticipate that students will say no to each of the prompts listed in a-g above then mention that, in the 1950s, black Americans faced all of these challenges and more.

VI. **Building the Relationship: Civil Rights and Political Freedom** – formative check for understanding: based on the analysis that they just completed, ask student to explain how civil rights help to secure or contribute to a person’s political freedom. Students are expected to understand this relationship. Be sure to clarify the connection between civil rights and political freedom if they struggle.

VII. **Previewing a Text:** Tell students that they are going to read a couple of letters written in 1950. The setting is Hockessin, Delaware, which is located in the northwestern part of the state and, which at the time, was a very rural area.

VIII. **Reading:** distribute copies of **Resource #3: Mr. & Mrs. Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the document, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #3** is a letter from the Bulah family in Hockessin, Delaware to their Governor Ebert Carvel asking him to help them in their efforts to secure school bus transportation for their seven-year-old daughter, Shirley. Although the letter does not state it explicitly, the Bulah’s are “colored.” Students will be asked to infer this.

IX. **Orienting the Space [optional]:** you may want to consider projecting a copy of **Resource #3a**, a modern image showing the distance between the Bulah’s house and School No. 107. The 2017 Google map also shows a possible route that Shirley may have taken to school. Actual route is unknown but the distance from Shirley’s home to school is generally accepted as approximately two miles.

- X. **Reading:** Distribute copies of **Resource #4: Fred Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the letter, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #4** is a follow-up letter from the Bulah family to Governor Carvel. The Bulah's have received responses from the governor and the head of school transportation for the Department of Public Instruction, and the frustrated Bulah parents are expressing their belief that they are getting the runaround.

XI. **Graphic "Herstory":**

- a. **Background:** Getting no relief from the state, the Bulahs contacted attorney Louis Redding in the hope that he might help them in their effort to get bus transportation for their daughter Shirley. The graphic history that the students are about to read picks up with Mrs. Bulah's meeting with Redding. Have students read the graphic history found in **Resource #6**.
- b. Explain "Jim Crow"  
Prior to reading, explain the term Jim Crow as it appears in the graphic history. "It is not clear how, but the minstrel character's name "Jim Crow" became a kind of shorthand for the laws, customs and etiquette that segregated and demeaned African Americans primarily from the 1870s to the 1960s" [from <https://ferris.edu/jimcrow/origins.htm>].
- c. After reading: have students turn to a partner. Partner #1 should summarize the Graphic Herstory. Partner #2 should add any significant details that Partner #1 may have left out.

XII. **Virtual Field Trip:** The graphic "herstory" concludes with Chancellor Collins Seitz inviting the students to go on a virtual field trip to Hockessin Schools No. 29 and 107. This virtual field trip is [here](#). The students' simulated task is to help the Chancellor determine whether the schools are equal and likely to offer equal educational opportunities to white and "colored" students. They will be asked to record observations during the field trip, then summarize their conclusions around the question – are Hockessin Schools No. 29 and 107 truly "separate but equal?"

- a. Present the Virtual Field Trip without interruption so the students get a sense of the whole story and experience.
- b. Then, distribute copies of **Resource #7 Collecting Data on Hockessin Schools No. 29 and 107**. Have them read Resource #7 so they understand the task.
- c. Present the Virtual Field trip a second time to students and have them record their findings on **Resource #7** – pausing as needed. Tell them that they will be asked to use the data as evidence to help inform a legal opinion around the question – are Schools No. 29 and 107 offering white and "colored" students equal opportunities to a quality education?

XIII. **Thinking Chronologically:** Distribute copies of **Resource #8: Civil Rights Timeline**. Have students analyze the timeline and answer the three questions on the handout using a think-pair-share approach. The chronology is designed to help students learn that education in the United States changed over time. A cause was the struggle led by the Bulah family with the support of attorney Louis Redding.

XIV. **Debrief**

- a. How might civil rights secure political freedom?
- b. Why are civil rights essential protections for American citizens?
- c. How & why did American education change over time between 1950 and 1954?

# **Resources**

(Handouts)

## Resource #1: Contextualizing: Background to Civil Rights Movement

When Thomas Jefferson inserted the phrase “all men are created equal” into the Declaration of Independence, and Congress approved the document in July of 1776, the men who founded our nation committed the American people to the principles of freedom and equality. Equality was not a reality in 1776, however, and the most ironic piece of evidence is that Jefferson owned slaves. Our nation’s development over time has been one in which Americans have taken steps forward and backward in their attempts to live up to that principle.

Slavery existed for over 250 years in the United States before a Civil War ended that institution with the passage of the 13<sup>th</sup> Amendment in 1865. In an effort to advance the cause of equality, Congress ratified the 14<sup>th</sup> Amendment in 1868. The Amendment states that “No State shall...deny to any person within its jurisdiction the equal protection of the laws.” Nevertheless, even the end of slavery and the force of a Constitutional amendment did not bring about equality for former slaves or an end to racial discrimination.

For example, between 1870 and 1950, states passed laws that...

- made it difficult for blacks to vote.
- made it illegal for blacks to be in the same places as white people.
- made it illegal for blacks to marry white people.
- made it illegal for blacks to serve on juries or testify in courts.
- made it illegal for blacks to live in certain areas.
- made it legal to punish blacks for not having jobs.
- required blacks to attend separate churches.
- required blacks to attend separate schools.
- restricted black people’s rights to own property.
- restricted black people’s rights to travel.

As incredible as it may seem today, the laws at both the federal and state levels supported discrimination and segregation. In 1896, the United States Supreme Court handed down its decision in the *Plessy v. Ferguson* case, ruling that blacks and whites could be separated as long as the separate facilities were equal – or what popularly came to be known as “separate but equal.” One year later, the State of Delaware adopted a new constitution that included a clause stating that “separate schools for white and colored children shall be maintained.”

Frustrated after decades of discrimination and unequal treatment, a large-scale civil rights movement gathered steam in the United States during the 1950s. Civil rights are rights intended to guarantee equal protection under the law. Goals of the civil rights movement included drawing attention to the failure of the American people to live up to the principle of equality, ending racial segregation and discrimination, and bringing about equal treatment for all Americans, particularly black citizens.

1. What is the central idea? Where in the text do you find support for your conclusion?
2. To what extent did the American people live up to the principle of equality between 1870 and 1950. Support your answer with evidence from the text.
3. The author suggests that our federal and state governments actually denied some Americans equality. What evidence does he offer to support this claim?
4. The author uses the phrase “separate but equal.” What does he mean by this phrase?
5. Why did a large-scale civil rights movement gather steam in the United States during the 1950s?
6. What are civil rights?

## Resource #2: Relating Civil Rights to Political Freedom

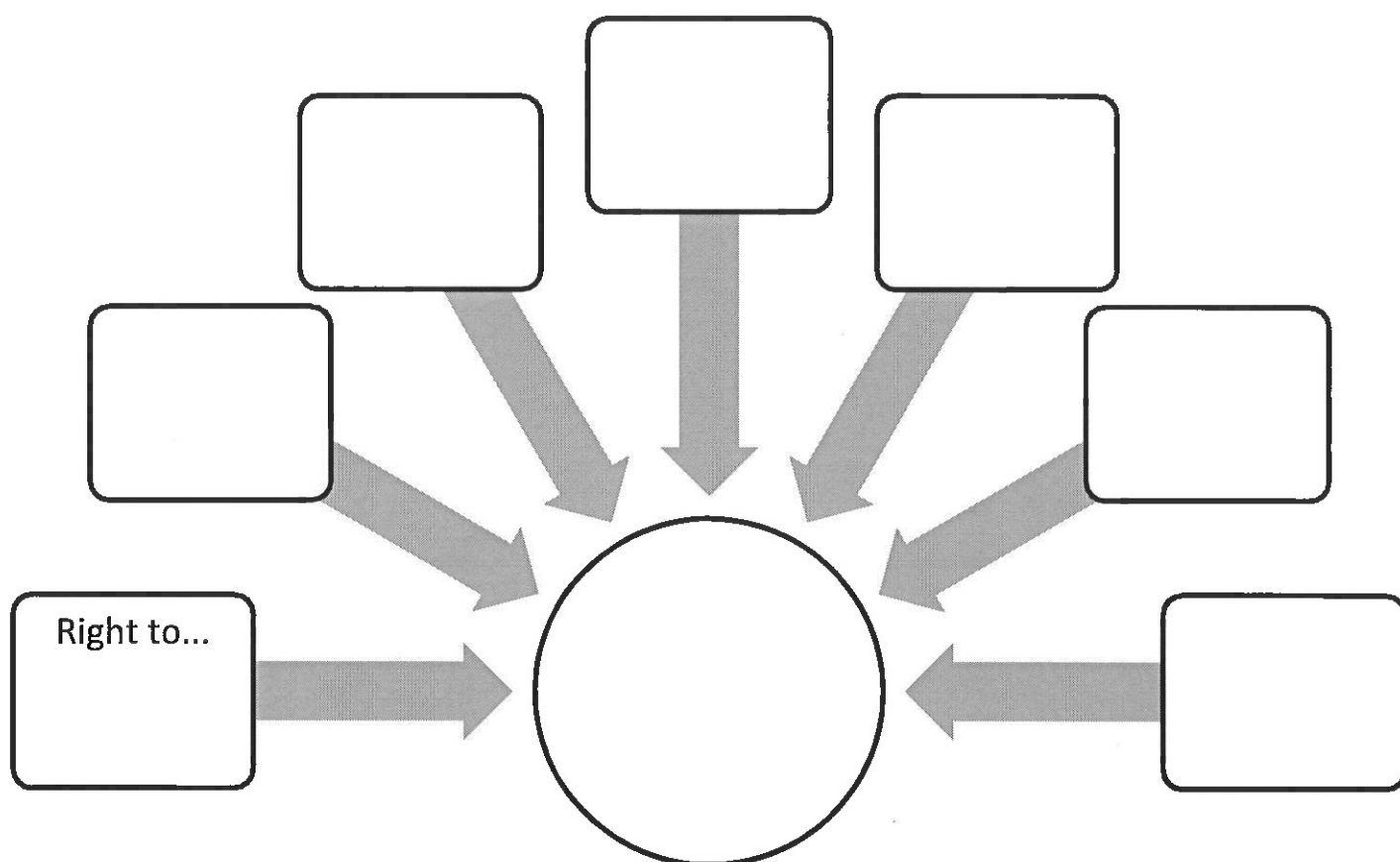
**Directions:** Read each of the following statements labeled a-g and ask yourself, "Would you consider yourself politically free in each of the following situations if...?" Answer the question by checking "yes" or "no" to the right of each statement.

| Would you consider yourself free if...  | Yes | No |
|---|-----|----|
| a. You tried to organize a group to protest an action of government but were obstructed or not allowed?                 |     |    |
| b. You tried to write and gather signatures on a petition but were obstructed or not allowed?                           |     |    |
| c. You tried to vote but were obstructed or prevented from doing so?  |     |    |
| d. You tried to support, or contribute to, a candidate's campaign but were obstructed or denied?                        |     |    |
| e. You tried to run for political office but were obstructed or prevented from doing so?                                |     |    |
| f. You tried to organize or join a political party but were obstructed or not permitted to do so?                       |     |    |
| g. You tried to write a letter to the editor criticizing or supporting a government action but were denied publication? |     |    |



## Resource #3a

### Connecting Ideas Civil Rights and Political Freedom



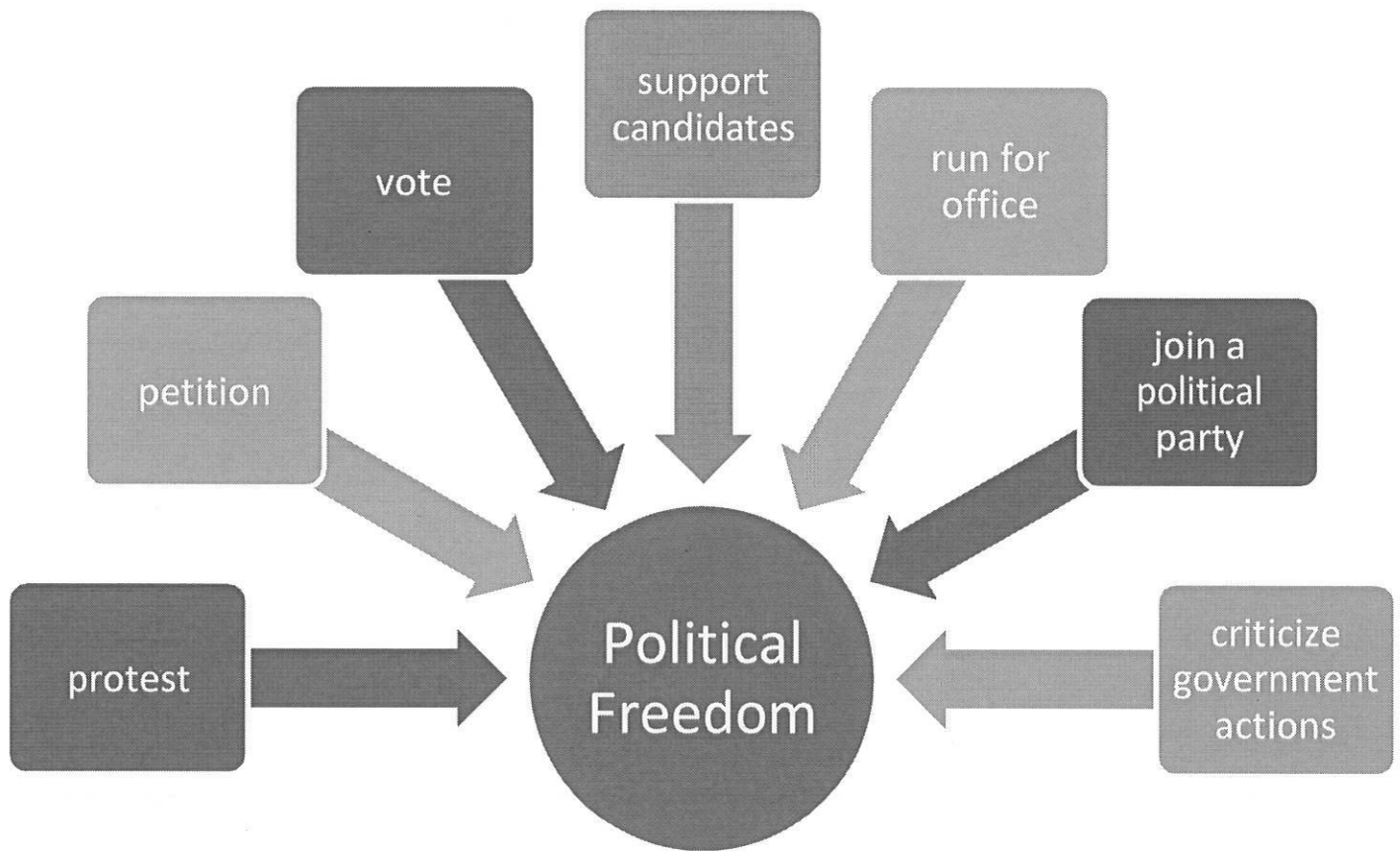
#### Instructions

1. Write "Political Freedom" in the center circle.
2. Review statements a-g presented on Resource # 2. Which civil right is the focus of attention in each statement? Print one right into each of the square boxes pointing to "political freedom."
3. Then, turn & discuss with a partner the check for understanding that appears below. Write your response to the check after discussing.

#### Check for Understanding

How do civil rights help secure our political freedom? Support your answer with an example.

Teacher Resource 3b (answers for Resource #3 supplied)



RECEIVED *Kessin*  
Wilmington, Del. *Oct 3 1950*  
OCT 4 1950  
The Hon. Governor Carvel  
OFFICE OF,  
THE GOVERNOR  
Dover Delaware  
Dear Governor: I am writing  
you in regards to the  
problem of transportation for  
my daughter age 6, to and from  
school. My home is on the  
Limestone Rd. near Valley over  
two miles from the school.  
A school bus passes by my door  
picking up children: but so  
far! I have been unable to get  
the driver to pick up mine

The Bus Divion told me to get  
in touch with Mr. Isenbry,  
of Dover; who was in charge of  
The Bus; I wrote him on  
Sept 19. but havent heard from  
him to Date. We are citizen and  
taxpayers of the state of Delaware  
and would appreciate anything  
that can be done, to adjust  
this matter. Will you please  
give this problem your personal  
attention.

X Very Truly yours,

Mr + Mrs Fred Bulah  
Phone No 548 Hockessin Dela

**Resource #4 [transcribed]: Mr. and Mrs. Fred Bulah to Delaware Governor Carvel**

| <b>Text</b>   | <b>Questions</b>  |
|---|---|
| <p style="text-align: center;">Hockessin</p> <p style="text-align: right;">Oct 3, 1950</p> <p>The Hon. Governor Carvel<br/>Dover Delaware</p> <p>Dear Governer:</p> <p>I am writing you in regards to the problem of transportation for My Daughter age 6, to, and from school: My Home is on the Limestone Rd. near Valley over two miles from the School. A School Bus passes by my Door picking up children: but so far: I have been unable: to get the Driver to pick up mine The Bus Driver told me to get in touch With Mr. Isenburg, of Dover: who, was in charge of The Bus: I wrote him on Sept 19, but havent heard from him to Date. We are citizen and taxpayers: of the state of Delaware an would appreciate: anything that can be Done, to adjust this matter. Will you please give this problem your personal attention.</p> <p>Very truly yours,</p> <p>Mr + Mrs Fred Bulah<br/>phone no 548            Hockessin Dela</p> | <ol style="list-style-type: none"><li>1. What kind of text is this?</li><li>2. Who wrote the letter and to whom was it written?</li><li>3. When was the letter written and why might this matter?</li><li>4. What is the authors' purpose?</li><li>5. What information do the authors include in their letter to convince the reader that their issue deserves attention?</li><li>6. What can we infer about the people who wrote the letter?</li><li>7. The authors of the letter do not offer reasons for the problem that they are writing about. How might Resource 1 help to explain the cause of the problem?</li></ol> |

**Resource #4a: Current Google Map View of Shirley Bulah's Route to School**



Resource #5: Letter from Fred Bulah to Delaware Governor Carvel

RECEIVED  
OCT. 13 1950  
OFFICE OF THE GOVERNOR  
Dear Gov. I received  
a letter today from Mr Eisenbray  
stating they had no transportation  
facilities for school no. 1076. The  
School Bus passes my Home twice a  
day picking up children along the  
way. he could put my Daughter  
off at the postoffice she would  
only be 2 blocks. from the school  
it is also good Road. There are  
transportation for some pupils while  
others have to go thru Rain. Hail  
sleet, Snow, an mud. To get to school  
which isnt Right. To take my  
Child to school would not be route

The Bus at all: put up her off  
at the postoffice and pick her up  
at the postoffice: and bring her  
right back to my Door: The Bus  
is not full: so that isent an  
excuse: please look into the  
matter for me: As I seem to  
be getting the Runa Round:

Sincerely Fred Buda  
Horseshoe Hill

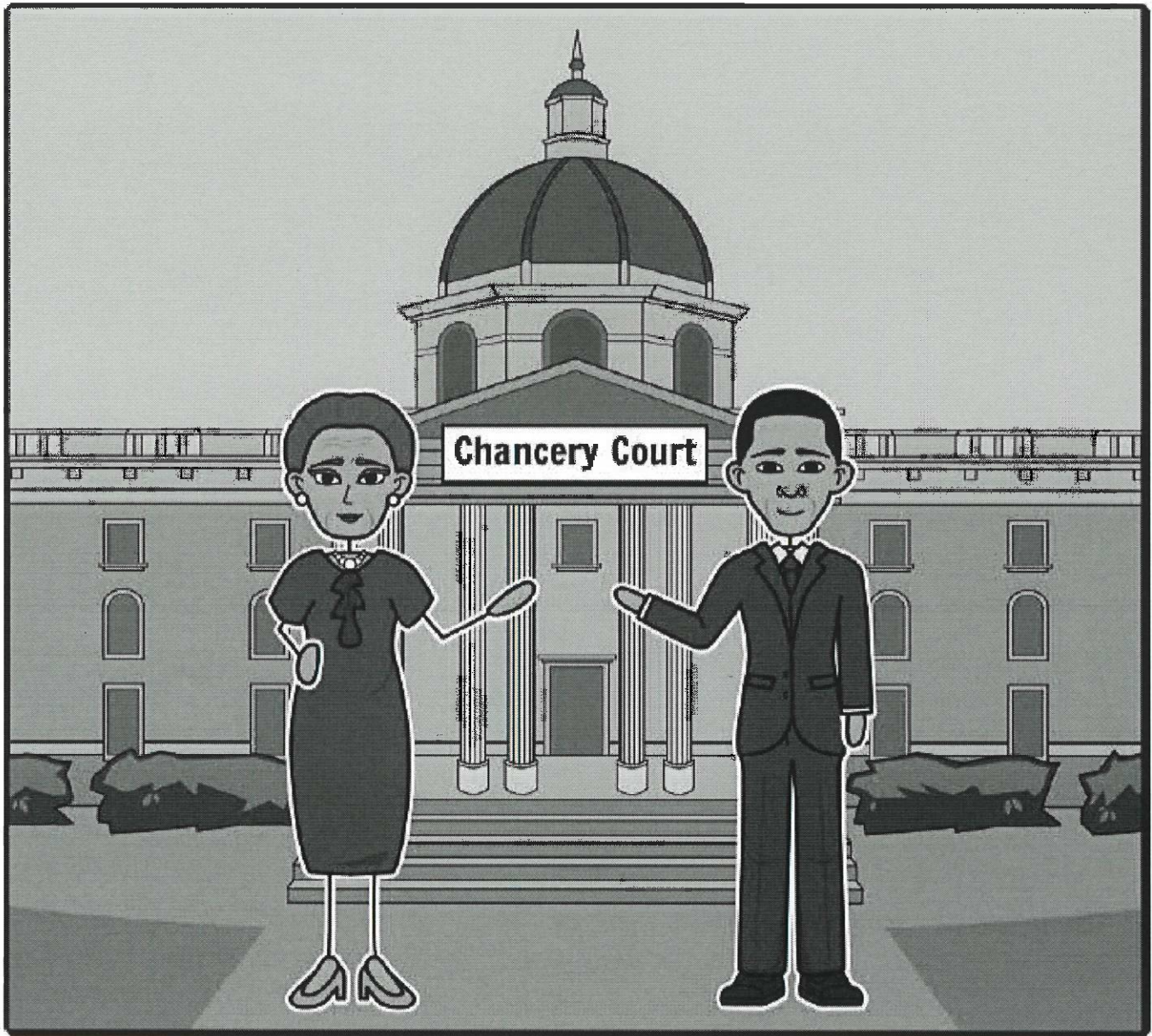


Resource #5 [transcribed]: Letter from Fred Bulah to Delaware Governor Carvel

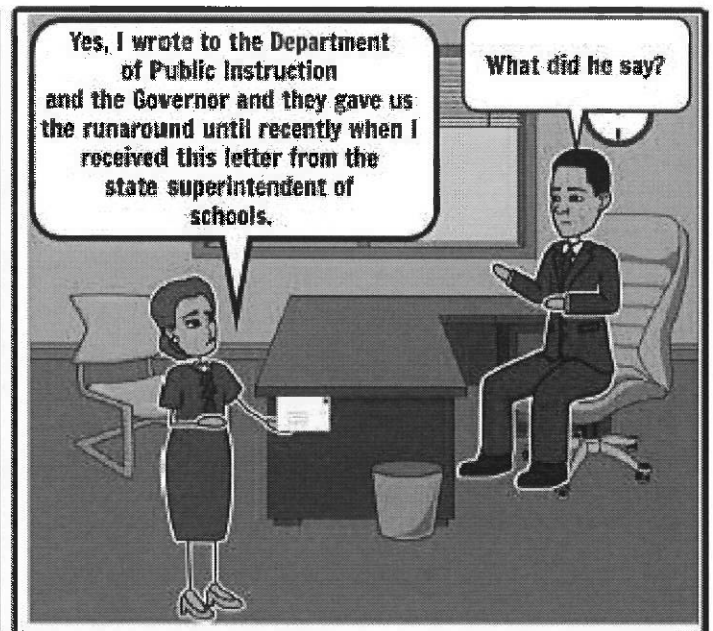
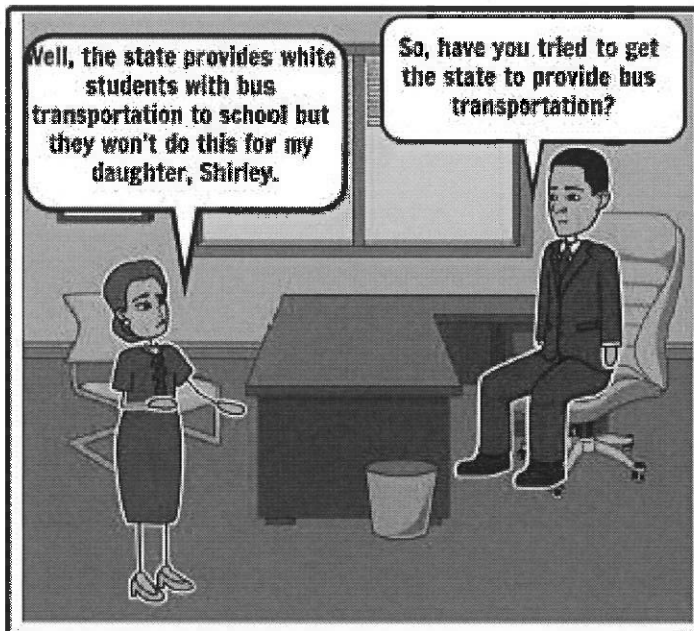
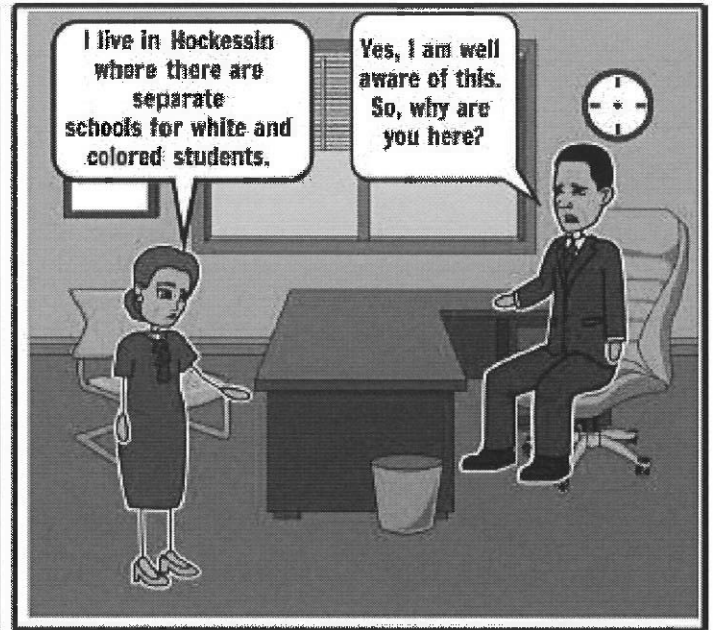
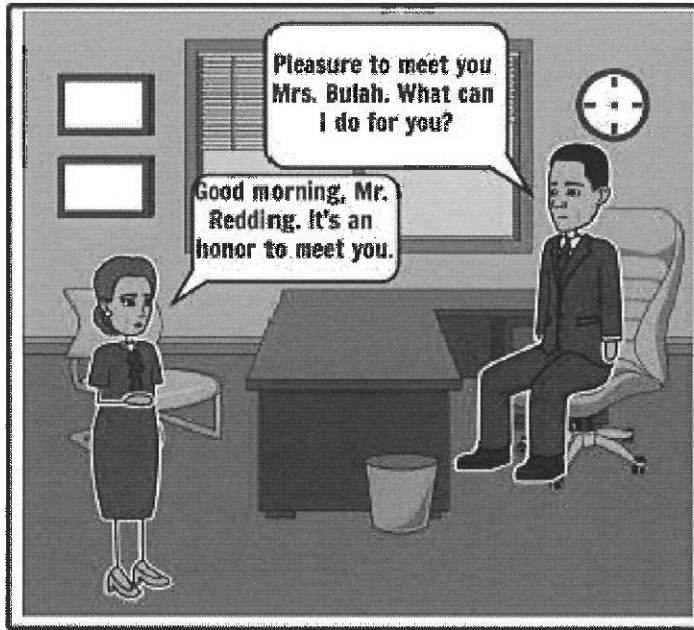
| Text  | Questions  |
|---|--|
| <p style="text-align: right;">Hockessin Dela<br/>Oct 12, 1950</p> <p>Hon Gov. Carvel</p> <p style="text-align: center;">Dear Gov, I received a letter today from Mr. Eisenbray stating they had no Transportation facilities for school no. 107C. The School Bus passes my Home twice a day picking up children along the way: he could put my Daughter of at the postoffice She would only be 2 blocks: from the school it is also good Road: There are transportation for some pupils while others have to go thru Rain, Hail, sleet, snow, and mud: to get to school which isnt Right. to take my child to school would not reroute the Bus at all: put her off at the postoffice an pick her up at the post office: An Bring her right back to my Door: the bus is not full: so that isnt an excuse: please look into the Matter for me. As I seam to be getting the Runa Round.</p> <p>Sincerely Fred Bulah<br/>Hockessin Dela</p> | <ol style="list-style-type: none"><li>1. Who wrote this letter and two whom is it written?</li><li>2. What is the purpose of the letter?</li><li>3. What effect did the first letter written by the Bulahs appear to have had?</li><li>4. The author uses the phrase, "...I seam to be getting the Runa Round." What does he most likely mean?</li><li>5. What strategies does the author use to persuade his audience? Support your answer with one or more quotes from the letter.</li></ol> |

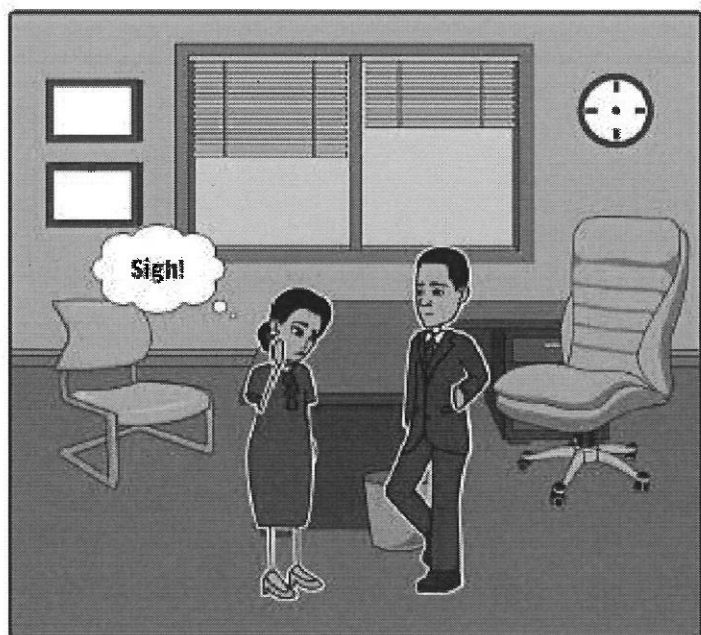
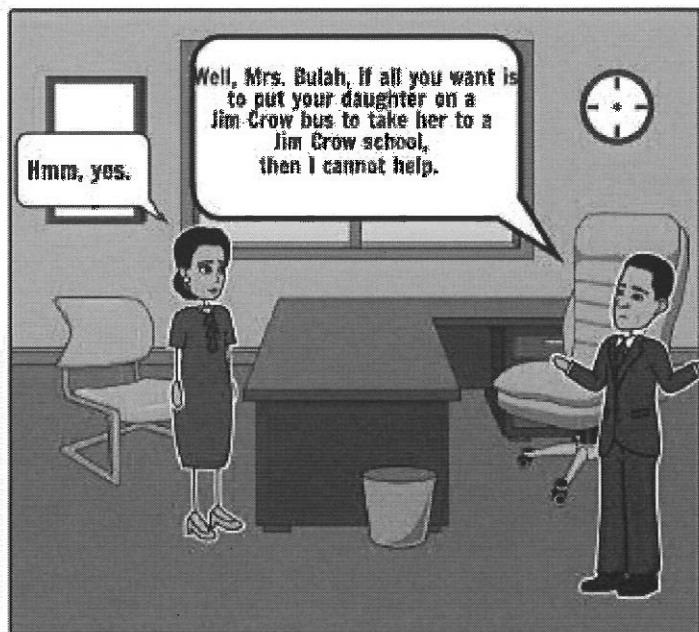
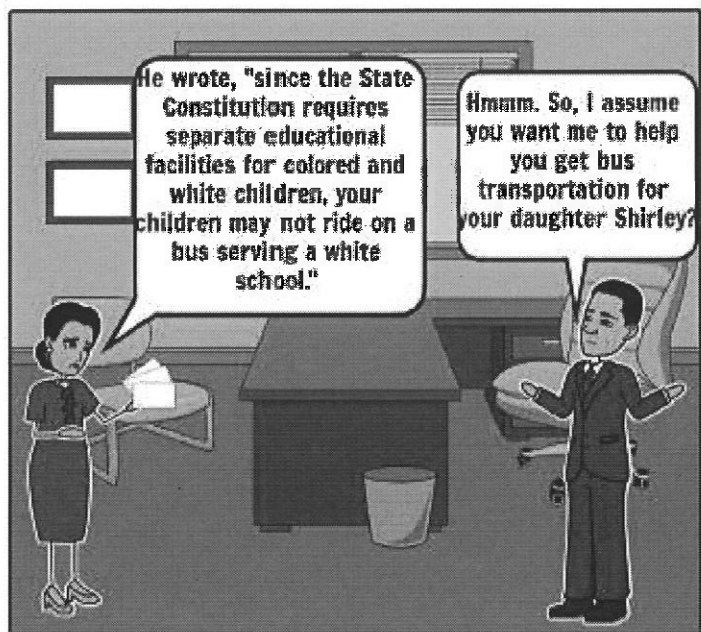
# From RunaRound to Remedy

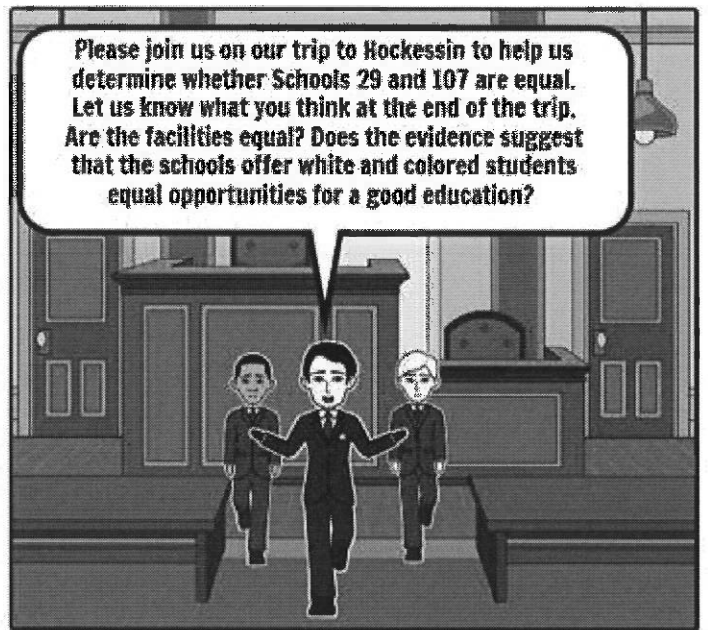
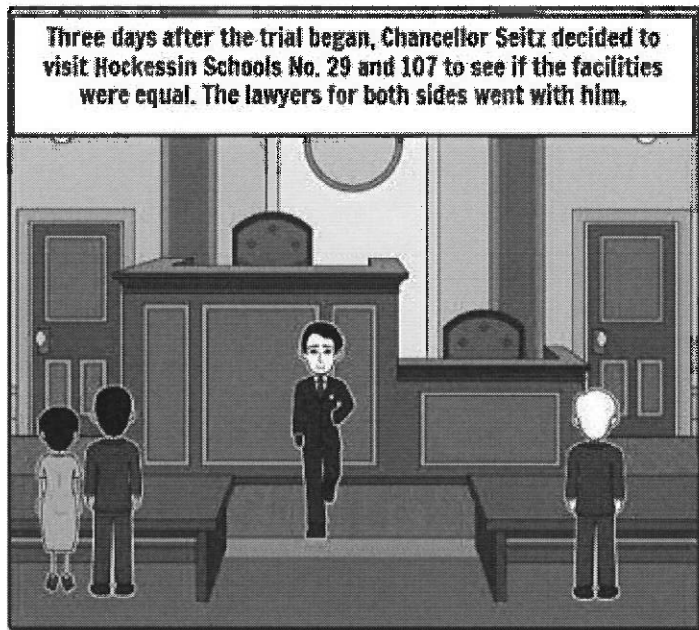
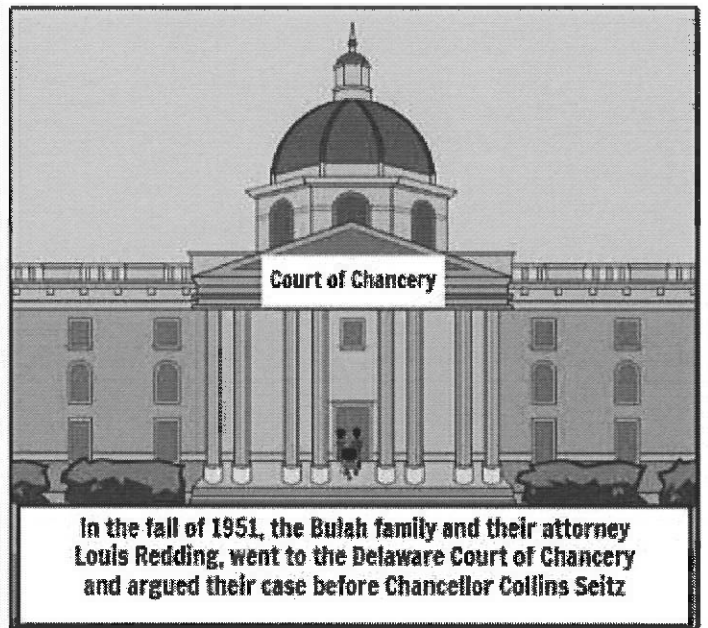
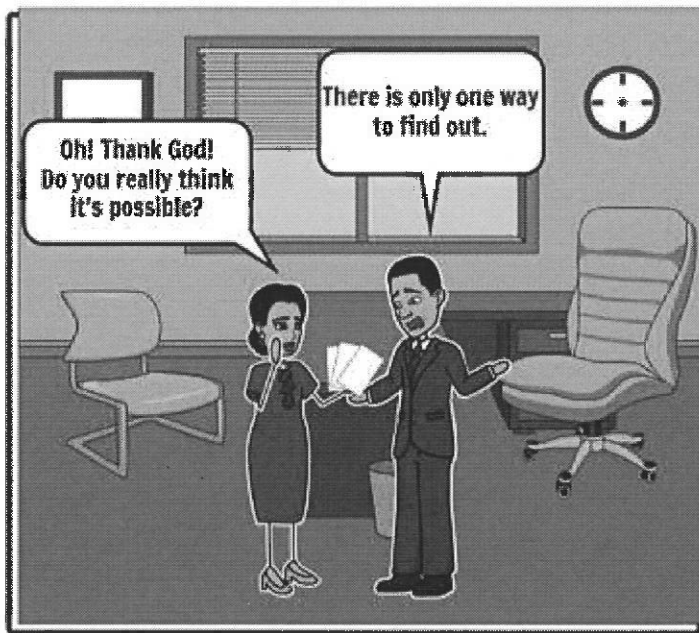
Civil Rights History in Delaware (1950-1954)



©2017 Fran O'Malley







## Resource #7: Collecting Data on Hockessin Schools No. 29 and 107

**Background:** At the time that Shirley Bulah's case was heard in the Chancery Court of Delaware, the United States Supreme Court's "separate but equal" ruling was the law of the land. Recall that it declared that blacks and whites could be placed in separate facilities (e.g. schools) but that the facilities had to be equal.








Based on that ruling, the Delaware State Constitution stated that "separate schools for white and colored children shall be maintained."

After hearing three days of testimony in the Bulah hearing, Chancellor Collins Seitz travelled to Hockessin to see for himself how School No. 29 (for white children) compared to School No. 107 (for "Negro" children). He wanted to see if the two separate schools were equal. Seitz went with his clerk and the lawyers for both sides in the case. The Chancellor included his findings in the opinion that he wrote at the conclusion of the trial.

**Directions:** Collect data from the virtual judicial field trip that you are now about to go on. Determine whether the evidence provided suggests that School No. 29 is better, worse or equal to School No. 107. Place a (+) sign under the school that is better in each aspect of the schools evaluated, a (-) sign under the school that is worse, or an (=) sign in the third column.

| Aspect of the Schools Evaluated  | School No.<br>29 (White) |  | School No.<br>107 (Negro) |
|--|--------------------------|--|---------------------------|
| Number of Classrooms in the School   |                          |  |                           |
| Amount of State Funds Received   |                          |  |                           |
| Number of Grades Taught by Each Teacher                                      |                          |  |                           |
| Teacher to Student Ratio (how many students each teacher is responsible for) |                          |  |                           |
| Current Value of the Schools   |                          |  |                           |
| Site on Which the Schools are Located and Landscaping                        |                          |  |                           |
| Funding from the State   |                          |  |                           |
| Teachers' Salaries   |                          |  |                           |
| Teacher Preparation and Ratings  |                          |  |                           |
| Auditorium   |                          |  |                           |
| Basketball Court   |                          |  |                           |
| Basement   |                          |  |                           |
| Drinking Fountains   |                          |  |                           |
| Toilet Facilities  |                          |  |                           |
| Nurse's Office   |                          |  |                           |
| Strayer-Englehart Score Card on School's Physical Condition                  |                          |  |                           |

## Resource #8: Civil Rights Timeline

| Year              | Image   | Event   |
|-------------------|---|---|
| 1950              |    | Parents Fred and Sarah Bulah write letters asking Delaware to provide their daughter Shirley with bus transportation to school  |
| 1951              |    | Bulah v Gebhart argued in Chancery Court of Delaware  |
| 1952<br>April     |    | Chancellor Collins Seitz applies the separate but equal test, found the schools unequal, and orders the immediate admission of black students to the white school. Delaware Board of Education appeals the ruling. Seitz also takes issue with the constitutionality of separate but equal, but states that he does not have the power as a state court judge to strike down as unconstitutional a US Supreme Court decision. |
| 1952<br>September |   | "Colored" students admitted to Hockessin School No. 29.   |
| 1952<br>October   |  | U.S. Supreme Court bundles cases from four states, including Bulah v Gebhart, into Brown v Board of Education case.   |
| 1952<br>December  |  | First round of arguments in the Brown case at the U.S. Supreme Court  |
| 1954<br>May       |  | U.S. Supreme Court overturns Plessy v Ferguson and "separate but equal" while declaring school segregation unconstitutional.  |

1. How did the law regarding school segregation change over time? Use evidence from the timeline to support your answer.
2. Why did school segregation laws change?
3. Use information found on the timeline to explain why civil rights are necessary to secure the freedom of American citizens.

# From RunaRound to Remedy

## (or Bulah to Brown)

**Lesson Title:** From RunaRound to Remedy (or Bulah to Brown)

**Designed by:** Fran O'Malley, Institute for Public Administration's Democracy Project, University of Delaware

**Content Area:** Social Studies (Civics and History)

### Grade Level Options:

- Grade 7 (Civics Standard 3 – civil rights and political freedom)
- Grades 4-11 (History 1 or 2 Chronology/Analysis – change over time)

### Summary of Lesson

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

**Estimated Time to Complete:** 2 block periods (140 minutes).

- |                  |                           |            |
|------------------|---------------------------|------------|
| • Activity I:    | Warm-Up                   | 5 minutes  |
| • Activity II:   | Think-Pair-Share          | 5 minutes  |
| • Activity III:  | Reading for Context       | 10 minutes |
| • Activity IV:   | Vocabulary                | 1 minute   |
| • Activity V:    | Analyze Political Freedom | 7 minutes  |
| • Activity VI:   | Building the Relationship | 5 minutes  |
| • Activity VII:  | Preview Text              | 1 minute   |
| • Activity VIII: | Read Resource #3          | 8 minutes  |
| • Activity IX:   | Orient the Space          | 1 minute   |
| • Activity X:    | Read Resource #4          | 8 minutes  |
| • Activity XI:   | Graphic "Herstory"        | 5 minutes  |
| • Activity XII:  | Virtual Field Trip        | 10 minutes |
| • Activity XIII: | Thinking Chronologically  | 7 minutes  |
| • Activity XIV:  | Debrief                   | 5 minutes  |
| • Activity XV:   | Assessment                | 5 minutes  |

Total Time = 83 minutes

### Resources Needed:

- Copies of Resources #1 to #7
- Computer with internet access and speakers
- Projector (e.g. LCD, Smartboard)



## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

- **Civics 3:** Students will understand that civil rights secure political freedom while property rights secure economic freedom and that [they] are essential protections for United States citizens. **Grade 7**
- **Civics 2:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and Federalist Papers. **Grade 8**
- **History 1:** Examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect. **Grade 8**
- **History 2b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed. **Grade 8**

### English/Language Arts Connections

Students will...

- Determining the central idea
- Drawing inferences
- Supporting with evidence from the text.
- Determining the meaning of words and phrases.
- Determining author's purpose.
- Analyzing and identifying rhetorical strategies.

### Big Ideas

Equality, civil rights, political freedom.

### Lesson Enduring Understandings

Civil rights secure political freedom and are essential protections for United States citizens. The enormous powers and resources that governments possess pose considerable threats to relatively defenseless individuals. Civil rights impose reasonable limits on those who hold that power, and create conditions in which fundamental individual liberties might be protected and enjoyed.

### Lesson Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

### Knowledge and Skills

Students will need to know...

Vocabulary: obstructed, secure, plaintiff

Academic Vocabulary: civil rights, discrimination, Jim Crow

Students will be able to...

- analyze text
- analyze change over time
- construct relationships (between civil rights and political freedom)

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not desired results are achieved

### Assessment

Describe a scenario or situation in which one of your friend's political freedom is being threatened. Then, explain how the exercise of a civil right might secure that freedom.

### Rubric

2 = response describes a valid situation in which a person's political freedom is threatened and explains how the exercise of a civil right might secure that freedom

1 = response describes a valid situation in which a person's political freedom is threatened but fails to explain how the exercise of a civil right might secure that freedom

## Stage 3 – Learning Plan

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

### Lesson:

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

### Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

### Instructional Strategies

#### Procedures

- I. **Warm-Up** (developing context): Show students two photos of students at white and "negro" or "colored" (terms used at the time) school circa 1950. Ask them to work with a partner to analyze the photos...
  - a. looking specifically for what appears to be similar and different in the two photos.
  - b. estimating when the photos may have been taken, using evidence from the photos to support their conclusions.

Circulate as students discuss and select notable responses (e.g. correct, incorrect, misconceptions) to address whole class then sequence the selections in a manner that will best advance learning. Ideally, students will notice that students are segregated and the time frame is "long ago" or, more accurately, circa 1950.

- II. **Think-Pair-Share**: Create a list of young people (age 12 or younger) who have helped make history. Be sure to describe what role they played. Students may struggle to identify many, as history has not featured their roles.
  - a. Discuss – do you think history books pay much attention to the contributions of young people? Ask for explanations.

b. Tell students that, in this lesson, they are going to learn about a seven year-old girl whose experiences helped change the history in the United States. Moreover, she was from Delaware! [Do not mention education yet. Let them read to find out.]

III. **Read for Context.** Distribute copies of **Resource 1** and have students read and answer the questions on the right side of the page. Then, discuss responses in whole group.

IV. Highlight important academic vocabulary associated with the targeted benchmark

**Civil Rights** - civil rights are those rights that we have as individuals to be treated equally with others.

V. **Analyze Political Freedom** – distribute copies of **Resource #2** or project the statements listed below as “a-g” onto a screen and ask students “would you consider yourself politically free in each of the following situations if...?” Students can check or write “yes” or “no” on **Resource #2** if you use that option.

- a. You tried to organize a group to protest an action of government but were obstructed or not allowed?
- b. You tried to write and gather signatures on a petition but were obstructed or not allowed?
- c. You tried to vote but were obstructed or prevented from doing so?
- d. You tried to support, or contribute to, a candidate’s campaign but were obstructed or denied?
- e. You tried to run for political office but were obstructed or prevented from doing so?
- f. You tried to organize or join a political party but were obstructed or not permitted to do so?
- g. You tried to write a letter to the editor criticizing or supporting a government action but were denied publication?

Anticipate that students will say no to each of the prompts listed in a-g above then mention that, in the 1950s, black Americans faced all of these challenges and more.

VI. **Building the Relationship: Civil Rights and Political Freedom** – formative check for understanding: based on the analysis that they just completed, ask student to explain how civil rights help to secure or contribute to a person’s political freedom. Students are expected to understand this relationship. Be sure to clarify the connection between civil rights and political freedom if they struggle.

VII. **Previewing a Text:** Tell students that they are going to read a couple of letters written in 1950. The setting is Hockessin, Delaware, which is located in the northwestern part of the state and, which at the time, was a very rural area.

VIII. **Reading:** distribute copies of **Resource #3: Mr. & Mrs. Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the document, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #3** is a letter from the Bulah family in Hockessin, Delaware to their Governor Ebert Carvel asking him to help them in their efforts to secure school bus transportation for their seven-year-old daughter, Shirley. Although the letter does not state it explicitly, the Bulah’s are “colored.” Students will be asked to infer this.

IX. **Orienting the Space [optional]:** you may want to consider projecting a copy of **Resource #3a**, a modern image showing the distance between the Bulah’s house and School No. 107. The 2017 Google map also shows a possible route that Shirley may have taken to school. Actual route is unknown but the distance from Shirley’s home to school is generally accepted as approximately two miles.

- X. **Reading:** Distribute copies of **Resource #4: Fred Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the letter, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #4** is a follow-up letter from the Bulah family to Governor Carvel. The Bulah's have received responses from the governor and the head of school transportation for the Department of Public Instruction, and the frustrated Bulah parents are expressing their belief that they are getting the runaround.

XI. **Graphic "Herstory":**

- a. **Background:** Getting no relief from the state, the Bulahs contacted attorney Louis Redding in the hope that he might help them in their effort to get bus transportation for their daughter Shirley. The graphic history that the students are about to read picks up with Mrs. Bulah's meeting with Redding. Have students read the graphic history found in **Resource #6**.

b. Explain "Jim Crow"

Prior to reading, explain the term Jim Crow as it appears in the graphic history. "It is not clear how, but the minstrel character's name "Jim Crow" became a kind of shorthand for the laws, customs and etiquette that segregated and demeaned African Americans primarily from the 1870s to the 1960s" [from <https://ferris.edu/jimcrow/origins.htm>].

- c. After reading: have students turn to a partner. Partner #1 should summarize the Graphic Herstory. Partner #2 should add any significant details that Partner #1 may have left out.

- XII. **Virtual Field Trip:** The graphic "herstory" concludes with Chancellor Collins Seitz inviting the students to go on a virtual field trip to Hockessin Schools No. 29 and 107. This virtual field trip is [here](#). The students' simulated task is to help the Chancellor determine whether the schools are equal and likely to offer equal educational opportunities to white and "colored" students. They will be asked to record observations during the field trip, then summarize their conclusions around the question – are Hockessin Schools No. 29 and 107 truly "separate but equal?"

- a. Present the Virtual Field Trip without interruption so the students get a sense of the whole story and experience.
- b. Then, distribute copies of **Resource #7 Collecting Data on Hockessin Schools No. 29 and 107**. Have them read Resource #7 so they understand the task.
- c. Present the Virtual Field trip a second time to students and have them record their findings on **Resource #7** – pausing as needed. Tell them that they will be asked to use the data as evidence to help inform a legal opinion around the question – are Schools No. 29 and 107 offering white and "colored" students equal opportunities to a quality education?

- XIII. **Thinking Chronologically:** Distribute copies of **Resource #8: Civil Rights Timeline**. Have students analyze the timeline and answer the three questions on the handout using a think-pair-share approach. The chronology is designed to help students learn that education in the United States changed over time. A cause was the struggle led by the Bulah family with the support of attorney Louis Redding.

XIV. **Debrief**

- a. How might civil rights secure political freedom?
- b. Why are civil rights essential protections for American citizens?
- c. How & why did American education change over time between 1950 and 1954?

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# From RunaRound to Remedy

## (or Bulah to Brown)

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**Designed by:** Fran O'Malley, Institute for Public Administration's Democracy Project, University of Delaware

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## Stage 1 – Desired Results

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VI. **Building the Relationship: Civil Rights and Political Freedom** – formative check for understanding: based on the analysis that they just completed, ask student to explain how civil rights help to secure or contribute to a person’s political freedom. Students are expected to understand this relationship. Be sure to clarify the connection between civil rights and political freedom if they struggle.

VII. **Previewing a Text:** Tell students that they are going to read a couple of letters written in 1950. The setting is Hockessin, Delaware, which is located in the northwestern part of the state and, which at the time, was a very rural area.

VIII. **Reading:** distribute copies of **Resource #3: Mr. & Mrs. Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the document, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #3** is a letter from the Bulah family in Hockessin, Delaware to their Governor Ebert Carvel asking him to help them in their efforts to secure school bus transportation for their seven-year-old daughter, Shirley. Although the letter does not state it explicitly, the Bulah’s are “colored.” Students will be asked to infer this.

IX. **Orienting the Space [optional]:** you may want to consider projecting a copy of **Resource #3a**, a modern image showing the distance between the Bulah’s house and School No. 107. The 2017 Google map also shows a possible route that Shirley may have taken to school. Actual route is unknown but the distance from Shirley’s home to school is generally accepted as approximately two miles.

- X. **Reading:** Distribute copies of **Resource #4: Fred Bulah to Governor Carvel**. Copies of the original letter and a transcribed version are provided. Ask students to read the letter, discuss the questions on the right side of the page, and then write their responses to the questions. Then, call on students to share responses while you support comprehension.

**NOTE: Resource #4** is a follow-up letter from the Bulah family to Governor Carvel. The Bulah's have received responses from the governor and the head of school transportation for the Department of Public Instruction, and the frustrated Bulah parents are expressing their belief that they are getting the runaround.

XI. **Graphic "Herstory":**

- a. **Background:** Getting no relief from the state, the Bulahs contacted attorney Louis Redding in the hope that he might help them in their effort to get bus transportation for their daughter Shirley. The graphic history that the students are about to read picks up with Mrs. Bulah's meeting with Redding. Have students read the graphic history found in **Resource #6**.

b. **Explain "Jim Crow"**

Prior to reading, explain the term Jim Crow as it appears in the graphic history. "It is not clear how, but the minstrel character's name "Jim Crow" became a kind of shorthand for the laws, customs and etiquette that segregated and demeaned African Americans primarily from the 1870s to the 1960s" [from <https://ferris.edu/iimcrow/origins.htm>].

- c. **After reading:** have students turn to a partner. Partner #1 should summarize the Graphic Herstory. Partner #2 should add any significant details that Partner #1 may have left out.

- XII. **Virtual Field Trip:** The graphic "herstory" concludes with Chancellor Collins Seitz inviting the students to go on a virtual field trip to Hockessin Schools No. 29 and 107. This virtual field trip is [here](#). The students' simulated task is to help the Chancellor determine whether the schools are equal and likely to offer equal educational opportunities to white and "colored" students. They will be asked to record observations during the field trip, then summarize their conclusions around the question – are Hockessin Schools No. 29 and 107 truly "separate but equal?"

- a. Present the Virtual Field Trip without interruption so the students get a sense of the whole story and experience.
- b. Then, distribute copies of **Resource #7 Collecting Data on Hockessin Schools No. 29 and 107**. Have them read Resource #7 so they understand the task.
- c. Present the Virtual Field trip a second time to students and have them record their findings on **Resource #7** – pausing as needed. Tell them that they will be asked to use the data as evidence to help inform a legal opinion around the question – are Schools No. 29 and 107 offering white and "colored" students equal opportunities to a quality education?

- XIII. **Thinking Chronologically:** Distribute copies of **Resource #8: Civil Rights Timeline**. Have students analyze the timeline and answer the three questions on the handout using a think-pair-share approach. The chronology is designed to help students learn that education in the United States changed over time. A cause was the struggle led by the Bulah family with the support of attorney Louis Redding.

XIV. **Debrief**

- a. How might civil rights secure political freedom?
- b. Why are civil rights essential protections for American citizens?
- c. How & why did American education change over time between 1950 and 1954?

# **Resources**

(Handouts)

## Resource #1: Contextualizing: Background to Civil Rights Movement

When Thomas Jefferson inserted the phrase “all men are created equal” into the Declaration of Independence, and Congress approved the document in July of 1776, the men who founded our nation committed the American people to the principles of freedom and equality. Equality was not a reality in 1776, however, and the most ironic piece of evidence is that Jefferson owned slaves. Our nation’s development over time has been one in which Americans have taken steps forward and backward in their attempts to live up to that principle.

Slavery existed for over 250 years in the United States before a Civil War ended that institution with the passage of the 13<sup>th</sup> Amendment in 1865. In an effort to advance the cause of equality, Congress ratified the 14<sup>th</sup> Amendment in 1868. The Amendment states that “No State shall...deny to any person within its jurisdiction the equal protection of the laws.” Nevertheless, even the end of slavery and the force of a Constitutional amendment did not bring about equality for former slaves or an end to racial discrimination.

For example, between 1870 and 1950, states passed laws that...

- made it difficult for blacks to vote.
- made it illegal for blacks to be in the same places as white people.
- made it illegal for blacks to marry white people.
- made it illegal for blacks to serve on juries or testify in courts.
- made it illegal for blacks to live in certain areas.
- made it legal to punish blacks for not having jobs.
- required blacks to attend separate churches.
- required blacks to attend separate schools.
- restricted black people’s rights to own property.
- restricted black people’s rights to travel.

As incredible as it may seem today, the laws at both the federal and state levels supported discrimination and segregation. In 1896, the United States Supreme Court handed down its decision in the *Plessy v. Ferguson* case, ruling that blacks and whites could be separated as long as the separate facilities were equal – or what popularly came to be known as “separate but equal.” One year later, the State of Delaware adopted a new constitution that included a clause stating that “separate schools for white and colored children shall be maintained.”

Frustrated after decades of discrimination and unequal treatment, a large-scale civil rights movement gathered steam in the United States during the 1950s. Civil rights are rights intended to guarantee equal protection under the law. Goals of the civil rights movement included drawing attention to the failure of the American people to live up to the principle of equality, ending racial segregation and discrimination, and bringing about equal treatment for all Americans, particularly black citizens.

1. What is the central idea? Where in the text do you find support for your conclusion?
2. To what extent did the American people live up to the principle of equality between 1870 and 1950. Support your answer with evidence from the text.
3. The author suggests that our federal and state governments actually denied some Americans equality. What evidence does he offer to support this claim?
4. The author uses the phrase “separate but equal.” What does he mean by this phrase?
5. Why did a large-scale civil rights movement gather steam in the United States during the 1950s?
6. What are civil rights?

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# From RunaRound to Remedy (or Bulah to Brown)

**Lesson Title:** From RunaRound to Remedy (or Bulah to Brown)

**Designed by:** Fran O'Malley, Institute for Public Administration's Democracy Project, University of Delaware

**Content Area:** Social Studies (Civics and History)

**Grade Level Options:**

- Grade 7 (Civics Standard 3 – civil rights and political freedom)
- Grades 4-11 (History 1 or 2 Chronology/Analysis – change over time)

**Summary of Lesson**

In this lesson, students will read and hear about events in the life of the Bulah family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom.

**Estimated Time to Complete:** 2 block periods (140 minutes).

- |                  |                           |            |
|------------------|---------------------------|------------|
| • Activity I:    | Warm-Up                   | 5 minutes  |
| • Activity II:   | Think-Pair-Share          | 5 minutes  |
| • Activity III:  | Reading for Context       | 10 minutes |
| • Activity IV:   | Vocabulary                | 1 minute   |
| • Activity V:    | Analyze Political Freedom | 7 minutes  |
| • Activity VI:   | Building the Relationship | 5 minutes  |
| • Activity VII:  | Preview Text              | 1 minute   |
| • Activity VIII: | Read Resource #3          | 8 minutes  |
| • Activity IX:   | Orient the Space          | 1 minute   |
| • Activity X:    | Read Resource #4          | 8 minutes  |
| • Activity XI:   | Graphic "Herstory"        | 5 minutes  |
| • Activity XII:  | Virtual Field Trip        | 10 minutes |
| • Activity XIII: | Thinking Chronologically  | 7 minutes  |
| • Activity XIV:  | Debrief                   | 5 minutes  |
| • Activity XV:   | Assessment                | 5          |

minutes Total Time =  
83 minutes

**Resources Needed:**

- Copies of Resources #1 to #7
- Computer with internet access and speakers
- Projector (e.g. LCD, Smartboard)

## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

- **Civics 3:** Students will understand that civil rights secure political freedom while property rights secure economic freedom and that [they] are essential protections for United States citizens. **Grade 7**
- **Civics 2:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and Federalist Papers. **Grade 8**
- **History 1:** Examine historical materials relating to a particular region, society, or theme; and analyze change over time; and make logical inferences concerning cause and effect. **Grade 8**
- **History 2b:** Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed. **Grade 8**

### English/Language Arts Connections

Students will...

- Determining the central idea
- Drawing inferences
- Supporting with evidence from the text.
- Determining the meaning of words and phrases.
- Determining author's purpose.
- Analyzing and identifying rhetorical strategies.

### Big Ideas

Equality, civil rights, political freedom.

### Lesson Enduring Understandings

Civil rights secure political freedom and are essential protections for United States citizens. The enormous powers and resources that governments possess pose considerable threats to relatively defenseless individuals. Civil rights impose reasonable limits on those who hold that power, and create conditions in which fundamental individual liberties might be protected and enjoyed.

### Lesson Essential Questions

- How might civil rights secure political freedom?
- Why are civil rights essential protections for American citizens?
- How & why did American education change over time between 1950 and 1954?

### Knowledge and Skills

Students will need to know...

Vocabulary: obstructed, secure, plaintiff

Academic Vocabulary: civil rights, discrimination, Jim Crow

Students will be able to...

- analyze text
- analyze change over time
- construct relationships (between civil rights and political freedom)

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## ***Delaware Recommended Curriculum***

This lesson has been created as an exemplary model for teachers in (re)design of course curricula.

**Lesson Title:**           **Project Participate**

**Designed by:**           **Fran O'Malley, Institute for Public Administration,  
University of Delaware**

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

**Grade Levels:**        **6-8, 9-12**

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### **Summary of Lesson**

Civics Standard Four at the secondary level calls for students to muster the knowledge and skills that they have learned through the range of civics standards and grade levels, and apply those knowledge and skills in exercises involving simulated or authentic participation – transforming learning into action.

Citizens will encounter problems throughout their lives. Their formal education should equip them with the knowledge and skills that enable them to pursue solutions effectively. This involves learning how to communicate effectively with policymakers, how to analyze problems and possible solutions with an eye toward advancing the best solutions, how to work within groups that can affect public policy, and how to present solutions to those who can convert them into policies.

Project Participate is a project as much as it is a lesson – one that can span an extended period of time. Teachers are encouraged to present overviews of the project early in the course, set aside time during the year during which students can work collaboratively and incrementally in their groups on different sections of the project, then present their work toward the end of the semester or course.

### **Stage 1 – Desired Results**

*What students will know, do, and understand*

#### **Delaware Content Standards**

##### **Civics Standard Four 6-8a:**

- Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

##### **Civics Standard Four 9-12 a/b:**

- Students will develop and employ the skills necessary to work with government programs and agencies.

- Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

### **Big Ideas**

- Participation

### **Enduring Understandings**

Students will understand that:

- Effective participation in civic life hinges on the acquisition of a set of knowledge and skills that include learning how to analyze problems and solutions, mobilize support for ideas, and communicate with elected officials.

### **Essential Questions**

- How might citizens participate effectively and advance their public policy interests in democratic systems?

### **Knowledge and Skills**

Students will know...

- What public policy is
- The triggers that move a problem into the realm of public policy
- The difference between top down and bottom up approaches public policy

Students will be able to...

- Present solutions to public policy problems in effective ways
- Analyze possible solutions effectively
- Develop an action plan aimed at advancing a public policy interest

## Stage 2 – Assessment Evidence

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

### Assessment Task

Students design then deliver a presentation in which they address an authentic public policy problem, analyze possible solutions, recommend a solution or policy, develop an action plan aimed at moving that solution into policy. This is described in greater detail below in the learning plan.

### Assessment Rubric

#### Project Participate

**Members** (print clearly): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Problem Addressed:** \_\_\_\_\_

|                            | Below Standard | Met Standard   | Exceeded Standard  |
|----------------------------|----------------|--|--|
| <b>Compliance</b>          | 0              | 1<br>(requirements partially fulfilled or followed and fulfilled for most sections)              | 2<br>(requirements for every section followed and fulfilled)                     |
| <b>Analysis</b>            | 0              | 1<br>(problem/solution analyzed effectively)   | 2<br>(problem/solution analyzed exceptionally)                                   |
| <b>Visual Presentation</b> | 0              | 1<br>(written explanations & visual aids of high quality)  | 2<br>(written explanations & visual aids of exceptional quality)                 |
| <b>Oral Presentation</b>   | 0              | 1<br>(each section explained clearly and effectively)  | 2<br>(each section explained in a highly professional manner)                    |
| <b>Participation</b>       | 0              | 1<br>(evidence of most members contributing to the presentation; time used somewhat effectively) | 2<br>(evidence of all members contributing presentations; time used effectively) |

**Final Score** = \_\_\_\_\_ / \_\_\_\_\_

## Stage 3 – Learning Plan

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

### Procedures

1. **Pre-Lesson Task:** assign students to small groups (groups of 4-5 students are ideal). These will be the Project Participate groups. Or, have students select their own group partners. Important, inform students that everyone in the group will receive the same grade for the project, unless you plan to have both group and individual grades.

2. **Introduce the project.**

### 3. Warm-Up

a. Pose two problems to students.

- i. Problem 1: a student is selling candy in the school's hallway.
- ii. Problem 2: a drug dealer is selling heroin in the school parking lot.

b. Think-Pair-Share: Ask students to turn to a partner and discuss the following: how do the two problems differ in terms of how they might be solved? Partner 1 should offer a response first. Partner 2 then agrees and explains, disagrees and explains, or agrees in part and explains.

[For the Teacher: Problem two will require government involvement; Problem one will not].

c. Present the term "Public Policy" to the class. Define public policy and distinguish private versus public problems. Public policy problems are ones that require some level of government involvement. Have students turn to their partners again and come up with different examples of private versus public policy problems. Project Participate invites students to tackle a public policy problem that requires some engagement with government so that students learn how to interact with it.

4. **Determining Public Policy Problems:** determining whether a problem is a public policy problem is not always cut and dry. As a result, students will often ask, *is this problem a public policy problem?* Invite them to figure it out themselves by applying three "triggers" i.e. factors that typically elevate a problem from private to public. The triggers include:

- a. Scope – how many people are affected by the problem? The higher the number, the more likely government will get involved.
- b. Intensity – how strongly does the public seem to be responding to the problem? The more emotional people are about the problem, the more likely government will get involved.

- c. Duration – for how long has the problem been a problem? The longer it has been a problem, the more likely government will get involved.
5. **Phase I - Brainstorm Problems:** Have students work in their groups doing a think-pair-share around the question: what might be some important problems in our school, district or local community that you feel is desperately in need of a solution. Encourage each student to think of 1-3 problems but don't share until everyone has had an opportunity to create their own list. Then share with the rest of the group.
6. **Analyze and Selecting PROBLEMS:** distribute copies of **Resource #1 – Selecting a Good Problem**. Tell students to list the problems they brainstormed down the first column. Then, they are to analyze each problem using the criteria of scope, intensity, and duration. Students should approximate how many people are affected by the problems, how strongly people are reacting to each one, and how long each has been a problem. The results will help them determine (a) which problems are probably public policy problems, and (b) which one they may want to tackle. Obviously, the problem that "scores" highest on their analysis should be given strongest consideration for their project.
  - a. **Anticipating Presentations:** Students will be asked to present their work at the end of the project. In every phase of the project students should be collecting visuals (e.g. charts, graphs, photos, maps, cartoons, quotes, petitions, images of letters or e-mails) that help illustrate the various pieces of their Project Participate problem and that make their presentations visually appealing to their audiences. Many engaged in design work recommend a 50%-50% rule i.e. 50% of the presentation are words, 50% are visuals. Visuals engage.
7. **Phase II - Exploring Possible SOLUTIONS:** have students work in small groups to consider what might be good solutions to the problem they have chosen to tackle. Again, have them do a think-pair-share, beginning by thinking of solutions independently and silently. After reasonable time has elapsed, have each person in the group share his or her solutions. Each group should move forward with at least three possible solutions but no more than four.
8. **Analyzing Possible Solutions:** during this phase of the project, students should be thinking about which possible solution they should pursue. For each of the 3-4 possible solutions they came up with, the groups must conduct a cost-benefit analysis. Some costs to consider include how much (\$) will the solution likely cost, as well as what are some opportunity costs etc. Distribute copies of **Resource #2: Cost-**

**Benefit Analysis Organizer.** Have students think through their cost benefit analyses. Note that the main purpose of the analyses is to decide which of the possible solutions each group will pursue (not all of them).

**Resource #2: Cost Benefit Analysis Template  
Project Participate**

**Proposed Solution # \_\_\_\_:**

---

---

| Costs | Benefits |
|-------|----------|
|       |          |

**Proposed Solution # \_\_\_\_:**

---

---

| Costs | Benefits |
|-------|----------|
|       |          |

9. **Phase III - SELECT THE BEST SOLUTION**: after the groups have conducted their cost-benefit analyses, they must select one solution to propose. At this point, students should prepare to explain their solution in detail, why that solution is better than others, and who will be involved in the implementation of the solution. They should also provide some evidence that they checked to see if there are any aspects of the solution that may be prohibited by codes, regulations, laws, or the Constitution itself. If so, they will need to explain how they plan to deal with this obstacle (without breaking the law).

10. **Phase IV – Create and ACTION PLAN**. The action plan tends to be the most challenging section of the project for students. For many, it is easy to identify a problem and propose a solution. But students struggle to describe an action plan that is effective for moving ideas into public policy. It is important to provide as many scaffolds as possible.

Briefly, the students must lay out a plan to have their solution adopted.

#### 11. **Explain Qualities of a Good Action Plan**

##### **A good action plan...**

- a. ...is detailed and at least partially implemented. When presenting and explaining the action plan, students should have artifacts offering evidence that the plan evolved into more than an idea i.e. they actually took action.
- b. ... includes a wide range of strategies including raising awareness, creating and distributing flyers, getting petitions signed, writing letters to the editor, writing public officials, writing a bill, speaking at a school board meeting, meeting with elected officials etc.
- c. ...includes both top-down and bottom-up approaches.
  - i. Top-Down Approaches: those seeking solutions approach the person(s) at the highest level of authority (e.g. President, Governor, Mayor). Students gravitate immediately toward this approach and usually neglect the next approach which is often more important than the top down approach.
  - ii. Bottom-Up Approaches: those seeking solutions to public policy problems understand that majority rule is a fundamental principle of the American political system. Students in Delaware learned this in middle school. Those most effective at moving solutions into policy try to mobilize as many citizens as possible to rally behind a solution. In a democratic society where the majority rules, it is most important to offer evidence that more than a small number of people view something as a problem and are behind a particular solution. Unless made aware of their value, most students overlook bottom-up approaches as they devise action plans.



- d. ...includes strategies for dealing with those who support the solution, oppose the solution, and those who remain undecided.
- 12. Communication with Elected Officials – Civics 4a for grades 6-8** anticipates that students will acquire the knowledge, skills, and dispositions needed to communicate effectively with elected officials. This should be part of their action plan.
- 13. Phase V – Presentations:** All of the work that the students have done up to this point was preparation for presenting their work.
- a. **PowerPoint Slides:** Project Participate offers students a skeletal PowerPoint template that allows them to input information that they have pieced together in Phases I – IV. All they have to do is select an engaging design, input their work, and illustrate ideas with visuals.
  - b. **Presentation Recommendations:** see Resource #3 below. Resource #3 offers ideas that can help turn an awkward presentation into one that flows smoothly and professionally. Distribute copies to students, walk through the presentation suggestions, then offer students time to practice.

## Resource #3

### Project Participate Presentation Suggestions

Presentations can be delivered professionally or awkwardly. Part of your education includes thinking about how you might present your work professionally. So, consider the following as you prepare for your Project Participate presentations:

1. Review the rubric prior to presenting as it is what we will use it to evaluate your presentation. No dress-up requirements but consider the "halo effect" – looks leave impressions.
2. Bring 3 copies of the Project Participate rubric with the names of each member of your group printed (please print neatly).
3. Make every effort to arrive for your presentation 15 minutes before presenting. If anyone in your group is late, your presentation time will be rescheduled and we will invite the next group to move into your slot.
4. Please do the following:
  - a. One person should bring your filled-out rubrics to the back of the room and give one to each judge.
  - b. Ask the judges if they are ready to begin.
  - c. When the judges and you are ready to begin, have one person take the lead and say something like "good morning (or afternoon). My name is \_\_\_\_\_ and our group is here to share our project on the problem of '\_\_(topic)\_\_\_\_.'" Then, other members of the group introduce themselves and BRIEFLY state what they will do e.g. "I am Sally Smartasheck and I will be discussing Solution #1. I am Sammy Smarterthanher and I will be discussing our Action Plan etc."
  - d. Once everyone introduces themselves, the person who introduces the problem begins with something like "The problem we will discuss today is..." Then explain the problem.
  - e. When you finish your portion of the presentation, build in a nice transition by saying something like "Now, my colleague (or friend) \_\_\_\_\_ (name here) will share information about (the next person's topic e.g. "...our action plan")."
  - f. We encourage you to point to relevant sections (e.g. a graphic) of the presentation while presenting if it seems appropriate.
  - g. When the last presenter finishes, he or she should say something like "Thank you, that concludes our presentation. We will now field questions."
5. Let the next group move in quickly to set up and begin their presentation.
6. Finally, approach the judges and thank them for their time, attention, and consideration.

| Unit Time Frame  | Essential Questions  | Delaware Content Standards  | Assessment/Products   | Vocabulary  |
|------------------|--|---|---|---|
| Why People trade | <p>Why do individuals and countries trade?</p> <p>What are the impacts of international trade?</p> | <p><b>6-8a:</b> Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>CCSS.ELA-Literacy.RH.6-8.1<br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2<br/>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3<br/>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates</p> | <p>Written assessment activity</p> <p>Think pair share</p> <p>Turn and talk discussions</p> <p>Graphic organizers</p> <p>Small group projects</p> | <p>Trade</p> <p>Interdependence</p> <p>Voluntary exchange</p> <p>Standard of living</p> <p>Productive resources</p> <p>Scarcity</p> |

|                   |   |  |   |   |
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|                   |   | are raised or lowered)   |   |   |
| Trade Connections | <p>How does trade affect consumers?</p> <p>Why do people and organizations in countries import the same type of products that the export?</p> | <p><b>6-8a:</b> Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered</p> | <p>Written assessment activity</p> <p>Think pair share</p> <p>Turn and talk discussions</p> <p>Graphic organizers</p> <p>Small group projects</p> | <p>Import</p> <p>Export</p> <p>Specialization</p> <p>Exchange</p> <p>Foreign goods</p> <p>Domestic goods</p>                    |
| Specialization    | <p>Why do individuals and businesses within a country specialize?</p> <p>How does specialization impact the GDP of a country?</p>             | <p><b>6-8a:</b> Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social</p>   | <p>Written assessment activity</p> <p>Think pair share</p> <p>Turn and talk discussions</p> <p>Graphic organizers</p> <p>Small group projects</p> | <p>Specialization</p> <p>Standard of living</p> <p>Gross Domestic Product (GDP)</p> <p>GDP per Capita</p> <p>Trade barriers</p> |

|                |  |   |   |  |
|----------------|--|---|---|--|
|                |  | studies (e.g., how a bill becomes law, how interest rates are raised or lowered)  |   |  |
| Trade Barriers | <p>How do government policies impact consumers and producers?</p> <p>Why and when might government make rules for trade?</p> | <p><b>6-8a:</b> Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>CCSS.ELA-Literacy.RH.6-8.3<br/>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)</p> | <p>Written assessment activity</p> <p>Think pair share</p> <p>Turn and talk discussions</p> <p>Graphic organizers</p> <p>Small group projects</p> | <p>Trade barriers</p> <p>Tariffs</p> <p>Quotas</p> <p>Embargoes</p> <p>Subsidies</p> <p>Product Regulations</p> <p>Product standards</p> |

**LESSON DESCRIPTION**

Student groups represent people in different countries. Each group receives a packet of materials that represents productive resources. People in each country use the resources to provide food, clothing, shelter, businesses, and education. Because resources are unevenly distributed, people in the countries must trade in order to satisfy their wants.

**ECONOMIC CONCEPTS**

Voluntary exchange  
Interdependence  
Standard of living

**OBJECTIVES** – Students will:

- Explain how the quantity and quality of productive resources available in a country affects a country's ability to satisfy the wants of its people.
- Explain why people and organizations in countries trade.
- Explain how trade can improve the material standard of living of a country.
- Describe how trade creates interdependence.
- Explain how the restriction of a country's trading region limits the amount and quality of goods and services a country can provide for its people.

**TIME REQUIRED**

Two class periods

**MATERIALS**

- One copy of Activities 4.1 and 4.2 for each group
- Visual of Activity 4.2
- seven name tents (pieces of construction paper or poster board folded in half) labeled Country 1 – Country 7
- Large piece of chart paper
- seven markers, each a different color
- 10 paper clips
- 30 toothpicks
- two rulers
- two glue sticks
- four pencils
- four pairs of scissors
- 29 sheets of paper (8½" x 11" or 9" x 12") in the following colors-- 6 green, 5 red, 4 yellow, 7 white, 3 purple, 4 blue
- seven large manila envelopes for country packets prepared as follows.
  - Country 1 – 1 sheet of green paper  
3 sheets of yellow paper

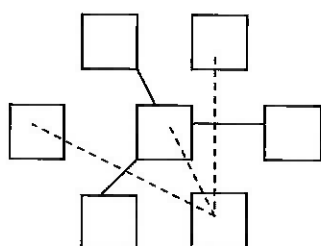
- Country 2 – 2 pairs of scissors  
1 glue stick  
2 pencils  
1 ruler  
1 sheet of red paper
  - Country 3 – 1 pair of scissors  
1 glue stick  
2 sheets of green paper  
2 sheets of white paper  
2 sheets of red paper
  - Country 4 – 1 ruler  
2 pencils  
2 sheets of purple paper  
2 sheets of blue paper  
2 sheets of white paper
  - Country 5 – 1 pair of scissors  
30 toothpicks  
2 sheets of white paper  
1 sheet of red paper
  - Country 6 – 2 sheets of blue paper  
2 sheets of green paper  
10 paper clips
  - Country 7 – 1 sheet of green paper  
1 sheet of yellow paper  
1 sheet of white paper  
1 sheet of red paper  
1 sheet of purple paper
- One copy of Activity 4.3 for each student

#### **PROCEDURE**

1. Tell students that they will work in groups that represent different countries. They represent citizens of the country, and they must use the resources they are given to satisfy citizens' wants.
2. Divide students into seven groups as follows:  
Country 1 – seven students  
Country 2 – two students  
Countries 3 through 7 – three to four students each
3. Give each group a name tent with the country's number on it.
4. Distribute manila envelopes to the appropriate countries. Tell students not to open the envelopes.
5. Explain that the envelopes contain a variety of materials that represent productive resources. Students will use these resources to produce goods and services to satisfy the wants of people living in the country.

6. Distribute a copy of Activity 4.1 to each group. Tell students that they must provide the food, clothing, shelter, businesses, and education people in the country want. Review the specifications for the patterns and models that must be used for production.
7. Inform students that the countries have different and unequal amounts of resources and, if they want, they may trade with other countries to obtain the resources they need.
8. Distribute a copy of Activity 4.2 to each group. Display a visual of Activity 4.2. Explain that each time a country's citizens make a trade, they must record what they gave up, what they gained, and the number of the country with which they traded. Review the example with the students.
9. Instruct each country to notify you when its citizens have completed production.
10. Allow time for students to produce. Provide enough time so all countries complete the task. Circulate among the groups to be sure that groups are only using materials provided in the seven country bags.
11. While students work in their groups, draw seven squares on a large sheet of chart paper. These squares should be randomly placed so that they form a circle or oval with one or two countries in the middle.

Sample Arrangement



12. As each country finishes its task, ask one member to come to the board and use the information from Activity 4.2 to draw lines connecting its country with each of the other countries with which it traded. Provide each country representative with a different color marker.
13. When all countries are finished, discuss the following.
  - a. Which countries had all the resources needed to satisfy their wants? (*none*) Point out that this is a problem of scarcity. **Scarcity** means not having enough resources to satisfy everyone's wants.



- b. Which resource was scarce for your country? *(Answers will vary. For example, countries 1 and 7 had no tools. Colored paper was scarce in Country 2. It only had red.)*
  - c. Which country had the most workers? *(Country 1)*
  - d. Which country was capital intensive; that is, it had many tools? *(Country 2)*
  - e. What decisions did you make because of scarcity? *(Students will mention that they decided to trade. They may mention the number of times they traded and how they used their resources.)*
  - f. Which resources did many people in many of the countries want? *(purple and red paper and scissors) Why? (Red and purple paper were necessary to provide education. Use of scissors made for better quality products.)*
14. Have representatives from each country show their products. Discuss the following.
- a. In what ways do the products made in the various countries differ? *(Some have rough edges; some have smooth edges. Some are folded together, others are glued together, and others are held together with toothpicks. Some shelters are large with open sides; others are smaller with four closed sides, and so on. Some of the paper food is large and carefully shaped like the food it represents. Other paper food is small and only vaguely looks like the food it represents.)*
  - b. What might be a reason there was such wide variation in the way countries produced their final products? *(Answers will vary. There were differences in the quantity and quality of resources available, skills of workers, personal preferences, willingness to trade, and geography. Some countries may have tried to produce their products making as few trades as possible. Usually these countries have poor quality products. Show an example from one of these countries and an example from a country that made many trades. Some workers in a group may have lacked skills to construct the products. This, too, might have resulted in poorer quality goods. Show examples of these products. Other groups might have produced shelter based on geographic location and climate. A group might have produced an open-air tent because they determined that they lived in a climate that is warm year round. Show sample housing products.)*
15. Direct students' attention to the webs on the chart paper. Explain that voluntary exchange occurs when individuals or organizations voluntarily trade goods, services and resources for other goods, services and resources or for money. Discuss the following.

- a. Why did people in each country make multiple exchanges or trades? *(They did not have enough to satisfy their wants.)*
  - b. How many trades did you make to satisfy your wants? *(Numbers will vary.)* How many countries did you trade with? *(Numbers will vary.)*
  - c. Why did some countries make more trades than others? *(had more of one resource than they needed, but had fewer of other resources)*
  - d. How many countries traded with country 4 or 7? *(All.)* Why? *(They were the only countries that had purple paper, which was needed to provide education.)*
  - e. What might happen to your country's ability to provide education if these two countries refused to trade with your country? *(Quality might decline; less education would be available.)*
  - f. Explain that people engage in voluntary exchange or trade because they expect to be better off. How did trade benefit people in your country? *(When we traded with people in other countries we were able to obtain enough resources to provide food, clothing, shelter, businesses, and education for its people.)*
  - g. How did trade among people in different countries in the simulation create interdependence? *(People in different countries depended on one another for the resources needed to satisfy each other's wants.)* Point out that trade among individuals and organizations within and among countries include not only resources but also goods and services. Note: In the activity, some groups may have traded products for resources or products for products.
  - h. How would the people in your country be affected if your trading region were restricted to include only the country closest to yours (the group closest to you)? *(People in the countries would not be able to satisfy all their wants.)* Ask students for specific examples of how this restriction would hurt people in their country. *(Answers will vary. Students should mention products they might have to do without or products that, if produced, would be of lesser quality. For example, if a country was not located next to country 4 or 7, it could not provide education or if a country needed scissors, its products would be of poorer quality.)*
16. Explain that a country's **standard of living** is determined by adding together the market value, measured in dollars, of all final goods and services produced in the country in one year and dividing that number by the population of the country. Point out that students don't know the dollar value of the total goods and services produced in each country in the simulation. However, based on the results of the simulation, students can make a generalization about how trade affects a country's standard of living. Discuss the following.

- a. What happened to your ability to provide goods and services for people in your country when you traded? (*increased*)
- b. How does trade affect a country's standard of living? (*Trade improves the country's standard of living. Through trade, there are more goods and services available for people in a country.*)
- c. Give an example of a country that has scarce resources, goods, and services, and its people must trade or find innovative ways to produce products. (*Answers will vary but could include any country.*)

### CLOSURE

Review the key points of the lesson using the following discussion questions.

1. How is a country's ability to satisfy the wants of its people influenced by the quantity and quality of productive resources available in that country? (*Countries with few resources or resources of poor quality are not able to satisfy as many wants as countries with more and better quality resources.*)
2. Why do people and countries trade? (*They trade to be better off. They expect to obtain resources, goods, and services that they don't have.*)
3. How can trade improve the material standard of living of a country? (*By trading, people are able to produce and/or consume more goods and services to satisfy wants.*)
4. How might the differences in availability of productive resources influence trade among countries? (*Trade should increase in order to obtain the resources needed. This trade would make countries more interdependent.*)
5. How does limiting a country's trading region affect its people? (*It reduces the resources, goods and services available to its people.*)
6. How does trade create interdependence? (*People in different countries depend on one another for the resources, goods and services they do not have and cannot produce.*)

### ASSESSMENT

Give a copy of Activity 4.3 to each student. Instruct them to read the scenario and answer the questions.

Suggested answers.

1. People in each school have something people in the other school want. If they trade, they expect to be better off. Madison will be able to play their home games on the same field, and Central will have an auditorium for its productions. Students at both schools are better off.
2. Like people in these schools, people and organizations from different countries trade because they expect to be better off. For example, in the simulation in class, our country traded our excess resources with a country that had resources we needed and that wanted what we had to trade. People in both countries were better off.
3. By trading the use of the school facilities, people in each school were depending on the other to provide something their students needed.

**EXTENSION**

Teach "Why Nations Trade," *Geography: Focus on Economics*, National Council on Economic Education, New York, NY, 1996.

You must produce food, clothing, shelter, businesses, and education in order to satisfy the wants of people in your country. All production must follow the specifications below.

1. **FOOD:** Produce patterns in the shape of three different kinds of food using three different colors, each color representing the actual color of the food.
2. **CLOTHING:** Produce a pattern for a piece of clothing that you might wear.
3. **SHELTER:** Produce a three-dimensional shelter, no smaller than 2" x 2" x 2".
4. **BUSINESSES:** Produce a four-link paper chain; each link must be a different color.
5. **EDUCATION:** Produce a four-page book. One page must be purple and one page must be red.

Country # \_\_\_\_\_

| What was given up  | Number of country with which you traded | What was gained   |
|--------------------|---|-------------------|
| Piece of red paper | Country #3                              | Use of glue stick |
|                    |   |                   |
|                    |   |                   |
|                    |   |                   |
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|                    |   |                   |

Madison High School completed a new auditorium with air conditioning and state-of-the-art lighting and sound. Because of the cost of building this facility, no funds were allocated to maintain or upgrade the football field. The facility is so bad that officials have refused to officiate at Madison's home games for fear players will get injured.

Madison's rival, Central High School, has a beautiful new football stadium, but its auditorium has been condemned for fear that the ceiling will collapse. The School Board has allotted funds in next year's budget for renovating the auditorium. So, for this year, Central's music and drama departments will be without a facility to house their performances. Faculty, parents, administrators, and students at Central have proposed that Madison use Central's football stadium for Madison's six home games. In exchange, Central will use Madison's auditorium for its fall and spring school plays and concerts.

1. Why would people from these two schools be willing to make this trade?
2. How is this trade similar to trade between countries? Support your answer with an example using actual countries or those from the class simulation.
3. How does trading between people in different countries or between people from two different high schools create interdependence?

## Delaware Recommended Curriculum

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

**Unit Title:**                **Why Trade?**

**Designed by:**            Barbara Prillaman, Ed.D. – Red Clay Consolidated School District  
Maureen Greenley – Red Clay Consolidated School District

**Reviewed by:**          Bonnie Meszaros, Ph.D. – Delaware Center for Economic Education  
Andrea Simon Pennington – Caesar Rodney School District  
Rebecca Reed – Red Clay Consolidated School District

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

**Grade Level:**          **7**

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### Summary of Unit

This unit was created under a Teacher Quality Enhancement Grant. The lessons of this unit are adapted from several publications from the Council for Economic Education, including: [The Wide World of Trade](#) (2003), [Focus: Middle School Economics](#) (1998), [Geography: Focus on Economics](#) (1996). These publications are available on the Virtual Economics flash drive.

This unit for 7<sup>th</sup> grade consists of four lessons which provide opportunities for students to problem solve, role play and work cooperatively while examining how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

**Lesson 1 – Why People Trade:** This lesson begins with a vocabulary activity that will familiarize students with important economic terms and concepts. Next, students will examine their clothing and determine where each item is produced to demonstrate how they are connected to other parts of the world. Finally, students will take part in a production simulation designed to enable them to determine why people trade and how the quantity and quality of productive resources available in a country affects a country's ability to satisfy the wants of its people.

**Lesson 2 – Trading Connections:** This lesson introduces vocabulary that is essential for understanding international trade. Students participate in a simulation to learn how trade benefits them as individuals and how trade benefits people in different regions and countries. Working in pairs, students learn about the major import and export partners for twelve countries. They identify exports and imports for each country. Using this information, students draw a generalization about how trade benefits consumers.

**Lesson 3 – Specialization:** This lesson is based on a specialization simulation where students look at how nations with different economic systems specialize and become interdependent through trade. The lesson begins with students identifying their own specialties, then students participate in different activities, learning not



only about their individual strengths, but that of the group. Each group represents a different country.

**Lesson 4 – Trade Barriers:** In this final lesson of the unit, students will explore the impact of various barriers to trade and determine who gains and who loses when trade barriers are imposed. Students will learn the names and descriptions of several different types of government policies that impact trade. Students will identify and describe commonly used trade barriers. Students will explain why trade barriers are imposed. Students will predict the impact of trade barriers on price. Students will analyze which groups (consumer and producer groups) gain and which groups lose from the imposition of a tariff.

**The Transfer Task** for this unit evaluates students' understanding of the impact of foreign trade legislation upon consumers and producers.

## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standard

**Economics Standard Four 6-8a:** Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Big Ideas

- Trade occurs when all parties expect to benefit.
- Nations with different economic systems are interdependent due to specialization and trade.
- Government policies affect trade.

### Unit Enduring Understandings

- Individuals and nations trade when all parties expect to gain.
- Nations with different economic systems often specialize and become interdependent as a result of international trade.
- Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.

### Unit Essential Questions

- Why do individuals and countries trade?
- Why do individuals and businesses within a country specialize?
- Why and when might government make rules for trade?
- How do government policies impact consumers and producers?

### Knowledge and Skills

Students will know...

- Trade creates interdependence
- Resources are unevenly distributed
- Countries specialize in the product of goods and then trade with other countries
- World output increases when countries specialize and trade
- Government trade policies influence trade patterns

Students will be able to...

- Evaluate the impact of government trade policies have on foreign and domestic consumers, producers, and resource owners
- Explain how and why people trade
- Analyze costs and benefits of trade

Unit Title/Grade:

## Why Trade?

Content/Benchmark:

Economics Standard Four 6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

### Enduring Understandings:

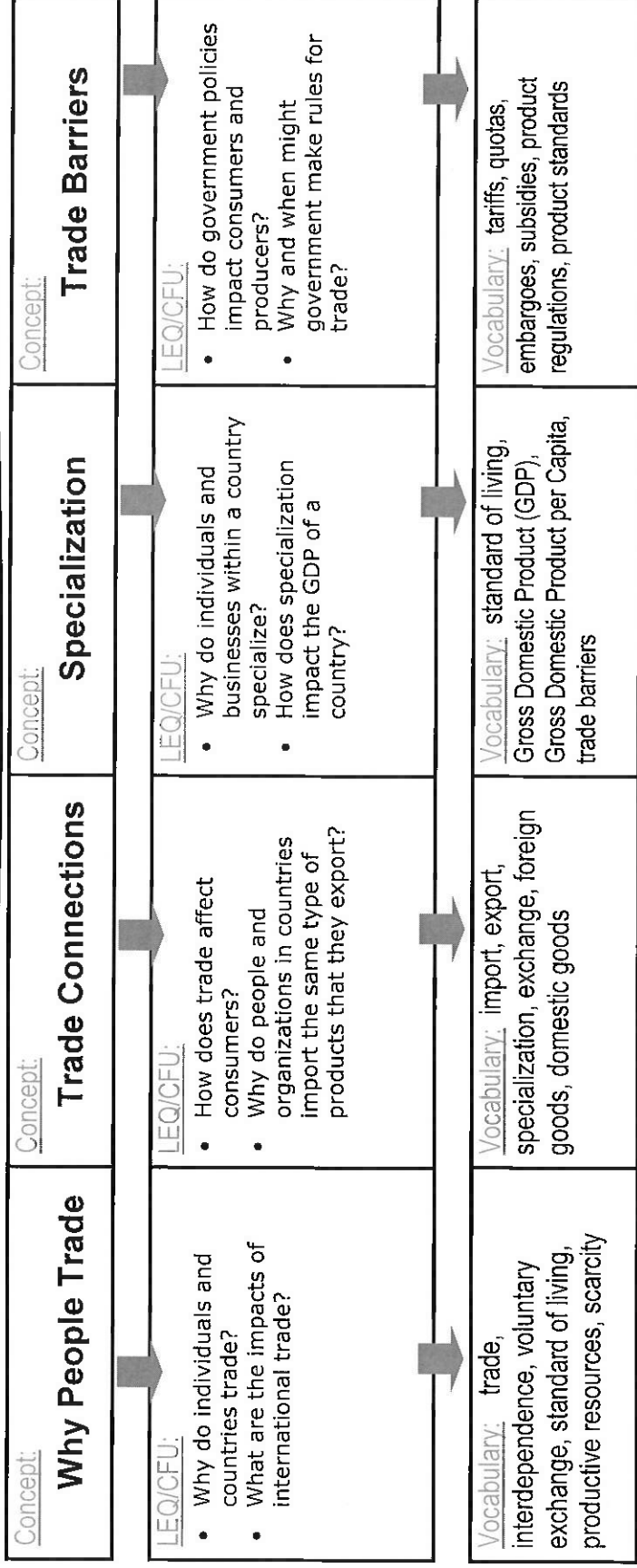
- Individuals and nations trade when all parties expect to gain.
- Nations with different economic systems often specialize and become interdependent as a result of international trade.
- Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.

### STUDENTS WILL BE ABLE TO:

- Evaluate the impact of government trade policies have on foreign and domestic consumers, producers, and resource owners
- Explain how and why people trade
- Analyze costs and benefits of trade

### Unit Essential Questions:

- Why do individuals and countries trade?
- Why do individuals and businesses within a country specialize?
- Why and when might government make rules for trade?
- How do government policies impact consumers and producers?



## Stage 2 – Assessment Evidence

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

### Transfer Task

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

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should complete the assessment after the lessons conclude.

### Essential Question addressed by the transfer task:

- How do government trade policies impact foreign and domestic consumers, producers and resource owners?

|                                 |  |
|---------------------------------|--|
| Prior Knowledge                 | Now that you have learned about why countries trade and the costs and benefits of trade policies, you will use this information to make a presentation about the impact of a trade policy.   |
| Problem                         | Congress will be voting on a bill that proposes implementing a trade policy on imported clothing. They need information on why countries trade and the impact of a trade policy on clothing.   |
| Role                            | <p>You work for a United States Senator who has asked you to study this issue and make a presentation on why countries trade and how a trade policy on clothing could affect different groups.</p> <p>Select one of the following trade policies as the focus of your presentation.</p> <p style="text-align: center;">Tariff, Quota, Embargo, Product Standard or Subsidy</p> <p>In your presentation explain the impact the trade policy you selected will have on <b>three</b> of the following groups:</p> <ul style="list-style-type: none"> <li>• consumers of clothing</li> <li>• producer of clothing in the US</li> <li>• owner of shipping company, employees of clothing manufacturers in the US</li> <li>• foreign producers of clothing</li> <li>• employees of clothing stores</li> <li>• employees of foreign clothing manufacturers</li> </ul> |
| Product/Performance             | <p>Your presentation can take a variety of formats. Some possible formats are listed below. If you have another idea, check with your teacher.</p> <p>PowerPoint, Poster, News article, Comic strip or another graphic illustration or Written report</p> <p>You may use Task Organizer to help you organize your information.</p>   |
| Criteria for Exemplary Response | <p>Be sure to include the following in your report to the senator:</p> <ul style="list-style-type: none"> <li>• a cost-benefit analysis which includes who gains and what they gain and who loses and what they lose</li> <li>• your recommendation how the senator should vote on the bill and why.</li> </ul>  |

**Transfer Task Rubric**

| <p><b>Criteria –<br/>Informative</b></p>   | <p><b>Exemplary<br/>(Exceeds Standard)<br/><br/>3 Points</b></p>   | <p><b>Accomplished<br/>(Meets Standard)<br/><br/>2 Points</b></p>   | <p><b>Developing<br/>(Below Standard)<br/><br/>1 Point</b></p>  |
|--|--|---|---|
| <p><b>Economic Key Words</b><br/>Type of Trade Policy<br/>Costs and Benefits<br/>Interdependence<br/>Specialization<br/>Government Policies</p>  | <p><b>Effectively</b> identifies content-appropriate information to support understanding with usage of essential economic terms</p> | <p><b>Somewhat effectively</b> identifies content-appropriate vocabulary information to support understanding of economic terms</p> | <p>Content-appropriate economic vocabulary is <b>not effectively</b> used in the response</p>                                       |
| <p><b>Explanation of the impact chosen trade policy has on three of the groups</b><br/><i>(consumers of clothing, producer of clothing in the USA, owner of shipping company and employees of clothing manufacturers in the USA, foreign producers of clothing, employees of clothing stores, and employees of foreign clothing manufacturers)</i></p> | <p>Explanation displays a <b>well developed</b> comprehension of how the trade policy affects at least three of the groups</p>       | <p>Explanation displays a <b>partially developed</b> comprehension of how the trade policy affects at least three of the groups</p> | <p>Explanation displays a <b>minimally developed</b> comprehension of how the trade policy affects at least three of the groups</p> |
| <p><b>Reason(s) why countries trade</b></p>  | <p><b>Effectively</b> identifies and fully explains a variety of reasons why countries trade</p>                                     | <p><b>Somewhat effectively</b> identifies and explains reasons why countries trade</p>  | <p><b>Does not effectively identify</b> or explain why countries trade</p>  |
| <p><b>Recommendation for the senator</b></p>   | <p>Recommendation made with a <b>well developed</b> explanation of reasons why</p>   | <p>Recommendation made with a <b>partially developed</b> explanation of reasons why</p>   | <p>Recommendation made with a <b>minimally developed</b> explanation of reasons why</p>   |

10 to 12 points = Above the standard  
 7 to 9 points = Meets the standard  
 4 to 6 points = Below the standard

## Stage 3 – Learning Plan

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

### Lesson 1: Why People Trade

This lesson begins with a vocabulary activity that will familiarize students with important economic terms and concepts. Next, students will examine their clothing and determine where each item is produced to demonstrate how they are connected to other parts of the world. Finally, students will take part in a production simulation designed to enable them to determine why people trade and how the quantity and quality of productive resources available in a country affects a country's ability to satisfy the wants of its people.

#### Essential Question

- Why should countries trade?

#### Instructional Strategies

##### Strategy 1: Gathering Information

##### Vocabulary and Word Wall/Concept Map

Materials: 1 copy of Activity 1.1 for each student

1. Distribute a copy of Activity 1.1, Economic Terms and Concepts, to each student.
2. Ask students to complete Part A and Part B-Pre. Tell students that it is ok if they don't know the words.
3. Collect the worksheets. At the end of the lesson, return the papers for the students to complete the Post section (after simulation activity – Strategy 3). Vocabulary definitions are:

**Trade**—exchanging goods, services, and resources for other goods, services, and resources, or for money

**Voluntary exchange**—trading without anyone forcing you to do so.

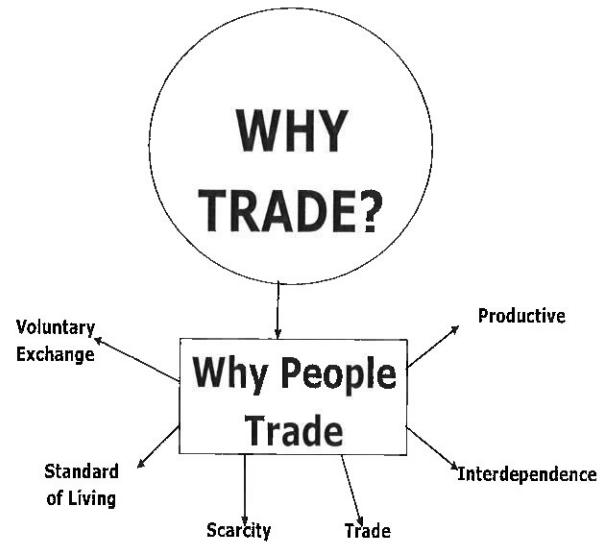
**Interdependence**—people must depend on other people to get the things they want

**Standard of Living**—amount of goods and services per person in a country

**Productive Resources** (often referred to as resources)—the things used to produce a good or service

**Scarcity**—the condition of not being able to get all the goods and services one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all the available resources

4. Introduce the lesson with a Concept Map. Display the Concept Map (See text box below) on a bulletin board or large chart paper. Initially the concept map will consist of the title of the unit, "Why Trade?" and the title of the first lesson, "Why People Trade." As concepts are introduced in the lesson add them to the map. As additional lessons are taught new concepts will be added. Have students copy the WORD WALL/Concept Map into their notebooks. Ask students to define the words and write examples of the words on the concept map, adding another level/dimension to the concept map.



Other things to do with a concept Map include:

- Have students write the words in alphabetical order.
- Give students a list of five – seven examples and have them write the category to which they belong.
- Write questions about the concept map
- Have students generate a quiz about the concept map.
- Have students explain what they know well and what they still need to better understand.
- Create TPR (Total Physical Response) motions for each of the words.

### Check for Understanding

- Explain why people trade using at least three of the vocabulary words.

### Rubric

2 – This response gives a valid explanation with accurate and relevant definitions of three or more words.

1 – This response gives a valid explanation with accurate and relevant definitions of less than three words.



**Activity 1.1 – Economic Terms and Concepts** Name \_\_\_\_\_

Read the categories below. Read the economic terms below. Put an X in the column regarding your knowledge of the word.

| WORD                              | I KNOW IT WELL | I KNOW SOMETHING ABOUT IT | I HAVE SEEN OR HEARD THE WORD BEFORE | I DO NOT KNOW THE WORD |
|-----------------------------------|----------------|---------------------------|--------------------------------------|------------------------|
| trade                             |                |                           |                                      |                        |
| productive resources or resources |                |                           |                                      |                        |
| voluntary exchange                |                |                           |                                      |                        |
| standard of living                |                |                           |                                      |                        |
| interdependence                   |                |                           |                                      |                        |
| scarcity                          |                |                           |                                      |                        |

PRE—Write what you think the word means and explain why you selected that meaning for the word.

|                                   |  |
|-----------------------------------|--|
| trade                             |  |
| productive resources or resources |  |
| voluntary exchange                |  |
| standard of living                |  |
| interdependence                   |  |
| scarcity                          |  |

**Activity 1.1 (continued)**

POST- Write what you think the word means and explain why you selected that meaning for the word.

|                                      |  |
|--------------------------------------|--|
| trade                                |  |
| productive resources<br>or resources |  |
| voluntary exchange                   |  |
| standard of living                   |  |
| interdependence                      |  |
| Scarcity                             |  |

## Strategy 2: Extending and Refining Map Analysis<sup>1</sup>

**Materials:** 1 Political World Outline Map Poster (Activity 1.2)  
Reference maps, atlases  
Peel-off stickers (dots, stars or emojis)

1. Ask students to imagine a week in which all the things they use, wear, and eat were limited to items produced in the state of Delaware. Record student responses on the board:

- a. What items would be unavailable?
- b. What would the impact of these goods and services not being available?  
Record student responses on the board.

*(Students might suggest that among the items unavailable would be most small appliances, cars, and the fuel to run them, fruits and vegetables grown elsewhere in the United States and in other countries such as coffee, tea, and chocolate.)*

2. Ask students where they think most of their clothing is produced. List their responses on the board.
3. Have students work with a partner to check labels on their clothing, shoes, watches, lunch box items (bananas, out of season fruits), and other items they may have in their desks or book bags.
4. Have each pair place a sticker on the wall map to mark the locations of the countries of origin for their items.
5. Discuss:

Are there particular regions of the world that dominate the maps?

*Past student created maps show that Asia is the source of most clothing and fruit typically comes from South America (especially during the school year months).*

How does the map indicate that we depend on other countries?

*Students will have identified many countries where goods were manufactured.*

What are the negative consequences of dependency?

*Occurrences such as natural disasters or political changes can stop or slow the flow of goods.*

What are the positive consequences of dependency?

*Domestic producers can specialize (focus) on manufacturing of other items. Goods that are made from resources that are not readily available can be imported from countries with those resources. Some food products are an example.*

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<sup>1</sup> This lesson is adapted from an out of print "Look At What You Are Wearing" lesson from the National Geographic Society. A synopsis can be found [here](#).

**Check for Understanding**

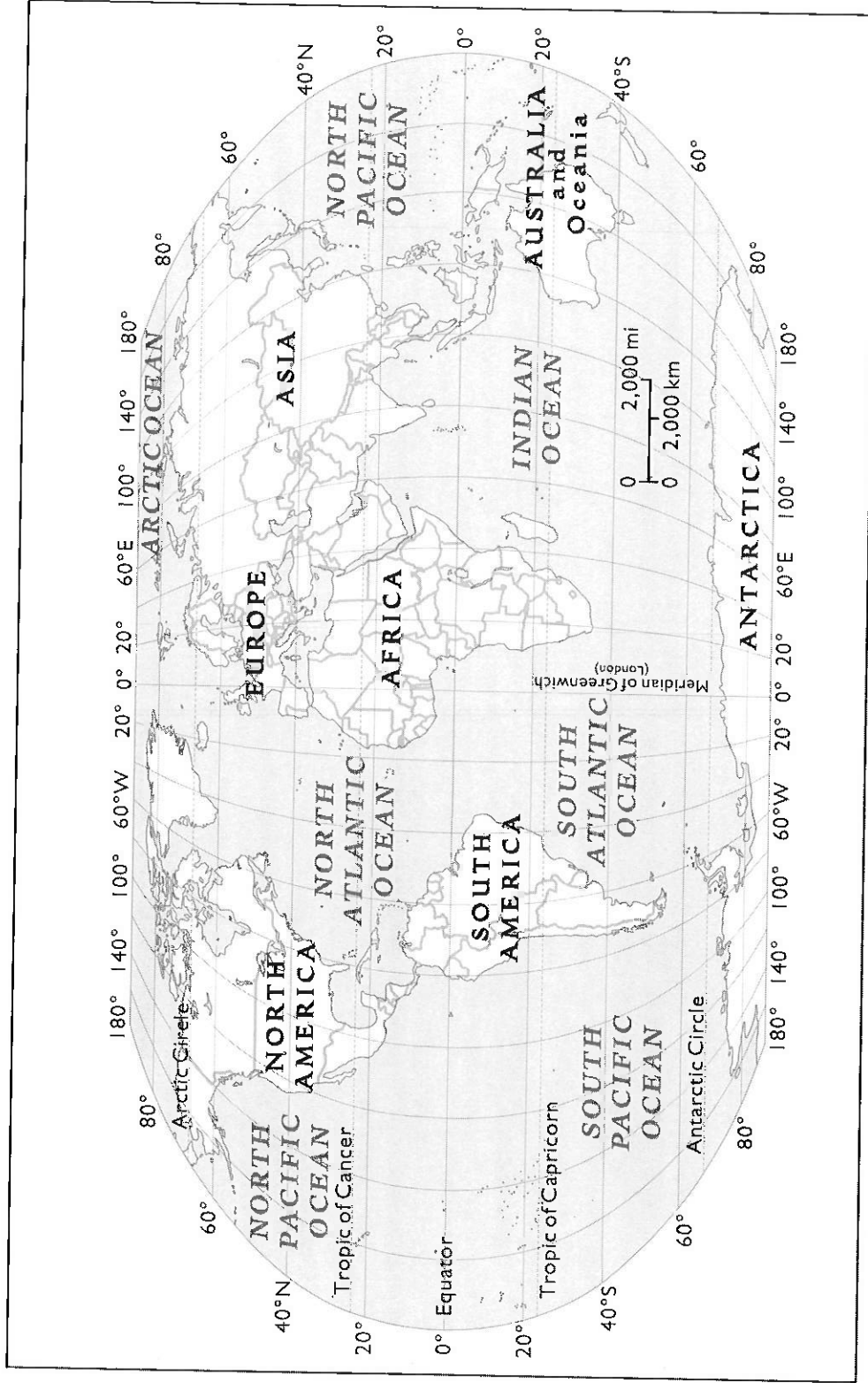
- Describe one positive and one negative impact of international trade.

*Rubric*

2 – This response gives an accurate and relevant description of positive and negative impacts of international trade.

1 – This response gives an accurate and relevant description of positive OR negative impacts of international trade.

Activity 1.2 (Political World Map)



education

# THE WORLD

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## Strategy 3: Extending and Refining Simulation<sup>2</sup>

### Materials:

- 7 large manila envelopes (materials for envelopes – See Activity 1.3)
- Activity 1.4, Production Instructions, one copy per student
- Activity 1.5, Trading Chart, one copy per country, and one copy to use as a visual.
- Activity 1.6, Debrief, one copy per student
- Activity 1.7, Check for Understanding, one copy per student
- Samples of products that represent food, clothing, shelter, businesses, and education as described in Activity 1.4, Production Instructions
- Chart paper for debriefing – 1 piece

### Classroom Set-Up:

Arrange student desks so that Country 1 is be the largest group of approximately 7 students. Country 2 is the smallest, with two students. Countries 3 through 7 should consist of 3 to 4 students each.

Select group members to ensure mixed abilities. In doing so, this will give additional support to students who need it.

### Simulation Instructions:

1. Display country envelopes and explain that the envelopes contain a variety of materials that represent productive resources. Tell students that **PRODUCTIVE RESOURCES** are the things that are used to make goods and provide services. Productive resources are categorized as human resources (workers' knowledge and physical skills), capital resources (tools, equipment and buildings) and natural resources (such as trees, minerals and oil). Often productive resources are simply called resources.
2. Distribute copies of Activity 1.4, Production Instructions, to each student. Read the instructions with students. (**Optional** - display samples of the goods and services countries must produce to satisfy the wants of their citizens.) Explain that food items have to be the same color as real food. There is no restriction on color or style of clothing. The restriction on shelter is that it cannot be any smaller than 2"x 2"x 2" and it has to be 3 dimensional. (**Optional** - Show examples of model shelters). For business, show what is meant by a link. For education, show how to fold pages to make a book, but to remember the specifications on color.
3. Explain that just like real countries, each group/country will have access to different types and amounts of resources. Distribute one envelope to each country. Country 1 is the largest group and Country 2 the smallest. Give students 5 minutes to plan for production by completing the bottom of Activity 1.4. Read out loud and clarify any words students don't understand. Clarify how to complete the chart. Explain that in the "How to Satisfy Wants" column, students may draw pictures or just write out how they plan to make the goods to satisfy their countries wants. In the "Resources Needed" column, groups should identify resources they need but do not have to satisfy a want. In the "Strategies for Trading" column, they should identify extra resources they have that they can use to trade.

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<sup>2</sup> This lesson is adapted from The Wide World of Trade, Lesson 4, "Resources and Trade", published by the Council for Economic Education.

4. Inform students that when countries have different and unequal amounts of productive resources, they sometimes trade with other countries to obtain the resources they need. Define **TRADE** as the exchange of goods, services, and resources for other goods, services and resources or for money. Ask for examples of things students trade. This might include food at lunch or money for a new pair of shoes. Add trade to the concept map.

5. Distribute one copy of Activity 1.5, Trading Chart to each country. Explain that each time a country's citizens make a trade; they must record what they gave up, what they gained, and the number of the country with which they traded. Model for the students how a trade might be made trading a  $\frac{1}{4}$  piece of purple paper and half a sheet of yellow for the use of a glue stick from Country 3. Record this trade on visual of Activity 1.5. As an incentive for students to remember to write down their trades, a member from each country can ring a bell each time a trade is made.

### Sample Arrangement

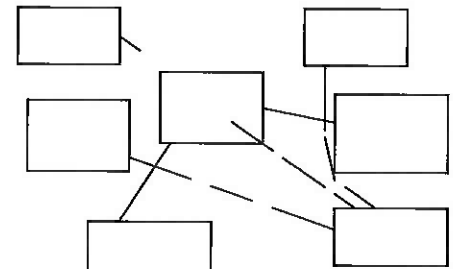


Figure 2.1

6. Tell the students to begin trading. Observe the class and when the first trade is made signal for the class to stop trading. Using Visual 1.5 have a member of one of the countries that made the trade, record what they gained, what they gave up and the number of the trade on Visual 1.5.
7. Let trading resume. Instruct each country to notify you when its citizens have completed production. Allow time for students to produce. Provide enough time so all countries complete the task. Circulate among the groups to be sure that groups are only using materials provided in the seven country bags.
8. While students work in their groups, draw seven squares on a large sheet of chart paper (see Figure 2.1). These squares should be randomly placed so that they form a circle or oval with one or two countries in the middle. Use Inspiration to create the sample arrangement (if the technology exists in the classroom). If not, use a big piece of chart paper with different color markers or an overhead transparency with different color markers.
9. As each country finishes its task, ask one member to come to the board and use the information from Activity 1.5 to draw lines connecting its country with each of the other countries with which it traded. Provide each country's representative with a different color marker.
10. At the end of the simulation and once the information from each country's Trading Chart has been shared, discuss each of the following:
- Which countries had all the resources needed to satisfy their wants? (*None*). Point out that this is a problem of **SCARCITY**. Define scarcity as *not having enough resources to satisfy everyone's wants*. (Add scarcity to the concept map).
  - Ask students for some personal examples of scarcity. (*not enough money to buy everything they want or time to do everything they want*) or *examples of scarcity in the classroom*.
  - Which resources were scarce for your country? (*Answers will vary. For example: countries 1 and 7 had no tools, country 2 only had red paper*).

- d) Which country had the most workers? (*Country 1*)
  - e) Which country had the most tools and was capital intensive? (*Country 2*)
  - f) What decisions did you make because of scarcity? (*Students will mention that they decided to trade to obtain some resources they didn't have. They may mention the number of times they traded and how they used their resources*).
  - g) Which resource did many people in many of the countries want? (*Purple to provide education. Use of scissors made for better quality products*).
  - h) Which countries had purple paper? (*Countries 4 and 7 had purple*)
11. Have representatives from each country show their products. Begin with housing. Tape everyone's house to the board. Discuss the quality of the houses. Then have them place them in order based on recognition of quality. Have them discuss how many trades they had to make to produce the house. Make a correlation between a country's available resources and ability to make trades, and the quality of their homes. In some cases they may have had tools but the quality of the labor (the students) was poor so the house was not as good as another country that might have had skilled labor and fewer resources. Do the same thing with the other products.
12. Discuss the following:
- a. In what ways do the products made in various countries differ? (*Some have rough edges; some have smooth edges. Some are folded together, others are glued together and others are held together with toothpicks. Some shelters are large with open sides; others are smaller with four closed sides, and so on. Some of the paper food is large and carefully shaped like the food it represents.*)
  - b. What might be a reason there was such wide variation in the way countries produced their final products? (*Answers will vary. There were differences in the quantity and quality of resources available, skills of workers, personal preferences, willingness to trade, and geography. Some countries may have tried to produce their products making as few trades as possible. Usually these countries have poor quality products. Show an example from one of these countries and an example from a country that made many trades. Some workers in a group may have lacked skills to construct the products. This, too, might have resulted in poorer quality goods. Show examples of these products. Other groups might have produced shelter based on geographic location and climate. A group might have produced an open-air tent because they determined that they lived in a climate that is warm year round. Show sample housing products.*)
13. Distribute Activity 1.6 to each student. Allow students to work in pairs. Have pairs share their answers.
14. After students share answers, continue the discussion about trade by introducing and/or reinforcing **Voluntary Exchange, Interdependence, and Standard of Living**.



Ask students to look at the trading chart. Explain that **voluntary exchange** occurs when individuals or organizations voluntarily trade goods, services, and resources for other goods, services and resources or money. Ask students:

- a. if they voluntarily exchanged or traded goods. (*Yes. No one made them trade.*)
- b. why they engaged in voluntary exchange or voluntary trade? (*To be better off*)
- c. Add **voluntary exchange** to the concept map. Ask students how they would tell a friend what voluntary exchange means.

14. Tell students that **interdependence** occurs when individuals or countries depend on one another for goods, services, and resources. Add **interdependence** to the concept map. Ask students:

- a. How were countries interdependent in this activity? (*Countries depended on other countries to obtain the resources they needed to be able to satisfy all their want .*) Give some examples.
- b. How would people in your country be affected if your trading region were restricted? For example, what would happen if Country 1 could only trade with Country 2 (*People in the countries would not be able to satisfy all their wants.*)

15. Put **standard of living** on the concept map. Write standard of living on the board. Ask students:

- a. what they think standard of living means. (*The students will most likely talk about the number and kind of material things people have.*)
- b. What does the standard of living look like for you? (*Answers will vary and likely include such items as CDs, cars, TVs, clothes, video games, food, houses, DVDs, skateboards, computers.*)

16. Tell students that a simple definition of **standard of living** for a country is the total amount of goods and services a country produces for its citizens. Ask students:

- a. What happened to your ability to provide goods and services for people in your country when you traded? (*increased*)
- b. How did trade improve your country's standard of living? (*Improved because each country that traded was able to provide for its citizen's wants.*)
- c. How does trade affect a country's standard of living? (*Trade improves the country's standard of living. Through trade, there are more goods and services available for people in a country.*)

17. Return Activity 1.1 (definitions) to students and provide time for them to revise their definitions by completing the *Post* section of Activity 1.1.

**Check for Understanding:**

- Distribute Activity 1.7.

*Rubric*

1 point for each correct response.

Sample responses:

- People in each school have something people in the other school want. If they trade, they expect to be better off. Madison will be able to play their home games on the safe field and Central will have an auditorium for its productions. Students at both schools are better off.
- Like people in these schools, people and organizations from different countries trade because they expect to be better off. For example, in the simulation in class, our country traded our excess resources with a country that had resources we needed and that wanted what we had to trade. People in both countries were better off.
- By trading the use of the school facilities, people in each school were depending on the other to provide something their students needed.

### Activity 1.3

For Lesson 1, Strategy 3 you will need the following materials for EACH class:

- seven manila envelopes
- seven markers, each a different color
- 10 paper clips
- 30 toothpicks
- two rulers
- two glue sticks
- four pencils
- four pairs of scissors
- 29 sheets of paper (8 ½" x 11" or 9" x 12") in the following colors – 6 green, 5 red, 4 yellow, 7 white, 3 purple, 4 blue
- Small bell (optional)

Teacher Tip:  
Use the list on the left to gather the materials for the simulation.

Label the manila envelopes 1 through 7 with LARGE numbers and glue a copy of the list onto the envelope. Save the manila envelopes for future implementation.

Separate the materials into the manila envelopes as follows:

|  |  |   |  |
|--|--|---|--|
| <p>Country 1</p> <ul style="list-style-type: none"> <li>▪ 1 sheet of green</li> <li>▪ 3 sheets of yellow</li> </ul>  | <p>Country 2</p> <ul style="list-style-type: none"> <li>▪ 2 pairs of scissors</li> <li>▪ 1 glue stick</li> <li>▪ 2 pencils</li> <li>▪ 1 ruler</li> <li>▪ 1 sheet of red</li> </ul> | <p>Country 3</p> <ul style="list-style-type: none"> <li>▪ 1 pair of scissors</li> <li>▪ 1 glue stick</li> <li>▪ 2 sheets of green</li> <li>▪ 2 sheets of white</li> <li>▪ 2 sheets of red</li> </ul>  | <p>Country 4</p> <ul style="list-style-type: none"> <li>▪ 1 ruler</li> <li>▪ 2 pencils</li> <li>▪ 2 sheets of purple</li> <li>▪ 2 sheets of blue</li> <li>▪ 2 sheets of white</li> </ul> |
| <p>Country 5</p> <ul style="list-style-type: none"> <li>▪ 1 pair of scissors</li> <li>▪ 30 toothpicks</li> <li>▪ 2 sheets of white</li> <li>▪ 2 sheets of red</li> <li>▪ 2 sheets of blue</li> </ul> | <p>Country 6</p> <ul style="list-style-type: none"> <li>▪ 2 sheets of blue</li> <li>▪ 2 sheets of green</li> <li>▪ 10 paper clips</li> </ul>                                       | <p>Country 7</p> <ul style="list-style-type: none"> <li>▪ 1 sheet of green</li> <li>▪ 1 sheet of yellow</li> <li>▪ 1 sheet of white</li> <li>▪ 1 sheet of red</li> <li>▪ 1 sheet of purple</li> </ul> |  |

**Activity 1.4**  
**Production Instructions**

Directions: You must produce food, clothing, shelter, businesses, and education in order to satisfy the wants of the people in your country. All production must follow the specifications below.

**FOOD:** Produce patterns in the shape of three different kinds of food using three different colors, each color representing the actual color of the food.

**CLOTHING:** Produce a pattern for a piece of clothing you might wear.

**SHELTER:** Produce a three-dimensional shelter, no smaller than 2" x 2" x 2 inches.

**BUSINESSES:** Produce a four-link paper chain; each link must be a different color.

**EDUCATION:** Produce a four-page book. One page must be purple and one page must be red.

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Think about the productive resources you have available in your country. Productive resources are the things used to make a good or provide a service. Your objective is to provide the highest possible standard of living for the citizens of your country. You need a trading strategy in order to satisfy the wants of the citizens in your country: food, clothing, shelter, businesses, and education. Think about it and then fill in the Strategies for Trading Table with your strategies for raising the standard of living in your country.

|                   | <b>How to Satisfy Wants</b> | <b>Resources Needed</b> | <b>Strategy for Trading</b> |
|-------------------|-----------------------------|-------------------------|-----------------------------|
| <b>Food</b>       |                             |                         |                             |
| <b>Clothing</b>   |                             |                         |                             |
| <b>Shelter</b>    |                             |                         |                             |
| <b>Businesses</b> |                             |                         |                             |
| <b>Education</b>  |                             |                         |                             |

### Activity 1.5, Trading Chart

Trading Chart for County # \_\_\_\_\_

| What Was Given Up | Number of Country with which you Traded | What Was Gained |
|-------------------|---|-----------------|
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |
|                   |   |                 |

Use the back of this sheet if necessary for additional trades.

**Activity 1.6 – Debrief**

Name \_\_\_\_\_

- a. Were you required to trade? Why did people in each country make multiple exchanges or trades?

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|  |

- b. How many trades did you make to satisfy your wants? How many countries did you trade with?

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|  |

- c. Why did some countries make more trades than others?

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- d. How many countries traded with country 4 or 7? Why?

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e. What might happen to your country's ability to provide education if these two countries refused to trade with your country?

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f. How did trade benefit people in your country?

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g. How did trade among people in different countries in the simulation create interdependence?

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h. How would the people in your country be affected if your trading region were restricted to include only the country closest to yours (the group closest to you)?

|  |
|--|
|  |
|  |
|  |
|  |

- a. Were you required to trade? Why did people in each country make multiple exchanges or trades?

They did not have enough to satisfy their wants.

- b. How many trades did you make to satisfy your wants? How many countries did you trade with?

Numbers will vary. NOTE: It is possible for Country 7, to create all the products without the use of tools/capital goods. Country 7 has both red and purple paper.

- c. Why did some countries make more trades than others?

They had more of one resource than they needed, but had fewer of the other resources.

- d. How many countries traded with country 4 or 7? Why?

All. They were the only countries that had purple paper, which was needed to provide education.

- e. What might happen to your country's ability to provide education if these two countries refused to trade with your country?

Quality might decline; less education would be available.

- f. How did trade benefit people in your country?

Trading with other countries allowed each country involved to obtain enough resources to provide food, clothing, shelter, businesses, and education.

- g. How did trade among people in different countries in the simulation create interdependence?

Countries depended upon other countries to obtain the resources they needed to be able to satisfy all their wants.

- h. How would the people in your country be affected if your trading region were restricted to include only the country closest to yours (the group closest to you)?

Some people in countries would not be able to satisfy all their wants.



**Activity 1.7 – Check for Understanding**

Name \_\_\_\_\_

Directions: Read the scenario below and answer the questions that follow.

Madison High School recently built a new auditorium with air conditioning and state-of-the-art lighting and sound. Because the construction was expensive, no funds were left over to maintain the football field. The football field is so bad that officials fear players will get injured.

Madison's rival, Central High School, has a beautiful new football stadium, but its auditorium has been closed for fear that the ceiling will collapse. The School Board has set aside funds in next year's budget for renovating the auditorium. So, for this year, Central High School's music and drama students will not be able to perform.

Students at Central have proposed that Madison use Central's football stadium for six games. In exchange, Central will use Madison's auditorium for its fall and spring school plays and concerts.

1. Why would people from these two schools be willing to make this trade?
  
  
  
  
  
  
  
  
  
  
2. How is this trade similar to trade between countries? Support your answer with an example using actual countries or those from the class simulation.
  
  
  
  
  
  
  
  
  
  
3. How does trading between people in different countries or between people from two different high schools create interdependence?

## Lesson 2: Trading Connections

This lesson introduces vocabulary that is essential for understanding international trade. Students participate in a simulation to learn how trade benefits them as individuals and how trade benefits people in different regions and countries. Working in pairs, students learn about the major import and export partners for twelve countries. They identify exports and imports for each country. Using this information, students draw a generalization about how trade benefits consumers.

### Essential Questions

- How does trade affect consumers?
- Why do people and organizations in countries import the same type of products that they export?

### Instructional Strategies

#### Strategy 1: Gathering Information

#### Vocabulary Development

##### Materials:

- Activity 2.1 – Vocabulary Illustrations – one per student
- Activity 2.2 – Economic Vocabulary – one per student
- scissors
- glue sticks

1. Write the vocabulary, **import**, **export**, **specialization**, **exchange**, **foreign goods** and **domestic goods** on the board. Ask students if they know what any of these words mean. Divide students into pairs. Ask students to talk with their partner about the meaning of each word. Have pairs talk with the group about the word meanings. Using information from the students, create a class definition for each word.
  - **Exchange**—exchange takes place when people trade goods and services for other goods and services or for money.
  - **Import**—imports are foreign goods and services purchased from sellers in other countries.
  - **Export**—Exports are domestic goods and services sold to buyers in other nations.
  - **Specialization**—specialization occurs when people, regions, or nations produce a narrower range of goods and services than they consume. For example, a pediatrician produces medical care for children but consumes clothing, food, shelter, etc. produced by others.
  - **Foreign goods**—foreign goods and services are those produce in a country outside one’s home country.
  - **Domestic goods**—domestic goods and services are those produced in one’s home country.
2. Give each student a copy of Activity 2.1, Vocabulary Illustrations, and Activity 2.2, Economic Vocabulary plus a pair of scissors for every two students. Ask students to cut out the illustrations and place them in the correct box. Students should also write the economic term in the appropriate box on Activity 2.2 and write their own definitions. This can be done individually, in pairs or in small groups. Check student work. Distribute a glue stick to each pair of students and ask them to glue the pictures on Activity 2.2.

3. Place the vocabulary on the word wall and add to the concept map. Ask students to add vocabulary to their concept map.

**Check for Understanding**

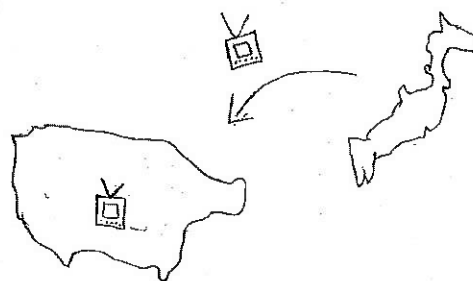
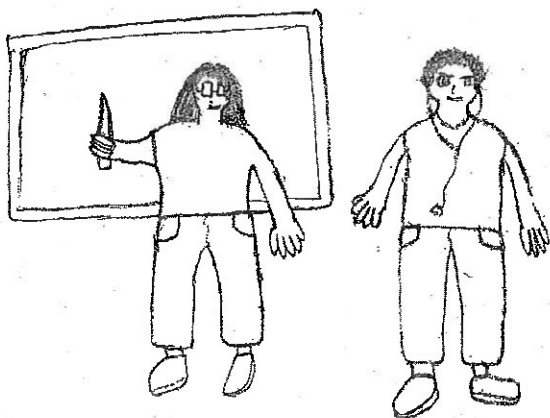
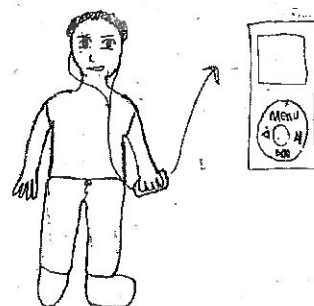
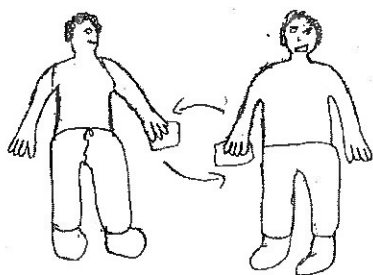
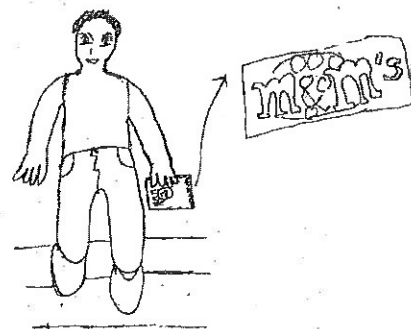
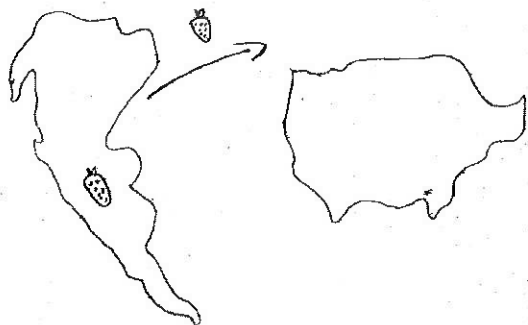
- Refer to the vocabulary words from Activity 2.2.
- What do you predict the next lesson to be about? Explain your answer.

*Rubric*

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

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

## Activity 2.1 – Vocabulary Illustrations



**Activity 2.2 – Economics Vocabulary**

Name \_\_\_\_\_

Match the following illustrations with the economic term. Then, write what the word means in your own words.

|         |          |                |
|---------|----------|----------------|
| import  | export   | domestic       |
| foreign | exchange | specialization |

|  |  |
|--|--|
| <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> |
| <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> |
| <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> <p><i>(economic term)</i></p> <p>_____</p> <p>_____</p> |

## Strategy 2: Extending and Refining Simulation<sup>3</sup>

### Materials:

- Scraps of paper or index cards – 3 per student
  - Paper bags one per student, (Evenly number the bags 1 through 5)
  - Small items for trade (stickers, pencils, candy, etc.) OR Activity 2.3A cards
  - Visual 2.3, Level of Happiness – for record keeping
  - Activity 2.3 –Level of Happiness– one per student
  - Activity 2.4 - Trading Game Questions – one per student
  - Check for Understanding 2.5 – Trading Connection – one per student
1. Explain that students will participate in **exchange** activity. Ask students to look at Activity 2.2, Economic Vocabulary. Ask them what they think exchange means. Tell students that exchange means giving goods and services to get other goods and services or money. Ask students for a synonym for exchange. Explain that a synonym is a word having a meaning similar (trade). Tell students to add trade to their definition of exchange on Activity 2.2, Economic Vocabulary.
  2. Distribute a paper bag with a small item in it to each student. Tell students to look in the bag but not to tell anyone what is in it.<sup>4</sup>
  3. Distribute a piece of scrap paper to each student. Tell students, using a scale of 1 to 5, to decide how satisfied or happy they are with the items in their bag. If they are very happy or satisfied, they should write “5.” If they aren’t happy at all, they should write “1.” A number between 1 and 5 indicates some relative level of happiness.
  4. Collect the pieces of scrap paper and add the numbers. Give students a copy of Activity 2.3, Level of Happiness. Ask each student to write the number that reflects his/her level of happiness in the column under student for round 1 and write why they gave the item that number. Display Visual 2.3, Level of Happiness. Total up all the numbers for the class and write the total level of happiness for the classroom under Class on Visual 2.3, Round 1. Tell students to record the information on their sheets in the Column labeled Class.
  5. Tell students that each bag has a number 1, 2, 3, 4, or 5 written on it. Tell students to form groups based on the number written on their bags. All students with the number 1 on their bags should be in one group and so on.
  6. When students are in their groups, explain that they may now want to show one another what is in their bags and trade if they want. Trade is not required.
  7. Allow a few minutes for each student to trade. Distribute a piece of scrap paper to each student. Tell them to rank their level of happiness, using the same scale as before.

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<sup>3</sup> This lesson is adapted from Trading Connections, Lesson 6, Wide World of Trade (2003).

<sup>4</sup> As an alternative to placing actual items in the bags, use cards from Activity 2.3A.

8. Collect the pieces of scrap paper and add the numbers. Ask students to write the number that reflects their level of happiness for Round 2 in the column under student and write why they gave the item that number. Total up all the numbers for the class and write the total level of happiness for the classroom on Visual 2.3 under Class for Round 2. Tell students to record the information on their sheets in the Column labeled Class.
9. Tell students that now they may trade with anyone in the classroom.
10. Allow time for students to trade. Distribute pieces of scrap paper to the students. Have them rate their level of happiness, using the same scale as before.
11. Collect the pieces of scrap paper and add the numbers. Ask students to write the number that reflects their level of happiness for Round 3 in the column under student and write why they gave the item that number. Total up all the numbers for the class and write the total level of happiness for the classroom on Visual 2.3 under Class for Round 3. Tell students to record the information on their sheets in the Column labeled Class.
12. Ask students to write on Activity 2.3, Level of Happiness, and answers the questions.
13. Distribute a copy of Activity 2.4, Trading Game Questions, to each student. Ask students to answer the questions with a partner. Discuss answers with students (See Answer Key).

### **Check for Understanding**

- Distribute Check for Understanding 2.5 Trading Connections.

### *Rubric*

1 point for each correct response.

- **What is exchange?** - *Exchange takes place when people trade goods and services for other goods and services or for money.*
- **Why do people participate in voluntary exchange?** - *They believe they will be better off.*
- **Give examples of times you engaged in voluntary exchange.** *Answers will vary*
- **Why are you willing to exchange an item from your lunch bag for an item from someone else's lunch bag?** *Because it is voluntary exchange and a sense of being better off.*

**Activity 2.3A – Alternative Trading Cards**

Print 3 sheets of cards per 30 students. Place 2-3 items in each numbered paper bag.

|  |  |   |  |
|--|--|---|--|
| <p>One can soda</p>               | <p>One snack sized candy bar</p>  | <p>One large sized candy bar</p>  | <p>One lollipop</p>             |
| <p>One stick of gum</p>          | <p>One package of gum</p>        | <p>One pencil topper eraser</p>  | <p>One homework pass</p>        |
| <p>One No. 2 yellow pencil</p>  | <p>One fine line marker</p>     | <p>One permanent marker</p>     | <p>One glue stick</p>         |
| <p>One pencil case</p>          | <p>One Eagles hat</p>           | <p>One small notepad</p>        | <p>One three ring binder</p>  |



**Visual 2.3 – Level of Happiness**

| <b>Level of Happiness</b> |              |
|---------------------------|--------------|
| Round                     | Class Rating |
| 1                         |              |
| 2                         |              |
| 3                         |              |

**Activity 2.3 – Level of Happiness**

| <b>Level of Happiness</b> |                   |                   |              |
|---------------------------|-------------------|-------------------|--------------|
| Round                     | Individual Rating | Reason for Rating | Class Rating |
| 1                         |                   |                   |              |
| 2                         |                   |                   |              |
| 3                         |                   |                   |              |

How did your rating change between Round1 and Round 3? Explain why this happened.

How did the group ratings change between Round 1 and Round 3? Explain why this happened.

**Activity 2.4**

Name Answer Key

**Trading Game Questions**

Discuss these questions with your partner. Write your answers in the space provided.

What happened to the class' level of happiness from Round 1 to Round 2?  
From Round 2 to Round 3?

What happened to the level of happiness from Round 1 to Round 2 for the class?  
*(increased)* From Round 2 to Round 3? *(increased)*

The amount of goods available for trade remained the same throughout the rounds. Why do you think the level of happiness changed?

*People were able to trade for another item that they wanted more than the item they had. In Round 2 trade was limited and students weren't allowed to trade outside their group. In Round 3 there was a greater variety of items available to trade.*

Were you required to make a trade? What happened to your personal level of happiness from Round 1 to Round 3? Why did this happen?

No, trade/exchange was voluntary. Some students choose not to trade because once they see what is available they decide to keep what they have. Their item has more value to them than anything they see available for trade.

In which round of this activity was there the greatest variety of goods available for consumers? Why?

In which round of activity was there the greatest variety of goods available for consumers? *(the third round)* Why? *(Students could trade with many people who had different goods)*

Many people traded for an item that was almost the same as the one they had. Why did this happen?

*Some people may have wanted a different type of candy [sticker or pencil] than they had, or they liked the other candy [sticker or pencil] more than the candy [sticker or pencil] they had, or some people wanted some of each type.*

**Activity 2.4**  
Trading Game Questions

Name \_\_\_\_\_

Discuss these questions with your partner. Write your answers in the space provided.

What happened to the class' level of happiness from Round 1 to Round 2?  
From Round 2 to Round 3?

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The amount of goods available for trade remained the same throughout the rounds. Why do you think the level of happiness changed?

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Were you required to make a trade? What happened to your personal level of happiness from Round 1 to Round 3? Why did this happen?

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In which round of this activity was there the greatest variety of goods available for consumers? Why?

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Many people traded for an item that was almost the same as the one they had. Why did this happen?

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**Check for Understanding 2.5**  
Trading Connection

Name \_\_\_\_\_

1. What is exchange?

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2. Why do people participate in voluntary exchange?

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3. Give examples of times you engaged in voluntary exchange.

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4. Why are you willing to exchange an item from your lunch bag for an item from someone else's lunch bag?

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### Strategy 3: Extending and Refining Categorizing

#### Materials:

- Activity 2.5 – Foreign or Domestic – one per student AND one visual
  - Activity 1.2 (World Political Map) – one per student – AND one visual
  - Activity 2.6 – Foreign or Domestic Homework – one per student
1. Ask students to reflect on the beginning of lesson and look at the definitions of imports and exports from Activity 2.2, Economic Vocabulary. Review the definitions. **Imports** are foreign goods and services purchased from sellers in other nations. **Exports** are domestic goods and services sold to buyers in other nations. It is helpful to use Total Physical Response (TPR). For exports show your hands pushing away and imports hands beckoning. Also review definitions for **domestic goods** and **foreign goods**. Domestic goods are produced in the United States and foreign goods are produced outside the United States. Using TPR make a small circle for domestic and enlarge the circle for foreign.
  2. Tell students they are going to participate in an activity to determine if items they use every day are foreign goods or domestic goods. Distribute a copy of Activity 2.5, Foreign or Domestic, to each student. Ask students to work with a partner and identify where items of clothing, shoes, and school materials are produced and to identify each as a foreign good or domestic good. Be sure that you have some items in the room that are made in the US such as textbooks and some electronics. Display Activity 2.5, Foreign or Domestic. Model how to complete the chart using an item of clothing from a student.
  3. Ask students to share items from their lists. Remind them to use Total Physical Response when they identify their items as domestic or foreign. Record responses on Visual 2.2. Distribute a copy of Activity 1.2, Political World Map, to each student. Working with their partner, students should identify on the map the country where each item was made.
  4. Distribute a copy of Activity 2.6, Foreign or Domestic Homework, to each student for homework with a copy of Activity 1.2, Political World Map.
  5. Working in small groups, have students share what items they found at home and discuss what was similar and what was different about their lists.
  6. Display Activity 2.6, Foreign or Domestic Homework, and ask students for items they found at home and identify them as domestic or foreign. Display Activity 1.2, Political World Map, and identify the countries on the map.
  7. Ask students:
    - a. What is another term used to identify goods coming into the US from other countries. (*imports*)
    - b. If domestically produced goods are sent to other countries what are they called? (*exports*)
    - c. What was similar about your lists from home? What was different? (*answers will vary*)

8. Remind students of the trading activity they did with trading bags. Discuss:
  - a. Why were you willing to trade in the classroom trading activity? (*To get something they wanted more, they expected to be better off after the trade*)
  - b. Using information from the Foreign or Domestic Homework activity, why do you think people and businesses in other countries trade with people in the US? (*Similar to the class trading activity, people and organizations from different countries are willing to engage in voluntary exchange because they value the things that they import more than they value the things that they export. They expect to be better off because of the exchange.*)
  - c. How does trade between people or businesses in the US with people or businesses in the other countries on our list affect you? (*More choices of goods and services available.*)
  
9. Point out that trade among people or organizations in different countries also give them a broader range of choices in buying goods and services. In other words, trade with other countries gives people a larger variety of goods and services to buy. For example, bananas and pineapples are available in the U.S. throughout the year because people in the United States engage in trade with people in Mexico and Costa Rica.

### **Check for Understanding**

- Distribute Activity 2.6 Foreign or Domestic.

#### *Assessing understanding*

Continue a Check for Understanding by using the Inside/Outside Circle Cooperative Learning Strategy. Ask students to stand in two concentric circles, with the inside circle facing out and the outside circle facing inward. Inside/outside partners discuss an answer to a question posed by the teacher. When signaled, the outside circle of students rotates clockwise to face a new partner and to discuss the same or a new question. Students may be asked to move one or more partners each time.

Ask the following questions using the Inside/Outside Circle. Review answers before rotating the circle for each question.

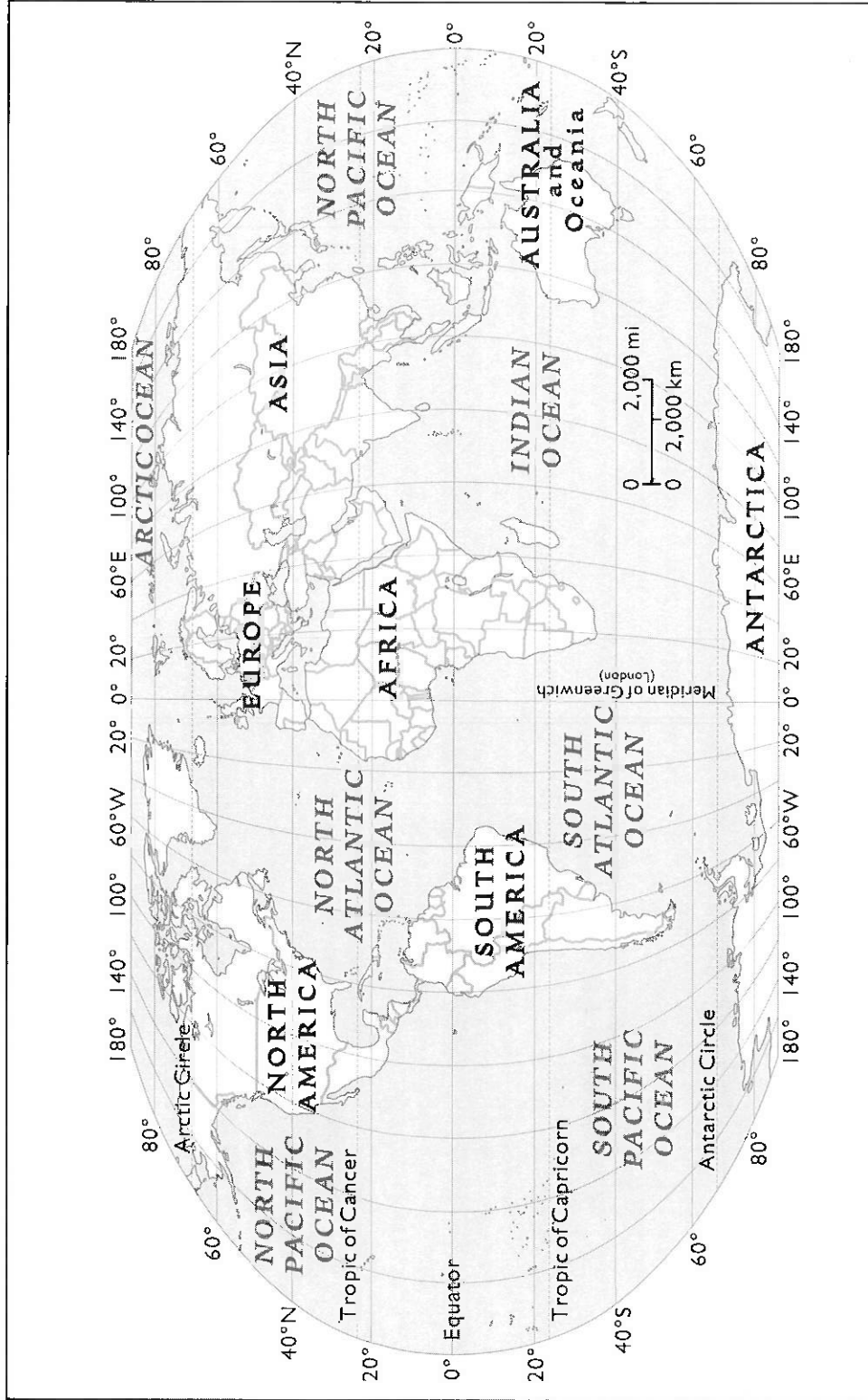
- a. Why are people and businesses in different countries willing to trade or voluntary exchange with people and businesses in other countries? (*People engage in voluntary exchange or trade because they value the things that they import more than they value the things that they export.*)
- b. How does trade with countries outside the US benefit you? (*More choices of things to trade*) Give an example from our Foreign/Domestic Activity Homework and class activity.
- c. How does trade among people or businesses in different countries benefit them? (*Broader range of goods and services*)

**Activity 2.5 - Foreign or Domestic**

| <b>Item (What is it?)</b>   | <b>Where is it from?</b> | <b>Is the Item Domestic or Foreign?</b> | <b>Additional comments, ideas, and/or questions.</b>  |
|-----------------------------|--------------------------|---|---|
| <i>Example:<br/>T-shirt</i> | <i>Guatemala</i>         | <i>Foreign</i>                          | <i>Where do they get the materials for the shirt?</i> |
| <b>Classroom Example:</b>   |                          |   |   |
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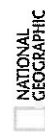


Activity 1.2 (Political World Map)



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THE WORLD



education

**Activity 2.6 Foreign or Domestic Homework**

Define the word **domestic good**:

Define the word **foreign good**:

Look around your home for five (5) domestic goods and five (5) foreign goods. Fill in the chart below.

| <b>Item (What is it?)</b>   | <b>Where is it from?</b> | <b>Is the Item Domestic or Foreign?</b> | <b>Additional comments, ideas, and/or questions.</b>  |
|-----------------------------|--------------------------|---|---|
| <i>Example:<br/>T-shirt</i> | <i>Guatemala</i>         | <i>Foreign</i>                          | <i>Where do they get the materials for the shirt?</i> |
|                             |                          |   |   |
|                             |                          |   |   |
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Write the name of each country where the items you listed above were made on your world map. Use an F or a D next to the name of each country to identify if the good you list was a foreign good (F) or a domestic good (D).

## **Strategy 4 - Extending and Refining (optional)**

### **Reading Closely**

Materials:

- Reading 2.7 – For Baffled Buyers, Lexile 1130L<sup>5</sup>
- Reading 2.8 – How much of your car, Lexile 1270L<sup>6</sup>

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<sup>5</sup> This lexile level is appropriate for the Common Core State Standards 6-8 grade band.

<sup>6</sup> This lexile level is appropriate for the Common Core State Standards 9-10 grade band.

## Reading 2.7

### **The New York Times**

June 21, 2009

### **For Baffled Buyers, a Guide to Cars Made in North America**

By CHERYL JENSEN

ABOUT 8.5 million cars and light trucks were assembled in the United States last year. Only about five million of those were made by the automakers traditionally known as American. More than three million of the vehicles assembled in American plants were built by autoworkers employed by foreign brands.

It's easy to see how confusing it can be for consumers to purchase an "American" car. Which is the more American product, a Honda Accord built by Ohioans for a company with its headquarters in Japan, or a Ford Fusion built in Mexico for a corporation that is based in Michigan?

The window sticker of a new vehicle lists its domestic content, including the origin of its engine and transmission. But the North American Free Trade Act and the American Automobile Labeling Act can confuse details on parts from Canada and Mexico. "Domestic content" is not domestic at all. For the purposes of the window sticker, the government has decided that domestic content will include parts made in Canada. Under the North American Free Trade Act, domestic is even less clear because it also includes Mexico.

The labor of autoworkers assembling the vehicles is excluded from the calculation. Foreign carmakers with assembly plants in the United States cannot count the value of their American workers' labor as "domestic content."

Reporting the origin of the engine and transmission is also tricky. Take Honda's engine plant in Anna, Ohio. Although the engine of the Acura RDX is made there, Japan is listed as the country of origin. That is because one expensive part, the turbocharger, is imported from Japan and installed by Ohio workers.

## Reading 2.8

Consumer News Online

# How much of your car is made in America?

Jun 15, 2011 8:30 AM

With the July 4th holiday right around the corner, consumers are often reminded to support our economy and buy American-made products. While many products we use are clearly labeled with the country of origin, for vehicles that's not always clear cut. So what makes an American vehicle? Many foreign automakers have factories and research facilities in the United States and design, develop and build vehicles for sale in this country, employing part of America's workforce. In several cases, a vehicle wearing a foreign brand, conceived, designed and built by Americans, in America, for Americans. So you are still supporting U.S. workers throughout the process all the way through the dealership.



In  
is

ABC News has a fun interactive feature based on data from the National Highway Traffic Safety Administration's (NHTSA) American Automobile Labeling Act (AALA) Report that shows what percent of your vehicle is made in America. To look at the larger picture, we pulled together a list of the top-selling vehicles based on May sales data and for the last 5 months of 2011 to compare sales data with the percentage of parts made here.

| Sedans              |           |                       |                            |
|---------------------|-----------|-----------------------|----------------------------|
| Model               | May sales | 2011 sales (5 months) | % of parts made in America |
| Chevrolet Malibu    | 25,600    | 99,046                | 75%                        |
| Nissan Altima       | 25,525    | 112,308               | 60%                        |
| Ford Fusion         | 24,666    | 110,878               | 20%                        |
| Hyundai Sonata      | 22,754    | 96,370                | 41%                        |
| Toyota Camry        | 18,830    | 125,218               | 80%                        |
| Honda Accord        | 18,185    | 120,035               | 80%                        |
| SUVs                |           |                       |                            |
| Model               | May sales | 2011 sales (5 months) | % of parts made in America |
| Ford Escape         | 23,140    | 100,333               | 65%                        |
| Chevrolet Equinox   | 17,587    | 77,884                | 66%                        |
| Honda CR-V          | 14,397    | 77,074                | 60%                        |
| Kia Sorento         | 11,936    | 51,765                | 60%                        |
| Jeep Wrangler       | 10,008    | 41,946                | 79%                        |
| Jeep Grand Cherokee | 9,484     | 45,401                | 71%                        |
| Toyota RAV4         | 7,437     | 51,590                | 60%                        |

As you can see, for the sedans, the top-selling Honda Accord and Toyota Camry are mostly made in America. For SUVs, the Escape is the strongest seller and more than half of its parts are made here. The two Jeeps have around 3/4 parts made in this country. None of these vehicles have 100 percent U.S content, though.

The vehicles with the highest percentage of American parts:

| <b>Model</b>            | <b>% of parts made in America</b> |
|-------------------------|-----------------------------------|
| Ford Explorer           | 85%                               |
| Dodge Dakota            | 84%                               |
| Dodge Avenger           | 83%                               |
| Dodge Grand Caravan     | 82%                               |
| Chrysler 200            | 81%                               |
| Toyota Tundra           | 80%                               |
| Toyota Sequoia          | 80%                               |
| Toyota Camry            | 80%                               |
| Toyota Avalon           | 80%                               |
| GMC Savana              | 80%                               |
| Dodge Nitro             | 80%                               |
| Chrysler Town & Country | 80%                               |
| Honda Accord            | 80%                               |

If buying American products is important to you and you're in the market for a new car, it may be worth checking out the [ABC News interactive](#) to see which vehicle will benefit American workers the most. Keep in mind that even cars not made in the U.S. are still sold by your friends and neighbors who work at or own these retail stores. But above all else, it's most important to buy a good, safe, and reliable car--regardless of who builds it.

--Liza Barth

## Strategy 5 –Application

### Working in Pairs - Research and Evaluation

#### Materials:

- Activity 2.9, Trading Partners and Patterns – One for each pair of students
- Activity 1.2, World Political Map – One for each pair of students
- Activity 2.10, Charting Trade – One for each pair of students
- Activity 2.11, Charting Trade Questions – One for each student
- Activity 2.12, Gallery Walk Graphic Organizer – One for each student
- Activity 2.13, Trading Connection Question – One for each student
- Activity 2.14, Check for Understanding – One for each student
- Activity 2.9A, **Alternative**<sup>7</sup> Trading Partners and Patterns – One for each pair of students

1. This activity requires students to investigate the exports and imports of different countries and how those countries are interdependent. If Internet access is not available, then the lesson can be implemented using Activity 2.9A, Alternative Trading Partners and Patterns.
2. Divide the class into pairs. Give a card from Activity 2.9, Trading Partners and Patterns and a copy of Activity 1.2, Political World Map, to each pair.
3. Assign each pair one of the following countries: Kenya, China, United States, France, Mexico, Egypt, Australia, Democratic Republic of the Congo, Peru, Saudi Arabia, Czech Republic, Ukraine. Point out that each card requests information about the goods a country exports and imports, the import and export partner countries and the dollar value of the imports and exports. Ask the pairs to highlight the words they know and circle the ones they don't know in the column labeled country. Review the terms as a class.
4. Allow time for pairs to search the internet to locate the requested information for their assigned country. A good source is the [CIA World Factbook](#).
5. Distribute to each pair a copy of Activity 2.10, Charting Trade. Instruct pairs to write the name of their country in the circle. Explain that one member of the pair is to read the information from the card to the other member who should record the information in the appropriate box on the chart. For example, one member of the pair will read the list of exports while the other records the goods and services in the box labeled "Exports" on Activity 2.10, Charting Trade. Students may use a pictures or words. Tell students to list the names of countries in the "Trading Partners" box to

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<sup>7</sup> If computer and internet access are not available, use alternative activity below.

Give each pair a card from Activity 2.9A. Point out that each card gives information about the goods a country exports and imports, the import and export partner countries and the dollar value of the imports and exports. Ask the pairs to highlight the words they know and circle the ones they don't know in the column labeled country. Ask students to give the definition for the words in their own words. Review the terms as a class. Circulate the room to make sure students understand all the terms in the second column, labeled with country's name. For example, students may not know the term horticultural products. Let them substitute the term farm products. Tell students that the products listed are the major or largest exports and imports for each country.

whom their Country exports goods and services and from whom their country imports goods and services.

6. Using Activity 1.2, Political World Map, students should identify their country on the map and then those countries that are export and import partners. Tell students to draw arrows from their country to each export country and arrows from each import country to their country.
7. Tell students to use information from Activity 1.2, Political World Map, and Activity 2.10, Charting Trade, to prepare a poster. They will be asked to share import and export information about their country with the rest of the class using the poster. Distribute a sheet of poster paper and markers to each pair of students. Allow time for them to work on their presentations.
8. Have pairs give their presentations. Give each student a copy of Activity 2.11, Charting Trade Questions. Tell students that they should listen for information to answer the questions in the handout as pairs make their presentations.
9. Have students display their posters on the wall. Give each student a copy of Activity 2.12, Gallery Walk Graphic Organizer. Conduct a gallery walk so students can add information to their answers for Activity 2.11, Charting Trade Questions and complete Activity 2.12.
10. When the presentations and gallery walk are complete, discuss the answers to Activity 2.11 with students. (See Answer Key.)
11. Explain that candy is a broad category of production. There are many different kinds of candy. **Specialization** occurs within the candy production. Ask students to look at Activity 2.2, Economic Vocabulary, and ask students for a definition. Tell students that specialization of production occurs when an individuals or group produce a smaller range of goods and services than they consume. Point out that there are candy manufacturers who specialize in only the production of chocolate candy. People specialize in the production of one type of candy and trade for another type.
12. Use the Graffiti\* strategy and have groups rotate their copy of Activity 2.10, Charting Trade, and Activity 2.6, World Map, among the groups. Have students look at their import and export information about the twelve countries to find other examples of countries importing products similar to products they export. They can record this as the answer to question 6 on Activity 2.11, Charting Trade Questions. Have pairs give examples. (*Kenya exports petroleum products and imports petroleum products- it may be that they export kerosene and import gasoline. Egypt exports chemicals and imports chemicals—it is likely that they export one type of chemical(s) and import others. Australia imports machinery and transport equipment, but exports machine and transport equipment, but probably it imports different machinery and transport equipment. Czech Republic exports the same list of products it imports—again, it is likely that they are importing different raw materials and fuels than they export and so on.*)
13. Emphasize that people and organizations in different countries often import the same type of products they export because the product produced in one country differs in some way from the product produced in another country. This difference makes the

\*In Graffiti, groups rotate papers at a given signal. Rotations continue until all groups see each sheet and each sheet returns to the home group.



products desirable in the other country. Remind students of car imports and exports. Japanese cars imported to the U.S. are in some ways different from U.S. cars. These differences make the cars desirable to those in the United States.

### **Check for Understanding #1**

- Distribute a copy of Activity 2.13, Trading Connection Questions to each student. Assign questions to each group. Have groups answer their assigned questions. Review answers as a group.

#### Sample Responses:

1. What are imports? (*foreign goods and services purchased from sellers in other nations*)
2. Give examples of products the United States imports. (*shoes, clothing, cars, machinery*)
3. What are exports? (*domestic good and services sold to buyers in other nations*)
4. Give examples of products the United States exports. (*cars, machinery, computers, software, movies, agricultural products*)
5. Why do people in one country trade with people in other countries? (*There are more goods available. There's a larger variety of goods available.*)
6. Why do countries export products similar to products they import? (*Because specialization occurs within broader production categories, one country produces a product that in some ways differs from the product produced in another country.*)
7. From the countries studied, give an example of a product a country imports that is similar to a product that same country exports. (*U.S.- airplanes, cars; Czech Republic- raw materials; Egypt- chemicals; Australia- machinery*)

### **Check for Understanding #2**

- Distribute Activity 2.14.

#### *Rubric Question 1*

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

#### *Rubric Question 2*

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

**Activity 2.9 – Trading Partners and Patterns**

| <b>Country</b>  | <b>Kenya</b> |
|-----------------|--------------|
| Exports         |              |
| Export Value    |              |
| Export Partners |              |
| Imports         |              |
| Import Value    |              |
| Import Partners |              |

| <b>Country</b>  | <b>China</b> |
|-----------------|--------------|
| Exports         |              |
| Export Value    |              |
| Export Partners |              |
| Imports         |              |
| Import Value    |              |
| Import Partners |              |

| <b>Country</b>  | <b>United States</b> |
|-----------------|----------------------|
| Exports         |                      |
| Export Value    |                      |
| Export Partners |                      |
| Imports         |                      |
| Import Value    |                      |
| Import Partners |                      |

**Activity 2.9 - Trading Partners and Patterns**

|                 |               |
|-----------------|---------------|
| <b>Country</b>  | <b>France</b> |
| Exports         |               |
| Export Value    |               |
| Export Partners |               |
| Imports         |               |
| Import Value    |               |
| Import Partners |               |

|                 |               |
|-----------------|---------------|
| <b>Country</b>  | <b>Mexico</b> |
| Exports         |               |
| Export Value    |               |
| Export Partners |               |
| Imports         |               |
| Import Value    |               |
| Import Partners |               |

|                 |              |
|-----------------|--------------|
| <b>Country</b>  | <b>Egypt</b> |
| Exports         |              |
| Export Value    |              |
| Export Partners |              |
| Imports         |              |
| Import Value    |              |
| Import Partners |              |

### Activity 2.9 - Trading Partners and Patterns

| <b>Country</b>  | <b>Australia</b> |
|-----------------|------------------|
| Exports         |                  |
| Export Value    |                  |
| Export Partners |                  |
| Imports         |                  |
| Import Value    |                  |
| Import Partners |                  |

| <b>Country</b>  | <b>Democratic Republic of the Congo</b> |
|-----------------|---|
| Exports         |   |
| Export Value    |   |
| Export Partners |   |
| Imports         |   |
| Import Value    |   |
| Import Partners |   |

| <b>Country</b>  | <b>Peru</b> |
|-----------------|-------------|
| Exports         |             |
| Export Value    |             |
| Export Partners |             |
| Imports         |             |
| Import Value    |             |
| Import Partners |             |

**Activity 2.9 - Trading Partners and Patterns**

| <b>Country</b>  | <b>Saudi Arabia</b> |
|-----------------|---------------------|
| Exports         |                     |
| Export Value    |                     |
| Export Partners |                     |
| Imports         |                     |
| Import Value    |                     |
| Import Partners |                     |

| <b>Country</b>  | <b>Czech Republic</b> |
|-----------------|-----------------------|
| Exports         |                       |
| Export Value    |                       |
| Export Partners |                       |
| Imports         |                       |
| Import Value    |                       |
| Import Partners |                       |

| <b>Country</b>  | <b>Ukraine</b> |
|-----------------|----------------|
| Exports         |                |
| Export Value    |                |
| Export Partners |                |
| Imports         |                |
| Import Value    |                |
| Import Partners |                |

**Activity 2.9A**  
**Trading Partners and Patterns**

| <b>Country</b>  | <b>Kenya</b>  |
|-----------------|---|
| Exports         | Tea, coffee, horticultural products, petroleum products, fish, cement   |
| Export Value    | \$4.054 billion (2007 est.)   |
| Export Partners | Uganda, United Kingdom, Tanzania, Netherlands, United States, Pakistan  |
| Imports         | machinery and transportation equipment, petroleum products, motor vehicles, iron and steel, resins and plastics |
| Import Value    | \$8.54 billion (2007 est.)  |
| Import Partners | United Arab Emirates, China, India, Saudi Arabia, South Africa, United States, Japan, United Kingdom            |

| <b>Country</b>  | <b>China</b>  |
|-----------------|---|
| Exports         | machinery, electrical products, data processing equipment, apparel, textile, steel, mobile phones   |
| Export Value    | \$1.217 trillion (2007 est.)  |
| Export Partners | United States, Hong Kong, Japan, South Korea, Germany   |
| Imports         | machinery and equipment, oil and mineral fuels, plastics, LED screens, data processing equipment, optical and medical equipment, organic chemicals, steel, copper |
| Import Value    | \$901.3 billion (2007 est.)   |
| Import Partners | Japan, South Korea, Taiwan, United States, Germany  |

| <b>Country</b>  | <b>United States</b>  |
|-----------------|---|
| Exports         | agricultural products (soybeans, fruit, corn), industrial supplies (organic chemicals), capital goods (transistors, aircraft, motor vehicle parts, computers, telecommunications equipment), consumer goods (automobiles, medicines)                |
| Export Value    | \$1.149 trillion (2007 est.)  |
| Export Partners | Canada, Mexico, China, Japan, United Kingdom, Germany   |
| Imports         | agricultural products, industrial supplies (crude oil), capital goods (computers, telecommunications equipment, motor vehicle parts, office machines, electric power machinery), consumer goods (automobiles, clothing, medicines, furniture, toys) |
| Import Value    | \$1.965 trillion (2007 est.)  |
| Import Partners | Canada, Mexico, China, Japan, United Kingdom, Germany   |

**Activity 2.9A (continued)**

| <b>Country</b>  | <b>France</b>   |
|-----------------|---|
| Exports         | machinery and transportation equipment, aircraft, plastics, chemicals, pharmaceutical products, iron and steel, beverages |
| Export Value    | \$548 billion (2007 est.)   |
| Export Partners | Germany, Spain, Italy, United Kingdom, Belgium, United States, Netherlands  |
| Imports         | machinery and equipment, vehicles, crude oil, aircraft, plastics, chemicals   |
| Import Value    | \$600.1 billion (2007 est.)   |
| Import Partners | Germany, Belgium, Italy, Spain, Netherlands, United Kingdom, United States, China   |

| <b>Country</b>  | <b>Mexico</b>   |
|-----------------|---|
| Exports         | manufactured goods, oil and oil products, silver, fruits, vegetables, coffee, cotton  |
| Export Value    | \$271.9 billion (2007 est.)   |
| Export Partners | United States, Canada, Germany  |
| Imports         | metalworking machines, steel mill products, agricultural machinery, electrical equipment, car parts for assembly, repair parts for motor vehicles, aircraft, and aircraft parts |
| Import Value    | \$283 billion (2007 est.)   |
| Import Partners | United States, China, South Korea, Japan  |

| <b>Country</b>  | <b>Egypt</b>  |
|-----------------|---|
| Exports         | crude oil and petroleum products, cotton, textiles, metal products, chemicals |
| Export Value    | \$25.72 billion (2007 est.)   |
| Export Partners | United States, Italy, Spain, Syria, Saudi Arabia, United Kingdom              |
| Imports         | Machinery and equipment, foodstuffs, chemicals, wood products, fuels          |
| Import Value    | \$43.43 billion (2007 est.)   |
| Import Partners | United States, China, Italy, Germany, Saudi Arabia                            |

**Activity 2.9A (continued)**

| <b>Country</b>  | <b>Australia</b>  |
|-----------------|---|
| Exports         | coal, iron ore, gold, meat, wool, alumina, wheat, machinery and transport equipment   |
| Export Value    | \$141.7 billion (2007 est.)   |
| Export Partners | Japan, China, South Korea, India, United States, New Zealand  |
| Imports         | machinery and transport equipment, computers and office machines, telecommunication equipment and parts; crude oil and petroleum products |
| Import Value    | \$159.4 billion (2007 est.)   |
| Import Partners | China, United States, Japan, Singapore, Germany, United Kingdom, Thailand   |

| <b>Country</b>  | <b>Democratic Republic of the Congo</b>  |
|-----------------|--|
| Exports         | diamonds, copper, crude oil, coffee, cobalt  |
| Export Value    | \$1.587 billion (2006)   |
| Export Partners | Belgium, China, Brazil, United States, Finland, France                               |
| Imports         | foodstuffs, mining and other machinery, transport equipment, fuels                   |
| Import Value    | \$2.263 billion (2006)   |
| Import Partners | South Africa, Belgium, Zimbabwe, France, Zambia, Kenya, United States, Cote d'Ivoire |

| <b>Country</b>  | <b>Peru</b>  |
|-----------------|--|
| Exports         | copper, gold, zinc, crude petroleum and petroleum products, coffee, potatoes, asparagus, textiles, guinea pigs |
| Export Value    | \$27.96 billion (2007 est.)  |
| Export Partners | United States, China, Switzerland, Japan, Canada, Chile  |
| Imports         | petroleum and petroleum products, plastics, machinery, vehicles, iron and steel, wheat, paper                  |
| Import Value    | \$19.6 billion (2007 est.)   |
| Import Partners | United States, China, Brazil, Ecuador, Colombia, Argentina, Chile, Mexico                                      |



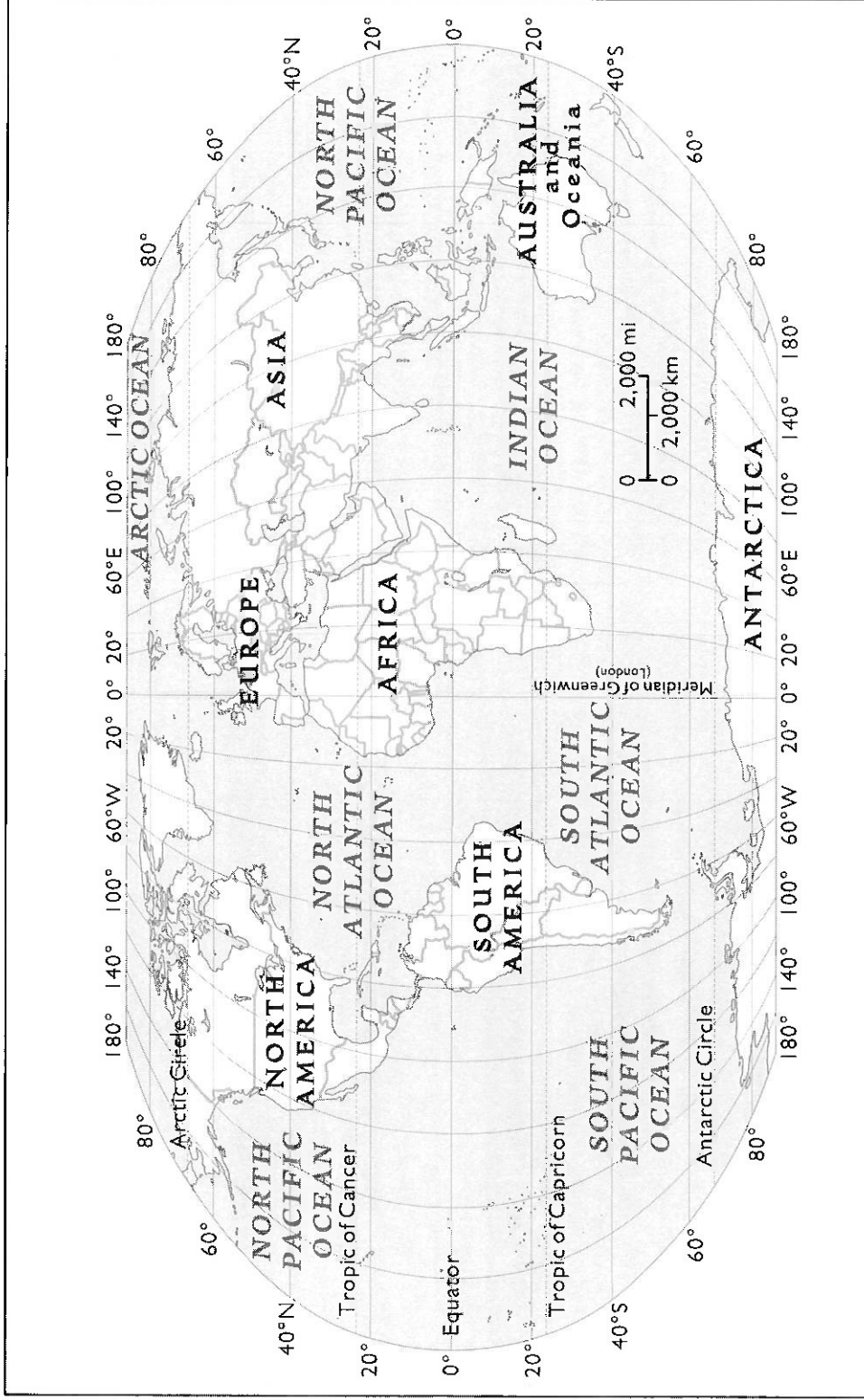
**Activity 2.9A (continued)**

| <b>Country</b>  | <b>Saudi Arabia</b>  |
|-----------------|--|
| Exports         | Petroleum and petroleum products   |
| Export Value    | \$230 billion (2007 est.)  |
| Export Partners | United States, Japan, South Korea, China, Taiwan                         |
| Imports         | machinery and equipment, foodstuffs, chemicals, motor vehicles, textiles |
| Import Value    | \$81.17 billion (2007 est.)  |
| Import Partners | United States, China, Germany, Japan, Italy, United Kingdom, South Korea |

| <b>Country</b>  | <b>Czech Republic</b>   |
|-----------------|---|
| Exports         | machinery and transport equipment, raw materials and fuel, chemicals          |
| Export Value    | \$122.3 billion (2007 est.)   |
| Export Partners | Germany, Slovakia, Poland, France, United Kingdom, Italy, Austria             |
| Imports         | machinery and transport equipment, raw materials and fuels, chemicals         |
| Import Value    | \$116.6 billion (2007 est.)   |
| Import Partners | Germany, Netherlands, Slovakia, Poland, China, Austria, Russia, Italy, France |

| <b>Country</b>  | <b>Ukraine</b>  |
|-----------------|---|
| Exports         | ferrous and nonferrous metals, fuel and petroleum products, chemicals, machinery and transport equipment, food products |
| Export Value    | \$49.84 billion (2007 est.)   |
| Export Partners | Russia, Turkey, Italy   |
| Imports         | energy, machinery and equipment, chemicals  |
| Import Value    | \$60.41 billion (2007 est.)   |
| Import Partners | Russia, Germany, China, Poland, Turkmenistan  |

Activity 1.2 (Political World Map)

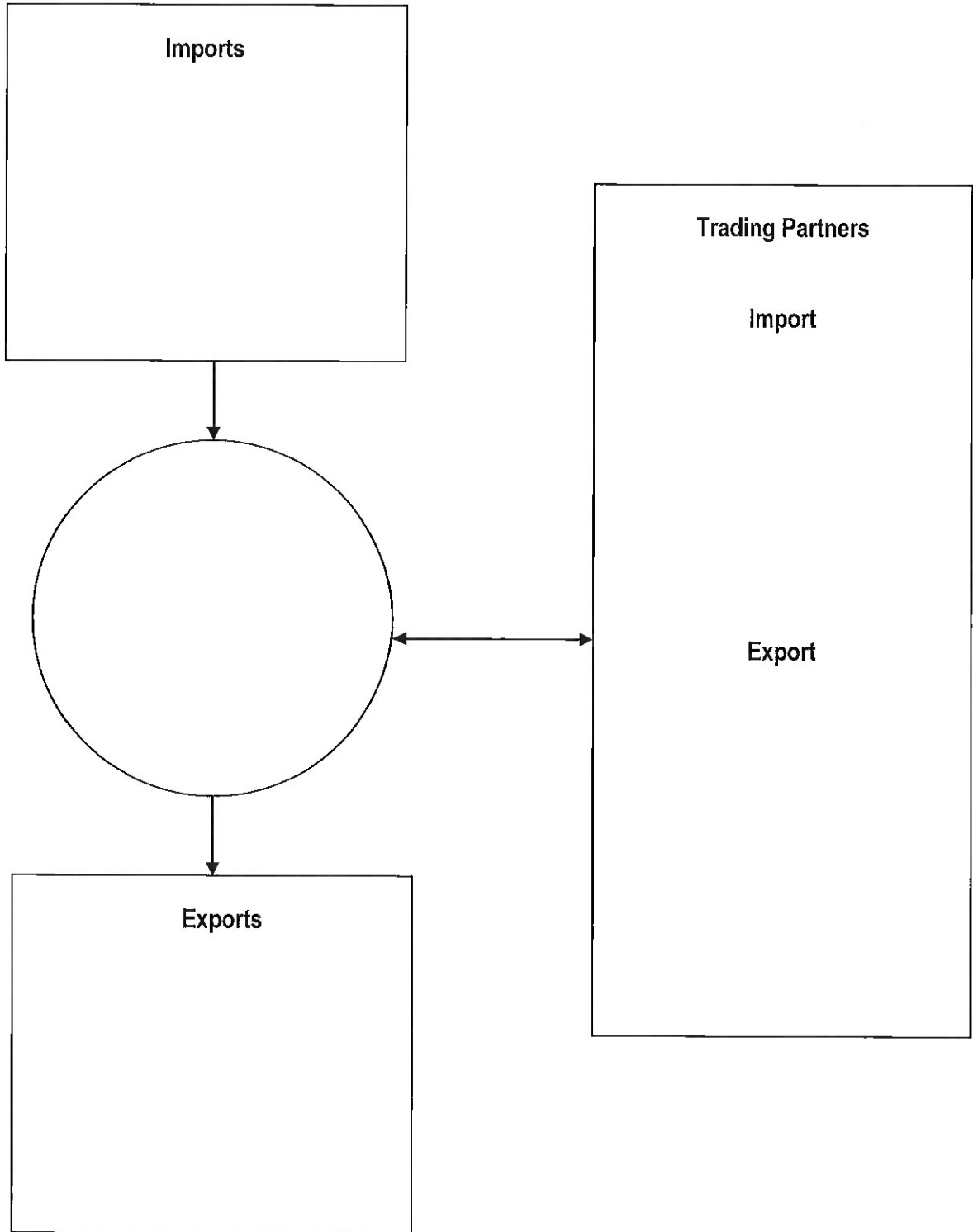


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# THE WORLD



**Activity 2.10**  
**Charting Trade**



## Activity 2.11 - Trading Chart Questions

### Trading Connections

**Discuss these questions with your partner. Write your answers in the space provided.**

1. Most often, are major trading partners nearby or far from one another? Why?

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2. Why don't the people in a country produce all goods and services they want?

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3. The largest import and export trading partners for the United States are Canada, Mexico, and China. How are these three countries similar?

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4. Who is Mexico's largest import partner? Who is Mexico's largest export partner?

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**Activity 2.11 - Trading Chart Questions continued**

5. What is similar about some of the products countries import and export?

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6. Give examples of countries that import products similar to products they export and name the products.

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7. Many of the countries you learned about import the same type of goods that they export. This happens frequently with other countries as well. For example, people in Japan export cars to people in the United States and Germany. However, people in Japan also import cars from the United States and Germany.

Why do you think they do this? How does this type of trade benefit consumers in each country?

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## Activity 2.11 - Trading Chart Questions **ANSWER KEY**

### Trading Connections

**Discuss these questions with your partner. Write your answers in the space provided.**

1. Most often, are major trading partners nearby or far from one another? Why?

1. Most often, are major trading partners nearby or far away from one another (*nearby*) Why? (*The less distance between the countries, the easier and less expensive it is to trade.*)

2. Why don't the people in a country produce all goods and services they want?

Why don't the people in a country produce all goods and services they want? (*Scarcity. They do not have all the necessary resources to produce all products they want.*)

3. The largest import and export trading partners for the United States are Canada, Mexico, and China. How are these three countries similar?

The largest import and export trading partners for the United States are Canada, Mexico, and China. How are these three countries similar? (*Canada and Mexico are located near the United States. Canada, China, and the United States are industrial countries.*)

4. Who is Mexico's largest import partner? Who is Mexico's largest export partner?

Who is Mexico's largest import partner? (*United States*) Who is Mexico's largest export partner? (*United States*)

5. What is similar about some of the products countries import and export?

What was similar about the information from the presentations? (All countries imported and exported similar items.)

6. Give examples of countries that import products similar to products they export and name the products.

Examples should include broad categories of goods such as: automobiles, chemicals, agricultural equipment, metals, etc.

7. Many of the countries you learned about import the same type of goods that they export. This happens frequently with other countries as well. For example, people in Japan export cars to people in the United States and Germany. However, people in Japan also import cars from the United States and Germany. Why do you think they do this? How does this type of trade benefit consumers in each country?

The cars coming from Japan are different from the cars that are available in the United States or Germany. Consumers benefit because there are more choices.

**Activity 2.12 – Gallery Walk Graphic Organizer**

**Gallery Walk Graphic Organizer**

| <b>Country</b> | <b>This Presentation Has Something Different</b> | <b>This Presentation Has Something Similar</b> | <b>Notes</b> |
|----------------|--|--|--------------|
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**Activity 2.13 – Trading Connection Questions**

1. What are imports?

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2. Give examples of products the United States imports.

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3. What are exports?

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4. Give examples of products the United States exports.

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5. When people in one country trade with people in other countries, what happens to the amount and type of goods available?

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6. Why do countries export products similar to products they import?

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7. From the countries studied, give an example of a product a country imports that is similar to a product that same country exports.

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**2.14 – Check for Understanding**

Read the information in the charts and answer the question under each chart.

**Italy’s Major Export and Import Partners (2007)**

| <b>Export Partners</b> | <b>Import Partners</b> |
|------------------------|------------------------|
| Germany                | Germany                |
| France                 | France                 |
| Spain                  | Spain                  |
| United States          | Netherlands            |
| United Kingdom         | Belgium                |
|                        | China                  |

Source: CIA World Factbook

Why do you think Italy trades more with these countries than other countries? Explain your answer.

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**Italy’s Major Exports and Imports (2007)**

| <b>Exports</b>        | <b>Imports</b>       |
|-----------------------|----------------------|
| Textiles and clothing | Textile and clothing |
| Production machinery  |                      |
| Engineering products  | Engineering products |
| Motor vehicles        | Energy products      |
| Transport equipment   | Transport equipment  |
| Chemicals             | Chemicals            |
| Food and beverages    | Food and beverages   |
| Minerals and Metals   | Minerals and Metals  |

Source: CIA World Factbook

Which products does Italy import and also export? Why does Italy import and export the same products?

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## Lesson 3: Specialization<sup>8</sup>

This lesson is based on a specialization simulation where students look at how nations with different economic systems specialize and become interdependent through trade. The lesson begins with students identifying their own specialties. Students participate in different activities, learning not only about their individual strengths, but that of the group. Each group represents a different country.

From the [Social Studies Clarifications Document](#)<sup>9</sup>

Through international trade, countries specialize and become interdependent. Trade occurs for several reasons. Sometimes the resources needed to produce a product are more abundant in one country than another. Foreign producers might have a production advantage over domestic producers. Once international trade takes place, governments often enact policies to restrict or allow free trade. Either way, government policies will affect consumers and producers.

**Specialization** promotes increased production and efficiency. Because of the quantity and quality of resources a nation has, a foreign producer might be able to specialize in the production of a good and service at a lower cost than domestic producers. Consumers make the rational decision to purchase at the lower cost regardless of the product's origin. A consumer in one country and a producer in another participate in trade freely because each benefits. These trading partners develop interdependence. This trading arrangement allows each country to consume at higher levels which leads to an increase in standard of living. However, employees in the higher cost industries will experience unemployment and have to seek other jobs. If there is a disruption in the trading relationship due to a change in supply or demand, a country may lose access to goods and services for which they traded or markets for which they produced goods.

**Specialization** is a situation where a country produces a narrower range of goods and services than they consume.

### Essential Question

- Why do individuals and businesses within a country specialize?

### Instructional Strategies

#### Strategy 1: Gathering Information

##### Think-Pair-Share

1. Ask students to think of something that they do that many students look up to them for or ask for their help. (Example: Good artist, good at math, etc.) Have them share with a partner. Explain that this is considered a specialty. Further explain by sharing something that you are noted for and something colleagues will you to help them with. Explain that sometimes we trade services. Trading services makes us interdependent. Ask students to share their specialties.

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<sup>8</sup> This lesson is adapted from "Lesson 3: Why Nations Trade", [Geography: Focus on Economics](#), National Council on Economic Education, 1996, and "Lesson 8: Something's in the Way", [Wide World of Trade](#), National Council on Economic Education, 2003.

<sup>9</sup> pp. 13-15

## Check for Understanding

- What specialty are you known for? How does your specialty help contribute to being interdependent?

### *Rubric*

2 – This response gives a valid specialty with an accurate and relevant explanation of contribution.

1 – This response gives a valid specialty with an inaccurate, irrelevant, or no explanation of contribution.

## Strategy 2: Extending and Refining Simulation

### Materials:<sup>10</sup>

- 4 file folders or pocket folders, marked SERVICE, SALES, BUREAUCRATIC, COMPUTER
- 5-6 different objects for students to 'sell' (kitchen items and/or construction tools work well)
- Calculators (OPTIONAL)
- Activity 3.1 – Simulation Record Sheet – One per student
- Activity 3.2 - Bureaucratic and Computer Tests – one per student to be placed in folders
- Activity 3.3 - Answer Keys – 1 copy to be glued in folders
- Activity 3.4 - Country Summary Sheet- 4 copies
- Activity 3.5 - Class Summary Sheet – make as a visual

1. **This simulation requires preparation the day before the simulation.** The day before identify four students that will serve as recorders. Explain that the simulation the next day will require students to try different skills to see which they should specialize. A recorder is needed to judge each attempt. Explain that because they will be helping to judge the students' efforts, they will receive the highest score possible for each skill. If possible, share the skills tests with these 4 students. These students will record each skill/test takers score on 3.1 Simulation Record Sheet.
2. The day of the simulation, arrange the classroom so that there are 4 groups of tables, desks or chairs. Divide student into four equal groups and have them sit at each of the areas you arranged. Assign one of the four students identified earlier to

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<sup>10</sup> For this strategy you will need the following materials made/gathered the day before:

4 folders marked Service, Sales, Bureaucratic, and Computer.

Inside each folder separate and attach the directions and/or answer key for the student judges you have selected. (See Activity 3.1 Simulation Record Sheet)

For the Bureaucratic and Computer Skills, make enough copies of the test for each student. Also attach the Answer Key to the inside of the folder for the student judge. (See Addendum 3.2 Bureaucratic and Computer Tests, 3.3 Answer Keys to be attached to the folders)

Sales – Have 5-6 items that students will try to sell to the student judge. If possible, find items that the students are not as familiar with as this will encourage creativity. Kitchen items are good items to use, such as a napkin ring or honey spoon.

each one of the groups. Tell students that the groups in which they are sitting represent 4 different countries.

3. Tell students that for this simulation they will take tests to determine which skill they should specialize in and eventually this will determine what skill their 'country' should specialize in. The four skills are: Service, Sales, Bureaucratic, and Computer.
4. Explain that students will take a test for 5 minutes and then when the teacher announces that it is time to take a new skill test, they will move as a group clockwise to the next group. Explain that stationed at each group/country is a student that will be the judge or scorer for that skill.
5. Briefly explain the following skills tests:  
**Service** – you will be asked why you should be trusted. For this skill you will need to convince the judge that you are very, very trustworthy.  
**Sales** – you will be given an object and it is your job to convince the student judge to buy the object from you.  
**Bureaucratic** – you will be given a test that will determine whether you would make a good legal bureaucrat. You will alphabetize some words, then you will answer some questions about a law.  
**Computer** – you will be given a test to determine what you know about computer programming. There are 10 questions to answer.
6. Give students up to 10 minutes to try each skills test. Adjust the time as necessary. Once students have rotated through all 4 skill stations, they should return to their original group location.
7. Distribute Activity 3.4 Country Summary Sheet, 1 sheet per country group. In their groups student should sum all the points earned for each of the skills. EACH STUDENT JUDGE SHOULD RECEIVE 10 FULL POINTS FOR THE SKILL THEY SCORED.
8. Once all sums are calculated have students announce their scores. Record the scores on Activity 3.5 - Class Summary Sheet.

### Check for Understanding

- Based on the simulation, what is your specialty? Based on the simulation, why might you need to trade services?

Teacher Tip: Giving each student judge the full 10 points guarantees that one group will have an advantage over the other groups.

### Rubric

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

**Activity 3.1 – Simulation Record Sheet**      Name \_\_\_\_\_

Today we will learn how and why countries choose to specialize in one good or service. For this activity you will find out which of the following skills you are most successful. The skills are **Service, Sales, Bureaucratic** and **Computer** skills.

**The teacher will time each session. Do not move to a new skill center until you are instructed to do so.**

Additional information:

**SERVICE SKILLS:**

- Your service ability will be measured by what kind of a person you seem to be.
- The Service Skill Scorer will ask you why they should trust you.
- The Service Skill Scorer will rate your trustworthiness on a scale of 1 to 10 and it will be based on how much confidence the scorer has in you and how you might be able to help them.

Your Service Skill Score: \_\_\_\_\_

**SALES SKILLS:**

- Your sales ability is measured by how effective a one-minute sales pitch you can come up with is.
- The Sales Skill Scorer will give you an object and you are to think of as many ways that object would be useful.
- The Sales Skill Scorer will rate you on a scale of 1 to 10 based on your effectiveness in convincing them to buy your product.

Your Sales Skill Score: \_\_\_\_\_

**BUREAUCRATIC SKILLS:**

- Your ability to work in a bureaucracy is measured by how well you can alphabetize eight words and apply a rule to three cases.
- The Bureaucratic Skills Scorer will give you a copy of a test and corrects it when you have finished.
- You will receive up to 10 points on this test.

Your Bureaucratic Skill Score: \_\_\_\_\_

**COMPUTER SKILLS:**

- Your computer ability is measured by how well you perform on a mathematics test.
- The Computer Skills Scorer will give you a copy of a test and corrects it when you have finished.
- You will receive 1 point for each correct answer. There is a total of 10 possible points.

Your Computer Skill Score: \_\_\_\_\_

### Activity 3.2 - Bureaucratic and Computer Skills Tests

#### Bureaucratic Skills Test:

Name \_\_\_\_\_

Place these words in the proper alphabetical order in the spaces on the right:

synesthesia \_\_\_\_\_  
synecdoche \_\_\_\_\_  
synergist \_\_\_\_\_  
synetics \_\_\_\_\_  
synergy \_\_\_\_\_  
synesis \_\_\_\_\_  
synecious \_\_\_\_\_

The following is a National Park Service rule:

"No person shall prune, cut, carry away, pull up, dig, fell, bore, chop, saw, chip, pick, move, sever, climb, molest, take, break, deface, destroy, set fire to, burn, scorch, carve, paint, mark, or in any manner interfere with, tamper, mutilate, misuse, disturb, or damage any tree, shrub, plant, grass, flower, or any part thereof, nor shall any person permit any chemical, whether solid, fluid, or gaseous, to seep, drip, drain, or be emptied, sprayed, dusted on, injected upon, about or into any tree, shrub, plant, grass, flower."

According to the rule, are these actions permissible? (Yes or No)

1. mutilate a tree in your back yard
2. collect firewood in national park
3. carve your initials on the bark of a small shrub in a national forest

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#### Computer Skills Test

Name \_\_\_\_\_

1. If a kangaroo at the bottom of a 30-foot well jumps up three feet every day and slides back two feet, how many days will it take her to reach the top?
2. Convert 26 (base 10) to base 2.
3. What is 100101 (base 2) minus 11101 (base 2)?
4.  $(2.5 \times 10^4) \times (4.0 \times 10^2) = Y \times 100$ . What is Y?
5. If Jonas is six inches taller than Juan and Jonas is three inches shorter than Jane, then the tallest person is \_\_\_?\_\_\_, who is \_\_\_?\_\_\_ inches taller than \_\_\_?\_\_\_ and \_\_\_?\_\_\_ inches taller than \_\_\_?\_\_\_.
6. What is 4.6864 divided by 23.2?
7. 28 is \_\_\_?\_\_\_ % of 400.
8. If  $4(x-2) + 7y + 3 = 21$  and  $y=2$ , then  $x=$  \_\_\_?\_\_\_
9. Find the average of the following numbers: 1, 3, 7, 10, 13, 17, and 19.
10. Sue works 40 hours a week and earns \$4 an hour. For every dollar she earns, she pays five cents in taxes. She can calculate her take-home pay in dollars by: Dividing 5 by \_\_\_?\_\_\_, multiplying the answer by \_\_\_?\_\_\_, subtracting that answer from \_\_\_?\_\_\_, and then multiplying by \_\_\_?\_\_\_.



### 3.3 - Bureaucratic and Computer Skills Test ANSWER KEYS

#### ONE POINT FOR EACH CORRECT ANSWER

Place these words in the proper alphabetical order in the spaces on the right:

|             |             |
|-------------|-------------|
| synesthesia | synecdoche  |
| synecdoche  | synecious   |
| synergist   | synergist   |
| synetics    | synergy     |
| synergy     | synesis     |
| synesis     | synesthesia |
| synecious   | synetics    |

The following is a National Park Service rule:

"No person shall prune, cut, carry away, pull up, dig, fell, bore, chop, saw, chip, pick, move, sever, climb, molest, take, break, deface, destroy, set fire to, burn, scorch, carve, paint, mark, or in any manner interfere with, tamper, mutilate, misuse, disturb, or damage any tree, shrub, plant, grass, flower, or any part thereof, nor shall any person permit any chemical, whether solid, fluid, or gaseous, to seep, drip, drain, or be emptied, sprayed, dusted on, injected upon, about or into any tree, shrub, plant, grass, flower."

According to the rule, are these actions permissible? (Yes or No)

1. mutilate a tree in your back yard **YES**
2. collect firewood in national park **NO**
3. carve your initials on the bark of a small shrub in a national forest **NO**

#### ANSWER KEY – ONE POINT FOR EACH CORRECT ANSWER

Computer Skills Test Name \_\_\_\_\_

1. If a kangaroo at the bottom of a 30-foot well jumps up three feet every day and slides back two feet, how many days will it take her to reach the top? **28 DAYS**
2. Convert 26 (base 10) to base **11010**
3. What is 100101 (base 2) minus 11101 (base 2)? **1000**
4.  $(2.5 \times 10^4) \times (4.0 \times 10^2) = I \times 100$ . What is I? **7**
5. If Jonas is six inches taller than Juan and Jonas is three inches shorter than Jane, then the tallest person is \_\_\_?\_\_\_, who is \_\_\_?\_\_\_ inches taller than \_\_\_?\_\_\_ and \_\_\_?\_\_\_ inches taller than \_\_\_?\_\_\_. **Jane, 3, Jonas, 9, Juan**
6. What is 4.6864 divided by 23.2? **.202**
7. 28 is \_\_\_?\_\_\_ % of 400. **7**
8. If  $4(x-2) + 7y + 3 = 21$  and  $y=2$ , then  $x=$  \_\_\_?\_\_\_ **3**
9. Find the average of the following numbers: 1, 3, 7, 10, 13, 17, and 19. **10**
10. Sue works 40 hours a week and earns \$4 an hour. For every dollar she earns, she pays five cents in taxes. She can calculate her take-home pay in dollars by: Dividing 5 by \_\_\_?\_\_\_, multiplying the answer by \_\_\_?\_\_\_, subtracting that answer from \_\_\_?\_\_\_, and then multiplying by \_\_\_?\_\_\_. **100, 4, 4, 40**

### Activity 3.4 - Country Summary Sheet

|                                     | YOUR COUNTRY'S<br>PRODUCTIVITY SCORE<br>(Total of all Student Scores) |
|-------------------------------------|---|
| Service                             |   |
| Sales                               |   |
| Computer                            |   |
| Bureaucratic                        |   |
| Total Country Productivity<br>Score |   |

Add up your students' scores. This number represents your country's productivity.

Questions:

1. Based on your scores, what should your specialty be as a country?
2. Should you do only what your country is better at?
3. Should you try to do everything?
4. What is your biggest need as a country?

**Activity 3.5 - Class Summary Sheet**

Now let's look at how all four countries did.

|   | <b>COUNTRY<br/>A</b> | <b>COUNTRY<br/>B</b> | <b>COUNTRY<br/>C</b> | <b>COUNTRY<br/>D</b> | <b>Best<br/>Country<br/>Score<br/>x4</b> |
|---|----------------------|----------------------|----------------------|----------------------|--|
| <b>Service</b>                            |                      |                      |                      |                      |  |
| <b>Sales</b>                              |                      |                      |                      |                      |  |
| <b>Computer</b>                           |                      |                      |                      |                      |  |
| <b>Bureaucratic</b>                       |                      |                      |                      |                      |  |
| <b>Total<br/>Country<br/>Productivity</b> |                      |                      |                      |                      |  |

Which countries should specialize in each skill?

Why would a country want to specialize?

What is the overall impact when countries specialize?

**Strategy 3: Extending and Refining Summarizing**

1. Use Activity 3.5 - Class Summary Sheet to record all countries' scores. Have each group report out the total student scores for each skill, including total.
2. Record each groups score on Activity 3.5 - Class Summary Sheet. Explain that the total score for each group/country represents that country's productivity.
3. Ask: Which country should specialize in Service? (circle the number)  
Which country should specialize in Sales? (circle the number)  
Which country should specialize in Bureaucratic skills? (circle the number)  
Which country should specialize in Computer skills? (circle the number)
4. Multiply each circled score by 4 and write that number in the last column to the right. For example: Country A had the highest score for Service. If Country A were to specialize in Service then all their time would be spent providing Service and nothing else. Below is an example of a completed Activity 3.5 - Class Summary Sheet.

|              | Country A | Country B | Country C | Country D | Best Country Score x4 |
|--------------|-----------|-----------|-----------|-----------|-----------------------|
| Service      | 55        | 53        | 37        | 52        | 220                   |
| Sales        | 43        | 55        | 42        | 40        | 220                   |
| Bureaucratic | 28        | 25        | 35        | 33        | 140                   |
| Computer     | 2         | 0         | 1         | 12        | 48                    |
| Total        | 98        | 133       | 115       | 137       |                       |

5. Have students analyze how much more productivity there would be with specialization. For the example:

$98+133+115+137 = 438$  Total World Productivity without Specialization

$220+220+140+48 = 628$  Total World Productivity with Specialization

There would be 170 more units of productivity with Specialization. Countries would then trade the services of specialization in order to obtain the services they do not have.

**Check for Understanding**

- How does a country specialize? Why would a country specialize?

*Rubric*

2 – This response gives a valid explanation (how) with an accurate and relevant reason (why).

1 – This response gives a valid explanation (how) with an inaccurate, irrelevant, or no reason (why).

## Strategy 4: Extending and Refining Simulation<sup>11</sup>

### Materials:

- Country A Resource Bag
    - Large Supply of scrap 8 ½ X 11 paper
    - 3-4 rulers
    - 4-5 markers, any color
  - Country B Resource Bag
    - Large Supply of scrap 8 ½ X 11 paper
    - 3-4 pairs of scissors
    - 4-5 pencils
  - Activity 3.6 – Venn Diagram, as a Visual
  - Activity 3.7 – Production Table, as a Visual AND one per student
  - Activity 3.8 – Production Questions, Round 1, one per student
  - Activity 3.9 – Production Questions, Round 2, one per student
  - Activity 3.9A - Bat and Kite Directions (OPTIONAL, can use online directions)
  - Activity 3.10 – Import/Export Card, one copy for the teacher
6. Tell the class that students will represent businesses in two countries. These businesses will produce paper airplanes. Hold up an example of each type of paper airplane.
  7. Divide the class into two groups. Give one group the resource bag for Country A and give the resource bag for Country B to the other group.
  8. Tell each country to lay out the various resources in its bag. Have “citizens” of the country examine the resources.
  9. Display Activity 3.6 - Venn Diagram. Tell students that both countries have a resource in common. Ask Country A for some resources that they have. (sheets of plain paper, scissors, pencils). Ask Country B if they have any of the same materials. (sheets of plain paper) Write sheets of plain paper in the overlapping circles. Then ask Country A for resources they have that Country B doesn't. (pencils, scissors,) Write these in Country A's circle. Ask Country B for materials they have that Country A does not. (markers, rulers) Record markers and rulers in Country B's circle.
  10. Ask students:
    - What product should Country A make? (bat paper airplanes) Why? (Country A has the scissors)
    - What product should Country B make? (kite paper airplanes) Why? (Country B has the magic marker and rulers to make the design on the planes.)

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<sup>11</sup> Teacher Note: Prior to teaching Strategy 4 have four to six students practice making samples of the two paper airplanes. Video instructions for making the bat airplane can be found [here](#) and the kite paper airplane [here](#). The kite airplane needs to have a star on each wing, made with magic marker, at least 1” from the bottom of the wing. The students will be used to demonstrate to small groups of students how to make each product. They will also serve as Quality Control Experts.

11. Explain that **specialization** occurs when people concentrate their production on fewer kinds of goods and services or even one kind of good or service than they consume. Tell students that you specialize. Ask them what your specialization is (teaching). Ask for other examples of specialization.
12. Point out that in the classroom activity each country is specializing in the production of one product. How are Country A and Country B specializing? (Country A's area of specialization is bat paper airplanes and Country B's area of specialization is kite paper airplanes.)
13. Give each country two sample products, one that is made to specification and one that is poorly made. Ask students which product is better made and why? Ask students for the characteristics of a well-made paper airplane and list responses on the board. (Made according to production specifications, smooth edges, neat creases, colorful star on kite plane, neat cutting on bat airplane) Remind students that they must produce products of high quality. Ones that are not well made will not be accepted.
14. Allow time for countries to organize their production. Have students who practiced before class demonstrate how to make either the kite or bat airplane and have students make a practice airplane.
15. Tell countries they have **five minutes** to produce as many products as possible. Remind students that they must produce products of good quality.
16. After five minutes, stop production. Have the quality control inspectors check the airplanes produced and discard any that are poorly made. Tell students to count the number of airplanes produced that were accepted.
17. Distribute copies of Activity 3.7 - Production Table. Display Activity 3.7 - Production Table. Record the number of products each country produced.
18. Review: Ask why each country specialized in the production of one type of airplane (because of available resources). Distribute a copy of Activity 3.8 - Production Questions, Round 1. Divide students into pairs. Have pairs discuss the answer to the questions and then discuss as a group.
  1. What do you think might happen to the quality of each country's products if it produced for another round? (*It would improve.*) Why? (*Workers improve their skills the more they practice, group may reorganize the process or change who does what.*)
  2. What do you think might happen to the number of products that are produced if each country produced for another round? (*increases*) Why? (*Workers may reorganize the production process. Some workers might switch jobs because of their skills. With practice, workers are usually able to produce more in the same amount of time.*)
  3. What might each country do if it wanted both bat and kite airplanes? (*trade, produce some of both*)
19. Ask each country to count out the number of airplanes they produced into **four equal piles**. Tell Country A to trade one quarter of their airplanes (one pile) with Country B and Country B to trade one quarter of their airplanes with Country A. Ask each country how many of each type of airplane they will have after trade and record

on Activity 3.7, Production Table. Ask students to record the information on their copy of Activity 3.7, Production Table.

20. Inform students that they will participate in one more production round. However, this time, a **trade barrier** prohibits the countries from trading. Tell students that trade barriers are government policies that restrict or stop the flow of goods and services among countries. Because of the trade barrier, each country must produce both goods. Ask students:
  - a. What do you predict will happen to the number of bat airplanes produced? Number of kite airplanes produced? Why?
  - b. What do you predict will happen to the quality of airplanes produced?
21. In Round 2 tell Country A they will have to estimate where to draw the star on each kite airplane and will have to use a pencil. Tell Country B they will have to tear the wing on the bat airplane because they don't have any scissors. Allow students time to organize production. Allow quality control inspectors to demonstrate how to make the airplane their assigned country did not make in Round 1. Allow students to make one practice airplane. Remind them they must produce some of each good and goods should be of high quality.
22. Tell students they have **five minutes to produce both goods**. When the time is up, stop production. Tell students to count up the number of each good produced. Record the numbers on Activity 3.7 - Production Table. Ask students to record the information on Activity 3.7 - Production Table.
23. Distribute a copy of Activity 3.9 - Production Questions, Round 2 to each student. Divide students into pairs. Ask pairs to discuss the answers to the questions and be prepared to share with the group. As a class, discuss the following.
  - c. What happened to worldwide production of bat airplanes? (*decreased*) Kite airplanes? (*decreased*) Why? (*Each country had to shift resources into the production of another good in order to produce some of both goods.*)
  - d. What was the quality of kite airplanes produced in Country A and bat airplanes produced in Country B? (*These should be of poorer quality because each country had to produce the second type of airplane without the resources needed. Country A had no rules or magic markers. Country B had no scissors.*)
  - e. Why couldn't countries produce the second good so it would be exactly like the one imported? (*lack of resources, possible lack of skills on part of the worker in folding or drawing, poor technology resources for cutting wing of bat planes*)
  - f. In the first round, there was free trade. How did individuals in both countries benefit from free trade? (*When each specialized and traded for the airplanes they didn't produce, more goods of better quality were available for consumers in both countries.*)
  - g. How did restricting trade (imposing a trade barrier) affect production of goods in each country and worldwide output? (*Each country produced fewer of the products in which it originally specialized. Each country produced some of the*

*product for which it traded in round one. World production of both products decreased.)*

- h. What do you think might happen to the price of goods when trade is restricted? (*increase*) Why? (*There are fewer goods available than before and a lack of competition*)

24. Ask students what a country might consider when determining what goods and services people in that country should produce?

25. Write on the board the following:

**Country's Product Specialization =  
resources available + skills of workers + technology**

26. Tell students that technology means how people organize themselves to do work. Explain that individuals and businesses within countries tend to specialize in the production of specific goods and services based on the resources available, skills of the workers, and technology. These products are sold within the country and some amount may be exported to other countries.

27. Hold up Activity 3.10 - Import/Export Card folded in half so the word export is displayed. Ask students:

- a. What are exports? (*Exports are goods and services produced in one country and sold to buyers in other nations.*)
- b. In the first production round, which good did Country A export? (*bat airplanes*) Country B? (*kite airplanes*)
- c. What is a good that the United States exports? (*recall from Lesson 2*)

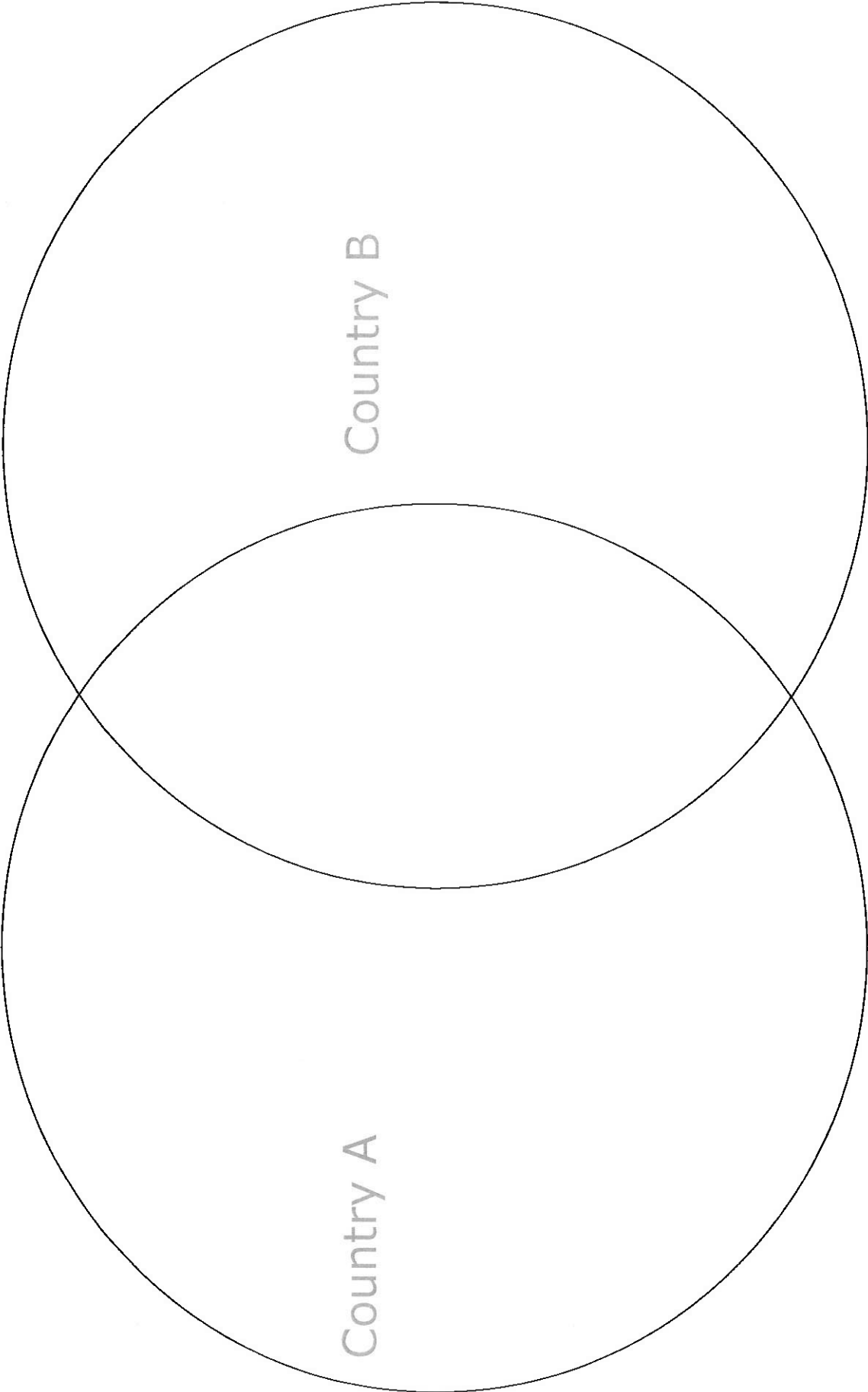
28. Ask students if a country lacks resources to produce a particular product to meet the demand for that product within the country, where can they obtain the product? (*from another country*)

Hold up Activity 3.10 folded so the word import is displayed. Ask students:

- a. What are imports? (*Imports are foreign goods and services purchased from sellers in other nations.*)
- b. In the first production round, which good did Country A import? (*kite airplanes*) Country B? (*bat airplanes*)
- c. What happened to the quality of airplanes when countries specialized and traded? (*better quality with specialization and trade*) Why? (*Countries produced only products for which they had the resources to produce the airplanes and workers with skills.*)

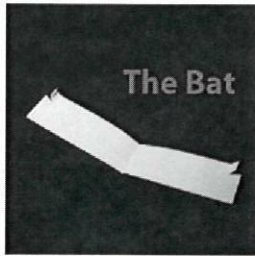


**Activity 3.6 – Venn Diagram**





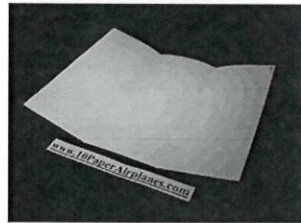
## Activity 3.6B - Bat and Kite Directions



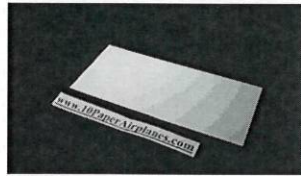
The Bat imitates modern day gliders; it is capable of traveling very long distances, but works best when there are existing air currents that it can use to fly on. This paper airplane is the most fun outdoors where a gust of wind can carry it very high and far. To make this paper airplane you will need a single sheet of paper and a pair of scissors.

Range: Long

Difficulty: Moderate



1. Fold the paper into thirds and then unfold it so that there are creases left, then either cut or tear along the creases to make three strips of paper. You will only need one strip per plane.



2. Beginning on one of the long sides, fold it down evenly about 1/2 inch. Repeat this step for a total of 4 folds. Keep your folds as tight and even as possible.



3. Flip the paper airplane over to its other side and fold it in half evenly.



4. Using your scissors, make a small (about 1/4 to 1/2 inch long) cut into the rear of the wings to make small 'winglets' as shown in the pictures. You will use these to fine-tune the Bat's tendency to turn during flight.



Your Bat may need some fine-tuning before it will fly perfectly straight.

If it dives, slightly angle the back-edge of the wings up.

If it climbs and crashes, slightly angle the back-edge of the wings down.

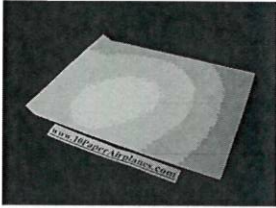
To throw the Bat, hold your hand like you would if you were mimicking a pair of scissors with your first and second fingers extended one over the other. Hold the Bat along the centerline between the 'blades' of the scissors and push it forward through the air.



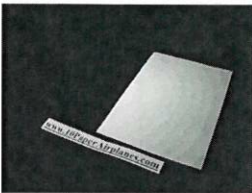
The Kite may not be the coolest looking paper airplane on the block, but those big ugly wings sure do the trick. The kite is capable of great distance and accuracy, but is very sensitive to changes to it's wings. To make this great paper airplane you will need only a single sheet of paper.

Range: Long

Difficulty: Moderate



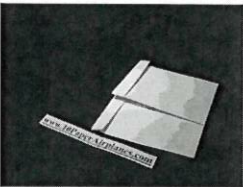
1. Beginning on one end of the paper, fold it down evenly about 1 inch. Repeat this step for a total of 8 folds. Keep your folds as tight and even as possible.



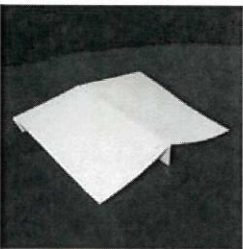
2. Flip the paper airplane over and fold it in half as shown. Good, tight folds on step 1 will make this easier, but a few crinkles won't hurt it.



3. Fold the first wing starting 1/2 to 1 inch from the center fold.



4. Fold the second wing exactly as you did the first. Your Kite may need some fine-tuning before it will fly perfectly straight.



If it dives, slightly angle the rear of the wings up.

If it climbs and crashes, slightly angle the rear of the wings down.

Activity 3.7 – Production Table

**Production with Specialization**

|                               | <b>Output of<br/>Bat Airplanes</b> | <b>Output of<br/>Kite Airplanes</b> |
|-------------------------------|------------------------------------|-------------------------------------|
| <b>Country A</b>              |                                    |                                     |
| <b>Country B</b>              |                                    |                                     |
| <b>Total World<br/>Output</b> |                                    |                                     |

**Number of Cards after Trade**

|                  | <b>Number of<br/>Bat Airplanes</b> | <b>Number of<br/>Kite Airplanes</b> |
|------------------|------------------------------------|-------------------------------------|
| <b>Country A</b> |                                    |                                     |
| <b>Country B</b> |                                    |                                     |

**Production Without Specialization**

|                               | <b>Output of<br/>Bat Airplanes</b> | <b>Output of<br/>Kite Airplanes</b> |
|-------------------------------|------------------------------------|-------------------------------------|
| <b>Country A</b>              |                                    |                                     |
| <b>Country B</b>              |                                    |                                     |
| <b>Total World<br/>Output</b> |                                    |                                     |

### Activity 3.8 - Production Questions, Round 1

Discuss these questions with your partner. Write your answers in the space provided.

What do you think might happen to the quality of each country's products, if it produced for another round? Why?

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What do you think might happen to the number of products that are produced if each country produced for another around? Why?

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What might each country do if it wanted both bat and kite airplanes?

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### Activity 3.9 - Production Questions, Round 2

Discuss these questions with your partner. Write your answers in the space provided.

a. What happened to worldwide production of bat airplanes? Of kite airplanes? Why?

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b. What was the quality of kite airplanes produced in Country A and bat airplanes produced in Country B?

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c. Why couldn't countries produce the second good so it would be exactly like the one each imported?

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d. In the first round, there was free trade. How did individuals in both countries benefit from free trade?

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e. How did restricting trade affect production of goods in each country and world wide output?

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f. What do you think might happen to the price of goods when trade is restricted? Why?

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**Activity 3.10 – Import/Export Card**

**import**

**export**



## Strategy 4 – Application

### Summarizing Trade and Standard of Living

Materials:

- Activity 3.11 – Vocabulary, as a Visual
- Activity 3.12 – Debriefing

1. Ask students:

a. What does **Standard of living** mean? (*Students will most likely talk about the number and kind of material things people have.*)

b. What does standard of living look like for you? (*Answers will vary and likely include such items as CDs, cell phones, TVs, clothes, food, houses/apartments, DVDs, skateboards, computers.*)

2. Display Activity 3.11 - Vocabulary. Reveal definition for Standard of Living. Read the definition to the class. (Standard of living is the amount of goods and services available per person in an economy.)

3. Reveal the definition for gross domestic product (GDP) on Activity 3.11 - Vocabulary, and read to the class. (The total dollar amount of all final goods and services produced in a country in a year.) Ask students to put the definition in their own words

4. Refer to the table on Activity 3.11 - Vocabulary

5. Ask which country in the table has a higher standard of living and why. (*The students will most likely say Country B because B has a larger dollar amount of GDP.*)

6. Add additional information. For the population of Country A, write 50 and for Country B write 200. Display and read the definition of gross domestic product per capita on Activity 3.11 - Vocabulary. Ask students to put the definition in their own words.

7. Tell students that standard of living is the amount of goods and services available per person in an economy. The standard of living is measured by per capita GDP. Ask which country has a higher standard of living. (Country A). What does this mean for the people living in Country A? (People in Country A have more material goods and services than those in Country B).

|            | Country A | Country B |
|------------|-----------|-----------|
| GDP        | \$1000    | \$2000    |
| Population |           |           |

8. Ask how free trade among individuals and organizations in many countries would affect worldwide material standards of living. (*The standards of living would increase. Individual countries would have more goods and services for their people.*) Refer students back to the simulation. Ask if this happened in the class simulation in terms of the number of bat and kite airplanes available for citizens in both countries when each country specialized. Ask students why this occurred.

9. Tell students that even though free trade increases worldwide material standards of living, governments sometimes choose to impose trade barriers.

**Check for Understanding**

- Assign Activity 3.12 – Debriefing Homework

*Rubric*

One point for each correct answer.

- a. How do individuals and businesses in countries decide which products to produce when they specialize? (*They specialize in what they are best at producing based on their available resources, technology, and the skill and knowledge of their workers.*)
- b. How does specialization and trade affect worldwide material standards of living? (*Standards of living will increase.*) **Explain.** (*When individuals or organization in a country specialize and produce goods for which they have the resources, skills and knowledge, they tend to produce more goods of better quality than if they choose not to specialize. Then they are able to trade for products they didn't produce.*)
- c. What are exports? (*Domestic goods and services sold to buyers in other countries.*) What are imports? (*Foreign goods and services purchased from sellers in other nations.*) Give an example of each.
- d. How do trade barriers affect worldwide material standards of living? (*They cause standards of living to decrease.*) **How?** (*There are fewer goods available for everyone. There's less competition, so consumers pay higher prices. Some goods and services are of poorer quality.*)

Activity 3.11 – Vocabulary

Standard of living is the amount of goods and services available per person in an economy.

Gross Domestic Product (GDP) is the total dollar amount of all final goods and services produced in a country in a year.

Gross Domestic Product per Capita is the total dollar amount of all final goods and services produced in a country in a year divided by the country's population.

|            | Country A | Country B |
|------------|-----------|-----------|
| GDP        | \$1000    | \$2000    |
| Population |           |           |

**Activity 3.12 – Debriefing Homework**      Name \_\_\_\_\_

Answer the questions below in the space that is provided.

- a. How do individuals and businesses in countries decide which products to produce when they specialize?

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- b. How does specialization and trade affect worldwide material standards of living? Explain.

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- c. What are exports? What are imports? Give an example of each.

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- d. How do trade barriers affect worldwide material standards of living?  
How?

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## Lesson 4: Trade Barriers<sup>12</sup>

In this final lesson of the unit, students will explore the impact of various barriers to trade and determine who gains and who loses when trade barriers are imposed. Students will learn the names and descriptions of several different types of government policies that impact trade. Students will identify and describe commonly used trade barriers. Students will explain why trade barriers are imposed. Students will predict the impact of trade barriers on price. Students will analyze which groups (consumer and producer groups) gain and which groups lose from the imposition of a tariff.

From the Social Studies Clarifications Document

**Government policies often restrict trade. Several types of trade restrictions are commonly used: tariffs, quotas, embargoes, subsidies, and product regulations.**

- **Quotas** – Limits that are set on the quantity of a good that a country may import. Quotas reduce the quantity supplied of the import and cause price increases. The 1980s saw countries placing voluntary quota requirements on their exports. Such is the case of Japanese automobiles. The effect of Japan placing the quota on the good is the same as if the U.S. placed the quota—decreased supply and higher-prices. The difference is that Japan will benefit from the higher price received and still be able to sell all of its goods.
- **Tariff** – A tax that is added to an imported good or service. Tariffs reduce competition by increasing the cost of a good and increasing price. Higher prices lead to an increase in profits for domestic producers in protected industries. Protective tariffs do not face opposition very often because of the way the increased cost is spread among many consumers and because the benefit is more direct to the protected producers.
- **Subsidies** – Financial consideration to producers for the manufacturing, production, or exporting of goods. Subsidies can take many forms, such as direct cash payments, credits against taxes, or loans at terms that do not reflect market conditions. Subsidies will distort the market for the good being subsidized by lowering price, misallocating resources, and reducing competition. U.S. industries that feel their share of the market has been harmed by subsidies may request countermeasures that increase and return the price of the import to market levels encountered prior to the subsidy.
- **Embargoes** – An embargo is an executive order that forbids a country to trade with another country. Embargoes are often placed by Presidential or Executive Order. Penalties for violating the embargoes are high. Embargoes can also be placed against a certain good or industry such as rough diamonds, narcotics, or weapons. Cuba is a country where the U.S. has a longstanding embargo.
- **Product regulations or standards** – Laws that define production, manufacturing, transportation, or packaging of goods. In most cases, imported goods must meet the regulations and requirements of domestic goods. For example, food that is imported to the U.S. must pass quality and

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<sup>12</sup> This lesson is adapted from "Lesson 17 Don't Fence Me Out (Barriers to Trade)", Focus: Middle School Economics, National Council on Economics, 1998. An interactive online version that supplements this lesson can be accessed [here \(teacher version\)](#) and [here \(student version\)](#).

grade standards set by the U.S. Department of Agriculture. Food packaging requirements include: name of the product, net quantity, manufacturer information, statement of ingredients, and nutritional information. Other restrictions are set to protect human, animal, and plant health as well as the safety and pocketbooks of citizens. Other examples would be seatbelt requirements or Underwriter Laboratories, Inc. (UL) certification of safety.

### **Essential Questions**

- How do government policies impact consumers and producers?
- Why and when might government make rules for trade?

### **Instructional Strategies**

#### **Strategy 1: Gathering Information**

##### **Prediction – Probable Passages**

Materials:

- Activity 4.1 - Word Sort, cut apart, one set per pair of students
- Activity 4.2 - Probable Passages, one per student

1. Divide students into pairs. Give each pair a set of vocabulary words and definitions cards from Activity 4.1. Tell the students to match the word with its definition. Have students share what they think the definitions are. Review the correct definitions.

#### **Check for Understanding**

- Distribute copies of Activity 4.2 - Probable Passages, to each student. Tell students to write what they think the lesson is about in the Pre-section of the handout. Collect or have students keep in their notebooks. Students will use these again at the end of the lesson. As vocabulary is used throughout the lesson, add it to the unit concept map.

Activity 4.1 - Word Sort

|                  |   |
|------------------|---|
| <b>Tariff</b>    | Safety, environmental health, or other technical requirements set by a government. Imports must meet these requirements before they are allowed to come into the country. |
| <b>Quota</b>     | Government payments to exporters. This payment helps reduce an exporter's cost of production.   |
| <b>Embargo</b>   | A tax on imports  |
| <b>Subsidies</b> | Prohibits all trade with people and businesses in a specific country  |
| <b>Standards</b> | A limit on the amount of a foreign good or service that may be legally imported. These may be voluntary or imposed by governments.  |

|                |                 |                       |
|----------------|-----------------|-----------------------|
| <b>Tariff</b>  | <b>Standard</b> | <b>Quota</b>          |
| <b>Subsidy</b> | <b>Embargo</b>  | <b>Trade Barriers</b> |

Now that you know the meanings of these words write a prediction of what you will be learning about in the section that says Pre-. Use these words in your prediction.

Pre-

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Now that you have studied the words above and know what they mean, write a summary of what you have learned during this lesson. Use these words in your summary.

Post-

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## Strategy 2: Extending and Refining

### Think – Pair - Share

Materials:

- Activity 4.3 - School Barriers, one per student AND as Visual

1. Distribute a copy of Activity 4.3 - School Barriers. Read the Scenario to the class.

**Scenario:** The school allows clubs to sell baked goods at school events. The school cafeteria also sells baked goods at these events. Most clubs sell baked goods from home. The homemade baked goods sell better than those sold by the cafeteria.

2. Read each of the following situations below to the class and allow time for pairs of students to answer the questions. Discuss answers as a group and then move to the next problem.

a. The principal announces there will be a tax on all baked goods brought from home to sell at school events.

- 1) What is the restriction to selling homemade baked goods?  
(tax)
- 2) How will this affect consumers buying homemade baked goods? (less available, less choice, increase in price)
- 3) How will this affect sale of homemade baked goods?  
(decrease)

b. The principal makes a rule that only  $\frac{1}{4}$  of baked goods sold can be brought from outside the school.

- 1) What is the restriction to selling homemade baked goods ?  
(rule that restricts amount brought to school)
- 2) How will this affect consumers who normally buy homemade baked goods? (less available, less choice, increase in price)

c. The principal decides to give money to the cafeteria to help pay for costs of making baked goods. These treats can now be sold at a lower price.

- 1) How is the principal helping the sale of cafeteria baked goods?  
(Gives additional money so cafeteria baked goods can be sold at lower price)
- 2) How will this affect the sale of homemade baked goods?  
(Cafeteria baked goods will be sold at a lower price. More students will buy cafeteria baked goods)

d. The principal announces that all baked goods that are sold in school must have State Board of Health approval. Baked goods made in the cafeteria have this approval.

- 1) How is the principal helping the sale of cafeteria baked goods?  
(Food made in the cafeteria has Board of Health approval.  
Homemade baked goods do not have this approval.)
- 2) How will this affect consumers of homemade baked goods?  
(None will be available.)
- 3) How could this affect the price of cafeteria homemade baked goods? (Because these are the only baked goods available, price would go up.)

e. The principal announces that no homemade baked goods may be sold at school events. All baked goods that are sold must be bought from the school cafeteria.

- 1) What is the restriction that prohibits no selling of homemade baked goods? (Prohibition of homemade treats)
- 2) How will this affect consumers who normally buy homemade baked goods? (no homemade baked goods available, fewer choices)

### **Check for Understanding**

- The restrictions that the principal placed on homemade baked goods acted as barriers.
- How do these school policies affect the school clubs, the cafeteria, and the consumers?

### *Rubric*

- 3 – This response gives a valid effect for all three groups.
- 2 – This response gives valid effects for two groups.
- 1 – This response gives valid effects for one group.

**Activity 4.3 – School Barriers** Name \_\_\_\_\_

After the teacher reads each situation below, work with your partner and answer the questions.

**Scenario:** The school allows clubs to sell baked goods at school events. The school cafeteria also sells baked goods at these events. Most clubs sell baked goods from home. The homemade baked goods sell better than those sold by the cafeteria.

a. The principal announces there will be a tax on all baked goods brought from home to sell at school events.

1. What is the restriction on selling homemade baked goods? \_\_\_\_\_
2. How will this affect consumers buying homemade baked goods?  
\_\_\_\_\_
3. How will this affect sale of homemade baked goods? \_\_\_\_\_  
\_\_\_\_\_

b. The principal makes a rule that only  $\frac{1}{4}$  of baked goods sold can be brought from outside the school.

1. What is the restriction on selling homemade baked goods ? \_\_\_\_\_  
\_\_\_\_\_
2. How will this affect consumers who normally buy homemade baked goods?  
\_\_\_\_\_  
\_\_\_\_\_

c. The principal decides to give money to the cafeteria to help pay for some of the costs of making the cafeteria baked goods.

1. How is the principal helping the sale of cafeteria baked goods? \_\_\_\_\_  
\_\_\_\_\_

2. How will this affect the sale of homemade baked goods? Why? \_\_\_\_\_  
\_\_\_\_\_

d. The principal announces that all baked goods that are sold in school must have State Board of Health approval. Baked goods made in the cafeteria have this approval.

1. How is the principal helping the sale of cafeteria baked goods? \_\_\_\_\_  
\_\_\_\_\_

2. How will this affect consumers of homemade baked goods? \_\_\_\_\_  
\_\_\_\_\_

3. How could this affect the price of cafeteria homemade baked goods? \_\_\_\_\_  
\_\_\_\_\_

e. The principal announces that no homemade baked goods may be sold at school events. All baked goods that are sold must be bought from the school cafeteria.

1. What is the restriction that prohibits no selling of homemade baked goods?  
\_\_\_\_\_

2. How will this affect consumers who normally buy homemade baked goods?  
\_\_\_\_\_  
\_\_\_\_\_

### Strategy 3: Extending and Refining

#### Think – Pair – Share

##### Materials:

- Scissors
- Activity 4.4 – Trade Barriers – one per student AND as a visual
- Activity 4.5 – Trade Barrier Identification , one per student
- Activity 4.6 - Cost Benefit Analysis AND as a visual
- Activity 4.7 – Check for Understanding – OPTIONAL, use for Reteaching

1. Remind students that **trade barriers** are restrictions. Trade barriers are government policies that restrict or stop the flow of goods and services among countries. Display Activity 4.4 - Trade Barriers. Distribute a copy of Activity 4.4 - Trade Barriers, to each student. Review the types of government-imposed trade barriers by reading the information on Activity 4.4 – Trade Barriers.
2. Divide students into pairs. Give a copy of Activity 4.5 - Trade Barrier Identification, and scissors to each pair. Ask students to cut out vocabulary words and the examples. Tell pairs to read the examples of trade barriers and match it with the correct type trade barrier.
3. Review student answers (*1- standards, 2- tariff, 3- quota, 4- standards, 5- subsidy, 6- embargo, 7- quota, 8- tariff*)

Elaborate on each trade restriction by referring to the Clarifications Document excerpt in the lesson description above.

4. Ask students what type of barrier was imposed in the final round of the airplane simulation? (*embargo*)
5. Return to the school examples of barriers. Ask students what each type of barrier was used in the examples. (*a. tariff, b. quota, c. subsidy, d. standard, e. embargo*)
6. Divide students into small groups. Have team members count off (e.g.1, 2, 3). Distribute a copy of Activity 4.6 - Cost Benefit Analysis, to each student. You may want to review the definition of domestic before beginning the activity. Display Activity 4.6 - Cost Benefit Analysis. Complete the chart for tariffs as a class. Record the answers Activity 4.6 - Cost Benefit Analysis.
7. Tell groups that as each type of trade barrier is announced, the group members write the definition and think about how this barrier will impact domestic consumers, domestic producers, and domestic workers. Teammates should consult to make sure each member knows the answers. Then a student from each group (e.g. all number "2's") will be called upon to answer the questions for that trade barrier. Record answers on Activity 4.6 - Cost Benefit Analysis, as students complete their charts. For answers, see Activity 4.6 - Cost Benefit Analysis Answer Key.

8. Ask students how trade barriers affect worldwide standard of living? *(They cause standards of living to decrease.) How? (There are fewer goods available for everyone. There's less competition, so consumers pay higher prices. Some goods and services are of poorer quality.)*
9. Ask students to select a trade barrier and make a "Poof Book." Ask students to make a poof book of trade barriers. For each barrier they can draw a picture of the barrier or give a definition and then list who gains and who loses and what is gained and what is lost.

Online directions for Poof Books can be found at:  
[http://www.ehow.com/how\\_8248292\\_mini-book-directions.html](http://www.ehow.com/how_8248292_mini-book-directions.html)

### Check for Understanding #1

- What policies do governments use to allow free or to restrict trade? Explain how the policy works.

#### Rubric

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

### Check for Understanding #2

- Return students' copies of Activity 4.2, Probable Passages. Ask students to complete the Post section.

*Rubric* - One point for each barrier that is explained well in the passage.

### OPTIONAL – Reteaching

Distribute a copy of Activity, 4.7 - Check for Understanding to each student. Assign each group one trade barrier and have them complete the chart for the assigned barrier. Review student answers.

| Trade Barriers | Domestic Consumer | Domestic Worker | Domestic Producer |
|----------------|-------------------|-----------------|-------------------|
| Tariff         | -                 | +               | +                 |
| Quota          | -                 | +               | +                 |
| Embargo        | -                 | +               | +                 |
| Standards      | -                 | +               | +                 |
| Subsidy        | -                 | +               | +                 |

#### **Activity 4.4 – Trade Barriers**

**Tariff-** A tariff is a tax on import. For example, in 1996 the US government imposed a 5.1-cent tariff on every wristwatch imported into the US. If 1000 watches were imported, the US government collected \$51.

**Quota-** A quota is a limit on the amount of a foreign good or service that may be legally imported. Some quotas are voluntary and governments impose some. In the 1980s, the Japanese agreed to export only a certain number of cars in the United States. For many years, the US government has imposed a quota on sugar.

**Embargo-** An embargo prohibits all trade with people and businesses in a specific country. For example, on August 2, 1990, President Bush imposed a trade embargo on Iraq. Iraqi products could not be imported into the U.S. either directly or through third countries. U.S. products could not be exported from the U.S. or reexported from a third country to Iraq.

**Subsidies-** Subsidies are government payments to exporters. This payment helps reduce an exporter's cost of production. For example, many countries subsidize the production of cold-rolled steel. Businesses in these countries can export their steel at a lower price than steel produced in the United States.

**Standards-** Standards are safety, environmental, health, or other technical requirements set by a government. Imports must meet these requirements before they are allowed to come into the country. For example, in the 1990s, the US banned the import of all French apples because of a concern over Med fly infestations.

**Activity 4.5 – Trade Barrier Identification**

|                |                 |              |
|----------------|-----------------|--------------|
| <b>Tariff</b>  | <b>Standard</b> | <b>Quota</b> |
| <b>Subsidy</b> | <b>Embargo</b>  | <b>Quota</b> |
| <b>Tariff</b>  | <b>Standard</b> |              |

1. The USA refuses import shrimp from Southeast Asian countries because their shrimpers do not use nets that protect sea turtles.
2. The USA taxes all softwood coming into the USA from Canada.
3. The USA president increases the amount of imported peanuts allowed into the country by 100 million pounds per year.
4. The European Union prohibits the importing of meat products from animals treated with growth-promoting hormones.
5. The Australian government gives a grant to manufacturers who produce and export automotive leather.
6. In 1963, President Kennedy issued sanctions, which prohibited all trade with Cuba.
7. The USA limits the amount of wool suits that Macedonia can ship to the USA.
8. In 1996 the USA taxed imported grapes, ceramic tableware, motorcycles, and some bicycles.



**Activity 4.6 - Cost Benefit Analysis**

**Analyzing Trade Barriers**

| <b>Trade Barriers<br/>Define</b> | <b>Who Benefits?<br/>Explain</b> | <b>What do they gain?<br/>Explain</b> | <b>Who loses?<br/>Explain</b> | <b>What are the costs?<br/>Explain</b> |
|----------------------------------|----------------------------------|---------------------------------------|-------------------------------|--|
| <b>Tariff</b>                    |                                  |                                       |                               |  |
| <b>Quota</b>                     |                                  |                                       |                               |  |
| <b>Embargo</b>                   |                                  |                                       |                               |  |
| <b>Standard</b>                  |                                  |                                       |                               |  |
| <b>Subsidy</b>                   |                                  |                                       |                               |  |

**Activity 4.6 - Cost Benefit Analysis - ANSWER KEY**

**Analyzing Trade Barriers**

| <b>Trade Barriers Define</b>   | <b>Who Benefits? Explain</b>  | <b>What do they gain? Explain</b>   | <b>Who loses? Explain</b>                       | <b>What are the costs? Explain</b>   |
|--|---|---|---|--|
| <p><b>Tariffs</b><br/>Tax on imports</p>   | <p>Domestic producers<br/>Domestic workers in the industry that has the tariff.</p> | <p>The tax makes their goods cheaper compared to the imports.</p>   | <p>Domestic consumers</p>                       | <p>Makes prices higher for the imports so that domestic goods are cheaper.</p>                                       |
| <p><b>Quotas</b><br/>A foreign company is limited to the number of goods it can export to another nation.</p>                | <p>Domestic producers<br/>Workers in the domestic industry that has the quota.</p>  | <p>They gain more customers have to buy from the domestic producers since there are not as many available. Can charge higher prices and do not have to worry so much about quality.</p> | <p>Domestic consumers</p>                       | <p>They pay higher prices and have fewer choices. The quality of the good may not be as good.</p>                    |
| <p><b>Embargo</b><br/>One country refuses to trade with another. It is illegal for trade to occur between the 2 nations.</p> | <p>Domestic producers<br/>Workers in the domestic industry that has the quota</p>   | <p>Since they have no competition they can make their product any way they want and charge higher prices.</p>   | <p>Domestic consumers</p>                       | <p>They pay higher prices and have fewer choices. The quality of the good may not be as good.</p>                    |
| <p><b>Standards</b><br/>A company is prohibited from selling to another because the good does not meet certain criteria.</p> | <p>Domestic producers<br/>Workers in the domestic industry</p>                      | <p>Since they have no competition they can make their product any way they want and charge higher prices.</p>   | <p>Domestic consumers</p>                       | <p>They pay higher prices and have fewer choices. The quality of the good may not be as good</p>                     |
| <p><b>Subsidy</b><br/>Government Payments to Exporters</p>   | <p>Foreign consumers</p>  | <p>The subsidy the government pays to the exports makes it so that the price to consumers is lower.</p>   | <p>Foreign producers and Domestic consumers</p> | <p>Foreign producers cannot compete with the lower price. Domestic consumers cannot purchase at the lower price.</p> |

**Activity 4.7 – Check for Understanding** Name \_\_\_\_\_

Part 1a. What are trade barriers? Give an example.

|  |
|--|
|  |
|  |
|  |
|  |

Part 1b. Write the name of the trade barrier assigned your group. \_\_\_\_\_. In the chart below, determine how this trade barrier affects domestic consumers, domestic workers, and domestic producers. If the affect is positive place a plus (+) in the box. If the affect is negative place a minus (-) in the box.

| Trade Barriers | Domestic Consumer | Domestic Worker | Domestic Producer |
|----------------|-------------------|-----------------|-------------------|
| Tariff         |                   |                 |                   |
| Quota          |                   |                 |                   |
| Embargo        |                   |                 |                   |
| Standards      |                   |                 |                   |
| Subsidy        |                   |                 |                   |

Part 1c. For the trade barrier assigned to your group, explain what is gained or what is lost for the consumer, worker, and producer.

|  |
|--|
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### **Strategy 3: Extending and Refining Role Play**

#### Materials:

- Activity 4.8 – Tariff Simulation, one for each student
- Activity 4.9 – Tariff Simulation Debrief, one for each student
- Activity 4.10 – Role Cards – one each printed on card stock

This strategy calls for students to role play different groups of producers and consumers while deciding how an imposed tariff would affect that group.

1. Divide students into six groups. Distribute Activity 4.8 - Tariff Simulation to each student. This will become a sheet for recording during the simulation.
2. Read and explain the situation to students:

The U.S. Government has placed a 30% tariff on imported cell phones.

3. Distribute one of six role cards (Activity 4.10 – Role Cards) to each group of students. (When printed these cards can be folded to make tent cards)

#### There are 6 different roles:

- Domestic Workers – Workers at Electrola, Inc.
  - Domestic Producer – Cell One, Inc.
  - Domestic (Complement) Accessories Producer – Excellories Producers, Inc.
  - Foreign Producer – Finia Corporation
  - Stockholders – Shareholders of Electrola, Inc.
  - Domestic Consumers – Teenage Consumers of the U.S.
4. Explain that each group will be assigned a group that has an interest in this new tariff. Each group will report out to the class about how they “feel” about this new tariff. Each group should select one person as the spokesperson for the group. As groups report out have students record the key ideas into Activity 4.8 - Trade Simulation worksheet.
  5. Allow 5-10 minutes for groups to discuss the impact of the tariff upon the group they represent. When a group is ready to share, ask them to stand their tent card on its end. When all 6 cards have been placed, showing they are done, guide students through the Activity 4.3 Trade Simulation. (See Activity 4.8 - Trade Simulation Answer Key)

**Check for Understanding**

- How do trade policies affect consumers and producers? Explain your answer.

*Rubric*

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

**Strategy 3: Application**

**Debrief - Independent or paired activity**

1. Distribute Activity 4.9 - Tariff Simulation Debriefing to each student. This strategy can be assigned for in-class completion or for homework. Review answers with students. (See Activity 4.9- Tariff Simulation Debriefing Answer Key).

**Check for Understanding**

- How are consumer and producer groups affected when a government policy that deals with trade is imposed? Explain your answer with an example.

*Rubric*

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

**Activity 4.8 - Tariff Simulation**

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

Most economists think that free trade is a good idea because everyone benefits with better living standards. Even though it is a good idea, many barriers to trade exist. Barriers to trade can be tariffs, quotas, subsidies, product standards or embargoes. Barriers to trade raise some prices and reduce choices. This activity will look at how a tariff will affect the market for cell phones.

**Situation:** The U.S. Government has placed a 30% tariff on imported cell phones

| <b>Name of Group</b>  | <b>Price Before Tariff</b> | <b>Price After Tariff</b> | <b>Will the tariff Harm ☹ or Help ☺? Why?</b> |
|---|----------------------------|---------------------------|---|
| <b>Shareholders of Electrola, Inc.</b>                        |                            |                           |   |
| <b>Owners of Cell-One, Inc.</b>                               |                            |                           |   |
| <b>Finia Corporation, Producers of Cell Phones in Finland</b> |                            |                           |   |
| <b>Excellories, Inc., Producers of Cell Phone Accessories</b> | X                          | X                         |   |
| <b>Teenage Consumers in the United States</b>                 | X                          | X                         |   |
| <b>Workers at Electrola, Inc.</b>                             | X                          | X                         |   |

**Activity 4.8 - Tariff Simulation**

Name ANSWER KEY

Most economists think that free trade is a good idea because everyone benefits with better living standards. Even though it is a good idea, many barriers to trade exist. Barriers to trade can be tariffs, quotes, subsidies, product standards or embargoes. Barriers to trade raise some prices and reduce choices. This activity will look at how a tariff will affect the market for cell phones.

**Situation:** The U.S. Government has placed a 30% tariff on imported cell phones.

| Name of Group  | Price Before Tariff | Price After Tariff | Will the tariff Harm ☹ or Help ☺? Why?  |
|--|---------------------|--------------------|---|
| Shareholders of Electrola, Inc.                        | \$195               | \$195              | ☺ Sales of Electrola cell phones will increase and profit will increase as well. Electrola stock will increase in price.  |
| Owners of Cell-One, Inc.                               | \$200               | \$200              | ☺ Before the tariff these cell phones were the most expensive. The Cell-One cell phones are priced more competitively now. More of these phones will be purchased.                                |
| Finia Corporation, Producers of Cell Phones in Finland | \$160               | \$208              | ☹ Finia Corporation cell phones are no longer the less expensive. Sales will decrease, because they will have to increase the price to pay the tariff.  |
| Excelsories, Inc., Producers of Cell Phone Accessories | X                   | X                  | ☹ Before the tariff consumers would purchase about \$50 worth of accessories for their cell phones. Consumers will now spend more to buy the cell phone and may not spend as much on accessories. |
| Teenage Consumers in the United States                 | X                   | X                  | ☹ All consumers will have to spend more to get a cell phone. Before the tariff a cell would cost at least \$160. Now with the tariff the lowest price of a cell phone is \$195, a \$35 increase.  |
| Workers at Electrola, Inc.                             | X                   | X                  | ☺ More workers may be hired to keep up with the increase in sales of Electrola, Inc. cell phones. If the company makes a greater profit workers may get an increase in wages.                     |

#### 4.9 Tariff Simulation Debrief

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

After the activity, answer the following questions in the spaces provided.

1. Are there other people or groups that would be affected? In what way?

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

Does Mintronics need protection more than Magna?

Is a tariff fair? Why or why not?

2. How would each group be affected if new product standards were put in place?

|                         |
|-------------------------|
| Electronics, Inc. _____ |
| Finia Corporation _____ |
| Cell-One, Inc. _____    |
| Excellories, Inc. _____ |
| US Consumers _____      |

3. What if Electronics, Inc. and Cell-One, Inc. export cell phones to Finland and the country of Finland decides to impose a 50% tariff? Who will be harmed? Who will be helped?

|                         |
|-------------------------|
| Electronics, Inc. _____ |
| Finia Corporation _____ |
| Cell-One, Inc. _____    |
| Excellories, Inc. _____ |
| US Consumers _____      |

**Activity 4.9 – Tariff Simulation Debriefing      ANSWER KEY**

After the activity, answer the following questions in the spaces provided.

1. Are there other people or groups that would be affected? In what way?

|  |
|--|
| ____ All consumers will be affected. In Finland workers may lose their jobs. Cell phone companies and other accessory companies may also see a decrease in sales (complements). Producers of the raw materials to make cell phones may see a decrease in sales/orders as well. _____ |
|--|



Does Mintronics need protection more than Magna?

Is a tariff fair? Why or why not?

2. How would each group be affected if new product standards were put in place?

Hurt. If the product standard requires the company to change production methods or design. This can be expensive. If the product standard only affects products sold in the US, then foreign companies often suffer more (for example – different electrical plug needed.) The price of cell phones will increase, consumers will buy fewer cell phones and accessories.

3. What if Electronics, Inc. and Cell-One, Inc. export cell phones to Finland and the country of Finland decides to impose a 50% tariff? Who will be harmed? Who will be helped?

This is how 'trade wars' start.

In the long run, tariffs have a negative effect on all people involved. In **Finland** the price of an Electrola, Inc. cell phone will be \$292.50 and Cell-One phone will be \$300.00. The Finish made cell phone (Finia) will be almost half the price of a cell phone made in the US.

# ***Workers at Electrola, Inc.***

You are a worker at Electrola, Inc., the largest manufacturer of cell phones in the United States. The company's main competitor is a company from Finland that exports many cell phones to the United States. If your company does not keep up its present sales level, you will be laid off from work.

The average price of a cell phone that you help make is \$195.00.

Will the tariff help you or harm you? Why? How?

# **Cell-One, Inc.**

**You are the owners of Cell-One, Inc., a new U.S. firm producing cell phones. Being a small, new company, your production costs are rather high, making the average price of your cell phones \$200.00.**

**Will the tariff help you or harm you? Why? How?**

# ***Excellisories Producers, Inc.***

**You are the producers of cell phone accessories in the United States. You produce the chargers, faceplates, covers, hands-free devices and car kits for cell phones. Your sales depend on the sales of cell phones to U.S. consumers. The lower the price of cell phones, the more consumers will buy the cell phones and your accessories. Your accessories are produced for either domestic or foreign cell phones. The average consumer spends about \$50 on cell phone accessories that you produce.**

**Will the tariff help you or harm you? Why? How?**

Activity 4.10 – Role Cards

# Finia Corporation

You work for Finia Corporation a producer of cell phones in Finland. You can make your product at a cost that allows you to sell a cell phone for an average of \$160.00. You export many cell phones to the U.S.. Customers in the United States buy most of your cell phones.

If there is a 30% tariff, then you will have to increase your price by \$48. The new price of your cell phone will be \$208.00.

Will the tariff help you or harm you? Why? How?

Activity 4.10 – Role Cards

# ***Shareholders of Electrola, Inc.***

You represent the shareholders of stock in Electrola, Inc., the largest producer of cell phones in the United States. Electrola, Inc. can make cell phones at a cost of \$195.00. The main competition in this market is from Finia Corporation, a company in Finland. Finia Corporation sells their cell phones for \$160.00 without any tariff.

Will the tariff help you or harm you? Why? How?

# Teenage Consumers in the United States

You are teenage consumers in the United States. When you went shopping for cell phones you found the following:

| Company           | Where the cell phone is manufactured | Price (without tariff) | Price (with proposed tariff) |
|-------------------|--------------------------------------|------------------------|------------------------------|
| Electrola, Inc.   | USA                                  | \$195.00               | \$195.00                     |
| Finia Corporation | Finland                              | \$160.00               | \$208.00                     |
| Cell-One, Inc.    | USA                                  | \$200.00               | \$200.00                     |

Would the tariff affect which cell phone you are most likely to buy?  
Would the tariff affect how you spend money on other goods and services?

## Common Core State Standards Connections

Content Standards integrated within instructional strategies

### Reading Standards for Literacy in Social Studies 6-8

- Determine the central ideas or information of a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Determine the meaning of words and phrases as they are used in a text.

### Writing Standards for Literacy in Social Studies 6-8

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Standard 1

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas Standard 4

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.



## Transfer Task

### How do government trade policies impact foreign and domestic consumers, producers and resource owners?

|                                 |  |
|---------------------------------|--|
| Prior Knowledge                 | Now that you have learned about why countries trade and the costs and benefits of trade policies, you will use this information to make a presentation about the impact of a trade policy.   |
| Problem                         | Congress will be voting on a bill that proposes implementing a trade policy on imported clothing. They need information on why countries trade and the impact of a trade policy on clothing.   |
| Role                            | <p>You work for a United States Senator who has asked you to study this issue and make a presentation on why countries trade and how a trade policy on clothing could affect different groups.</p> <p>Select one of the following trade policies as the focus of your presentation.</p> <p style="text-align: center;">Tariff, Quota, Embargo, Product Standard or Subsidy</p> <p>In your presentation explain the impact the trade policy you selected will have on <b>three</b> of the following groups:</p> <ul style="list-style-type: none"> <li>• consumers of clothing</li> <li>• producer of clothing in the US</li> <li>• owner of shipping company, employees of clothing manufacturers in the US</li> <li>• foreign producers of clothing</li> <li>• employees of clothing stores</li> <li>• employees of foreign clothing manufacturers</li> </ul> |
| Product/Performance             | <p>Your presentation can take a variety of formats. Some possible formats are listed below. If you have another idea, check with your teacher.</p> <p>PowerPoint, Poster, News article, Comic strip or another graphic illustration or Written report</p> <p>You may use Task Organizer to help you organize your information.</p>   |
| Criteria for Exemplary Response | <p>Be sure to include the following in your report to the senator:</p> <ul style="list-style-type: none"> <li>• a cost-benefit analysis which includes who gains and what they gain and who loses and what they lose</li> <li>• your recommendation how the senator should vote on the bill and why.</li> </ul>  |

**Transfer Task Rubric**

| <p><b>Criteria –<br/>Informative</b></p>   | <p><b>Exemplary<br/>(Exceeds Standard)</b><br/><br/><b>3 Points</b></p>  | <p><b>Accomplished<br/>(Meets Standard)</b><br/><br/><b>2 Points</b></p>  | <p><b>Developing<br/>(Below Standard)</b><br/><br/><b>1 Point</b></p>   |
|--|--|---|---|
| <p><b>Economic Key Words</b><br/>Type of Trade Policy<br/>Costs and Benefits<br/>Interdependence<br/>Specialization<br/>Government Policies</p>  | <p><b>Effectively</b> identifies content-appropriate information to support understanding with usage of essential economic terms</p> | <p><b>Somewhat effectively</b> identifies content-appropriate vocabulary information to support understanding of economic terms</p> | <p>Content-appropriate economic vocabulary is <b>not effectively</b> used in the response</p>                                       |
| <p><b>Explanation of the impact chosen trade policy has on three of the groups</b><br/><i>(consumers of clothing, producer of clothing in the USA, owner of shipping company and employees of clothing manufacturers in the USA, foreign producers of clothing, employees of clothing stores, and employees of foreign clothing manufacturers)</i></p> | <p>Explanation displays a <b>well developed</b> comprehension of how the trade policy affects at least three of the groups</p>       | <p>Explanation displays a <b>partially developed</b> comprehension of how the trade policy affects at least three of the groups</p> | <p>Explanation displays a <b>minimally developed</b> comprehension of how the trade policy affects at least three of the groups</p> |
| <p><b>Reason(s) why countries trade</b></p>  | <p><b>Effectively</b> identifies and fully explains a variety of reasons why countries trade</p>                                     | <p><b>Somewhat effectively</b> identifies and explains reasons why countries trade</p>  | <p><b>Does not effectively identify</b> or explain why countries trade</p>  |
| <p><b>Recommendation for the senator</b></p>   | <p>Recommendation made with a <b>well developed</b> explanation of reasons why</p>   | <p>Recommendation made with a <b>partially developed</b> explanation of reasons why</p>   | <p>Recommendation made with a <b>minimally developed</b> explanation of reasons why</p>   |

10 to 12 points = Above the standard

7 to 9 points = Meets the standard

4 to 6 points = Below the standard

**IMPORTED CLOTHING**

|                      |                                    |
|----------------------|------------------------------------|
| Chosen Trade Barrier | Definition of chosen trade barrier |
|                      |                                    |

| Chosen 3 Group Names | + Positive | - Negative |
|----------------------|------------|------------|
|                      |            |            |
|                      |            |            |
|                      |            |            |

**Questions to consider**

- Why do countries trade? (Remember there is more than one reason why. Your answer should be fully explained).
- Who gains and who loses and what is gained and lost if the trade barrier you have selected is imposed on imported clothing?
- What is the impact of the trade barrier you have chosen on standard of living in the United States?

## Assessment 1

### Why Trade Unit Econ 4 – Concept 1 – Why should countries trade?

#### Part 1 - Vocabulary

trade voluntary exchange interdependence standard of living productive resources scarcity

1. Amount of goods and services per person in a country
2. Exchanging goods, services, and resources for other goods, services and resources, or for money
3. The things used to produce a good or service
4. People must depend on other people to get the things they want
5. Trading without anyone forcing you to do so
6. The condition of not being able to get all the goods and services one wants because human wants exceeds the quantity of goods and services that can be produced using all available resources

#### Part 2

**Directions – Read the passage and use the information from the passage to answer the 3 questions.**

Madison High School recently built a new auditorium with air conditioning and state-of-the-art lighting and sound. Because the construction was expensive, no funds were left over to maintain the football field. The football field is so bad that officials fear players will get injured.

Madison's rival, Central High School, has a beautiful new football stadium, but its auditorium has been closed for fear that the ceiling will collapse. The School Board has set aside funds in next year's budget for renovating the auditorium. So, for this year, Central High School's music and drama students will not be able to perform.

Students at Central have proposed that Madison use Central's football stadium for six games. In exchange, Central will use Madison's auditorium for its fall and spring school plays and concerts.

1. Why would people from these two schools be willing to make this trade?
    - A. Because the schools are lacking economic systems.
    - B. Because the schools are lacking scarcity.
    - C. Because both schools trade.
    - D. Because both schools resources are scarce.
  2. How is this trade similar to trade between countries? Support your answer with an example using actual countries or those from the class simulation.
- 
- 
- 

3. How does trading between people in different countries or between people from two different high schools create interdependence?
  - A. Because only Madison needs resources
  - B. Because only Central needs resources
  - C. Because both schools depend on each other for resources
  - D. Because both schools specialize in fine arts performances and sporting events.

## Assessment 2

1. "The U.S. government places a tax on all imported cars."  
A. subsidy    B. quota    C. tariff    D. standard    E. embargo
2. "The U.S. government limits the amount of sugar imported into the U.S."  
A. subsidy    B. quota    C. tariff    D. standard    E. embargo
3. "The U.S. government restricts all import and exports with Afghanistan due to the War on Terrorism"  
A. subsidy    B. quota    C. tariff    D. standard    E. embargo
4. "The U.S. government gives a grant to all U.S. steel producers to help lower their costs and increase their production."  
A. Subsidy    B. quota    C. tariff    D. standard    E. embargo
5. "The U.S. government places a tax on all imported cars." Who **Benefits**?  
A. The Domestic Consumer    B. The foreign Producer  
C. Domestic Producer    D. Foreign Consumer
6. "The U.S. government limits the amount of sugar imported into the U.S. by 1 ton per year." Who **loses**?  
A. The Domestic Consumer    B. The foreign Producer  
C. Domestic Producer    D. Foreign Consumer
7. "The U.S. government increases the amount of imported peanuts allowed into the country by 100 million pounds per year."

Who benefits? \_\_\_\_\_

Who loses? \_\_\_\_\_

What is gained? \_\_\_\_\_

What are the costs? \_\_\_\_\_

Geography Curriculum Map

| Unit                                      | Essential Questions   | Delaware Content Standards  | Assessment/Products  | Vocabulary   |
|---|---|---|--|--|
| <p><b>Partnerships and Partitions</b></p> | <ul style="list-style-type: none"> <li>• Why are borders located where they are?</li> <li>• How can physical features interact with country borders to cause conflict?</li> <li>• How might sharing a physical border cause country to either cooperate or be in conflict?</li> </ul> | <p><b>Geography Standard Four 6-8b:</b> Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories</p> | <p>Presentation<br/>Graphic organizers<br/>Posters<br/>Think-pair-square<br/>Ticket out the door<br/>Small group sharing</p> | <ul style="list-style-type: none"> <li>• Territory</li> <li>• Borders</li> <li>• Boundaries</li> <li>• political regions</li> <li>• political borders</li> <li>• cultural regions</li> <li>• physical border</li> <li>• country</li> <li>• border</li> <li>• region</li> <li>• conflict</li> <li>• dams</li> <li>• environment</li> <li>• flood</li> </ul> |

Geography Curriculum Map

| Unit         | Essential Questions   | Delaware Content Standards  | Assessment/Products   | Vocabulary  |
|--------------|---|---|---|---|
| Green Cities | <ul style="list-style-type: none"> <li>• What physical and human features make a place culturally unique?</li> <li>• How do cultural values and preferences explain the uniqueness of a place?</li> </ul> | <p><u>CCSS.ELA-Literacy.RH.6-8.1</u><br/>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-Literacy.RH.6-8.4</u><br/>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> | <p>Observation<br/>Analyze graphics and photos</p> <p>Think pair square</p> <p>Written response</p> | <p><u>Site</u></p> <p><u>Cultural features</u></p> <p><u>Physical features</u></p> <p><u>unique</u></p> <p><u>Landforms</u></p> <p><u>landscape</u></p> <p><u>environment</u></p> |

## Delaware Recommended Curriculum

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

**Unit Title:** Green Cities  
**Initial Design:** Maggie Legates, Delaware Geographic Alliance  
Maureen Greenly, Red Clay Consolidated School District  
Barbara Prillaman, Red Clay Consolidated School District

**Modified by:** Arie Dinkeloo, Colonial School District  
2017 Unit Enhancement funded by the DE SS Coalition

**Content Area:** Social Studies  
**Grade Level:** 7

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### Summary of Unit

The enduring goals of geography - to apply analysis of the importance of “where” events occur and the way in which human-environmental relations shape the nature of the earth’s surface - are embodied in the first two geography standards. In Standard Three, they are both brought to bear on one of geography’s central, enduring subjects, the nature of places. Places may be defined as locations with character. A place occupies a given location on the earth’s surface – what may be called its *site*. That site contains a unique combination of physical environmental conditions: climate, landforms, soils and vegetation. It also contains people with distinct cultural attributes who modify the environment to create a distinctive place. Places, however, reflect one additional attribute, their location relative to all other places, or their *situation*. Places close together can expect to have more interaction – trade, information flow, human migration – than places farther apart and thus be more subject to change over time. Isolated places change little. Evaluating a location’s site and situation allows identification of those distinctive characteristics that make it a unique place. New York City, originally located on Manhattan Island, has a poor site, bounded by the Hudson and East Rivers that require numerous tunnels and bridges for connection. But its situation is superior, located at the confluence of the Atlantic Ocean and the Hudson River and (later) Erie Canal that gave the city an ability to reach growing 19<sup>th</sup> century settlements west of the Appalachians in the Ohio river valley. Far surpassing the situation of its rival urban centers, Philadelphia, Boston and Baltimore, it acquired status as the country’s largest city which it has never relinquished.

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## Stage 1 – Desired Results

What students will know, do, and understand

### Delaware Content Standards

**Geography Standard Three 6–8b:** Students will evaluate a location's site and situation in order to identify and explain the distinctive cultural and physical characteristics, patterns of trade and interactions that make a place unique.

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### Big Ideas

- Places are unique
- Site and Situation describe a place
- Cultures Differ in their organization of space
- Site and situation change over time

### Enduring Understandings

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

### Essential Questions

- What physical and human features make a place culturally unique?
- How do cultural values and cultural preferences explain the uniqueness of a place?

### Knowledge and Skills

Students will know...

- Physical (climate, landforms, soils, vegetation) and human (economic activities, cultural traditions, demographic patterns) elements of a site, and how such elements can be described and/or mapped, assessed and evaluated, as a basis for decision-making.
- The importance of connections to other places and how the geographic concept of situation affects the lives and livelihood of people who live in a given location
- Cultural preferences influence the ways humans use and organize space within their settlements.

Students will be able to...

- Use observation, analysis of graphics and photos, and other geographic skills to identify physical and human aspects of a place.
- Apply information about human preferences to planning for a settlement.

## Stage 2 – Assessment Evidence

Design Assessments To Guide Instruction

### Transfer Task

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

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

### Essential Question measured by the transfer task:

- What physical and human features make a place culturally unique?

|                 |  |
|-----------------|--|
| Prior Knowledge | In this unit you have examined the idea of place. You have learned to identify important human and physical features of a site. You have learned how the geographic situation affects the lives of people in the place. You know that culture affects the way people build and change their neighborhoods, towns and cities.   |
| Problem/Role    | You are a city planner ( <a href="#">see Appendix 1</a> ). Your company would like to get the job of planning a modern city called "Emerald City." Your job will be to help prepare a plan for the new city that will meet the needs of the residents. If your plan is selected, your company will continue to work on this project until the city is finished. Four sites for the residents to choose from have been selected ( <a href="#">Appendix 3</a> ).   |
| Perspective     | <p>The 50,000 people who will be living and working in Emerald City are committed to living a "green" way of life. They value technology as a way of making their life more convenient and reducing their impact on the environment. Emerald City residents like to spend a lot of time outdoors. They enjoy beautiful scenery and green space where they can exercise and gather for social and sports events.</p> <p>Here are their requests:</p> <ol style="list-style-type: none"> <li>1. The city should look and feel modern and tech-friendly.</li> <li>2. The city should have clean, unpolluted air.</li> <li>3. Most energy should come from wind power, hydroelectric power, or solar power.</li> <li>4. There should be plenty of room for outdoor activities and sports.</li> </ol> |

|                                    |   |
|------------------------------------|---|
| Product                            | <p>You will prepare a presentation for the bid opening. Each team will get 3 minutes to explain their plan. Work together to make the most of the time allowed persuading the Emerald City Planner Search Committee that you have the best plan.</p> <p>Use <u>Appendix 2</u> to evaluations the geographic site, situation, and cultural needs and perspectives of the residents.</p>      |
| Criteria for an Exemplary Response | <p>To be deemed excellent, your oral presentation will:</p> <ol style="list-style-type: none"><li>1. Include a clear concise description or "vision" of Emerald City, the place of the future.</li><li>2. Explain why you have selected the best spot for the city from the four choices offered.</li><li>3. Explain how your design accomplishes the goals of the new residents.</li></ol> |

## Lesson One: The Face of a Place

### Essential Question

- What physical and human features make a place culturally unique? (site)
- How does the relative location of a place influence its character? (situation)

### Background

Each place on our Earth is unique. Uniqueness is comprised of the human and physical features and how they interact with each other. Physical processes that shape the environment determine how and why cultures may choose to modify/adapt their environment.

### Instructional Strategies

#### Activating Prior Knowledge

- To give students a mindset for this unit of study, the teacher will **read clues orally** about different places around the world. The students will guess what place is being described. (For example, "This place has a warm climate. It has a large castle, a main street where there is a parade every day, and many rides and shows." Ask the students to relate to personal experience or advertisements from TV.*
- Choose 5 locations that are from different parts of the globe and one by one, **show the pictures** to the students. For each picture, have the students write down three words that they think describe the climate and physical characteristics they see. Then have them guess where in the world this picture was taken. Have them explain how they know it is that place. (Suggested locations: Paris, France – Cairo, Egypt – Amazon Rain Forest – Sydney, Australia – Antarctica)*

(Students can use **Where in the World? Organizer** to record their answers.)

- Ask the students the following questions:*
  - *What is the best place to take a vacation?*
  - *What place would you most like to visit?*
  - *What is the most famous place in the world?*
  - *What makes it famous?*
- Have students discuss these answers in small groups and take one or two responses for the class to hear. Emphasize to students that rationale is just as important as the choice they make.*

The FACE of a PLACE

**Where in the World??**

- A) Write down three words that describe the climate of the location you see in the picture. Ex: Hot, Dry, Sunny
- B) Guess the location of the picture

| Pic # | Three words to describe its climate | Location in world |
|-------|-------------------------------------|-------------------|
| 1     |                                     |                   |
| 2     |                                     |                   |
| 3     |                                     |                   |
| 4     |                                     |                   |
| 5     |                                     |                   |

Now, answer the following questions about the five pictures.

1. Which would you most like to visit and why?
  
2. Which would be the best place for a vacation, and why?
  
3. In your mind, which of the places is the most famous, and why?
  
4. Pick a place in the world that was not in one of the five pictures. Use three words to describe its climate, and draw a quick picture.

**Strategy 1: Gathering Information**

**Concept Development**

*Have students complete the concept development worksheet. Students should pair with another student to share responses from the vocabulary activity to engage in prior knowledge. Afterwards, this pair should group with another pair and check their responses to the vocabulary. The teacher should bring the class together as a whole group to discuss questions and be sure all students have correct responses.*

*Option B: Place definitions on the board for all students to see, without terms. Then, give students edited concept development sheet. Have them match the terms to the definitions on the board, using the sentences as context.*

*Concept and vocabulary development can be considered prior knowledge. Students should have an understanding of what the words mean as this will enable them to better comprehend the concepts that are being introduced.*

**Concept Development Worksheet**

Directions:

- A) Use the sentences below to identify the definition of your new vocabulary.
- B) Match the term with the definition on the board.
- C) Write the definition in your own words.

| Concept          | Definition |
|------------------|------------|
| Site             |            |
| Situation        |            |
| Cultural feature |            |
| Physical feature |            |
| Unique           |            |
| Landforms        |            |
| Landscape        |            |
| Environment      |            |

|  |
|--|
| <b>Definitions to be cut out and pasted.</b>   |
| A geographic term referring to the physic and human characteristics at a specific location.  |
| Characteristics of a place that include landforms, soils, plant and animal life, climatic conditions, etc.                               |
| Special, one of a kind.  |
| The features of the Earth’s surface. Examples include mountains and valleys, lakes and rivers, islands and capes.                        |
| The circumstances, objects and conditions by which one is surrounded.  |
| Observable physical and human features of a place.   |
| The features of a place that include population, language, religion, economics, government, transportation systems, housing styles, etc. |

- The **site** of Cairo, Egypt has a tropical climate, the Nile River, sand from the Sahara desert, palm trees, and farming in the Nile delta.
- **Cultural features** of American youth would include iPods, cell phones, jeans, scooters, jewelry, music, computers, and attending school.
- **Physical features** of Delaware include the Delaware Bay, humid sub-tropical climate, clay soil, and a variety of vegetation from woodlands to wetlands.
- Your personality, hair and eye color, height, weight, and physical features of your face make you **unique** – no one on Earth is exactly like you.
- **Landforms** of Delaware include Delaware Bay, Cape Henlopen, coastal plains, Piedmont, Lewes Beach, Brandywine River, Mount Cuba and Pea Patch Island.
- Skyscrapers, bridges, are part of the **landscape** of New York City.
- The **environment** of a school would include desks, chairs, chalkboards, gymnasium, lunch room, and learning.



## **Strategy 2: Gathering Information**

### **Think-Pair-Square<sup>1</sup>**

*Have students read about geographic site.<sup>2</sup> Then have students conduct a Think-Pair-Square strategy using the graphic organizer at the bottom of the reading.*

*Have students read about geographic situation.<sup>3</sup> Then have students conduct a Think-Pair-Square strategy using the graphic organizer at the bottom of the reading.*

*Option B: Have half the class read “site” and the other half read “situation”. Then, pair students together to explain what each one is. Afterwards, have them work in pairs to complete the graphic organizer comparing the two. Use examples on the board to help guide them. For each of the three examples in second row the Site and Situation in the second section should correlate (Ex: Site- Newark, Situation- College brings in trade, train tracks go through it, close to major cities like Wilmington, Philadelphia and Baltimore) . To scaffold, have students select sites in their state, country, and then the world.*

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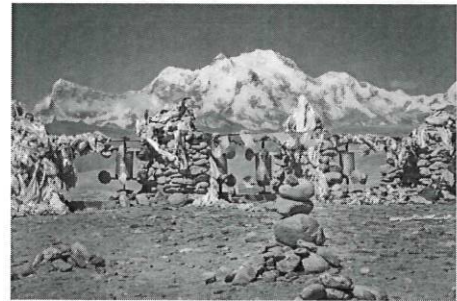
<sup>1</sup> This activity is built on the foundation of Think/Pair/Share without the class reporting. Then, after Think/Pair/Share takes place the partners team up with another set of partners creating groups of four students. Each group compares & contrasts the two sets of answers or solutions. From the two the group decides on a compromise. The whole class reports out on their decisions  
<http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinksq.htm>

<sup>2</sup> This reading has a lexile measure of 970, appropriate for the Common Core State Standards 6-8 grade cluster.

<sup>3</sup> This reading has a lexile measure of 1070, appropriate for the Common Core State Standards 6-8 grade cluster.

## Geographic SITE

Like people, places have their own unique makeup and character. For example, New York City is a very different place from the Sahara Desert in North Africa. Just as humans have physical features, so do places. The physical features for people might include gender and height. Physical features for places might be hilly terrain, dry climate, or red soil. Physical features help to make a place unique. They are part of the **site**. Physical features can affect the activities of people. For example, farming is easier on flat plains with plenty of rainfall. It is harder to build homes and other buildings in the mountains. Water and natural resources are easier to find in some locations.



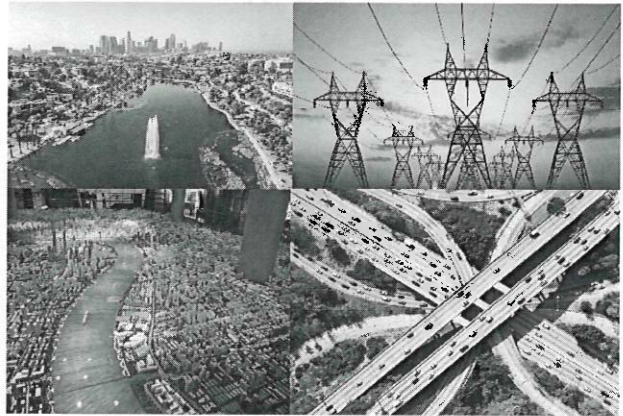
Each site also contains people with distinct cultural attributes. Cultural characteristics for a person might include personal things like hairstyle, clothing and jewelry, language, music choices, education and skills. It also might include family ties, ways of raising children and occupations. All people meet their basic needs for food, clothing, and shelter, but the way they do it is influenced by their culture.

Every site has a unique combination of physical environmental conditions such as climate, landforms, soils, vegetation, and also humans and cultural characteristics. Language, ways of making a living, clothing choices, and use of technology are all examples of human characteristics.

1. Can you think of examples of places where the physical landscape is unique, even unforgettable?
2. Can you think of places where the culture of the people has led them to build unique buildings, or dress in very different styles?
3. Can you describe the physical and human face of this place?

## Geographic SITUATION

If you had the chance to select the best seat in the cafeteria, where would it be? Would you prefer to sit near friends, near the entrance, or near the food service line? Are there areas of the cafeteria you would avoid? Why? When you pick a spot in the cafeteria- or the stands at a ballgame, or a parking spot at the mall- based on what is close-by or what is far away, you are judging the geographic *situation*.



The situation of a place helps determine how well it works for people who live there. As a city planner, what are some physical features you might want to have close-by when you are setting up a city? Food and water are the basics, of course. It is easier to have a good water supply close to the city, but often large cities have to bring water from far away in order to meet their needs. Food must often be brought to cities from very distant farms, ranches, dairies and orchards. It's important for cities to have good connections to places that produce food.

Often cities have special needs for connection. For example, if residents make a lot of money on trade, they need to be close to ports and other cities. If people in a particular city make a lot of machinery, they need to be close to iron ore to make steel, and they need to have connections to ship their machines to customers. If people are from a special cultural group, they may value being close to other similar cultural groups.

1. What are some things (in addition to food and water) that might give a city a good situation?
2. What additional ways (roads and rivers) can places be connected to each other?
3. How could you describe the situation of Delaware? Spain? China?

**Strategy 2 Graphic Organizer**

| <b>SITE</b>                                | <b>SITUATION</b>                           |
|--|--|
| Definition in your own words:              | Definition in your own words:              |
| Three Examples:<br><br>1<br><br>2<br><br>3 | Three Examples:<br><br>1<br><br>2<br><br>3 |
| Drawing                                    | Drawing                                    |

**What is the difference between “Site” and “Situation”?**

**What do “Site” and “Situation” have in common?**

**Strategy 3: Extend and Refine**

*Have students complete the YOUR HOME column in the graphic organizer in order to help them understand physical and cultural characteristics. They should also think about their home in terms of its 'situation' or its relative location. Have students complete the same exercise for a place that they have 'visited' on social media.*

*After students complete their worksheets individually, put students in small groups (3 – 4) and have them compare their respective places on social media. Use geographic thinking to select which place has a good site and which place has a good situation. Have groups share their rationale for choosing the various sites.*

**Directions**

- Identify **your home’s** cultural and physical features (site).
- Identify your home’s relative location (situation)
- Choose a picture of a landscape from your (or a friend’s) social media feed, identify its cultural and physical features, describe it’s site and situation

|                      | Your Home<br>Use words – use phrases –<br>use sentences | A Place in your Social Media<br>Use words – use phrases –<br>use sentences |
|----------------------|---|--|
| PHYSICAL<br>FEATURES |   |  |
| CULTURAL<br>FEATURES |   |  |
| RELATIVE<br>LOCATION |   |  |

*Answer questions 1 – 3 independently.*

1. How might your answers about YOUR home be different than other students?

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2. How might the answers about your community be different?

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3. How might the answers about places in different parts of the world be different?

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*Answer questions 4 – 5 after discussing your places in a small group.*

4. When discussing places in your social media, which place described by your group has the best site? Explain your choice.

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5. When discussing places in your social media, which place described by your group has the best situation? Explain your choice.

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**Strategy 4: Application**

**INSTRUCTIONS:** Read the text below. **Circle** the cultural features from the reading and **underline** the physical features in the reading. **Bracket** [ ] text that describes situation.

Created in 1999, Nunavut is the newest, largest and northern most territory of Canada. It is one of the world's most remote and sparsely populated regions. Nunavut is bordered by the Arctic Ocean, Baffin Bay, Hudson Bay, and the Labrador Sea. During the winter, temperatures average -30 degrees F and the nights are very long. In the middle of summer, it can get as warm as 50 degrees F. On the longest day of summer (June 21) night only lasts a few hours.



The Nunavut Territory is home to an indigenous population known as the Inuits. The name Nunavut means 'our land' in the native language of the Inuit or Inuktitut. Iqaluit (ee-KAL-oo-it) is the capital and largest city in Nunavut. While the population of Iqaluit has grown in recent years, it is still a small city with a population of less than 8000. The city remains small because it is very isolated. Like most of Nunavut, there are no road, rail or reliable ship connections with the rest of Canada.

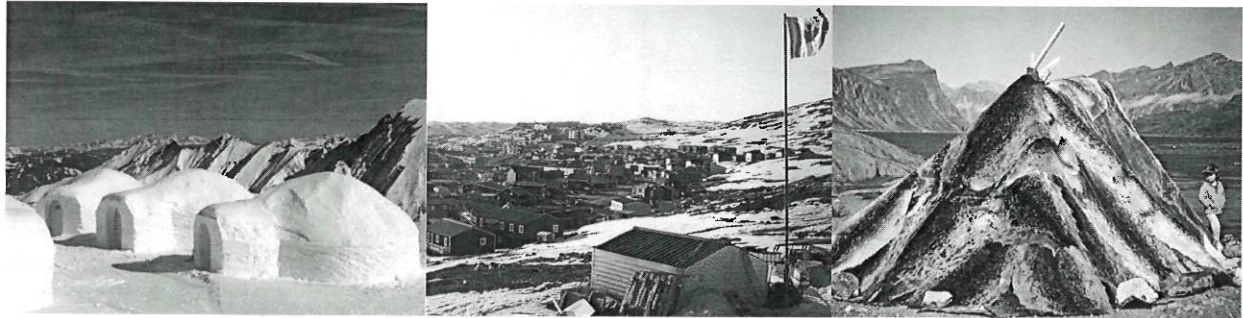
**The Inuit People**



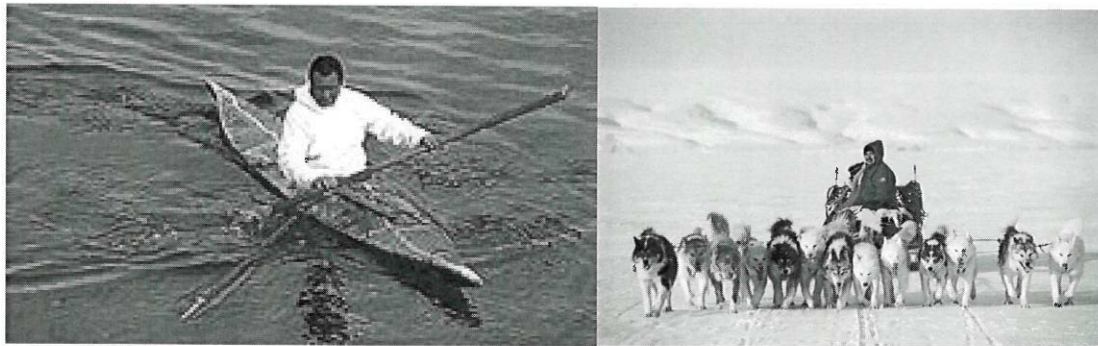
**The above map shows all of the major Inuit Settlements in Nunavut. There are a little under 36,000 people in Nunavut, and approximately 28,000 are Inuit.**



In some of the more rural areas, the Inuit live in houses built of snow blocks or igloos during the long, cold months of winter. When the weather gets warmer people live in tents made of animal skins and bones. In the capital city, more modern types of houses have replaced the traditional dwellings of the Inuit.



Hunting and fishing have been part of the Inuit tradition for centuries and keeps the Inuit people connected to their environment. The typical Inuit diet is high in protein and very high in fat. Inuit use kayaks for fishing; dog sleds are the primary source of land transportation. The land of Nunavet is also rich with silver, gold, diamonds and fossil fuels. Planning to extract these valuable minerals is bringing people from other parts of Canada to live and work in Nunavet.



Task: A group of American geographers have set up a base camp in the Baffin Bay area, north of Iqualit. They plan to stay in the area for two years to study the effects of climate change.

How might their settlement be different from the Inuit settlement? Explain your answer (use terms from the word bank).

- Cultural features
- Physical features
- Relative location
- Landscape

**Background:** Have students work in groups with Atlases (or google Earth) to study maps of North America. They should discuss differences such as climate, population density, land cover, settlement size and location, etc. Be sure they understand where Nunavut, the Baffin Bay and city of Iqualit are located.

### **Check for Understanding**

**Task:** A group of American geographers have set up a base camp in the Baffin Bay area, north of Iqualit. They plan to stay in the area for two years to study the effects of climate change.

How might their settlement be different from the Inuit settlement? Explain your answer (use terms from the word bank)

- Cultural features
- Physical features
- Relative location
- Landscape

***Alternative Check For Understanding:*** Have students work in pairs or independently and write a short story about a place. The story should include a required number of the vocabulary words, and should be a length of the teacher's choosing. The story could be part of a homework assignment. In this writing, students should describe a place that they went to visit with their family. Have student's underline the vocabulary terms they use in their writing. You can also mandate that they use certain words, as opposed to letting them choose.

### **Example**

A couple weeks ago I went to Disneyworld, which is in Orlando, FL. This is the site of my vacation. When I went there, I saw lots of physical and cultural features. For example, I saw some plant life, and I saw people from all over the world speaking different languages. The landforms near me were the Atlantic Ocean and beaches. All the buildings and rides were the landscape. It was a unique place, because of the situation. There were so many interesting places around me, because Orlando is a big city. The environment, which is like the climate, was warm and humid. It was an awesome vacation!

## Lesson Two: City Plans and Patterns

### Essential Question:

- How do cities reflect the geographic characteristics of site and situation??

### Background:

This section will introduce students to city planning beginning with an historical context. Students will apply basic geographic principles in a variety of contexts in the US and around the world. Basic vocabulary is introduced and may be reinforced using the following reading passages and strategies.

### Key Concepts/Big Ideas:

- Cultural features are part of what geographers use to describe site
- Cultures differ in their organization of space;
- Cultural (social) needs can be seen in the different ways that cities are structured.

### Instructional Strategies:

**APK** – Asking Good Place Questions. What can be understood about this city’s site and situation?

### Strategy 1: Gathering Information – Reasons for City Layout

#### Vocabulary Development

*To introduce the main concepts, show the Green Cities slideshow. This overview provides visual plans for colonial settlements and asks important questions to set the stage for learning.*

*Have students respond to the questions in the presentation using the graphic organizer. Students should use this organizer to take notes on the different city types and the needs of colonial settlers.*

Power Point Organizer

## Patterns and Plans for Early American Cities

|   |  |
|---|--|
| <p><b>Idea #1</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Walls or barriers</li> <li>• Buildings crowded close together</li> <li>• Irregular street patterns</li> <li>• Castle or fortress inside</li> </ul>                          | <p><b>Idea #2</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Open market squares</li> <li>• Shops near the street</li> <li>• Sections of the city produce needed items</li> <li>• Good water and road connections</li> <li>•</li> </ul> |
| <p><b>Idea #3</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Tall, narrow buildings</li> <li>• Ornate ("fancy") architecture, paving</li> <li>• Few trees and plants</li> <li>• Geometric street patterns not found in nature</li> </ul> | <p><b>Idea #4</b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Large, impressive public buildings and monuments</li> <li>• Street plans show symbols of power</li> <li>• Open space around public buildings</li> </ul>                    |

### Early Colonial SITES

|   |  |
|---|--|
| <p>Physical Characteristics<br/>(Write 2)</p> | <p>Human Characteristics<br/>(Write 3)</p> |
|---|--|

**Early Colonists SITUATION**

- Far from:
  - o Home \_\_\_\_\_
  - o Other \_\_\_\_\_
- Close to:
  - o \_\_\_\_\_ (potential danger)
  - o Raw materials and \_\_\_\_\_
  - o Wild animals and other \_\_\_\_\_

**Which American city is a good example of...?**

\_\_\_\_\_ Fortress

\_\_\_\_\_ Marketplace

\_\_\_\_\_ Metropolis

\_\_\_\_\_ Executive

\_\_\_\_\_ Green or open spaces

A. Fort Christina

B. St. Mary's City

C. New Amsterdam

D. Philadelphia

E. Savannah

**Which of these cities would you have wanted to live in if you were alive at that time?**

**Why?**

**Strategy 2: Using Information Interpersonally**  
**Graphic Organizer**

*Students will use the graphic organizer provided to write the characteristics of each city type in their own words. Then, based on the descriptions, draw a bird's eye view of what they envision each city to look like. In order to do this, the term "topography" must be introduced. This will allow students to denote building height from above.*

*Have students share their designs with one another (or select some to show the whole class) and have them compare and contrast the different ways they interpreted the characteristics.*

**Four Ways to Construct a City**

|   |  |
|---|--|
| <b>“The Fortress” (1)</b><br>-<br>-<br>-    | <b>“The Metropolis” (3)</b><br>-<br>-<br>- |
| <b>“The Marketplace” (2)</b><br>-<br>-<br>- | <b>“The Executive” (4)</b><br>-<br>-<br>-  |

**After reading about these city types, draw a blueprint of a city that matches their description. Do this from the overhead view, using your knowledge of topography to show height of buildings.**

|          |          |
|----------|----------|
| <b>1</b> | <b>3</b> |
| <b>2</b> | <b>4</b> |

**Strategy 3: Patterns and Plans in Modern Cities around the world.**

*To help students connect to the present, they will be asked to identify the city types based on pictures of current-day cities around the world. This will give them an idea of what city types are commonly used today. Using the graphic organizer provided and pictures on the board, students will guess what city type each picture is, and write one reason that they think this.*

*Go through the pictures once with no discussion, then go back through one by one, discussing why the students chose the city type they did, and what city they thought each picture was.*

*(Pictures can be found in Smartboard file).*



### Picture Sort

For each picture, write the type of city you think it most closely represents

| Pic # | Type of City Construction, with one sentence explanation | Name of City |
|-------|--|--------------|
| 1     |  |              |
| 2     |  |              |
| 3     |  |              |
| 4     |  |              |
| 5     |  |              |
| 6     |  |              |
| 7     |  |              |
| 8     |  |              |

**Check For Understanding**

*Students should complete the CFU sheet. This asks them about vocabulary used in the lesson, the city types, and why the site and situation of a place, along with the time period, might change the physical and cultural characteristics of place.*

## Check for Understanding



What type of city is this?

- Fortress*
- Executive*
- Marketplace*
- Metropolis*



What type of city is this?

- Fortress*
- Metropolis*
- Marketplace*
- Executive*



What type of city is this?

- Fortress*
- Metropolis*
- Marketplace*
- Executive*



What city type is this?

- Fortress*
- Metropolis*
- Marketplace*
- Executive*

## Green Cities Lesson 2: Patterns and Plans for American Cities

If you wanted to create a city during the time of the Black Plague, which city type would be best?

*Fortress*

*Metropolis*

*Marketplace*

*Executive*

A Metropolis has which of the following characteristics? (Circle all that apply)

*tall, narrow buildings*

*geometric street patterns*

*open space around public buildings*

*castle or fortress inside*

A Fortress has which of the following? (circle all that apply)

*Closely packed buildings and houses*

*Street plans that show symbols of power*

*Irregular street patterns*

*Geometric street patterns*

A Marketplace city has which of the following (circle all that apply)

*Good water and road connections*

*Tall impressive public buildings and monuments*

*Walls and barriers surrounding it*

*Sections of the city produce needed items*

An Executive city has which of the following characteristics? (circle all that apply)

*Open space around public buildings*

*few trees and plants*

*shops near the street*

*street plans that point to symbols of power*

It is rare a modern city would have only ONE type of city plan. Many cities are a hybrid of two or more ideas. Wilmington is Delaware's largest city. It has open squares, connections to water (The Port of Wilmington), connections to roads (I-95), tall narrow buildings and a geometric street pattern in much of the city center.

Which TWO city types is Wilmington a combination of?

*Fortress*

Marketplace

Metropolis

Executive

### Answer Key

#### Possible Points 20

**Instructions for grading:** Grade each question and tally the score to obtain the total test points. If the factor does not equal 1, multiply the total points by the factor to obtain the student's final score.

---

#### Question 1

Fortress

2 possible pts.

#### Question 2

Metropolis

2 possible pts.

#### Question 3

Marketplace

2 possible pts.

#### Question 4

Executive

#### Question 5

Fortress

2 possible pts.

#### Question 6

A Metropolis has which of the following characteristics? (Circle all that apply)

tall, narrow buildings

geometric street patterns

2 possible pts. / partial credit

#### Question 7

A Fortress has which of the following? (circle all that apply)

Closely packed buildings and houses

Irregular street patterns

2 possible pts. / partial credit

#### Question 8

A Marketplace city has which of the following (circle all that apply)

Good water and road connections

Sections of the city produce needed items

2 possible pts. / partial credit

#### Question 9

Wilmington is a city in Delaware. It has open squares, connections to water (The Port of Wilmington), connections to roads (I-95), has tall narrow buildings and has a geometric street pattern.

Which TWO city types is Wilmington a combination of?

Marketplace

Metropolis

2 possible pts.

#### Question 10

An Executive city has which of the following characteristics? (circle all that apply)

Open space around public buildings

street plans that point to symbols of power

2 possible pts. / partial credit

#### **Strategy 4: Extend and Refine – Change over time**

*After reading about the background of America's first planned city, have students work in pairs with the two maps to complete these tasks.*

- *Locate the city's center of business and agricultural activity on each map.*
- *List 3-5 observations from the 1734 map.*
- *List 3-5 observations from the 1818 map.*
- *List 3 -5 observation from the 2010 map.*

*Students should then respond to these questions about the city in each time period.*

- *What do you think the squares were used for?*
- *Where is the agricultural activity in relation to the city center? Why is it located there?*
- *How did the needs of Savannah affect its City Type?*

*Have each pair of students use this graphic organizer to compare the change over time in Savannah.*

## Savannah, Georgia

The city of Savannah, GA is one of our county's great historical cities. Situated at the mouth of the Savannah River, the city was founded in 1733 by a small group of European settlers led by General James Oglethorpe. It is known as Georgia's first planned city. The city was laid out in a series of grids with wide streets that connected with a large number of shaded public squares and parks at the center. Each grid square was organized as an urban neighborhood within which there were smaller city blocks. The city expanded by the addition of more grids, or wards as they are commonly referred to.

Savannah served as the capital of Georgia from the time of its founding in 1733 until 1786 when it moved up river to Augusta in order to be more centrally located for the growing back country. The current capital of Georgia, Atlanta, became the official capital following the civil war in 1868.

The city's population of less than 200 at its founding grew to a population of 5,000 by 1800, and more than 13,000 by 1850. The soil and climate were well suited to growing rice and cotton, two crops which brought significant wealth to the city. Savannah's situation on the coast helped it develop as an industrial port city and important trading center for crops (tobacco and cotton) and textiles. Much of the city's economic wealth was destroyed during the Civil War. After the war, many of the freed slaves who remained in Savannah rebuilt a thriving community and redeveloped the local economy thanks to agricultural crops such as cotton and lumber, and its textile industry.

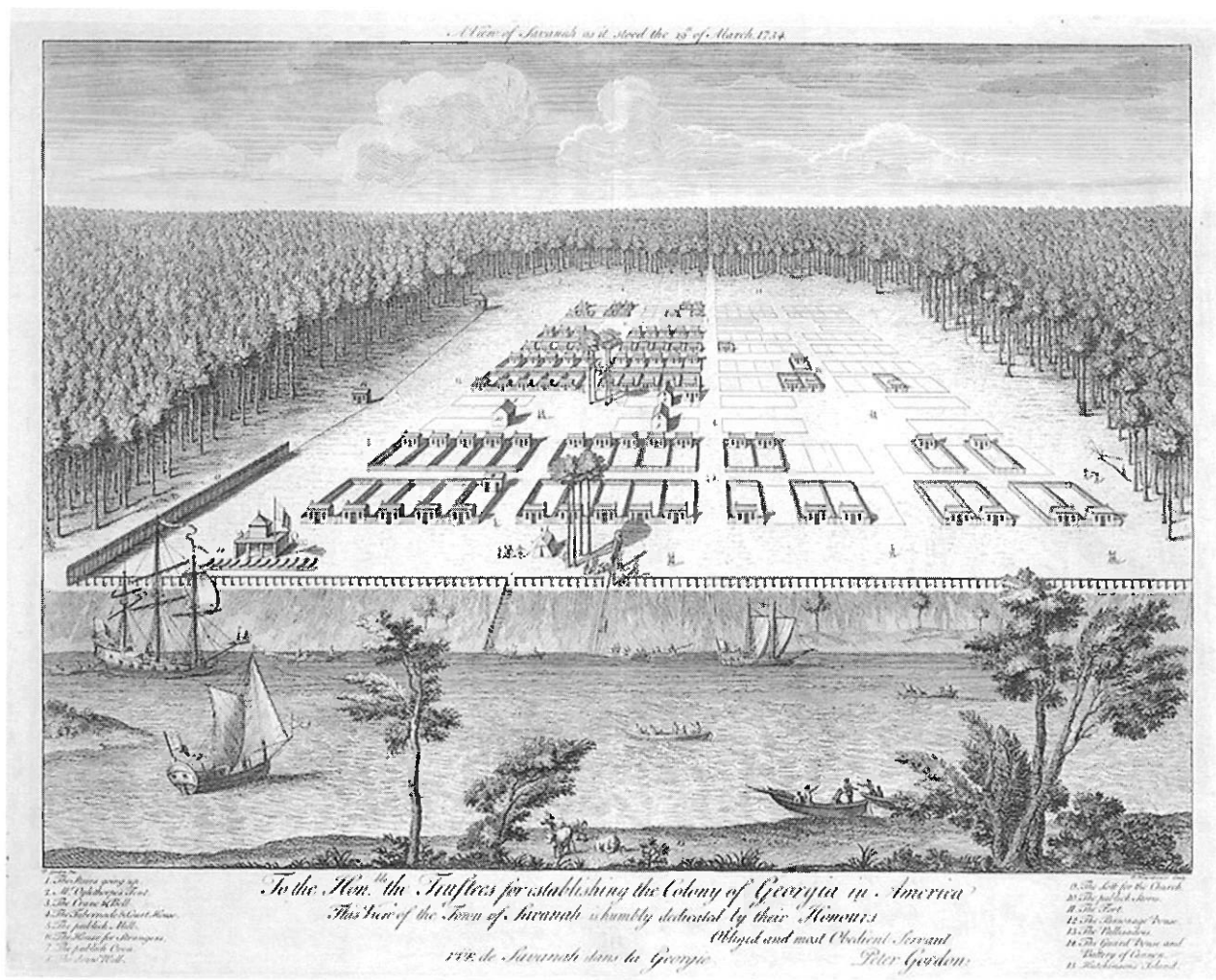


Savannah Port (1872)

[http://3.bp.blogspot.com/-sI25Ehlp27w/Ufu8OaeD1II/AAAAAAAAANS/2stpbfiqoLI/s1600/View\\_of\\_Savannah\\_from\\_the\\_River.jpg](http://3.bp.blogspot.com/-sI25Ehlp27w/Ufu8OaeD1II/AAAAAAAAANS/2stpbfiqoLI/s1600/View_of_Savannah_from_the_River.jpg)

Cities like Savannah grew rapidly after the war as more and more people moved from rural areas to look for jobs in the factories being built in the cities. As new technologies such as electricity and automobiles spread throughout the south, cities continued to grow.

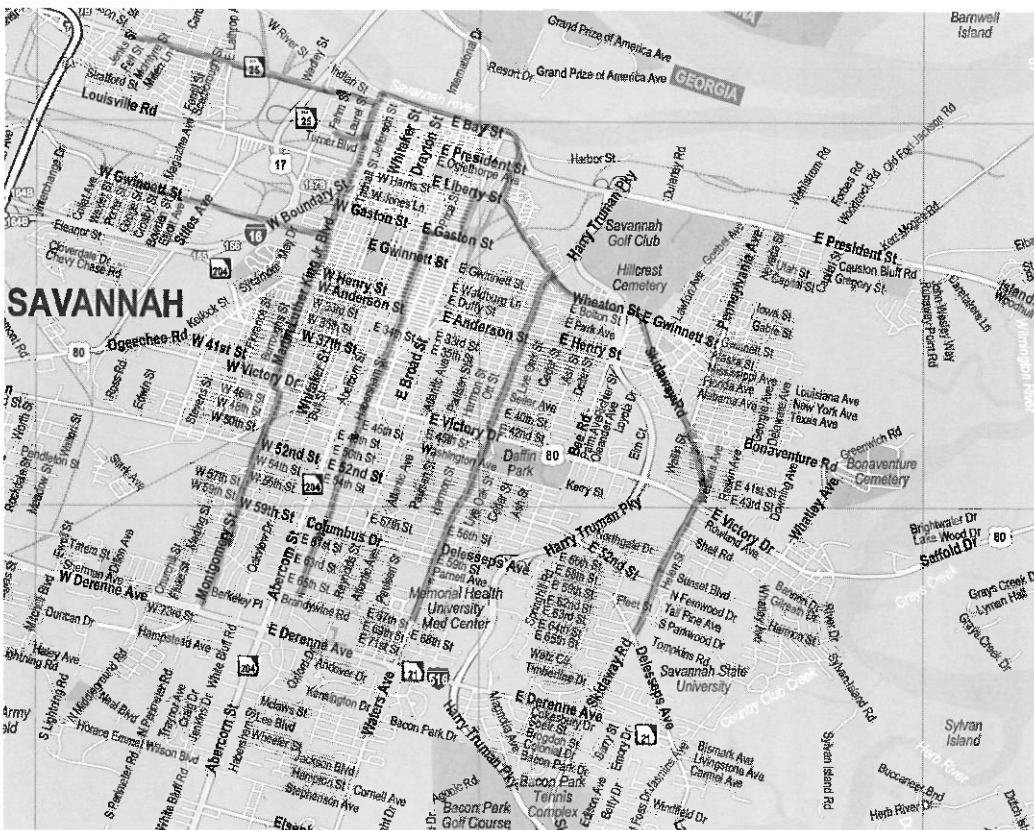
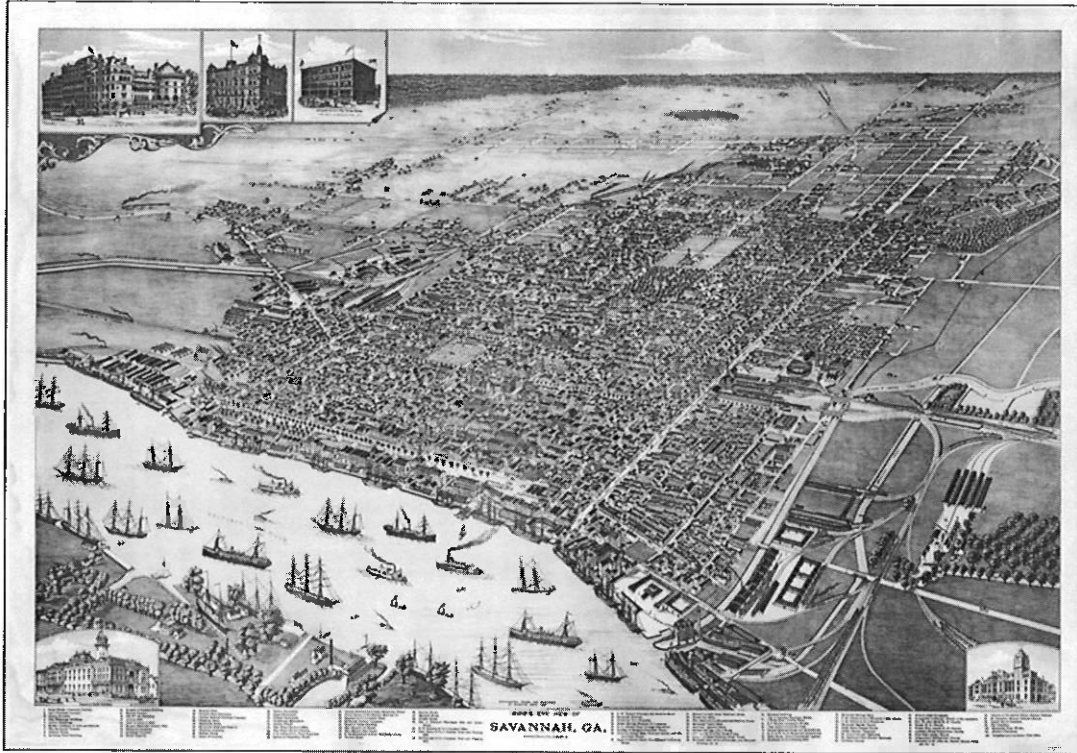
| Year | Population |
|------|------------|
| 1850 | 15,312     |
| 1900 | 54,244     |
| 1940 | 95,996     |
| 1960 | 149,245    |
| 2000 | 132,726    |
| 2010 | 136,286    |
| 2015 | 145,674    |



Savannah 1733



Savannah  
1891



Savannah  
2010

## Savannah is changing

**Look at the three maps of Savannah, GA.**

What are three observations you have while examining the first map from 1734?

- 
- 
- 

What are three observations you have while examining the second map from 1818?

- 
- 
- 

What are three observations you have while examining the third map from 2010?

- 
- 
- 

What changes were made between 1734, 1818 and 2010? List 3.

- 
- 
- 

What did not change during that time? List 2.

- 
- 

What Construction Type is the city of Savannah in your opinion?

## Lesson Three: Green Ideas Change City Designs

### Essential Question

- How do cultural preferences guide planners when designing cities?

### Background

*This lesson focuses on the efforts of people to consciously make their cities better places to live. During the 19<sup>th</sup> century people flocked to American urban areas, completely overwhelming the early designs. Workers from small towns and farms came to look for work in new factories. Immigrants arrived, too, in ever-growing numbers. Crowded, unsanitary conditions in cities became a concern for many Americans.*

*The original Green Movement was led by people who wanted to improve the quality of urban life by introducing open space into the crowded urban landscape. The reasons were aesthetic as well as practical. Residents of early industrial cities were prone to serious health problems which were the result of polluted air and water. Americans began to generate their own ideas about what a city should look like and what features it needed to meet the economic, health and social needs of ballooning populations. They preferred to build taller buildings, but also to leave open space wherever possible. Globally, more people live in cities than in rural areas and this trend is only expected to continue. Cities are once again struggling to deal with the rapid population expansion that plagued emerging urban areas during industrial era. Students will begin to identify specific city features that continue to emerge to meet changing cultural and economic needs.*

### Concepts/Big Ideas

- Urban Sprawl
- Urban/Suburban
- Green Movement
- Open Space
- Sustainability

### Instructional Strategies

#### Activating Prior Knowledge: Brainstorm

Ask students to brainstorm individually all the words they can think of that describe a modern day city.

Next, ask students what environmental problems they think modern cities are facing. Have students work in pairs to list any ideas they have on how city planners might try to address some of these issues.

### **Strategy 1: Concept Development - Explaining Sustainability**

*Students will use graphic organizer as they learn about the word “sustainability” through three short films. They will answer questions based on the videos on their organizer, with or without a partner, based on teacher discretion and timing. The videos can be found at the following links...*

Climate Change: <https://video.nationalgeographic.com/video/101-videos/0000015d-3cb1-d1cb-a7fd-fcfd49980000>

Urban Sprawl: <https://www.youtube.com/watch?v=TRb52O76HxQ>

Water Use in Cities: <https://vimeo.com/155849692> (This is a 7 minute video but you can just watch the first 2 ½ minutes.)

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

*Students will work together to read the article “**10 Cities that are leading the way in urban sustainability.**” This can be split up based on the ability level of the class. Vocabulary will be challenging for the students. Either give students the vocabulary with definitions prior to reading, or spend a class having students use context clues to help define the difficult words. A list of words and definitions is included below, along with a graphic organizer.*

*Students should discuss the article as a class and/or in groups and decide which technologies or policies they think are coolest, most effective, and least effective using the graphic organizer provided.*

## Green Cities Sustainability Video Organizer

### Climate Change 101

What do Greenhouse Gasses do to the Earth?

List four areas that will be impacted by climate change.

### How to Build a Better City

Why do you think people in suburbs create more waste than people in cities?

What policies contribute to Urban Sprawl?

### Nature Based Solutions in Urban Design

How does water travel through a city?

Why do cities use sewer systems? How can we make them more efficient and clean?

### 10 Cities leading the way in Urban Sustainability Pt. 1

You and a partner will read the front side of the article and using context clues, create a definition for each word.

| Vocab Word           | Possible Meaning | C or I |
|----------------------|------------------|--------|
| Acknowledge          |                  |        |
| Inconvenient         |                  |        |
| Laboratories         |                  |        |
| Innovative           |                  |        |
| Inaugural            |                  |        |
| Municipalities       |                  |        |
| Urban Sustainability |                  |        |
| Urban                |                  |        |
| Ultra-Efficient      |                  |        |

|                               |  |  |
|-------------------------------|--|--|
| Shuttles                      |  |  |
| Hybrid                        |  |  |
| Built Environment             |  |  |
| Sustainable Buildings Program |  |  |
| Financing                     |  |  |
| Retrofits                     |  |  |
| Ambitious                     |  |  |
| Carbon Neutral                |  |  |
| Emissions                     |  |  |
| Urban Sprawl                  |  |  |

## 10 Cities leading the way in Urban Sustainability Pt. 2

You and a partner will read the back side of the article and, using context clues, create a definition for each word.

| Vocab Word              | Possible Meaning | Conl |
|-------------------------|------------------|------|
| Initiatives             |                  |      |
| Renewable               |                  |      |
| Revitalization          |                  |      |
| Program                 |                  |      |
| Favelas                 |                  |      |
| Infrastructure          |                  |      |
| Adaption and Resilience |                  |      |
| Telecommunications      |                  |      |



|   |  |  |
|---|--|--|
| Diverted                                  |  |  |
| Landfills                                 |  |  |
| Amalgum                                   |  |  |
| GPS                                       |  |  |
| Electronic Road Toll<br>Collection System |  |  |
| Cap and Trade                             |  |  |
| CO2                                       |  |  |
| Sustainable Energy                        |  |  |
| Excel                                     |  |  |
| Adapting                                  |  |  |

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

## "The 10 Cities Leading the Way in Urban Sustainability" - Exit Ticket

Directions: Using your reading ("The 10 Cities Leading the Way in Urban Sustainability"), and the vocabulary definitions, answer the following questions about the article.

1. What does "urban sustainability" mean?
  - a. Uncontrolled expansion of urban areas
  - b. Something created from two different parts
  - c. Man-made surroundings (buildings, roads, parks, farms, etc.)
  - d. Building and development practices that don't damage an urban area

2. Match the city with the way they are fighting climate change.

A 80% of all trash is diverted from landfills. \_\_\_\_\_ Copenhagen

B Cut emissions by 13% to prevent CO<sub>2</sub> from releasing. \_\_\_\_\_ San Francisco

C Power the city by renewable sources by 2025. \_\_\_\_\_ Bogota

D Completely carbon neutral by 2025. \_\_\_\_\_ Tokyo

E Shuttles over 70% of the city's population. \_\_\_\_\_ Munich

3. From the 10 cities on the list, choose **three** that you think are the best in urban sustainability.

- a.
- b.
- c.

4. From your top three cities, choose **one** that is the best in urban sustainability. How would you defend your answer? Provide examples to support your answer and compare your city to another on the top 10 list to prove it is better overall.

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## Lesson 4: Green Cities - Today and Tomorrow

### Essential Question

How are changing physical and cultural characteristics impacting city design??

#### Concepts/Big Ideas

- Open Space Development
- City Parks Movement
- Infrastructure
- Conservation

#### Instructional Strategies

##### Activating Prior Knowledge:

Ask student to recall the plans and patterns of cities that were brought with settlers from Europe to America.

Have them work in pairs to discuss some of the problems that emerged from early city designs when populations began to grow. Have the pairs come up with a few words to describe what cities might look like if they were designed for:

- Low population density
- Lots of parks and open spaces
- Roadways for cars and other forms of transportation
- Pedestrian safety

Ask students which city design they think best describes their community?

### Strategy 1: Gathering Information

#### Modeling Spatial Organization<sup>4</sup>

*Help students understand the use of space within a city by using manipulatives to model various arrangements of buildings, streets and open space.*

*Provide each student or group of students with a sheet of blank paper and a set of 50 squares (about 1") of a contrasting color. Students will play the role of city planners.*

*Explain to the students that they will be planning the layout of a city of 50,000 people. Each square will represent 100 residents. The edges of the paper will be the limits of the*

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<sup>4</sup> Teacher tip: Snapping digital pictures of the designs students come up with will help keep a record of results.

*city. Spaces between the squares may be streets or open space. The students will be asked to arrange the squares four times, each time with a different objective in mind.*

*Round 1: (Low Profile City) Ask the students to arrange the squares so that each square has equal access to the street level. (No one will need to climb stairs or use elevators.) What is the best arrangement?*

*Round 2: (Spacey City) Ask the students to arrange the squares to allow for open spaces for recreation – stadiums and playing fields. At least 10 squares should be open for this purpose. Squares may be stacked up to 10 stories high to make room.*

*Round 3: (Motor City) Ask students to arrange for easy movement of cars and trucks through the city from "north to south" (top of page to bottom) and east to west (side to side). Next distribute 20 squares of a different color representing cars and 5 large squares for parking garages. Each parking garage can hold 4 auto squares.*

*Round 4: (Play Safe City) Ask students to arrange the squares to provide maximum security for children playing and/or traveling back and forth to school.*

### **Check for Understanding**

- 1.** Choose one of the city arrangements you modeled in this lesson. Sketch or represent the city plan you think is best. Then explain why it meets the needs of the residents.

### *Rubric*

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

## **Strategy 2: Gathering Information**

### **Planning for more sustainable cities**

*The use of visuals benefits many students. For more difficult concepts to understand, it is vital for students to have a variety of visuals to assist them in better understanding the concepts. It enables students to "see" a concept, giving them clues to assist them in their comprehension.*

*Show the slides from Green Ideas for Cities and Sustainable Development.*

*Have students respond to these questions:*

- *How are these connected to sustainable development?*
- *How and why do people continue to change their environment?*

### **Check for Understanding**

- How has the culture of sustainability affected the way that space is organized in modern cities?

*Rubric*

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

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

City planners of today try to follow these design principles:

| Design Principles  | Questions to Consider  |
|--|--|
| <b>Conserve resources. Don't waste energy, water, or money.</b>                    | How can a city planner conserve resources?                       |
| <b>Reduce trash. Reuse and recycle whenever you can.</b>                           | How can a city planner reuse or recycle materials?               |
| <b>Produce what you need.</b>  | How can a city planner help people produce what they need?       |
| <b>Use alternative energy sources.</b>   | How can a city planner use alternative energy sources?           |
| <b>Respect the natural world.</b><br><b>Avoid projects that damage ecosystems.</b> | How can a city planner avoid damage to ecosystems?               |
| <b>Include trees and plants in city designs whenever you can.</b>                  | How can a city planner include natural elements in city designs? |

### **Strategy 3: Application**

#### **Researching Sustainable Cities**

*Students will research techniques to make a city more sustainable. This research will be used for the transfer task. Students can work in groups, or individually, to find information about each of the six categories on the organizer. Putting the links on Schoology helps the process, or printing the articles out beforehand.*

*Make sure students are aware that they will be using this information and make it clear to them the fact that they will be designing a city for the future, so they should be knowledgeable about the techniques and policies they research.*

<http://www.wilderutopia.com/sustainability/reduce-reuse-recycle-urban-approaches-to-zero-waste/>

<http://www.smartcitiesdive.com/ex/sustainablecitiescollective/friday-fun-how-create-tomorrow-s-green-cities-today-s-garbage/1050616/>

<https://www.fastcompany.com/3025399/4-cities-developing-the-worlds-best-sustainable-transport-systems>

<http://www.conserve-energy-future.com/modes-and-benefits-of-green-transportation.php>

<http://www.coolcalifornia.org/tip/water-lg>

<http://listverse.com/2009/05/01/top-10-renewable-energy-sources/>

<http://inhabitat.com/8-overarching-urban-systems-that-make-a-sustainable-city/>

[http://www.huffingtonpost.com/2014/04/27/sustainable-architecture\\_n\\_5193101.html](http://www.huffingtonpost.com/2014/04/27/sustainable-architecture_n_5193101.html)

<http://www.businessinsider.com/the-greenest-american-cities-renewable-energy-2016-8/#san-diego-california-1>

<http://www.ucsusa.org/clean-energy/renewable-energy/public-benefits-of-renewable-power#.WRmoy4jyvIU>

## Ways to Make our Cities More Sustainable

You and your partners will research different techniques that are currently being used to make a city more sustainable. In each category, you should select your technique or technology and explain how it works. Write down the option you do not choose for reference later.

| <b>Water Use</b>                | <b>Building Design</b>          | <b>Energy Use</b>               |
|---------------------------------|---------------------------------|---------------------------------|
| Name of Technique or Technology | Name of Technique or Technology | Name of Technique or Technology |
| How does it work?               | How does it work?               | How does it work?               |
| Alternatives                    | Alternatives                    | Alternatives                    |



| <b>Power Sources</b>            | <b>Waste</b>                    | <b>Transportation</b>           |
|---------------------------------|---------------------------------|---------------------------------|
| Name of Technique or Technology | Name of Technique or Technology | Name of Technique or Technology |
| How does it work?               | How does it work?               | How does it work?               |
| Alternatives                    | Alternatives                    | Alternatives                    |

### **Check for Understanding**

Ask students to think about what they value in a city. Have them describe (and draw for a homework assignment) what their ideal city of the future would look like. Students will write the goals for their city (what their citizens value), what city-types would be best for achieving that goal, and then create a blue print that incorporates those ideas and the sustainable technologies that the students found in their research.

# Green Ideas for Cities



## Green idea today

The Chicago City Hall green roof helps cool the building. It also helps reduce energy costs, minimize water run-off, and improve air quality.



**What if** the roof area of tall buildings in the city was used to grow food or provide space for recreation?

This is a computer simulation of what it might look like.

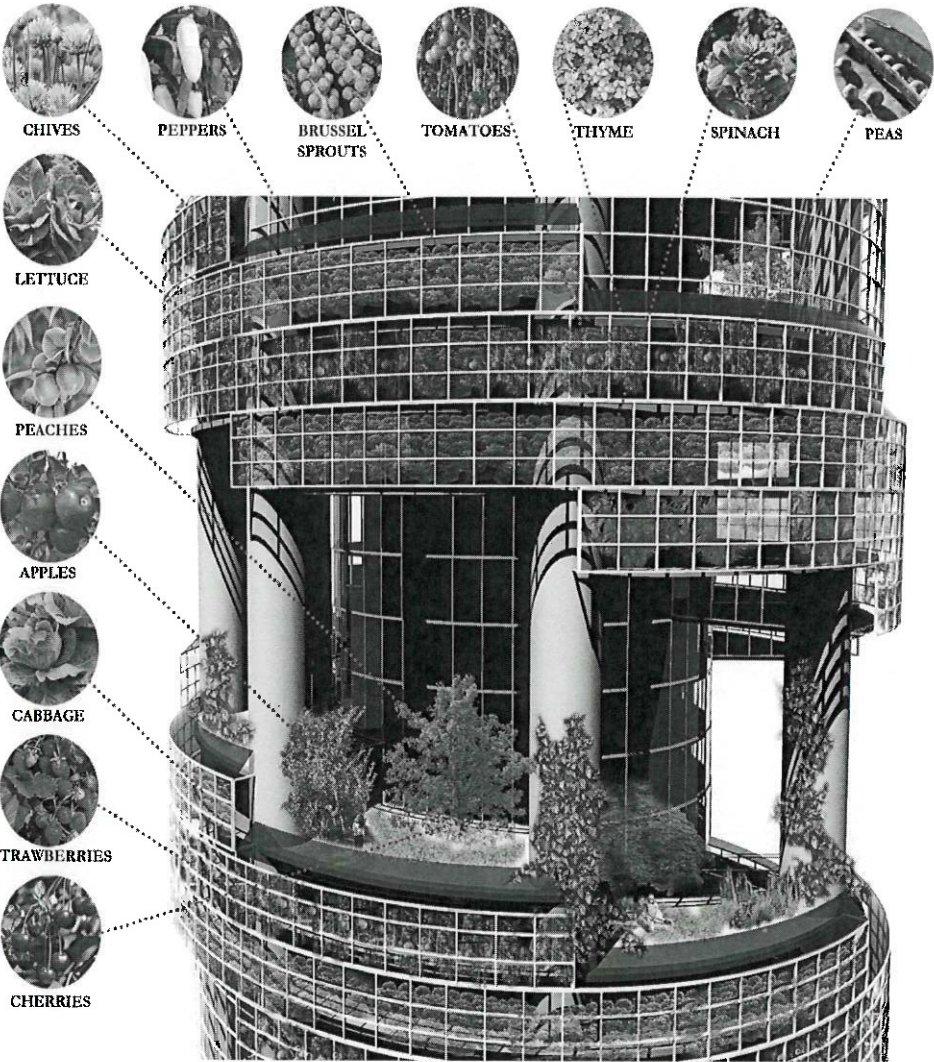
[www.ecogeek.org](http://www.ecogeek.org)

City with "green" or garden roofs

## High-Rise Farms

# Benefits of growing plants in cities

- Lower transportation costs
- Disease-free food
- Grow food year-round
- Indoor crops not damaged by weather events



## Design Your City

You are tasked with creating a blueprint for the city of your dreams. Follow the steps below to help you decide what your city should include, how it should be designed, and how to make it work.

What do you value? Write down five things that the citizens of your city think are important

- 1.
- 2.
- 3.
- 4.
- 5.

What city type, or types, would be best for achieving those goals? Why?

What technologies are you going to include in your city to make it more sustainable? Give a brief explanation of why you chose each one.

1.

2.

3.

4.

**Blueprint: Draw your city using topography and a map key.**

The image shows a large, empty rectangular frame intended for a drawing. In the top-left corner of this frame, there is a smaller, empty rectangular box with the text "Map Key" written inside it. The rest of the large frame is blank, providing space for the student to draw their city using topography and a map key.



## Delaware Recommended Curriculum

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

**Unit Title:**               **Partnerships and Partitions**

**Designed by:**           **Maggie Legates, Delaware Geographic Alliance**  
**Kristen Schlegel, Milford School District**

Portions of this unit were adapted with permission for the Delaware Recommended Curriculum from [National Geographic's Beyond Borders: Exploring European Physical and Cultural Landscapes in Grades 6-8.](#)

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

**Grade Level:**       **7**

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### Summary of Unit

This unit is about the reasons people divide up space - in their heads and on the ground. It looks at the causes and the effects of a human tendency to establish, identify with, and defend territory. The world regions of Europe and the Middle East provide excellent examples of the tendency of humans to divide space - and the opportunities for conflict and cooperation that result.

Students learn about situations where people have chosen to cooperate across borders, and also times when borders have increased tensions and led to increased conflict. But borders can change as conditions on the ground evolve through time. When there is a big disparity between borders and the patterns of culture or interests of people in the area, conflicts often surface. What happens when two groups claim the same territory, or when political borders are drawn that divides a cultural group?

Three lessons prepare students to demonstrate mastery of this benchmark.

- [Lesson One](#) examines how borders and boundaries can affect the lives of people in general and establishes the link between cultural identity and territory, using Europe as the context.
- [Lesson Two](#) examines the concepts of cooperation and conflict that arise along borders and develops them through a case study exploring a dispute over projects along the Danube River.
- [Lesson Three](#) applies conflict and cooperation to the conflicts of the Middle East. Students learn how water resources may become the subject of dispute or cooperative efforts in another world region. Then, applying conflict and cooperation to cultural matters, they learn how three religious groups may lay competing claims to the same territory. Through role playing and dialogue, students begin to understand the perspectives of the groups, and recognize the complexity of finding solutions to border disputes.

The transfer task challenges students to apply what they have learned to another problem of territorial identity - a people without a political territory.



### **Delaware Content Standards**

- **Geography Standard Four 6-8b:** Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.

### **Big Ideas**

- Territory
- Borders
- Boundaries

### **Unit Enduring Understandings**

- Borders define political regions; political borders are hard to change.
- Boundaries of cultural regions are usually blurry and subject to change.

### **Unit Essential Questions**

- Why are borders located where they are?
- How can physical features interact with country borders to cause conflict?
- How might sharing a physical border cause country to either cooperate or be in conflict?

### **Knowledge and Skills**

Students will know...

- Definitions and examples of formal, functional and perceptual regions
- Definitions and examples of cultural, physical, and economic regions
- Examples of borders that follow physical features and abstract borders
- Expressions of cooperation (shared access, trade, international ventures)
- Expressions of conflict (Legal disputes, political unrest, military action)
- Examples of political borders that changed over time

Students will be able to...

- Suggest borders or regional boundaries that will minimize conflict
- Identify or predict the likely result of a proposed border or boundary change

## Stage 2 – Assessment Evidence

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

### Transfer Task

Now that you have learned about territory and how conflicts and cooperation can influence the drawing of borders, it's time to demonstrate your understanding.



### TAKE A STAND ON KURDISH INDEPENDENCE!

The Kurds are a cultural group in the Middle East. They have their own language and customs. Most of them live in the mountains where the borders of Turkey, Iran and Iraq meet. This highland area is the source of rivers that flow into Iraq, Turkey and Iran. Oil deposits are also found in Kurdish areas

But the Kurds do not have their own country. Instead, Kurdish territory is divided among Turkey, Syria, Iraq, and Iran. The Kurds are a minority group in each of the four neighboring countries. Many Kurds would like to have a country where they are the majority, and Kurdish culture would be valued and supported.

Some people are proposing a new country called Kurdistan. The boundaries of this proposed country are shown in the map. The new country would include parts of Turkey, Iraq and Iran. Supporters of this plan claim that redrawing the map will solve problems. But will it cause more problems than it solves? You be the judge!

You have been invited to share your views on the proposed new country in a video clip for your student TV station. For your clip to be aired, you must clearly take a side for or against independence. Develop a set of up to 5 talking points. Write out your main ideas and key facts you want to remember to mention. For maximum effect, use the key words territory, border, conflict and cooperation in your presentation

Prepare one slide or poster to be shown during a "cut-away" during your presentation. Select the photos, map or other graphic carefully to support your talking points.

Your talking points and visual will be submitted to the show producers in advance of the interview.

**Rubric**

| <b>Score Point</b>  | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|---|--|--|--|--|
| Understanding of Territorial Expression of Culture is...                                    | Basic or unevenly applied to the aspects of the issue.<br>OR<br>Student takes no position on this issue of cultural territorial expression               | Evident, but vocabulary related to culture or territory may be applied inappropriately or be missing from the presentation | Evident in either talking points or visual. Geographic terms are generally used well.                          | Clearly evident in talking points and supported by visual. Geographic words are correctly used.                                  |
| Understanding of Conflict and Cooperation in relation with Boundaries and Borders is...     | Basic, but evident; no references to the map or facts provided. OR<br>The student takes no position on the effect of changing the international borders. | Evident, but vocabulary related to borders, conflicts and cooperation may be missing or inaccurately applied.              | Clearly evident and vocabulary is used appropriately in talking points or.<br>Visual                           | Clearly evident and vocabulary is used appropriately..<br>The visual clearly reinforces ideas of border conflict or cooperation. |
| Understanding effects of border changes. References to the effects of border changes are... | Basic and do not refer to effects of changes in cultural life in regions.  | Are evident. Some reference is made to the effects of discrepancies between cultural regions and political borders.        | Are evident. References to potential effects of border changes are supported by references to data or visuals. | Are evident. References to potential effects of border changes are supported by references to data and visuals.                  |

## Stage 3 – Learning Plan

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

### Lesson One: Drawing Borders<sup>1</sup>

#### Essential Question

- Why are borders located where they are?

#### Background

An area of the earth's surface with which people identify culturally or politically is termed a *territory*. Invariably, a territory is a formal region, defined by specific borders (though not always recognized by neighbors). The space within a territory is often regarded as a part of one's political or cultural definition. As such, it is exclusive and not able to be shared with others because to do so would dilute the identity it represents. In a perfect world, the world's political territories would each reflect the sovereignty of the people who occupy them. Unfortunately, cooperation such as that which produces the stable Canadian-U.S. border is not always the norm. Many active and latent conflicts exist in which different people lay claim to the same territory: in Northern Ireland between Protestants and Catholics, in northern Spain between Castilians and Basques, in Israel between Jews and Palestinians. Students should understand that the present-day division of the earth's surface into political and cultural regions is the result of the *current* consequences of conflict and cooperation between states and ethnic groups. Boundaries between groups have not always been stable, and claims over territory based on the discovery of new resources (e.g., oil) or the movement of people (e.g., illegal Salvadoran settlers in sparsely populated Honduras) can destabilize regional boundaries.<sup>2</sup>

#### Important Concepts

- **Border:** An imaginary line separating one political division, such as a country, state, province or county, from another
- **Country:** A recognized territory whose government is the highest legal authority over the land and the people living within its boundaries
- **Region:** An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas

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<sup>1</sup> This lesson is adapted with permission for the Delaware Recommended Curriculum from [National Geographic's Beyond Borders: Exploring European Physical and Cultural Landscapes in Grades 6-8](#).

<sup>2</sup> [Understanding the Geography Standards grade 6-8, page 10](#)

## Instructional Strategies

### Strategy 1: Gathering Information

#### Think-Pair-Share<sup>3</sup>

Use a Think-Pair-Share strategy for students. Ask each student to think of a time he or she crossed a political boundary or border.

How did you know where the border was?

Would the border be visible from outer space?

Have each student pair with a partner to talk about their answers together, then with the class.

Conduct a short discussion with the class raising questions about the words "border" and "region."

What do those words mean to students?

Why do people define regions or countries in any given area?

#### Check for Understanding

Ask students to think about borders in their community or state.

- How were the borders defined?
- Do they follow a physical feature in the landscape?
- Do they follow cultural differences between people on either side of the border?

### Strategy 2: Extending and Refining

#### Drawing Political Borders

Explain to students that in their activity today, they will work in a small group to set borders and define regions in an area of land.

Teacher Note: A transparency of the set of maps (Drawing Political Borders) could be cut in quarters, and the maps placed on top of one another to show students the interplay of physical and cultural features.

Have students work in groups of two. Provide each group with a set of maps (Drawing Political Borders) that show physical and cultural features of a fictitious area.

Challenge each group to draw country borders in the area, based on how they think the land should be divided. For best effect, the teacher **should not** provide further guidance, such as the number of regions, purpose of the boundaries, or what lies beyond the mapped area. This activity is intended as a discussion starter to bring out student ideas about how regions are defined, and how land and resources should be divided among countries.

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<sup>3</sup> Each individual student takes approximately one minute to think about an answer or solution and record their thoughts. The student then pairs up with another student and they discuss their answers or solutions together. Each pair responds for consideration by the entire class. <http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinkps.htm>

Have students use the information in three of the maps — Religions, Mountains and Rivers, and Languages — to determine where they would place borders in the Outline map. The group should come to a decision together and should take notes about why they drew the borders where they did. Give students about 10 minutes to draw their borders.

Once students complete the drawing of borders, ask questions to better understand what students are thinking:

- Do you think physical features such as rivers are more important than cultural ones, such as language, in setting borders? Why or why not?
- What would happen if you split this physical feature between two countries? Would people in the countries be able to share the land and/or resources or would they constantly fight over its use?
- What would happen if a country has a mix of different cultural features (language, religion, etc.)?
- Will this impact how the people can live and work together in that country?

### **Check for Understanding**

- Physical features like rivers and mountain ranges are often used to form boundaries. Name at least one advantage and one disadvantage of using physical features as international boundaries.
- Have each group use [this worksheet](#) to compile their reasons for why they drew the borders where they did. They will share these reasons with the class in Strategy 3.

### **Strategy 3: Application**

#### **Think-Pair-Square<sup>4</sup>**

Have students use a Think-Pair-Square strategy to analyze the problem of drawing the borders.

- What information was not provided that would have made their job easier? (For example, are there coastlines? How big is the total area? How many people live here? What is the climate? Where are the closest markets?)
- How might this information have impacted the regions and borders they set?

Ask students to discuss the number of the regions they established and the reasons borders were placed. (For example, students might have attempted to divide the space evenly; others may report that they tried to reduce conflict by keeping cultural groups together.)

Ask students whether they agree or disagree with the reasons other students gave for placing borders. Remember, there are no right or wrong answers; the point of the discussion is to bring out many perspectives.

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<sup>4</sup> This [activity](#) is built on the foundation of Think/Pair/Share without the class reporting. Then, after Think/Pair/Share takes place the partners team up with another set of partners creating groups of four students. Each group compares & contrasts the two sets of answers or solutions. From the two the group decides on a compromise. The whole class reports out on their decisions.

Ask students to speculate what other things might shape country borders (besides the physical and cultural features they looked at in this lesson). Students might list things such as wars between countries, natural resources, dividing land evenly between different groups, etc.

Have each original group of two students re-examine their original list of reasons from Strategy 2 for why they drew the borders where they did. Have this pair share with a 2<sup>nd</sup> pair of students to further refine the list.

Reveal to the students that the landmass they used in this exercise was adapted from the continent of Europe. (The shape is rotated and distinguishing peninsulas were removed, but language, ethnic groups and physical features are correct.) Tell students that their ideas about where borders should be placed in Europe may apply in other world regions. Keep the list of Reasons for Regions for the class to refer to in later lessons, to see if their ideas have changed.

### **Check for Understanding**

- Why are borders located where they are? Explain your answer with a geographic example.

### *Rubric*

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

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

### *Sample Responses*

2 – Borders are located by physical features because they don't change very often. For example, the Great Lakes border between Canada and the U.S. is easy to identify.

1 – Borders are shaped by where different cultures end up settling. Two different cultures might set a border between them.

## Lesson Two: Conflict and Cooperation in Czechoslovakia

### Essential Question

- How can physical features interact with country borders to cause conflict?

### Background

This case study illustrates how physical features can interact with country borders to cause conflict. In this case, two countries agreed to work together to build a series of dams on the Danube River, but problems kept the project from being completed, and the conflict continues 40 years later.

### Important Concepts

- Conflict: Incompatibility of one idea, desire, event, or activity with another
- Dams: Structures built across a river to control the flow of water
- Environment: The sum of the conditions that surround and influence an organism
- Flood: The rising and overflowing of a body of water onto land that is not normally covered with water

### Unfamiliar Place Names:

Czechoslovakia (now the Czech Republic and Slovakia)

Hungary

Gabčíkovo-Nagymaros (Pronunciation: gob-CHET-ko-vo NAHJ-mo-ra)

### Instructional Strategies

#### Strategy 1: Gathering Information

[Click here for the handout for this scenario:](#) Farmer Brown is located in the uplands of a river. Mrs. Jones owns property in the mid-stream area, and Fisherman Wilson operates near the mouth of the stream.

The question posed to students is:

- What happens to these three neighbors if Mrs. Jones decides to build a dam for a lumber mill on her property?

#### Strategy 2: Gathering information Selective Highlighting

Have students read [Rivers and the Gabčíkovo-Nagymaros Project](#).<sup>5</sup>

#### Teacher Tip

During directed reading, students can use highlighter pens of different colors or bookmark tags to identify pros and cons or evidence of conflict and cooperation.

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<sup>5</sup> This reading has a [lexile measure](#) of 1050, appropriate for the Common Core State Standards 6-8 grade cluster.



As the students read, ask them to:

- Identify one benefit, or positive outcome, that might result from the project, and one drawback, or negative outcome
- Find evidence of cooperation along the Danube and evidence of conflict
- Tell how people in the region have tried to settle this dispute.

Map reading: Students should use two reference maps: The Danube River and Gabčíkovo Dam and Gabčíkovo Dam to identify the locations and borders mentioned in the reading.

- Locate the area of the Gabčíkovo-Nagymaros Project on the map of the Danube River.
- Which countries are upstream of the project? Which countries are downstream?
- Where is the Danube River in relation to the country borders in the area? Based on the borders, who should control the river? Why?

### **Strategy 3: Extending and Refining**

#### **Think-Pair-Square<sup>6</sup>**

Divide the class into groups of approximately four students. Assign each group to discuss and construct an answer for these questions:

- Why would countries downstream from the dam care about the project? Countries upstream? Should they be allowed to help make decisions about the dams?
- In building the Cunovo dam and diversion canal, more than 80 percent of the water from the Danube River was moved out of its original course. How would this affect the people living along the original course of the river? How might it cause conflict?

#### **Check for Understanding**

- Why might this project help improve life in your countries?
- Why it is an example of international cooperation that other countries should follow?
- Explain the physical geography and the economic and political situation of the area as part of your press release.

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<sup>6</sup> This activity is built on the foundation of Think-Pair-Share without the class reporting. After Think-Pair-Share takes place, the partners team up with another set of partners creating groups of four students. Each group compares the two sets of answers or solutions. From the two the group decides on a compromise. The whole class reports out on their decisions.

## **Strategy 4: Application**

### **Laser Talk**

Have students work in groups of 2-3. Each group is assigned to present the case of either the Hungarians or the Czechs on the Gabčíkovo-Nagymaros Project. (Since it is important that both viewpoints be represented, the teacher may have to assign groups for each side.)

Each group will prepare a Laser Talk. Many geographers and planners make presentations to audiences about a particular topic. A laser talk is a format that a presentation could take which attempts to influence audience members to take a stand.

#### **Tips for delivering a laser talk:**

- **Get your listener's attention** with a dramatic fact or short statement. Keep this opening statement to one sentence if possible. For instance, you could say: "I know you share my concern about improving the environment."
- **Present causes** of the problem you introduced in the first section. How serious is the problem?
- **Suggest a solution** to the problem you just presented.
- **Be specific about what you want to do.**

[Click here for a Laser Talk rubric](#) designed to measure student performance for **Geography Standard Four 6-8b** and the **ELA CCSS Speaking and Listening Standard 4**.

## Lesson Three: Conflict and Cooperation in the Middle East

### Essential Question

- How might sharing a physical border cause countries to either cooperate or be in conflict?

### Instructional Strategies

#### Strategy 1: Gathering Information

Begin by asking students to transfer river systems concepts to rivers of the Middle East. Display the [Map of Rivers in Asia](#) or similar image and ask:

- Where are the headlands of the Nile? The Tigris and Euphrates?
- How might people in upstream areas influence people living downstream?

Help students relate settlement patterns to watersheds and river basins. Use the [Water Maps Set](#), which includes short readings and questions to reinforce that watersheds are functional regions based on water use, while countries are formal political regions.

#### Strategy 2: Extending and Refining

Use the student reading [Water in the Middle East: Conflict or Cooperation?](#)<sup>7</sup> to emphasize the scarcity of water in the Middle East and the probability that access to water in an arid region might lead to conflict or present opportunities for cooperation.<sup>8</sup>

Introduce cultural conflict and cultural affiliation with territory in Middle East. Provide background information on the three great religions that originated in the Middle East (Judaism, Christianity, and Islam) and the cultural ties and claims they make on the City of Jerusalem by using [Jerusalem: A Holy City](#) by Gale Ekiss, [Arizona Geographic Alliance](#).

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<sup>7</sup> This reading has a [lexile measure](#) of 1010, appropriate for the Common Core State Standards 6-8 grade cluster.

<sup>8</sup> An additional resource is a downloadable clip from PBS News Hour, [A Struggle for Water Resources in Middle East Conflict](#) with teacher's guide, posted on October 6, 2010. The video clip explores this issue in more depth, with more insight into efforts to cooperate and share resources.

### Strategy 3: Application

#### Thinking Like a Geographer

Have students read Do Good Fences Really Make Good Neighbors? Provide copies of Map 1 and Map 2 for pairs of students to use as they read. Student pairs should complete the *Thinking Like a Geographer* questions on the reading. It's important that students complete the questions for Map 1 first before moving on to Map 2.

For Map 1:

- How might partitioning the city lead to peace among the city residents of different faiths? In what ways might this traditional solution lead to increased conflicts?
- How might this map change if present trends continue?

For Map 2:

- Which quarter is likely to have the most visits from people of other faiths?  
*The Muslim Quarter; it contains three Christian shrines.*
- Use the map to plan a route for a tour group from each of the religious faiths. Which group will have the most contact with people from other faiths? *Christian pilgrims would have the most contact. Which group is likely to have the least contact? Muslims - only one site is outside the Muslim Quarter.*
- Based on the map, what places in the Old City might have the most potential for conflict? *The Temple Mount (lower right hand corner) has the greatest potential, with two Muslim sites and a Jewish site in very close proximity. Other potential trouble spots are wherever two faiths have a site side-by-side.*
- What steps might leaders take to reduce misunderstandings and conflicts in the Old City? Suggested answers - *Street signs and announcements could be made in several languages. Rules about required clothing, restricted items, traffic flow, and visiting hours, could be clearly posted on signs and given to tour guides and visitors. Security guards and visitor guides should be trained in cultural differences.*

## Additional Resources

- [Dispute over Danube Dam Threatens Hungarian Wetlands](#) (NY Times, July 1993)<sup>9</sup>
- [Explore water usage in the larger Middle East with an emphasis on problem solving based on data analysis.](#)

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<sup>9</sup> This article's lexile level is 1290, above the expectations for the 6-8 grade band, but its difficult place names account for the increase.

***Visual and Performing Arts  
Scope and Sequence Documents***

# Visual Arts

# Scope

# and

# Sequence

Grades K-8

Academy of Dover



# ART OPENING STATEMENT:

AOD's art program will help students develop creative thinking, self-expression, self-understanding, and an appreciation of the individuality of others. Art is a basic yet powerful form of communication that we want our students to know and understand. Students will have the opportunity to be creative with various materials and mediums and learn many principles of design.

---

## Academic Standards for Art

### **Standard 1: Generate and conceptualize artistic ideas and work.**

Creativity and innovative thinking are essential life skills that can be developed.

### **Standard 2: Organize and develop artistic ideas and work.**

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

### **Standard 3: Refine and complete artistic work.**

Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

### **Standard 4: Select, analyze, and interpret artistic work for presentation.**

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

### **Standard 5: Develop and refine artistic techniques and work for presentation.**

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

### **Standard 6: Convey meaning through the presentation of artistic work.**

Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.



# MUSIC OPENING STATEMENT:

AOD's music program will help and encourage students to gain independence and learn more music skills. They will be given opportunities to strengthen their knowledge of musical concepts and history through experience, exploration, discovery, and self-expression. The Music Classroom will center on active participation in music-making through the band, strings, and choral programs. Their work will culminate in Winter and Spring concerts to allow students and families to share in their musical experiences and education.

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## Academic Standards for Music

### **Standard 1: Performance:**

Students will develop growth in singing and playing music by acquiring self-discipline, working collaboratively, utilizing problem-solving skills and applying techniques specific to increasingly challenging musical literature.

### **Standard 2: Literacy:**

Students will learn to understand music notation, which is essential to musical literacy.

### **Standard 3: Analysis:**

Students will learn to critically listen, describe, analyze, and evaluate music as an expressive art form.

### **Standard 4: Creativity:**

Students will explore, connect concepts, communicate thoughts and ideas and apply higher level thinking skills through the creative process of composition and improvisation.

### **Standard 5: Making Connections:**

Students will study music's relationship to society, the other arts, all curricular areas outside the arts, history, and culture.

## VISUAL ARTS

### I. ELEMENTS OF ART

A. COLOR

B. LINE

### II. SCULPTURE

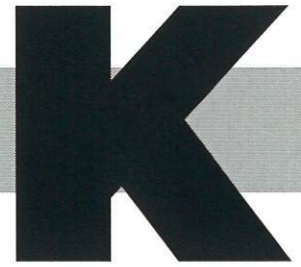
### III. DESCRIBING WORKS OF ART

## MUSIC

### I. ELEMENTS OF MUSIC

### II. LISTENING AND UNDERSTANDING

### III. SONGS



## I. Elements of Art Teachers:

### A. COLOR

- Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple)• Observe the use of color in

Pieter Bruegel, The Hunters in the Snow Helen Frankenthaler, Blue Atmosphere Paul Gauguin, Tahitian Landscape Pablo Picasso, Le Gourmet

### B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin • Observe different kinds of lines in Katsushika Hokusai, Tuning the Samisen Henri Matisse, Purple Robe and Anemones Joan Miró, People and Dog in the Sun

## II. Sculpture

- Recognize and discuss the following as sculptures: Northwest American Indian totem pole

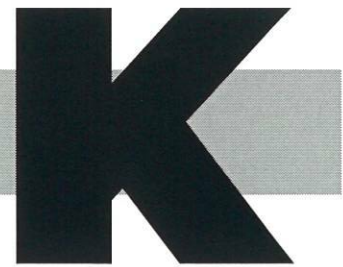
Statue of Liberty• Mobiles: Alexander Calder’s Lobster Trap and Fish Tail

## III. Looking at and Talking about Works of Art

### • Observe and talk about

Pieter Bruegel, Children’s Games Mary Cassatt, The Bath Winslow Homer, Snap the Whip Diego Rivera, Mother’s Helper Henry O. Tanner, The Banjo Lesson

# MUSIC



## I. Elements of Music:

• Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognize a steady beat; begin to play a steady beat.

Recognize that some beats have accents (stress).

Move responsively to music (marching, walking, hopping, swaying, etc.).

Recognize short and long sounds.

Discriminate between fast and slow.

Discriminate between obvious differences in pitch: high and low.

Discriminate between loud and soft.

Recognize that some phrases are the same, some different.

Sing unaccompanied, accompanied, and in unison.

## II. Listening and Understanding

• Recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, drum. • Become familiar with the following works:  
Edvard Grieg, "Morning" and "In the Hall of the Mountain King" from Peer Gynt  
Victor Herbert, "March of the Toys" from Babes in Toyland  
Richard Rodgers, "March of the Siamese Children" from The King and I  
Camille Saint-Saëns, Carnival of the Animals

## III. Songs

If You're Happy and You Know It  
Jingle Bells

In the Hall of the Mountain King"

Kumbaya (also Kum Ba Ya)

London Bridge

Old MacDonald Had a Farm

Row, Row, Row Your Boat

This Old Man

Twinkle Twinkle Little Star

The Bear Went Over the Mountain  
Bingo

The Farmer in the Dell

Go In and Out the Window

Go Tell Aunt Rhody

Here We Go Round the Mulberry Bush

The Hokey Pokey

Hush Little Baby

The Wheels on the Bus

## VISUAL ARTS

I. ANCIENT ART

II. ELEMENTS OF ART

A. COLOR

B. LINE

C. SHAPE

D. TEXTURE

III. PICTURE TYPES: PORTRAIT AND STILL LIFE

## MUSIC

I. ELEMENTS OF MUSIC

II. LISTENING AND UNDERSTANDING

A. MUSICAL TERMS AND CONCEPTS

B. MUSIC CAN TELL A STORY

C. AMERICAN AND MUSICAL TRADITIONS (JAZZ)

III. SONGS

# VISUAL ARTS



## I. Art from Long Ago:

- Look at and discuss Cave paintings Art of Ancient Egypt Great Sphinx Mummy cases: Tutankhamen's coffin Bust of Queen Nefertiti

## II. Elements of Art

### A. COLOR

Know that red, yellow, and blue are commonly referred to as the "primary colors," and that blue + yellow = green

blue + red = purple

red + yellow = orange

- Observe the use of color in

Claude Monet, Tulips in Holland

James A. McNeill Whistler, Arrangement in Black and Gray (also known as Whistler's Mother) Diego Rivera, Piñata

### B. LINE

Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin

- Observe how different lines are used in Jacob Lawrence, Parade

Henri Matisse, The Swan

Georgia O' Keeffe, one of her Shell paintings

### C. SHAPE

Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including

Jacob Lawrence, Parade

Grant Wood, Stone City, Iowa

### D. TEXTURE

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in Native American baskets (such as a pomo basket)

Edgar Degas, Little Fourteen-Year-Old Dancer (also known as Dressed Ballet Dancer)

Albrecht Dürer, Young Hare

# VISUAL ARTS

## III. Kinds of Pictures: Portrait and Still Life

- Recognize as a portrait or self-portrait:

Leonardo da Vinci, Mona Lisa

Francisco Goya, Don Manuel Osorio Manrique de Zuñiga  
Vincent van Gogh, Self-Portrait [1889]

- Recognize as a still life:

Vincent van Gogh, Irises

Paul Cézanne, studies with fruit, such as Apples and Oranges

- Recognize as a mural (a painting on a wall): Diego Rivera, The History of Medicine in Mexico

# MUSIC

## I. Elements of Music:

- Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat; begin to play a steady beat.

Recognize that some beats have accents (stress).

Move responsively to music (marching, walking, hopping, swaying, etc.).

Recognize short and long sounds.

Discriminate between fast and slow.

Discriminate between obvious differences in pitch: high and low.

Discriminate between loud and soft.

Understand that melody can move up and down.

Hum the melody while listening to music.

Echo short rhythms and melodic patterns.

Play simple rhythms and melodies.

Recognize like and unlike phrases.

Recognize that music has timbre or tone color. Sing unaccompanied, accompanied, and in unison.

- Understand that music is written down in a special way and become familiar with the following notation:

whole note   half note   quarter note





# MUSIC

## II. Listening and Understanding

### A. MUSICAL TERMS AND CONCEPTS

- Composers

Know that a composer is someone who writes music.

Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from A Little Night Music (Eine kleine Nachtmusik).

- Orchestra

Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion. Know that the leader of the orchestra is called the conductor. Listen to Sergei Prokofiev, Peter and the Wolf.

### B. MUSIC CAN TELL A STORY

- Opera

Understand that opera combines music, singing, and acting.

Listen to selections from Humperdinck's Hansel and Gretel: "Brother, Come Dance with Me," "I Am the Little Sandman," "Children's Prayer."

- Instrumental Music

Listen to Paul Dukas, The Sorcerer's Apprentice.

- Ballet

Understand that ballet combines music and movement, often to tell a story. Listen to Tchaikovsky's Nutcracker Suite.

### C. AMERICAN MUSICAL TRADITIONS

- Jazz

Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise.

Recognize Louis Armstrong as a great early jazz musician.

# MUSIC

## III. Songs

America the Beautiful

Billy Boy

Dry Bones

For He's a Jolly Good Fellow

Frère Jacques

La Cucaracha

Make New Friends

Michael, Row the Boat Ashore

Oh, Dear, What Can the Matter Be?

Oh, John the Rabbit

Oh! Susanna

On Top of Old Smokey

She'll Be Comin' 'Round the Mountain

Skip to My Lou

Take Me Out to the Ball Game

There's a Hole in the Bucket

When the Saints Go Marching In

Yankee Doodle

## VISUAL ARTS

I. ELEMENTS OF ART

II. SCULPTURE

III. PICTURE TYPES: LANDSCAPES

IV. ABSTRACT ART

V. ARCHITECTURE

## MUSIC

I. ELEMENTS OF MUSIC

II. LISTENING AND UNDERSTANDING

A. THE ORCHESTRA

B. KEYBOARD INSTRUMENTS

C. COMPOSERS AND THEIR MUSIC

III. SONGS

## I. Elements of Art

- Recognize lines as horizontal, vertical, or diagonal.
- Observe the use of line in Pablo Picasso, *Mother and Child*

Katsushika Hokusai, *The Great Wave at Kanagawa* *Nami-Ura from Thirty-six Views of Mt. Fuji*

## II. Sculpture

- Observe shape, mass, and line in sculptures, including *The Discus Thrower*

*Flying Horse* (from *Wu-Wei*, China) Auguste Rodin, *The Thinker*

## III. Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss

Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)

El Greco, *View of Toledo* (also known as *Toledo in a Storm*)

Henri Rousseau, *Virgin Forest*

Vincent van Gogh, *The Starry Night*

#### **IV. Abstract Art**

- Compare life like and abstract animals, including Paintings of birds by John James Audubon Albrecht Dürer, Young Hare Paul Klee, Cat and Bird Pablo Picasso, Bull's Head (made from bicycle seat and handlebars) Henri Matisse, The Snail (also known as Chromatic Composition)
- Observe and discuss examples of abstract painting and sculpture, including Marc Chagall, I and the Village Constantin Brancusi, Bird in Space

#### **V. Architecture**

- Understand architecture as the art of designing buildings.
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon).
- Noting line, shape, and special features (such as columns and domes), look at The Parthenon Great Stupa (Buddhist temple in Sanchi, India) Himeji Castle (also known as "White Heron Castle," Japan) The Guggenheim Museum (New York City)

## I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat.

Move responsively to music (marching, walking, hopping, swaying, etc.).

Recognize short and long sounds.

Discriminate between fast and slow; gradually slowing down and getting faster.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume.

Understand that melody can move up and down.

Hum the melody while listening to music.

Echo short rhythms and melodic patterns.

Play simple rhythms and melodies.

Recognize like and unlike phrases.

Recognize timbre (tone color).

Sing unaccompanied, accompanied, and in unison.

Recognize verse and refrain.

Recognize that musical notes have names.

Recognize a scale as a series of notes.

Sing the C major scale using "do re mi" etc.

- Understand the following notation:



staff,



treble clef, names of lines and spaces in the treble



whole note



half note



quarter note



whole rest



half rest



quarter rest

## II: LISTENING AND UNDERSTANDING

### A. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with instruments in the string family—violin, viola, cello, doublebass—and listen to Camille Saint-Saëns, from *Carnival of the Animals*: “The Swan” (cello) and “Elephants” (double bass)
- Antonio Vivaldi, *The Four Seasons* (see below, *Composers and Their Music*)
- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, *Toccata for Percussion*, third movement

### B. KEYBOARD INSTRUMENTS

- Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including: Wolfgang Amadeus Mozart, *Rondo Alla turca* from *Piano Sonata K. 331* Ludwig van Beethoven, *Für Elise*
- Felix Mendelssohn, from *Songs without Words*, “Spring Song”

### C. COMPOSERS AND THEIR MUSIC

- Antonio Vivaldi, *The Four Seasons*
- Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man’s Desiring*; *Toccata and Fugue in D minor*
- Ludwig van Beethoven, *Symphony No. 6 (“Pastoral”)*: first movement and from final movement, “Thunderstorm” to end of symphony

**III. SONGS**

Buffalo Gals

Casey Jones (chorus only)

Clementine

Dixie

Do-Re-Mi

The Erie Canal

Follow the Drinking Gourd

Good Bye Old Paint

Home on the Range

I've Been Working on the Railroad John Henry

Old Dan Tucker

The Star-Spangled Banner

Swing Low, Sweet Chariot

This Land Is Your Land

When Johnny Comes Marching Home



## VISUAL ARTS

### I. ELEMENTS OF ART

A. LIGHT

B. SPACE IN ARTWORKS

C. DESIGN: HOW ART ELEMENTS WORK  
TOGETHER

### II. AMERICAN INDIAN ART

### III. ART OF ANCIENT ROME AND BYZANTINE CIVILIZATION

## MUSIC

### I. ELEMENTS OF MUSIC

### II. LISTENING AND UNDERSTANDING

A. THE ORCHESTRA

B. COMPOSERS AND THEIR MUSIC

C. MUSICAL CONNECTIONS

### III. SONGS

## I. Elements of Art

### A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in James Chapin, Ruby Green Singing Jan Vermeer, Milkmaid

### B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)

- Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder

- Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings, including Jean Millet, The Gleaners

Pieter Bruegel, Peasant Wedding

### C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art: Figure and ground

Pattern

Balance and symmetry

- Examine design—how the elements of art work together—in Rosa Bonheur, The Horse Fair

Mary Cassatt, The Bath

Early American quilts Edward Hicks, The Peaceable Kingdom Henri Matisse, cut-outs: Icarus

Edvard Munch, The Scream

Horace Pippin, Victorian Interior Faith Ringgold, Tar Beach

## **II. American Indian Art**

- Become familiar with American Indian works, including Kachina dolls (Hopi, Zuni)  
Navajo (Dine) blankets and rugs, sand paintings Jewelry

## **III. Art of Ancient Rome and Byzantine Civilization**

- Become familiar with artworks of ancient Roman and Byzantine civilization, including Le Pont du GardThe Pantheon Byzantine mosaics Hagia Sophia

## I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat.

Move responsively to music.

Recognize short and long sounds.

Discriminate between fast and slow; gradually slowing down and getting faster.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume.

Understand that melody can move up and down.

Hum the melody while listening to music.

Echo short rhythms and melodic patterns.

Play simple rhythms and melodies.

Sing unaccompanied, accompanied, and in unison.

Recognize harmony; sing rounds.

Recognize verse and refrain.

Continue work with timbre and phrasing.

Review names of musical notes; scale as a series of notes; singing the C major scale using "do re mi" etc.

- **Understand the following notation**

names of lines and spaces in the treble clef

♪ treble clef, staff, bar line, double bar line, measure, repeat signs

whole note  half note  quarter note  eighth note 

whole rest, half rest, quarter rest

meter signature: **4/4 2/4 3/4**

soft loud

## II. Listening and Understanding

### A. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to  
Gioacchino Rossini, *William Tell Overture*, finale (trumpet)  
Wolfgang Amadeus Mozart, selections from the *Horn Concertos* (French horn)
- Become familiar with woodwind instruments—flute and piccolo (no reeds); clarinet, oboe, bassoon (with reeds)—and listen to Claude Debussy, *Prelude to the Afternoon of a Faun* (flute) Opening of George Gershwin's *Rhapsody in Blue* (clarinet)

### B. COMPOSERS AND THEIR MUSIC

- Peter Ilich Tchaikovsky, *Suite from Swan Lake*
- John Philip Sousa, *Stars and Stripes Forever*
- Aaron Copland, *Fanfare for the Common Man*; "Hoedown" from *Rodeo*, "Simple Gifts" from *Appalachian Spring*

### C. MUSICAL CONNECTIONS

- Nikolai Rimsky-Korsakov, *Scheherazade*, part one: "The Sea and Sinbad's Ship"
 

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• America ("My country, 'tis of thee")</li> <li>• A Bicycle Built for Two (chorus only)</li> <li>• Down in the Valley</li> <li>• He's Got the Whole World in His Hands</li> <li>• Hey, Ho, Nobody Home (round)</li> <li>• In the Good Old Summertime (chorus only)</li> <li>• Li'l Liza Jane</li> </ul> | <ul style="list-style-type: none"> <li>• My Bonnie Lies Over the Ocean</li> <li>• Polly Wolly Doodle</li> <li>• The Man on the Flying Trapeze (chorus only)</li> <li>• The Sidewalks of New York (chorus only)</li> <li>• Simple Gifts ("Tis a gift to be simple")</li> <li>• This Little Light of Mine</li> <li>• You're a Grand Old Flag</li> </ul> |
|--|---|

## III. SONGS

## VISUAL ARTS

I. ART OF THE MIDDLE AGES IN EUROPE

II. ISLAMIC ART AND ARCHITECTURE

III. THE ART OF AFRICA

IV. THE ART OF CHINA

V. THE ART OF A NEW NATION: THE UNITED STATES

## MUSIC

I. ELEMENTS OF MUSIC

II. LISTENING AND UNDERSTANDING

A. THE ORCHESTRA

B. VOCAL RANGES

C. COMPOSERS AND THEIR MUSIC

D. MUSICAL CONNECTIONS

III. SONGS

## I. Art of the middle Ages in Europe

- Note the generally religious nature of European art in the Middle Ages, including Examples of medieval Madonnas (such as Madonna and Child on a Curved Throne—13th century Byzantine) Illuminated manuscripts (such as The Book of Kells) Tapestries (such as the Unicorn tapestries)
- Become familiar with features of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles and statues) and famous cathedrals, including Notre Dame (Paris).

## II. Islamic Art and Architecture

- Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran).
- Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem  
Alhambra Palace, Spain  
Taj Mahal, India

## III. The Art of Africa

- Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting.
- Become familiar with examples of art from specific regions and peoples in Africa, such as Antelope headdresses of Mali  
Sculptures by Yoruba artists in the city of Ife Ivory carvings and bronze sculptures of Benin

**IV. The Art of China**

- Become familiar with examples of Chinese art, including  
Silk scrolls  
Calligraphy (the art of brush writing and painting) Porcelain

**V. The Art of a New Nation: The United States**

- Become familiar with famous portraits and paintings,  
including  
John Singleton Copley, Paul Revere  
Gilbert Stuart, George Washington  
Washington Crossing the Delaware
- Become familiar with the architecture of Thomas  
Jefferson's Monticello



## I. Elements of music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.

Discriminate between fast and slow; gradually slowing down and getting faster.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume. Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).

Sing unaccompanied, accompanied, and in unison.

Recognize harmony; sing simple rounds and canons.

Recognize verse and refrain; also, introduction and coda.

Continue work with timbre and phrasing.

Recognize theme and variations, and listen to Mozart, Variations on "Ah! vous dirai-je Maman" (familarly known as "Twinkle Twinkle Little Star"). Sing or play simple melodies.

- **Understanding the following notation:**

names of lines and spaces in the treble clef; middle C

♩ treble clef, staff, bar line, double bar line, measure, repeat signs

whole note, half note, quarter note, eighth note

whole rest, half rest, quarter rest

tied notes and dotted notes

# sharps ♭ flats

Da capo al fine

meter signature **4/4 2/4 4/3**

soft and loud

## II. Listening and Understanding

### A. THE ORCHESTRA

• Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, *The Young Person's Guide to the Orchestra*.

### B. VOCAL RANGES

Recognize vocal ranges of the female voice:

high = soprano

middle = mezzo soprano

low = alto

Recognize vocal ranges of the male voice:

high = tenor

middle = baritone

low = bass

### C. COMPOSERS AND THEIR MUSIC

- George Frederick Handel, "Hallelujah Chorus" from *The Messiah*
- Franz Joseph Haydn, *Symphony No. 94 ("Surprise")*
- Wolfgang Amadeus Mozart, *The Magic Flute*, selections, including: Overture; Introduction, "Zu Hilfe! Zu Hilfe!" (Tamino, Three Ladies); Aria, "Der Vogelfänger bin ich ja" (Papageno); Recitative and Aria, "O zittre nicht, mein lieber Sohn!" (Queen of the Night); Aria, "Ein Mädchen oder Weibchen" (Papageno); Duet, "Pa-pa-gena! Pa-pa-geno!" (Papageno and Papagena); Finale, Recitative and Chorus, "Die Strahlen der Sonne" (Sarastro and Chorus)

### D. MUSICAL CONNECTIONS

- Gregorian chant

## III. Songs

Auld Lang Syne

Blow the Man Down

Cockles and Mussels

Comin' Through the Rye

I Love the Mountains (round)

Loch Lomond

My Grandfather's Clock

Taps

The Yellow Rose of Texas

Waltzing Matilda

Songs of the U.S. Armed Forces:

Air Force Song

Navy Song (Anchors Aweigh)

The Army Goes [The Caissons Go] Rolling

Along The Marine's Hymn

## VISUAL ARTS

I. ART OF THE RENAISSANCE

II. AMERICAN ART: 19TH CENTURY UNITED STATES

III. ART OF JAPAN

## MUSIC

I. ELEMENTS OF MUSIC

II. LISTENING AND UNDERSTANDING

A. COMPOSERS AND THEIR MUSIC

B. MUSICAL CONNECTIONS

III. AMERICAN MUSICAL TRADITIONS (SPIRITUALS)

IV. SONGS

## I. Art of the renaissance

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance  
The vantage point or point-of-view of the viewer  
Convergence of lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres—such as portrait, fresco, Madonna—by Italian Renaissance artists, including  
Sandro Botticelli, *The Birth of Venus*  
Leonardo da Vinci: *The Proportions of Man*, *Mona Lisa*, *The Last Supper*  
Michelangelo, *Ceiling of the Sistine Chapel*, especially the detail known as *The Creation of Adam*  
Raphael: *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John*, *The Alba Madonna*, or *The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including Donatello, *Saint George*, Michelangelo, *David*
- Become familiar with Renaissance architecture, including *The Florence Cathedral*, dome designed by Filippo Brunelleschi, *St. Peter's in Rome*
- Observe and discuss paintings of the Northern Renaissance, including Pieter Bruegel, *Peasant Wedding*  
Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)  
Jan van Eyck, *Giovanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

## II. American Art: Nineteenth-Century United States

- Become familiar with the Hudson River School of landscape painting, including Thomas Cole, *The Oxbow* (*The Connecticut River Near Northampton*) (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)  
Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- Become familiar with genre paintings, including George Caleb Bingham, *Fur Traders Descending the Missouri*  
William Sidney Mount, *Eel Spearing at Setauket*
- Become familiar with art related to the Civil War, including Civil War photography of Mathew Brady and his colleagues  
*The Shaw Memorial* sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives.

## III. Art of Japan

- Become familiar with  
*The Great Buddha* (also known as the *Kamakura Buddha*)  
Landscape gardens

## I. Elements of music

- **Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).**

Recognize a steady beat, accents, and the downbeat; play a steady beat, a simpler rhythm pattern, simultaneous rhythm patterns, and syncopation patterns.

Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando*.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume; *crescendo* and *decrescendo*.

Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).

Sing unaccompanied, accompanied, and in unison.

Recognize harmony; sing rounds and canons; two- and three-part singing.

Recognize introduction, interlude, and coda in musical selections.

Recognize verse and refrain.



Continue work with timbre and phrasing.

Recognize theme and variations.

Sing or play simple melodies while reading scores.

- Understand the following notation and terms:

names of lines and spaces in the treble clef; middle C

 treble clef,  staff, bar line, double bar line, measure, repeat signs

 whole note  half note  quarter note  eighth note

whole rest, half rest, quarter rest, eighth rest

 grouped sixteenth notes

tied notes and dotted notes

 sharps  flats

*Da capo* [*dc.*] *al fine*

meter signature  $\frac{4}{4}$   $\frac{2}{4}$   $\frac{3}{4}$  or common time  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$

soft *pp* *p* *mp* loud *mf* *f* *ff*

## II. Listening and Understanding

### A. COMPOSERS AND THEIR MUSIC

- Ludwig van Beethoven, Symphony No. 5
- Modest Mussorgsky, Pictures at an Exhibition (as orchestrated by Ravel)

### B. MUSICAL CONNECTIONS

- Music from the Renaissance (such as choral works of Josquin Desprez; lute songs by John Dowland)• Felix Mendelssohn, Overture, Scherzo, and Wedding March from A Midsummer Night's Dream

## III. American Musical Traditions

- Spirituals

Originated by African-Americans, many spirituals go back to the days of slavery.

Familiar spirituals, such as:

Down by the Riverside

Sometimes I Feel Like a Motherless Child

Wayfaring Stranger

We Shall Overcome

## IV. SONGS

Battle Hymn of the Republic

Danny Boy

Dona Nobis Pacem (round)

Git Along Little Dogies

God Bless America

Greensleeves

The Happy Wanderer

Havah Nagilah

If I Had a Hammer

Red River Valley

Sakura

Shenandoah

Sweet Betsy from Pike

## VISUAL ARTS

### I. ART HISTORY: PERIOD AND SCHOOL

A. CLASSICAL ART: THE ART OF ANCIENT GREECE  
AND ROME

B. GOTHIC ART

C. THE RENAISSANCE

D. BAROQUE

E. ROCOCO

F. NEOCLASSICAL

G. ROMANTIC

H. REALISM

## MUSIC

### I. ELEMENTS OF MUSIC

II. CLASSICAL MUSIC: FROM BAROQUE TO  
ROMANTIC

A. BAROQUE

B. CLASSICAL

C. ROMANTIC



## I. Art history: periods and Schools

### A. CLASSICAL ART; THE ART OF Ancient Greece AND ROME

- Observe characteristics considered “classic”—emphasis on balance and proportion, idealization of human form—in The Parthenon and the Pantheon

The Discus Thrower and Apollo Belvedere

### B. GOTHIC ART (ca. 12th - 15th centuries)

- Briefly review the religious inspiration and characteristic features of Gothic cathedrals.

### C. THE RENAISSANCE (ca. 1350-1600)

- Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including Raphael, The School of Athens

Michelangelo, David (review from grade 5)

### D. BAROQUE (ca. 17th century)

- Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in El Greco, View of Toledo (also known as Toledo in a Storm) Rembrandt: a self-portrait, such as Self-Portrait, 1659E.

### E. ROCOCO (ca. mid- to late-1700's)

- Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, The Swing

## **F. NEOCLASSICAL (ca. late 18th - early 19th century)**

- Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jacques Louis David, Oath of the Horatii

## **G. ROMANTIC (ca. late 18th - 19th century)**

- Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in Francisco Goya, The Bullfight

Eugene Delacroix, Liberty Leading the People

Caspar David Friedrich, The Chalk Cliffs on Rugen

## **H. REALISM (ca. mid- to late-19th century)**

- Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in Jean Millet, The Gleaners Gustave Courbet, The Stone Breakers

- Become familiar with examples of American realism, including Winslow Homer, Northeaster

Thomas Eakins, The Gross Clinic

Henry O. Tanner, The Banjo Lesson

# MUSIC



## I. Elements of music

- Review as necessary from earlier grades:

The orchestra and families of instruments (strings, wind, brass, percussion); keyboard instruments

Vocal ranges: soprano, mezzo-soprano, alto; tenor, baritone, bass

- Recognize frequently used Italian terms:

grave (very very slow)

largo (very slow)

adagio (slow)

andante (moderate; "walking")

moderato (medium)

allegro (fast)

presto (very fast)

prestissimo (as fast as you can go)

ritardando and accelerando (gradually slowing down and getting faster) crescendo and decrescendo (gradually increasing and decreasing volume)

legato (smoothly flowing progression of notes), staccato (crisp, distinct notes)

- Recognize introduction, interlude, and coda in musical selections.

- Recognize theme and variations.

- Identify chords [such as I (tonic), IV (subdominant), V (dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).

- Understand what an octave is.


- Understand the following notation and terms:

names of lines and spaces in the treble clef; middle C

 treble clef  bass clef  staff, bar line, double bar line, measure, repeat signs

 whole note  half note  quarter note  eighth note

whole rest, half rest, quarter rest, eighth rest

 grouped sixteenth notes

tied notes and dotted notes

 sharps  flats  naturals

*Da capo* [dc.] *al fine*

meter signature:  $\frac{4}{4}$  or common time  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$

soft *pp* *p* *mp* loud *mf* *f* *ff*

## II. Classical music: From Baroque to romantic

### A. BAROQUE (ca. 1600-1750)

- Counterpoint, fugue, oratorio
- Johann Sebastian Bach: selections from Brandenburg Concertos, selections from The Well-Tempered Clavier, selections from the Cantatas such as BWV 80, BWV 140, or BWV 147
- George Frederick Handel: selections from Water Music, "Hallelujah Chorus" from The Messiah

### B. CLASSICAL (ca. 1750-1825)

- The classical symphony (typically in four movements) Wolfgang Amadeus Mozart, Symphony No. 40
- The classical concerto: soloist, cadenza  
Wolfgang Amadeus Mozart, Piano Concerto No. 21
- Chamber music: string quartet, sonata  
Franz Joseph Haydn, String Quartet Opus 76 No. 3, "Emperor"  
Ludwig van Beethoven, Piano Sonata No. 14 ("Moonlight" Sonata)

### C. ROMANTIC (ca. 1800-1900)

- Beethoven as a transitional figure: Symphony No. 9 (fourth movement)
- Romantic composers and works:  
Franz Schubert, lieder (art songs): Die Forelle ("The Trout"), Gretchen am Spinnrade ("Gretchen at the Spinning Wheel")  
Frederic Chopin: "Funeral March" from Piano Sonata No. 2 in B flat minor, "Minute" Waltz, "Revolutionary" Etude in C minor  
Robert Schumann, Piano Concerto in A Minor

## VISUAL ARTS

- I. ART HISTORY: PERIOD AND SCHOOL
  - A. IMPRESSIONISM
  - B. POST-IMPRESSIONISM
  - C. EXPRESSIONISM AND ABSTRACTION
  - D. MODERN AMERICAN PAINTING

## MUSIC

- I. ELEMENTS OF MUSIC
- II. CLASSICAL MUSIC: ROMANTICS AND NATIONALISTS
  - A. ROMANTIC COMPOSERS AND WORKS
  - B. MUSIC AND NATIONAL IDENTITY
- III. AMERICAN MUSICAL TRADITIONS (BLUES AND JAZZ)

## **I. Art history: Periods and Schools**

### **A. IMPRESSIONISM**

- Examine characteristics of Impressionism in  
Claude Monet: Impression: Sunrise, Bridge Over a Pool of Lilies  
Pierre Auguste Renoir, Luncheon of the Boating Party  
Edgar Degas, a ballet painting such as Dancing Class  
Mary Cassatt, The Boating Party

### **B. POST-IMPRESSIONISM**

- Examine characteristics of Post-Impressionism in  
Paul Cezanne: a still life such as Apples and Oranges, a version of Mont Sainte-Victoire, The Card Players  
Georges Seurat and pointillism: Sunday Afternoon on the Island of the Grande Jatte  
Vincent van Gogh: The Starry Night, one of his Sunflowers, a self-portrait such as Self-Portrait [1889]  
Paul Gauguin: Vision After the Sermon, Hail Mary (la Orana Maria)  
Henri Toulouse-Lautrec, At the Moulin Rouge  
Art Nouveau as a pervasive style of decoration

### **C. EXPRESSIONISM AND ABSTRACTION**

- Examine representative artists and works, including  
Henri Matisse: Madame Matisse, The Red Room, cutouts such as Beasts of the Sea  
Edvard Munch, The Scream  
Marc Chagall, I and the Village  
Pablo Picasso's early works, including Family of Saltimbanques
- Cubism  
Pablo Picasso, Les Femmes d'Alger (O.J. Version O), Les Femmes d'Alger (Version O)  
Marcel Duchamp, Nude Descending a Staircase
- Picasso after Cubism: Girl Before a Mirror, Guernica
- Other developers of abstraction:  
Vassily Kandinsky, Improvisation 31 (Sea Battle)  
Paul Klee, Senecio (also known as Head of a Man)  
Piet Mondrian, Broadway Boogie Woogie  
Salvador Dali and surrealism: The Persistence of Memory

### **D. MODERN AMERICAN PAINTING**

- Examine representative artists and works, including  
Edward Hopper, Nighthawks  
Andrew Wyeth, Christina's World  
Georgia O'Keeffe, Red Poppies
- Regionalists, social realists, and genre painters  
Grant Wood, American Gothic  
Diego Rivera [Mexican], Detroit Industry  
Norman Rockwell, Triple Self-Portrait 187

## I. Elements of music

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prestissimo (as fast as you can go)

ritardando and accelerando (gradually slowing down and getting faster) crescendo

and decrescendo (gradually increasing and decreasing volume)

legato (smoothly flowing progression of notes),

staccato (crisp, distinct notes)

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
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*Da capo* [*dc.*] *al fine*

meter signature:  $\frac{4}{4}$  or common time  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$

soft *pp* *p* *mp* loud *mf* *f* *ff*

## II. Classical Music: Romantics and Nationalists

### A. ROMANTIC COMPOSERS AND WORKS

- Composers and works:

Johannes Brahms, Symphony No. 1 (fourth movement)

Hector Berlioz, Symphonie Fantastique

Franz Liszt, Hungarian Rhapsody No. 2 for piano

Richard Wagner, Overture to Die Meistersinger von Nürnberg

### B. MUSIC AND NATIONAL IDENTITY

- Composers and works:

Antonín Dvořák, Symphony No. 9 ("From the New World")

Edvard Grieg, Peer Gynt Suites Nos. 1 and 2

Peter Ilich Tchaikovsky, 1812 Overture

## III. American Musical Traditions

- Blues

Evolved from African-American work songs and spirituals

Twelve bar blues form

- Jazz

African-American origins

Terms: improvisation, syncopation, solo and soloist

Ragtime: works of Scott Joplin (such as "The Entertainer" and "Maple Leaf Rag")

Louis Armstrong: early recordings such as "Potato Head Blues," "West End Blues," or "St. Louis Blues"

Duke Ellington: "Caravan," "Take the 'A' Train" [by Billy Strayhorn]

Miles Davis: "So What"

Influence of jazz on other music: George Gershwin's Rhapsody in Blue



## VISUAL ARTS

- I. ART HISTORY: PERIOD AND SCHOOL
  - A. PAINTING SINCE WORLD WARII
  - B. PHOTOGRAPHY
  - C. 20TH CENTURY SCULPTURE
- II. ARCHITECTURE SINCE THE INDUSTRIAL REVOLUTION

## MUSIC

- I. ELEMENTS OF MUSIC
- II. NON-WESTERN MUSIC
- III. CLASSICAL MUSIC: NATIONALISTS AND MODERNS
  - A. MUSIC AND NATIONAL IDENTITY
  - B. MODERN MUSIC
- IV. VOCAL MUSIC
  - A. OPERA
  - B. AMERICAN MUSICAL THEATER

## I. Art History: Periods and Schools

### A. PAINTING SINCE WORLD WAR II

- Examine representative artists and works, including  
Jackson Pollock and Abstract Expressionism: Painting, 1948  
Willem de Kooning, Woman and Bicycle  
Mark Rothko, Orange and Yellow  
Helen Frankenthaler, Wales  
Andy Warhol and Pop Art: Campbell's Soup Can, Marilyn  
Roy Lichtenstein, Whaam  
Romare Bearden, She-Ba  
Jacob Lawrence, a work from his Builder series or Migration of Negroes series

### B. PHOTOGRAPHY

- Examine representative artists and works, including  
Edward Steichen, Rodin with His Sculptures "Victor Hugo" and "The Thinker"  
Alfred Steiglitz, The Steerage  
Dorothea Lange, Migrant Mother, California  
Margaret Bourke-White, Fort Peck Dam  
Ansel Adams, Moonrise, Hernandez, New Mexico  
Henri Cartier-Bresson, The Berlin Wall

### C. 20TH CENTURY SCULPTURE

- Examine representative artists and works, including  
Auguste Rodin: The Thinker, Monument to Balzac  
Constantin Brancusi, Bird in Space  
Pablo Picasso, Bull's Head  
Henry Moore, Two Forms  
Alexander Calder, Lobster Trap and Fish Tail  
Louise Nevelson, Black Wall  
Claes Oldenburg, Clothespin  
Maya Lin, Vietnam Veterans Memorial

## II. Architecture Since the Industrial Revolution

- Demonstrations of metal structure: Crystal Palace, Eiffel Tower
- First skyscrapers: "Form follows function"  
Louis Sullivan: Wainwright Building  
Famous skyscrapers: Chrysler Building, Empire State Building
- Frank Lloyd Wright: Fallingwater, Guggenheim Museum
- The International Style  
Walter Gropius, Bauhaus Shop Block  
Le Corbusier: Villa Savoye, Unite d'Habitation, Notre Dame du Haut  
Ludwig Mies van der Rohe and Philip Johnson: Seagram Building

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meter signature:  $\frac{4}{4}$  or common time  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$

soft *pp* *p* *mp* loud *mf* *f* *ff*

## II. NON-WESTERN MUSIC

- Become familiar with scales, instruments, and works from various lands, for example: 12-tone scale, sitar from India, Caribbean steel drums, Japanese koto.

## III. Classical Music: Nationalists and Moderns

### A. MUSIC AND NATIONAL IDENTITY

- Composers and works:

Jean Sibelius, Finlandia

Bela Bartók, folk-influenced piano music such as Allegro barbaro, selections from Mikrokosmos or For Children

Joaquin Rodrigo, Concierto de Aranjuez

Aaron Copland, Appalachian Spring (Suite)

### B. MODERN MUSIC

- Composers and works:

Claude Debussy, La Mer, first movement, "De l'aube à midi sur la mer" Igor Stravinsky, The Rite of Spring, first performed in Paris, 1913

## IV. Vocal Music

### A. OPERA

- Terms: overture, solo, duet, trio, quartet, chorus, aria, recitative

- Composers and works:

Gioacchino Rossini, from The Barber of Seville: Overture and "Largo al factotum" Giuseppe Verdi, from Rigoletto: aria, "Questa o quella"; duet, "Figlia! . . . Mio padre!"; aria, "La donna è mobile"; quartet, "Bella figlia dell'amore"

### B. AMERICAN MUSICAL THEATER

- Composers and popular songs:

Irving Berlin, "There's No Business Like Show Business," "Blue Skies" George M. Cohan, "Give My Regards to Broadway," "Yankee Doodle Dandy" Cole Porter, "Don't Fence Me In," "You're the Top"

- Broadway musicals: selections including

Jerome Kern, Showboat: "Ole Man River"

Rodgers and Hammerstein, Oklahoma!: "Oh What a Beautiful Mornin'," "Oklahoma"

Leonard Bernstein and Stephen Sondheim, West Side Story: "Maria," "I Feel Pretty"

# CHORUS

# 7/8

## TOPICS:

**BREATH:** MEMORIZING AND EXECUTING A VARIETY OF VOCAL DRILLS WHILE PRACTICING GOOD VOCAL SKILLS

**DICTION/VOWEL FORMATION:** VOCALIZING VOWELS, CONSONANTS AND MULTIPLE LANGUAGES

**RANGE/PITCH/INTONATION:** SINGING ON PITCH AND CORRECTLY PLACING SOUND, CONTROLLING BREATH; EAR TRAINING

**POSTURE:** FACIAL/BODY RESONATORS, CORRECT SEATING AND STANDING

**VOCAL HEALTH:** VOCAL ANATOMY, VOCAL REST, AND PERFORMANCE PRACTICE

**MELODY:** PERFORMING A VARIETY OF REPERTOIRE WITH PITCH ACCURACY, UNISON BLEND, TWO PART, CHORD PROGRESSION AS WELL AS HARMONY AND TEXTURE

**HARMONIC BLEND:** HARMONIES THROUGH ROUNDS AND DUETS

**MUSIC SKILLS:** GROUP/INDIVIDUAL COMPOSITION, MUSIC NOTATION, RHYTHM READING, TONAL PATTERNS

**REHEARSAL ROUTINE:** PREPAREDNESS, UNDERSTANDING OF CUES AND CUT OFFS

**VOCAL WARM-UPS:** MEMORIZATION AND EXECUTION OF VOCAL DRILLS

**SIGHT SINGING:** SINGING SCALES AND SIGHT READING

**CONCERT REPERTOIRE:** INDIVIDUAL/GROUP INSTRUCTION AND VOCAL MODELING

**CONCERT PERFORMANCE:** SPRING/WINTER CONCERT

**CONCERT ETIQUETTE:** PERFORMANCE PRACTICE, DRESS CODE, AND ATTENDANCE

**CULTURAL MUSIC:** ACCULTURATING TO A VARIETY OF CULTURAL REPERTOIRE

**MUSIC GAMES:** PLAYING COOPERATIVE GAMES TO IMPROVE MUSICIANSHIP

**MUSICIANSHIP:** KNOWLEDGE OF MUSIC NOTATION, RHYTHMIC NOTATION, TEXTURE, SYMBOLS, DYNAMICS, TIME AND KEY SIGNATURES, INTERVALS, MELODIC DICTATION, FORMS, AND AUDIATION

**TOPICS:**

**REHEARSAL ROUTINE:** PREPAREDNESS, UNDERSTANDING OF CUES AND CUT OFFS

**INSTRUMENT CARE:** CLEANING THE INSTRUMENT, REED CARE, OILING OF VALVES

**BALANCE:** MELODY AND HARMONY; PYRAMID OF SOUND

**TONE PRODUCTION:** PRODUCE GOOD CLEAR TONE

**NOTES AND RHYTHMS:** COUNTING NOTES AND RESTS AND PLAYING SYNCOPATED RHYTHMS AND STEADY BEATS

**INTONATION:** PLAYING IN TUNE WITH OTHERS. TIGHTENING AND LOOSENING ACCORDINGLY

**DYNAMICS:** UNDERSTANDING THE MEANING OF DYNAMICS AND EXECUTING THEM

**KEY SIGNATURE:** KNOWING THE KEY OF THEIR OWN INSTRUMENT RELATED TO CONCERT PITCH; IDENTIFY THE KEY ON ANY PIECE OF MUSIC.

**TIME SIGNATURE:** IDENTIFY THE TIME SIGNATURE AND PLAY ACCORDINGLY

**NOTE NAMES AND FINGERINGS:** IDENTIFY NOTE NAMES QUICKLY AND ACCURATELY

**SCALES:** PLAY 7 CONCERT SCALES; QUARTER NOTE = 80-120 BPM

**INSTRUMENT IDENTIFICATION:** IDENTIFY INSTRUMENTS STATING THEIR INSTRUMENT FAMILY AND HOW THEY ARE PLAYED

**VOCAL WARM-UPS:** MEMORIZATION AND EXECUTION OF VOCAL DRILLS

**SIGHT READING:** PLAYING SCALES AND SIGHT PLAYING

**CONCERT REPERTOIRE:** INDIVIDUAL/GROUP INSTRUCTION AND INTONATION MODELING

**CONCERT PERFORMANCE:** SPRING/WINTER CONCERT

**CONCERT ETIQUETTE:** PERFORMANCE PRACTICE, DRESS CODE, AND ATTENDANCE

**CULTURAL MUSIC:** ACCULTURATING TO A VARIETY OF CULTURAL REPERTOIRE

**MUSICIANSHIP:** KNOWLEDGE OF MUSIC NOTATION, RHYTHMIC NOTATION, TEXTURE, SYMBOLS, DYNAMICS, TIME AND KEY SIGNATURES, INTERVALS, FORMS

# VISUAL ARTS ASSESSMENTS

1. INDIVIDUAL ASSESSMENT
2. COLLABORATIVE ASSESSMENT
3. PEER CRITIQUE AND REVIEW
4. REPERTOIRE ASSESSMENT
5. INSTRUCTOR OBSERVATION (VISUAL AND AURAL)
6. SELF-REFLECTION
7. NOTE ACCURACY TESTS
8. IDENTIFICATION TESTS

***Projected Revenue for 2022-2025***



**Academy of Dover Charter School**  
**Web Funding Report: Projection with 7th & 8th grade added**

|       | TOTAL ENROLLED                             | 329                    | 387                    | 430                    | 430                    | 430                    |
|-------|--|------------------------|------------------------|------------------------|------------------------|------------------------|
|       | Units Earned                               | 24.31                  | 27.79                  | 29.51                  | 29.51                  | 29.51                  |
| FY    | APPR                                       | FY21 Budget            | FY22                   | FY23                   | FY24                   | FY24                   |
|       | Prior Year Carryover                       | \$ 66,019.36           |                        |                        |                        |                        |
| 05177 | Charter Transportation                     | \$ 337,485.00          | \$ 379,542.00          | \$ 420,574.00          | \$ 420,574.00          | \$ 420,574.00          |
| 05213 | Operations                                 | \$ 2,655,649.00        | \$ 3,093,715.00        | \$ 3,208,146.00        | \$ 3,208,146.00        | \$ 3,208,146.00        |
| 05235 | Technology Block Grant                     | \$ 8,660.00            | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
| 05289 | Educational Sustainment                    | \$ 43,059.00           | \$ 43,000.00           | \$ 43,000.00           | \$ 43,000.00           | \$ 43,000.00           |
| 05297 | Educational Opportunity                    | \$ 30,296.00           | \$ 31,000.00           | \$ 31,000.00           | \$ 31,000.00           | \$ 31,000.00           |
| 05309 | SSBG-K to 3                                | \$ 12,461.00           | \$ 12,500.00           | \$ 12,500.00           | \$ 12,500.00           | \$ 12,500.00           |
| 05310 | SSBG- Reading                              | \$ 81,067.00           | \$ 81,000.00           | \$ 81,000.00           | \$ 81,000.00           | \$ 81,000.00           |
| 05311 | Opportunity Fund-Mental Health and Reading | \$ 27,836.00           | \$ 27,000.00           | \$ 27,000.00           | \$ 27,000.00           | \$ 27,000.00           |
| 05317 | Child Safety                               | \$ 532.00              | \$ 532.00              | \$ 532.00              | \$ 532.00              | \$ 532.00              |
| 50022 | MCI  | \$ 38,057.00           | \$ 45,000.00           | \$ 45,000.00           | \$ 45,000.00           | \$ 45,000.00           |
|       | <b>Total State Funds</b>                   | <b>\$ 3,301,121.36</b> | <b>\$ 3,718,289.00</b> | <b>\$ 3,873,752.00</b> | <b>\$ 3,873,752.00</b> | <b>\$ 3,873,752.00</b> |
|       | Food Service Carryover                     | \$ 72,691.46           |                        |                        |                        |                        |
|       | Local Carryover                            | \$ 275,253.36          | \$ 694,949.43          | \$ 1,015,417.86        | \$ 1,345,774.77        | \$ 1,658,143.22        |
| 91100 | Food Service                               | \$ 100,000.00          | \$ 110,000.00          | \$ 120,000.00          | \$ 120,000.00          | \$ 120,000.00          |
| 91200 | Stipend Reimbursement                      | \$ 390.76              |                        |                        |                        |                        |
| 98000 | Local Funds                                | \$ 499,494.59          | \$ 563,762.00          | \$ 594,652.00          | \$ 594,652.00          | \$ 594,652.00          |
| 98041 | Cost Recovery                              | \$ 10,240.10           | \$ 11,000.00           | \$ 12,000.00           | \$ 12,000.00           | \$ 12,000.00           |
| 98139 | Before and After Care                      | \$ 64.06               |                        |                        |                        |                        |
| 98159 | Donations                                  | \$ 25,922.91           | \$ 25,000.00           | \$ 25,000.00           | \$ 25,000.00           | \$ 25,000.00           |
| 98220 | Fundraising                                | \$ 3,862.00            | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
| 98230 | School Account                             | \$ 3,785.69            | \$ 3,500.00            | \$ 3,500.00            | \$ 3,500.00            | \$ 3,500.00            |
| 98231 | School Activities                          | \$ 1,386.95            | \$ 1,500.00            | \$ 1,500.00            | \$ 1,500.00            | \$ 1,500.00            |
| 99150 | EXC-CSD Settlement                         | \$ 220.43              | \$ 220.43              | \$ 220.43              | \$ 220.43              | \$ 220.43              |
|       | <b>Total Local Funds</b>                   | <b>\$ 993,312.31</b>   | <b>\$ 1,414,931.86</b> | <b>\$ 1,777,290.29</b> | <b>\$ 2,107,647.20</b> | <b>\$ 2,420,015.65</b> |
|       | Federal Fund Carryover                     | \$ 301,619.26          |                        |                        |                        |                        |
| 40114 | Title II                                   | \$ 31,993.00           | \$ 31,993.00           | \$ 31,993.00           | \$ 31,993.00           | \$ 31,993.00           |
| 40532 | Title IV                                   | \$ 22,058.00           | \$ 22,058.00           | \$ 22,058.00           | \$ 22,058.00           | \$ 22,058.00           |
| 40554 | Title I                                    | \$ 195,642.00          | \$ 195,642.00          | \$ 195,642.00          | \$ 195,642.00          | \$ 195,642.00          |
| 40564 | IDEA B                                     | \$ 69,907.00           | \$ 69,907.00           | \$ 69,907.00           | \$ 69,907.00           | \$ 69,907.00           |
| 40565 | IDEA C                                     | \$ 2,402.00            | \$ 2,402.00            | \$ 2,402.00            | \$ 2,402.00            | \$ 2,402.00            |
|       | <b>Total FEDERAL Funds</b>                 | <b>\$ 623,621.26</b>   | <b>\$ 322,002.00</b>   | <b>\$ 322,002.00</b>   | <b>\$ 322,002.00</b>   | <b>\$ 322,002.00</b>   |
|       | <b>ALL FUNDS Total</b>                     | <b>\$ 4,918,054.93</b> | <b>\$ 5,455,222.86</b> | <b>\$ 5,973,044.29</b> | <b>\$ 6,303,401.20</b> | <b>\$ 6,615,769.65</b> |

|    | Operating Budget Description                | Expenses               | Expenses               | Expenses               | Expenses               | Expenses               |
|----|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1  | Salaries and Benefits                       | \$ 2,902,714.15        | \$ 3,052,714.15        | \$ 3,202,714.15        | \$ 3,202,714.15        | \$ 3,202,714.15        |
| 2  | Utilities                                   | \$ 57,700.00           | \$ 60,000.00           | \$ 60,000.00           | \$ 60,000.00           | \$ 60,000.00           |
| 3  | Facility--Lease                             | \$ 565,195.00          | \$ 582,150.85          | \$ 599,615.38          | \$ 617,603.84          | \$ 636,131.95          |
| 4  | Additional Lease Amount for New Space       |                        | \$ 71,940.00           | \$ 71,940.00           | \$ 71,940.00           | \$ 107,940.00          |
| 5  | Transportation                              | \$ 239,115.00          | \$ 240,000.00          | \$ 250,000.00          | \$ 250,000.00          | \$ 250,000.00          |
| 7  | Contractor--Food Service                    | \$ 100,000.00          | \$ 110,000.00          | \$ 120,000.00          | \$ 120,000.00          | \$ 120,000.00          |
| 8  | Management Company                          |                        |                        |                        |                        |                        |
| 9  | Textbooks and Instructional Supplies        | \$ 59,750.00           | \$ 60,000.00           | \$ 60,000.00           | \$ 60,000.00           | \$ 60,000.00           |
| 10 | Building Maintenance and Custodial Services | \$ 63,500.00           | \$ 25,000.00           | \$ 25,000.00           | \$ 25,000.00           | \$ 25,000.00           |
| 12 | Other Expenses                              | \$ 156,556.00          | \$ 160,000.00          | \$ 160,000.00          | \$ 160,000.00          | \$ 160,000.00          |
| 13 | Contingency                                 | \$ 694,949.43          | \$ 1,015,417.86        | \$ 1,345,774.77        | \$ 1,658,143.22        | \$ 1,915,983.55        |
| 14 | Unallocated                                 | \$ 78,575.35           | \$ 78,000.00           | \$ 78,000.00           | \$ 78,000.00           | \$ 78,000.00           |
|    | <b>Total Operating Budget</b>               | <b>\$ 4,918,054.93</b> | <b>\$ 5,455,222.86</b> | <b>\$ 5,973,044.29</b> | <b>\$ 6,303,401.20</b> | <b>\$ 6,615,769.65</b> |
|    | Remaining                                   | \$ 0.00                | \$ 0.00                | \$ (0.00)              | \$ (0.00)              | \$ 0.00                |

### New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances. --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:

Specify grade configuration for the year of estimate (Example K-8, 9-12)

Specify the county the school will be located Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J12

K to 8  
Kent

|               |               |               |
|---------------|---------------|---------------|
| State Funding | Local Funding | Total Funding |
| \$3,473,257   | \$563,762     | \$4,037,019   |

**UNITS 27.79**

Total Students

387.00

Enter Estimated # of 10th Graders Here

0

|                               | #students per unit |
|-------------------------------|--------------------|
| Regular/Special K-3           | 16.2               |
| Regular Students 4-12         | 20                 |
| Special Students 4-12 Basic   | 8.4                |
| Special Students 4-12 Intense | 6                  |
| Special Students 4-12 Complex | 2.5                |

| Regular/Special K-3           | Amount | Local Pupil Rate | #            |
|-------------------------------|--------|------------------|--------------|
| Regular/Special K-3           | \$0    | \$1,474.37       | 24.00        |
| Regular Students 4-12         | \$0    | \$1,134.24       | 27.00        |
| Special Students 4-12 Basic   | \$0    | \$2,843.44       | 1.00         |
| Special Students 4-12 Intense | \$0    | \$3,980.81       | 2.00         |
| Special Students 4-12 Complex | \$0    | \$9,186.46       | 0.00         |
| <b>Totals</b>                 |        |                  | <b>55.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$5,212.03       | 0.00        |
| Regular Students 4-12         | \$0    | \$4,221.79       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$10,051.89      | 0.00        |
| Special Students 4-12 Intense | \$0    | \$14,072.65      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$32,475.33      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #             |
|-------------------------------|--------|------------------|---------------|
| Regular/Special K-3           | \$0    | \$1,205.77       | 171.00        |
| Regular Students 4-12         | \$0    | \$97,967         | 100.00        |
| Special Students 4-12 Basic   | \$0    | \$2,325.41       | 0.00          |
| Special Students 4-12 Intense | \$0    | \$81,390         | 25.00         |
| Special Students 4-12 Complex | \$0    | \$7,512.88       | 6.00          |
| <b>Totals</b>                 |        |                  | <b>307.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$3,164.40       | 0.00        |
| Regular Students 4-12         | \$0    | \$2,583.17       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$6,102.78       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$8,543.89       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$10,716.66      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$2,257.01       | 0.00        |
| Regular Students 4-12         | \$0    | \$2,838.16       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$8,281.38       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$8,793.63       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$20,293.68      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,382.03       | 3.00        |
| Regular Students 4-12         | \$0    | \$1,119.44       | 4.00        |
| Special Students 4-12 Basic   | \$0    | \$2,685.33       | 1.00        |
| Special Students 4-12 Intense | \$0    | \$2,731.47       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$8,611.08       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>8.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,413.19       | 0.00        |
| Regular Students 4-12         | \$0    | \$3,574.69       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$8,511.16       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$11,915.63      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$27,497.60      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,024.15       | 0.00        |
| Regular Students 4-12         | \$0    | \$826.59         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$1,975.23       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$2,765.32       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$6,381.50       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,806.57       | 1.00        |
| Regular Students 4-12         | \$0    | \$3,883.32       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$9,269.82       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$12,977.74      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$29,948.64      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>1.00</b> |

| Regular/Special K-3           | Amount    | Local Pupil Rate | #             |
|-------------------------------|-----------|------------------|---------------|
| Regular/Special K-3           | \$206,187 | \$1,205.77       | 171.00        |
| Regular Students 4-12         | \$97,967  | \$976.67         | 100.00        |
| Special Students 4-12 Basic   | \$11,627  | \$2,325.41       | 0.00          |
| Special Students 4-12 Intense | \$81,390  | \$3,255.58       | 25.00         |
| Special Students 4-12 Complex | \$46,077  | \$7,512.88       | 6.00          |
| <b>Totals</b>                 | \$441,948 |                  | <b>307.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$774.87         | 0.00        |
| Regular Students 4-12         | \$0    | \$627.65         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$1,494.40       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$2,082.16       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$4,828.08       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount   | Local Pupil Rate | #           |
|-------------------------------|----------|------------------|-------------|
| Regular/Special K-3           | \$4,146  | \$666.70         | 0.00        |
| Regular Students 4-12         | \$4,478  | \$558.66         | 0.00        |
| Special Students 4-12 Basic   | \$2,666  | \$1,350.13       | 0.00        |
| Special Students 4-12 Intense | \$0      | \$1,862.19       | 0.00        |
| Special Students 4-12 Complex | \$11,289 | \$4,287.35       | 0.00        |
| <b>Totals</b>                 |          |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,143.19       | 0.00        |
| Regular Students 4-12         | \$0    | \$3,574.69       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$8,511.16       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$11,915.63      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$27,497.60      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,024.15       | 0.00        |
| Regular Students 4-12         | \$0    | \$826.59         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$1,975.23       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$2,765.32       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$6,381.50       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,806.57       | 1.00        |
| Regular Students 4-12         | \$0    | \$3,883.32       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$9,269.82       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$12,977.74      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$29,948.64      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>1.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$3,000.82       | 0.00        |
| Regular Students 4-12         | \$0    | \$2,430.75       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$5,767.49       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$8,102.49       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$18,698.04      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,192.03       | 1.00        |
| Regular Students 4-12         | \$0    | \$95.60          | 1.00        |
| Special Students 4-12 Basic   | \$0    | \$2,289.04       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$3,218.65       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$7,427.66       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>2.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$666.70         | 0.00        |
| Regular Students 4-12         | \$0    | \$558.66         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$1,350.13       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$1,862.19       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$4,287.35       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,061.66       | 0.00        |
| Regular Students 4-12         | \$0    | \$859.95         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$2,047.49       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$2,868.48       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$6,614.96       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,143.19       | 0.00        |
| Regular Students 4-12         | \$0    | \$3,574.69       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$8,511.16       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$11,915.63      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$27,497.60      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,024.15       | 0.00        |
| Regular Students 4-12         | \$0    | \$826.59         | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$1,975.23       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$2,765.32       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$6,381.50       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$4,806.57       | 1.00        |
| Regular Students 4-12         | \$0    | \$3,883.32       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$9,269.82       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$12,977.74      | 0.00        |
| Special Students 4-12 Complex | \$0    | \$29,948.64      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>1.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$3,000.82       | 0.00        |
| Regular Students 4-12         | \$0    | \$2,430.75       | 0.00        |
| Special Students 4-12 Basic   | \$0    | \$5,767.49       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$8,102.49       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$18,698.04      | 0.00        |
| <b>Totals</b>                 |        |                  | <b>0.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #           |
|-------------------------------|--------|------------------|-------------|
| Regular/Special K-3           | \$0    | \$1,192.03       | 1.00        |
| Regular Students 4-12         | \$0    | \$95.60          | 1.00        |
| Special Students 4-12 Basic   | \$0    | \$2,289.04       | 0.00        |
| Special Students 4-12 Intense | \$0    | \$3,218.65       | 0.00        |
| Special Students 4-12 Complex | \$0    | \$7,427.66       | 0.00        |
| <b>Totals</b>                 |        |                  | <b>2.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #            |
|-------------------------------|--------|------------------|--------------|
| Regular/Special K-3           | \$0    | \$1,203.83       | 10.00        |
| Regular Students 4-12         | \$0    | \$975.18         | 4.00         |
| Special Students 4-12 Basic   | \$0    | \$2,321.86       | 0.00         |
| Special Students 4-12 Intense | \$0    | \$3,250.60       | 0.00         |
| Special Students 4-12 Complex | \$0    | \$7,501.39       | 0.00         |
| <b>Totals</b>                 |        |                  | <b>14.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #            |
|-------------------------------|--------|------------------|--------------|
| Regular/Special K-3           | \$0    | \$1,203.83       | 10.00        |
| Regular Students 4-12         | \$0    | \$975.18         | 4.00         |
| Special Students 4-12 Basic   | \$0    | \$2,321.86       | 0.00         |
| Special Students 4-12 Intense | \$0    | \$3,250.60       | 0.00         |
| Special Students 4-12 Complex | \$0    | \$7,501.39       | 0.00         |
| <b>Totals</b>                 |        |                  | <b>14.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #            |
|-------------------------------|--------|------------------|--------------|
| Regular/Special K-3           | \$0    | \$1,203.83       | 10.00        |
| Regular Students 4-12         | \$0    | \$975.18         | 4.00         |
| Special Students 4-12 Basic   | \$0    | \$2,321.86       | 0.00         |
| Special Students 4-12 Intense | \$0    | \$3,250.60       | 0.00         |
| Special Students 4-12 Complex | \$0    | \$7,501.39       | 0.00         |
| <b>Totals</b>                 |        |                  | <b>14.00</b> |

| Regular/Special K-3           | Amount | Local Pupil Rate | #            |
|-------------------------------|--------|------------------|--------------|
| Regular/Special K-3           | \$0    | \$1,203.83       | 10.00        |
| Regular Students 4-12         | \$0    | \$975.18         | 4.00         |
| Special Students 4-12 Basic   | \$0    | \$2,321.86       | 0.00         |
| Special Students 4-12 Intense | \$0    | \$3,250.60       | 0.00         |
| Special Students 4-12 Complex | \$0    | \$7,501.39       | 0.00         |
| <b>Totals</b>                 |        |                  | <b>14.00</b> |

| Regular/Special K-3 | Amount | Local Pupil Rate | #     |
|---------------------|--------|------------------|-------|
| Regular/Special K-3 | \$0    | \$1,203.83       | 10.00 |
| Regular Students 4- |        |                  |       |

**Charter School Revenue Calculation - Estimated State Funding**

|   |              |                                   |                 |                    |    |
|---|--------------|-----------------------------------|-----------------|--------------------|----|
| Student Total:  | 387          |                                   |                 |                    |    |
| Regular:  | 346          |                                   |                 |                    |    |
| Special:  | 41           |                                   |                 |                    |    |
| <b>Location</b>                                       |              |                                   |                 |                    |    |
| Districts:  |              |                                   |                 |                    |    |
| Appoquinimink   | 0            | Christina                         | 1               | Laurel             | 0  |
| Brandywine  | 0            | Colonial                          | 0               | Milford            | 2  |
| Caesar Rodney   | 55           | Delmar                            | 0               | Red Clay           | 0  |
| Cape Henlopen   | 0            | Indian River                      | 0               | Seaford            | 0  |
| Capital   | 307          | Lake Forest                       | 8               | Smyrna             | 14 |
|   |              |                                   |                 | Woodbridge         | 0  |
| Transportation Eligible Students:                     | 370          |                                   |                 |                    |    |
| Regular/Special K-3                                   | 210.00       | Unit size K-3 students =          |                 | 16.2               |    |
| Regular Students 4-12                                 | 136.00       | Unit size Regular students 4-12 = |                 | 20                 |    |
| Special Students 4-12 Basic                           | 7.00         | Unit size Basic students 4-12 =   |                 | 8.4                |    |
| Special Students 4-12 Intense                         | 27.00        | Unit size Intense Students 4-12=  |                 | 6                  |    |
| Special Students 4-12 Complex                         | 7.00         | Unit size Complex Students 4-12=  |                 | 2.6                |    |
| <b># of Div I Units Generated =</b>                   | <b>27.79</b> |                                   | <b>\$35,801</b> | <b>\$994,868</b>   |    |
| Administrative Assistant =                            | 1.00         |                                   | \$48,369        | \$48,369           |    |
| Percentage 11 Month Supervisor =                      | 0.19         |                                   | \$64,156        | \$12,190           |    |
| Percentage Transportation Supervisor =                | 0.05         |                                   | \$64,156        | \$3,208            |    |
| Principal =   | 1.00         |                                   | \$68,187        | \$68,187           |    |
| Assistant Principal =                                 | 0.65         |                                   | \$62,336        | \$40,518           |    |
| Percentage Visiting Teacher =                         | 0.11         |                                   | \$47,657        | \$5,242            |    |
| Percentage Driver Education Teacher =                 | 0.00         |                                   | \$43,130        | \$0                |    |
| Nurse =   | 0.21         |                                   | \$44,531        | \$9,281            |    |
| Academic Excellence Units =                           | 1.55         |                                   | \$42,538        | \$65,934           |    |
| Related Services Specialist K-3, 4-12 Reg, Basic 4-12 | 0.36         |                                   | \$47,716        | \$17,242           |    |
| Related Services Specialist Intensive                 | 0.82         |                                   | \$47,716        | \$39,040           |    |
| Related Services Specialist Complex                   | 0.90         |                                   | \$47,716        | \$42,822           |    |
| Clerical Units =                                      | 2.00         |                                   | \$32,632        | \$65,264           |    |
| Custodial Units =                                     | 1.00         |                                   | \$28,002        | \$28,002           |    |
| Cafeteria Manager =                                   | 0.73         |                                   | \$25,880        | \$18,892           |    |
| Cafeteria Worker =                                    | 2.40         |                                   | \$14,081        | \$33,794           |    |
| <b>Total Staffing =</b>                               | <b>40.75</b> |                                   |                 |                    |    |
| <b>Total Salary Costs</b>                             |              |                                   |                 | <b>\$1,492,854</b> |    |
| OEC Rate  |              |                                   | 32.26%          | \$481,595          |    |
| Health Insurance Per FTE                              |              |                                   | \$12,457        | \$507,678          |    |

|                                   |                    |
|-----------------------------------|--------------------|
| <b>Subtotal Personnel Revenue</b> | <b>\$2,482,127</b> |
|-----------------------------------|--------------------|

Other State Sources (based on Latest Available Values)

|  |           |  |            |
|--|-----------|--|------------|
| Division II Units (No Vocational Courses) =          | 27.79     |  |            |
| Division II - All Other Costs - Current Unit Value = | \$ 2,925  |  | \$ 81,282  |
| Division II - Energy - Current Unit Value =          | \$ 2,387  |  | \$ 66,331  |
| Division III - Equalization - Unit Value =           | \$ 15,814 |  | \$ 439,462 |
| Academic Excellence Division III =                   |           |  | \$ 24,512  |
| Student Transportation Amount =                      |           |  | \$ 379,542 |

|                               |                  |
|-------------------------------|------------------|
| <b>Subtotal Other Sources</b> | <b>\$991,130</b> |
|-------------------------------|------------------|

|                                  |                    |
|----------------------------------|--------------------|
| <b>Grand Total State Sources</b> | <b>\$3,473,257</b> |
|----------------------------------|--------------------|

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances. --State funds are automatically calculated and are detailed on the "State Detail Page" tab.

Please enter the following information:  
 Specify grade configuration for the year of estimate: K to 8 (Example K-8, 9-12)  
 Specify the county the school will be located: Kent (Choices New Castle, Kent or Sussex)  
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.  
 Enter the number of tenth graders in the box in cell location J12

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <b>State Funding</b> | <b>Local Funding</b> | <b>Total Funding</b> |
| \$3,628,720          | \$594,652            | \$4,223,372          |

|                       |               |
|-----------------------|---------------|
| <b>UNITS</b>          | <b>29.51</b>  |
| <b>Total Students</b> | <b>430.00</b> |

| 29. Annapolis/Link            | #           | Local Pupil Rate | Amount     | 31. Braintree                 | #           | Local Pupil Rate | Amount     | 10. Caesar Rodney             | #            | Local Pupil Rate | Amount          |
|-------------------------------|-------------|------------------|------------|-------------------------------|-------------|------------------|------------|-------------------------------|--------------|------------------|-----------------|
| Regular/Special K-3           | 0.00        | \$1,694.12       | \$0        | Regular/Special K-3           | 0.00        | \$5,212.09       | \$0        | Regular/Special K-3           | 25.00        | \$1,474.37       | \$36,859        |
| Regular Students 4-12         | 0.00        | \$1,612.81       | \$0        | Regular Students 4-12         | 0.00        | \$4,221.79       | \$0        | Regular Students 4-12         | 30.00        | \$1,194.24       | \$35,827        |
| Special Students 4-12 Basic   | 0.00        | \$3,844.02       | \$0        | Special Students 4-12 Basic   | 0.00        | \$10,051.89      | \$0        | Special Students 4-12 Basic   | 1.00         | \$2,843.44       | \$2,843         |
| Special Students 4-12 Intense | 0.00        | \$5,976.02       | \$0        | Special Students 4-12 Intense | 0.00        | \$14,072.65      | \$0        | Special Students 4-12 Intense | 2.00         | \$3,960.91       | \$7,962         |
| Special Students 4-12 Complex | 0.00        | \$12,406.20      | \$0        | Special Students 4-12 Complex | 0.00        | \$32,475.33      | \$0        | Special Students 4-12 Complex | 1.00         | \$8,185.48       | \$8,185         |
| <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>59.00</b> |                  | <b>\$92,678</b> |

| 17. Cape Henlopen             | #           | Local Pupil Rate | Amount     | 13. Capital                   | #             | Local Pupil Rate | Amount             | 33. Christina                 | #           | Local Pupil Rate | Amount     |
|-------------------------------|-------------|------------------|------------|-------------------------------|---------------|------------------|--------------------|-------------------------------|-------------|------------------|------------|
| Regular/Special K-3           | 0.00        | \$3,164.40       | \$0        | Regular/Special K-3           | 176.00        | \$1,205.77       | \$211,010          | Regular/Special K-3           | 0.00        | \$4,806.57       | \$0        |
| Regular Students 4-12         | 0.00        | \$2,663.17       | \$0        | Regular Students 4-12         | 136.00        | \$976.67         | \$132,827          | Regular Students 4-12         | 0.00        | \$3,895.32       | \$0        |
| Special Students 4-12 Basic   | 0.00        | \$6,102.78       | \$0        | Special Students 4-12 Basic   | 24.00         | \$2,325.41       | \$55,818           | Special Students 4-12 Basic   | 0.00        | \$9,269.82       | \$0        |
| Special Students 4-12 Intense | 0.00        | \$8,543.88       | \$0        | Special Students 4-12 Intense | 5.00          | \$3,255.58       | \$16,277           | Special Students 4-12 Intense | 0.00        | \$12,977.74      | \$0        |
| Special Students 4-12 Complex | 0.00        | \$19,716.69      | \$0        | Special Students 4-12 Complex | 345.00        | \$7,512.88       | \$2,592,162        | Special Students 4-12 Complex | 0.00        | \$29,948.64      | \$0        |
| <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>545.00</b> |                  | <b>\$2,765,977</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> |

| 34. Colonial                  | #           | Local Pupil Rate | Amount     | 37. Delmar                    | #           | Local Pupil Rate | Amount     | 36. Indian River              | #           | Local Pupil Rate | Amount     |
|-------------------------------|-------------|------------------|------------|-------------------------------|-------------|------------------|------------|-------------------------------|-------------|------------------|------------|
| Regular/Special K-3           | 0.00        | \$3,257.01       | \$0        | Regular/Special K-3           | 0.00        | \$774.87         | \$0        | Regular/Special K-3           | 0.00        | \$3,000.92       | \$0        |
| Regular Students 4-12         | 0.00        | \$2,638.18       | \$0        | Regular Students 4-12         | 0.00        | \$627.65         | \$0        | Regular Students 4-12         | 0.00        | \$2,430.75       | \$0        |
| Special Students 4-12 Basic   | 0.00        | \$6,284.38       | \$0        | Special Students 4-12 Basic   | 0.00        | \$1,494.40       | \$0        | Special Students 4-12 Basic   | 0.00        | \$5,787.49       | \$0        |
| Special Students 4-12 Intense | 0.00        | \$8,793.93       | \$0        | Special Students 4-12 Intense | 0.00        | \$2,092.15       | \$0        | Special Students 4-12 Intense | 0.00        | \$8,102.49       | \$0        |
| Special Students 4-12 Complex | 0.00        | \$20,293.88      | \$0        | Special Students 4-12 Complex | 0.00        | \$4,828.06       | \$0        | Special Students 4-12 Complex | 0.00        | \$18,698.04      | \$0        |
| <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> |

| 15. Lake Forest               | #           | Local Pupil Rate | Amount          | 18. Laurel                    | #           | Local Pupil Rate | Amount     | 18. Milford                   | #           | Local Pupil Rate | Amount         |
|-------------------------------|-------------|------------------|-----------------|-------------------------------|-------------|------------------|------------|-------------------------------|-------------|------------------|----------------|
| Regular/Special K-3           | 1.00        | \$1,382.03       | \$1,382         | Regular/Special K-3           | 0.00        | \$689.70         | \$0        | Regular/Special K-3           | 1.00        | \$1,192.09       | \$1,192        |
| Regular Students 4-12         | 6.00        | \$1,119.44       | \$6,717         | Regular Students 4-12         | 0.00        | \$986.66         | \$0        | Regular Students 4-12         | 1.00        | \$965.60         | \$966          |
| Special Students 4-12 Basic   | 1.00        | \$2,665.33       | \$2,665         | Special Students 4-12 Basic   | 0.00        | \$1,300.13       | \$0        | Special Students 4-12 Basic   | 0.00        | \$2,239.04       | \$0            |
| Special Students 4-12 Intense | 0.00        | \$3,731.47       | \$0             | Special Students 4-12 Intense | 0.00        | \$1,682.19       | \$0        | Special Students 4-12 Intense | 0.00        | \$3,216.85       | \$0            |
| Special Students 4-12 Complex | 0.00        | \$9,611.06       | \$0             | Special Students 4-12 Complex | 0.00        | \$4,297.35       | \$0        | Special Students 4-12 Complex | 0.00        | \$7,427.66       | \$0            |
| <b>Totals</b>                 | <b>8.00</b> |                  | <b>\$10,764</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>2.00</b> |                  | <b>\$2,158</b> |

| 32. Red Clay                  | #           | Local Pupil Rate | Amount     | 23. Seaford                   | #           | Local Pupil Rate | Amount     | 24. Smyrna                    | #            | Local Pupil Rate | Amount          |
|-------------------------------|-------------|------------------|------------|-------------------------------|-------------|------------------|------------|-------------------------------|--------------|------------------|-----------------|
| Regular/Special K-3           | 0.00        | \$4,413.19       | \$0        | Regular/Special K-3           | 0.00        | \$1,061.66       | \$0        | Regular/Special K-3           | 10.00        | \$1,203.93       | \$12,039        |
| Regular Students 4-12         | 0.00        | \$3,574.69       | \$0        | Regular Students 4-12         | 0.00        | \$859.95         | \$0        | Regular Students 4-12         | 6.00         | \$975.18         | \$5,851         |
| Special Students 4-12 Basic   | 0.00        | \$8,511.16       | \$0        | Special Students 4-12 Basic   | 0.00        | \$2,047.49       | \$0        | Special Students 4-12 Basic   | 0.00         | \$2,321.86       | \$0             |
| Special Students 4-12 Intense | 0.00        | \$11,915.63      | \$0        | Special Students 4-12 Intense | 0.00        | \$2,866.48       | \$0        | Special Students 4-12 Intense | 0.00         | \$3,250.60       | \$0             |
| Special Students 4-12 Complex | 0.00        | \$27,487.60      | \$0        | Special Students 4-12 Complex | 0.00        | \$6,614.95       | \$0        | Special Students 4-12 Complex | 0.00         | \$7,501.39       | \$0             |
| <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>0.00</b> |                  | <b>\$0</b> | <b>Totals</b>                 | <b>16.00</b> |                  | <b>\$17,890</b> |

**Charter School Revenue Calculation - Estimated State Funding**

|   |           |                                   |          |                    |    |
|---|-----------|-----------------------------------|----------|--------------------|----|
| Student Total:  | 430       |                                   |          |                    |    |
| Regular:  | 391       |                                   |          |                    |    |
| Special:  | 39        |                                   |          |                    |    |
| <b>Location</b>   |           |                                   |          |                    |    |
| Districts:  |           |                                   |          |                    |    |
| Appoquinimink   | 0         | Christina                         | 0        | Laurel             | 0  |
| Brandywine  | 0         | Colonial                          | 0        | Milford            | 2  |
| Caesar Rodney   | 59        | Delmar                            | 0        | Red Clay           | 0  |
| Cape Henlopen   | 0         | Indian River                      | 0        | Seaford            | 0  |
| Capital   | 345       | Lake Forest                       | 8        | Smyrna             | 16 |
|   |           |                                   |          | Woodbridge         | 0  |
| Transportation Eligible Students:                             | 410       |                                   |          |                    |    |
| Regular/Special K-3   | 212.00    | Unit size K-3 students =          |          | 16.2               |    |
| Regular Students 4-12   | 179.00    | Unit size Regular students 4-12 = |          | 20                 |    |
| Special Students 4-12 Basic                                   | 7.00      | Unit size Basic students 4-12 =   |          | 8.4                |    |
| Special Students 4-12 Intense                                 | 26.00     | Unit size Intense Students 4-12=  |          | 6                  |    |
| Special Students 4-12 Complex                                 | 6.00      | Unit size Complex Students 4-12=  |          | 2.6                |    |
| <br>  |           |                                   |          |                    |    |
| # of Div I Units Generated =                                  | 29.51     |                                   | \$35,801 | \$1,056,524        |    |
| Administrative Assistant =                                    | 1.00      |                                   | \$48,369 | \$48,369           |    |
| Percentage 11 Month Supervisor =                              | 0.20      |                                   | \$64,156 | \$12,831           |    |
| Percentage Transportation Supervisor =                        | 0.06      |                                   | \$64,156 | \$3,849            |    |
| Principal =   | 1.00      |                                   | \$68,187 | \$68,187           |    |
| Assistant Principal =   | 0.65      |                                   | \$62,336 | \$40,518           |    |
| Percentage Visiting Teacher =                                 | 0.12      |                                   | \$47,657 | \$5,719            |    |
| Percentage Driver Education Teacher =                         | 0.00      |                                   | \$43,130 | \$0                |    |
| Nurse =   | 0.22      |                                   | \$44,531 | \$9,856            |    |
| Academic Excellence Units =                                   | 1.72      |                                   | \$42,538 | \$73,165           |    |
| Related Services Specialist K-3, 4-12 Reg, Basic 4-12         | 0.40      |                                   | \$47,716 | \$19,145           |    |
| Related Services Specialist Intensive                         | 0.79      |                                   | \$47,716 | \$37,594           |    |
| Related Services Specialist Complex                           | 0.77      |                                   | \$47,716 | \$36,705           |    |
| Clerical Units =  | 2.00      |                                   | \$32,632 | \$65,264           |    |
| Custodial Units =   | 1.00      |                                   | \$28,002 | \$28,002           |    |
| Cafeteria Manager =   | 0.73      |                                   | \$25,880 | \$18,892           |    |
| Cafeteria Worker =  | 2.67      |                                   | \$14,081 | \$37,596           |    |
| <br>  |           |                                   |          |                    |    |
| Total Staffing =  | 42.84     |                                   |          |                    |    |
| <br>  |           |                                   |          |                    |    |
| Total Salary Costs  |           |                                   |          | \$1,562,218        |    |
| OEC Rate  |           |                                   | 32.26%   | \$503,972          |    |
| Health Insurance Per FTE                                      |           |                                   | \$12,457 | \$533,670          |    |
| <b>Subtotal Personnel Revenue</b>                             |           |                                   |          | <b>\$2,599,860</b> |    |
| <b>Other State Sources (based on Latest Available Values)</b> |           |                                   |          |                    |    |
| <br>  |           |                                   |          |                    |    |
| Division II Units (No Vocational Courses) =                   | 29.51     |                                   |          |                    |    |
| Division II - All Other Costs - Current Unit Value =          | \$ 2,925  |                                   |          | \$ 86,319          |    |
| Division II - Energy - Current Unit Value =                   | \$ 2,387  |                                   |          | \$ 70,442          |    |
| Division III - Equalization - Unit Value =                    | \$ 15,803 |                                   |          | \$ 466,349         |    |
| Academic Excellence Division III =                            |           |                                   |          | \$ 27,181          |    |
| Student Transportation Amount =                               |           |                                   |          | \$ 420,574         |    |
| <b>Subtotal Other Sources</b>                                 |           |                                   |          | <b>\$1,070,865</b> |    |
| <b>Grand Total State Sources</b>                              |           |                                   |          | <b>\$3,670,725</b> |    |

