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# thinking forward, looking back



Social Science for  
Grades 9-12

*Bright idea: Students learn from knowing their world.*



*thinking forward, looking back*



## **Social Science for Grades 9-12**

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## introduction

Welcome to Los Angeles Times in Education and **Thinking Forward, Looking Back**. We are pleased you are joining the growing number of educators who are making their curriculum more relevant and exciting with the Los Angeles Times.

The lessons in this guide are designed to help you teach the State of California's History and Social Science content standards in a real-life context using The Times or The Times electronic edition as a living textbook. As every lesson involves reading and working with newspaper content, these lessons also facilitate teaching reading writing, and study skills.

The introductory portion of each lesson lists the History/Social Science content standards that are relevant to that lesson. The lessons are keyed to a matrix, located on the next page, which shows at a glance which content standards and which History/Social Science analysis skills are covered in each lesson. The lessons themselves are not designed for any one particular grade, but they can be readily modified to suit the particular needs and abilities of your students.

**Thinking Forward, Looking Back** is one of a variety of curriculum guides produced by the Los Angeles Times in Education program for educators of grades from K-12. Each guide facilitates use of The Times or The Times electronic edition as an instructional tool and provides applications to help improve students' reading, writing, math, and critical-thinking skills.

# thinking forward, looking back

## Grades 9-12 History/ Social Science Standards Matrix

	Founding Fathers' Philosophy	The Way We Run Things	Industrial Impacts	Issues in the News	Lasting Effects	Roles of a World Power	Foreign or Domestic?	Levels of Government	Making a Difference	Economic Vocabulary	The Role of Religion	Colonialism Today	Where Things Come From	Supreme Justice	Media Influence
<b>HISTORY &amp; SOCIAL SCIENCE CONTENT STANDARDS</b>															
Development of Western Political Thought; Influence of U.S. Constitution (10.1)	X	X													
Principles & Influences of American, English & French Revolutions (10.2)		X													
Effects of Industrial Revolution (10.3)			X												
Imperialism & Colonialism (10.4)												X			
Causes & Consequences of World War II (10.8)					X										
Post-World War II Era; The Cold War (10.9)					X										
The World Economy (10.11)							X								
Philosophy of U.S. Declaration of Independence & Other Founding Documents (11.1)	X														
Industrialization & Urbanization (11.2)			X												
Role of Religion in Founding & Development of U.S. (11.3)										X					
Rise of U.S. as a World Power (11.4)						X									
U.S. Participation in World War II (11.7)					X										
Post World War II America (11.8)					X										
U.S. Foreign Policy (11.9)							X								
Major U.S. Social & Domestic Issues (11.11)				X											
Principles of U.S. Democracy (12.1 Civics)	X														
Citizens' Rights & Duties (12.2 Civics)				X					X						
The Supreme Court (12.5 Civics)														X	
Political Campaign Issues (12.6 Civics)				X											
Levels of Government (12.7 Civics)								X							
Influence of Media on U.S. Life (12.8 Civics)															X
Different Political Systems (12.9 Civics)		X													
Economic Terms & Concepts (12.1 Econ)										X					
International Trade Issues & Impacts (12.6 Econ)													X		

# thinking forward, looking back

## Grades 9-12 History/ Social Science Standards Matrix

	Founding Fathers' Philosophy	The Way We Run Things	Industrial Impacts	Issues in the News	Lasting Effects	Roles of a World Power	Foreign or Domestic?	Levels of Government	Making a Difference	Economic Vocabulary	The Role of Religion	Colonialism Today	Where Things Come From	Supreme Justice	Media Influence
<b>HISTORY &amp; SOCIAL SCIENCE ANALYSIS SKILLS</b>															
Compare Present with Past	X		X		X	X					X	X		X	
Analyze Change	X		X		X							X		X	
Use Maps												X	X		
Relate Events to Places		X					X	X					X		
Distinguish Valid Arguments				X		X							X		
Identify Bias & Prejudice										X					
Construct & Test Hypotheses	X			X		X									X
Show Connections Between Events & Trends					X		X		X		X				X
Cause & Effect	X	X		X	X	X	X		X		X	X			
Interpret Events in Historical Context						X						X			
Recognize That Events Could Have Happened Differently		X		X								X			
Analyze Human Impacts on Environment			X												

# founding fathers' philosophy

## OBJECTIVE

Students will find examples in the news of ways in which the ideals and philosophy of the founding fathers continue to affect our lives today.

## CONTENT STANDARDS

California History and Social Science Content Standards: 10.1, 11.1, 12.1 Civics (see Standards Matrix).

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Founding Fathers' Philosophy** worksheet.

## PROCEDURES

1. This lesson should be used after students have gained some familiarity with the ideas espoused in the Declaration of Independence, the Constitution, the Bill of Rights, the concept of federalism, and other documents related to the founding of the United States.
2. Lead a class discussion of the ideals and philosophy of the founding fathers. Ask students to suggest some of the ways in which these concepts affect our lives today. Make a list on the board of some of the concepts associated with the founding of our nation, such as:
  - Democracy
  - Republicanism
  - Equality
  - Freedom of religion
  - Freedom of speech
  - Federalism
  - States' rights
  - The rights of criminal defendants
  - etc.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute worksheets.
4. Ask students to skim the news looking for examples of the ideas on the class list developed in Step 2 above. Students should look in news stories, features, and advertisements for ways that these ideas continue to affect our lives today. Students should use the news items they find to complete their worksheets.
5. Have students share their findings with the class.

## EXTENSION

- Students can conduct a research project, using the newspaper and other media sources to trace how a particular right or concept espoused by the founding fathers has evolved to the present day.

# founding fathers' philosophy worksheet

## DIRECTIONS

Find three examples in the news of ways that the ideals and philosophy of the founding fathers continue to influence our lives today. For each example you find, write the headline, the document or concept it relates to, and a brief summary of the news item in the spaces below.

Headline:

---

Document or concept it relates to:

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Brief summary of news item:

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Headline:

---

Document or concept it relates to:

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Brief summary of news item:

---

---

---

Headline:

---

Document or concept it relates to:

---

---

Brief summary of news item:

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## the way we run things

### OBJECTIVE

Students will compare and contrast the political system of the United States with the political system of another nation in the news and consider factors that may have influenced the development of other systems of government.

### CONTENT STANDARDS

California History and Social Science Content Standards: 10.1, 10.2, Civics 12.9 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **The Way We Run Things** worksheet.

### PROCEDURES

1. Review and discuss with the class the principle ideals and structures of the political system in the United States. Ask students to name features of the American political system and write them on the board. Develop a list that includes at least the following:
  - one person, one vote
  - representative democracy
  - two major political parties
  - separation of powers into three branches of government/checks and balances
  - different levels of government (federal, state, local) with different powers
  - other student suggestions
2. Distribute copies of The Times or direct students to log on to The Times electronic edition and give students 10 or 15 minutes free reading time. Ask students to look for items in the news about other countries.
3. Divide the class into small groups. Ask each group to select an item in the newspaper that discusses the government or the political process in another country. Almanacs are a good source of information about governments around the world.
4. Distribute worksheets. Instruct each group to complete their worksheets by comparing the political system in their selected country to the list of attributes of the American system identified in Step 1 above (you may wish to keep this list on the board throughout this entire lesson).
5. Ask students to consider why their selected country's political system is similar to or different from our own. Lead a discussion of factors that may have influenced the development of other countries' political systems, such as colonialism, revolutions, economic conditions, industrialization (or the lack of it), citizens' education level, etc. Have students try to identify the specific factors that influenced the country they selected for this lesson.

### EXTENSION

- If students could make changes to the American political system, what would they change and why? Using ideas from the other nations studied in this lesson, have students develop a proposal or write an essay answering this question.

# thinking forward, looking back

## the way we run things worksheet

Name of country: \_\_\_\_\_

Headline: \_\_\_\_\_

Kind of government (for example, democracy, monarchy, dictatorship, etc.): \_\_\_\_\_

Complete the table by comparing the features of the U.S. political system with the system in the country you selected.

	<b>United States</b>	_____ (name of country)
<b>Voting</b>		
<b>Direct vs. representative</b>		
<b>Political parties</b>		
<b>Branches of government</b>		
<b>Levels of government</b>		
_____ (other)		
_____ (other)		

## industrial impacts

### OBJECTIVE

Students will compare and contrast pre-industrial revolution life to life in the post-industrial revolution era and life in third world countries today.

### CONTENT STANDARDS

California History and Social Science Content Standards: 10.3, 11.2

### MATERIALS

Classroom set of The Times or The Times electronic edition, attached **Industrial Impacts** worksheet.

### PROCEDURES

1. Review with the class the changes that the industrial revolution brought to communities. Ask students to volunteer their ideas about good or bad consequences of industrialization. For example, what in America are the positive and negative effects of industrialization that affect people? Students might mention conveniences and necessities like better transportation, communications, and health care, or harmful effects like increased pollution, impacts on wildlife, and a lessened sense of community.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition and instruct students to select and read news stories about less-developed (or “third world”) countries. Students can collect such news items over several newspaper delivery days.
3. Ask students to consider ways in which life in less-developed countries, based on the news items they have collected, differs from life in the United States. Help students make a list of different aspects of life that they can compare, for example:
  - access to education
  - access to health care
  - transportation
  - wealth or poverty
  - level of violence or lawlessness
  - availability of consumer products
  - environmental impacts
  - family/community life
  - etc.
4. Distribute worksheets. Have students complete Part 1 of their worksheets by listing characteristics of less-developed or third world countries (with respect to the list developed in Step 3 above) in the left circle. Students then list characteristics of developed countries (with respect to the same items listed in Step 3) in the right circle, and characteristics shared by both in the area where the circles overlap.
5. Have students complete Part 2 of their worksheets in the same way as Part 1, only this time ask them to compare characteristics of the less-developed countries in today’s news with characteristics of pre-industrial countries they have studied in history or social science.
6. Have students complete Part 3 of their worksheets by answering the questions. Then call on students to share their findings and conclusions with the class.

# industrial impacts *(continued)*

## EXTENSION

- Students can make a collage using pictures they cut out from the newspaper to illustrate the differences they have found between developed countries and less developed countries.

# industrial impacts worksheet

## PART 1.

List the countries you collected news items about in the appropriate column. Then list attributes of less developed countries in the left circle, attributes of developed countries in the right circle, and traits these countries share in the area where the circles overlap.

**Less-developed countries:**

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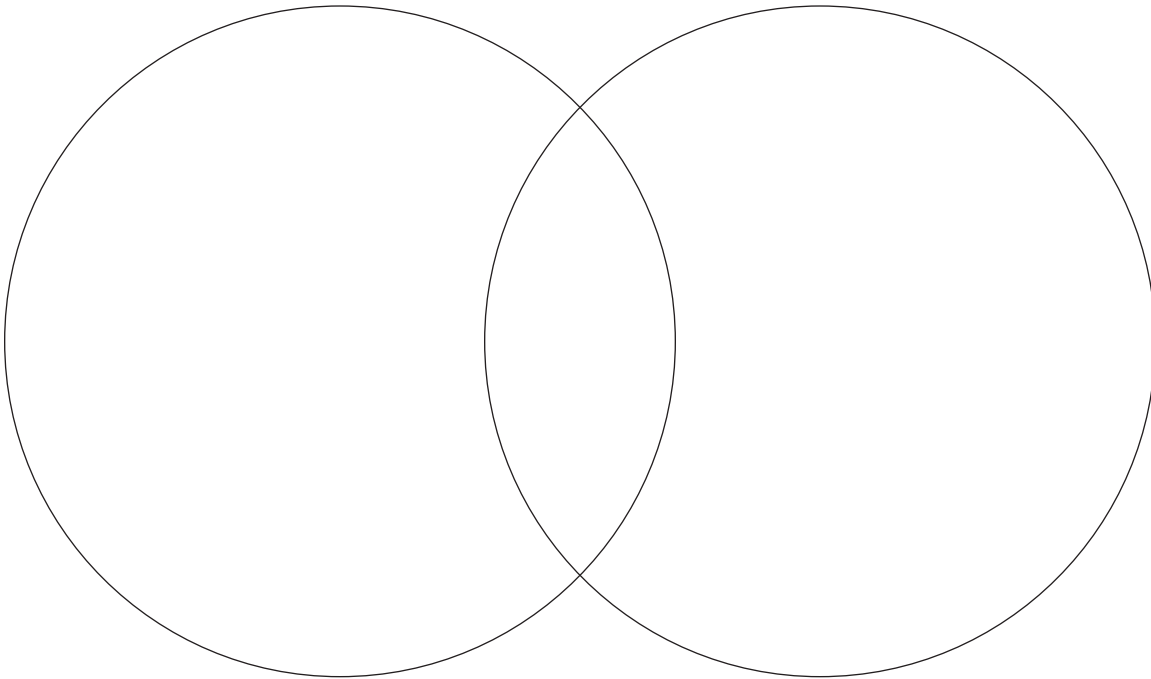
**The U.S. & other developed countries:**

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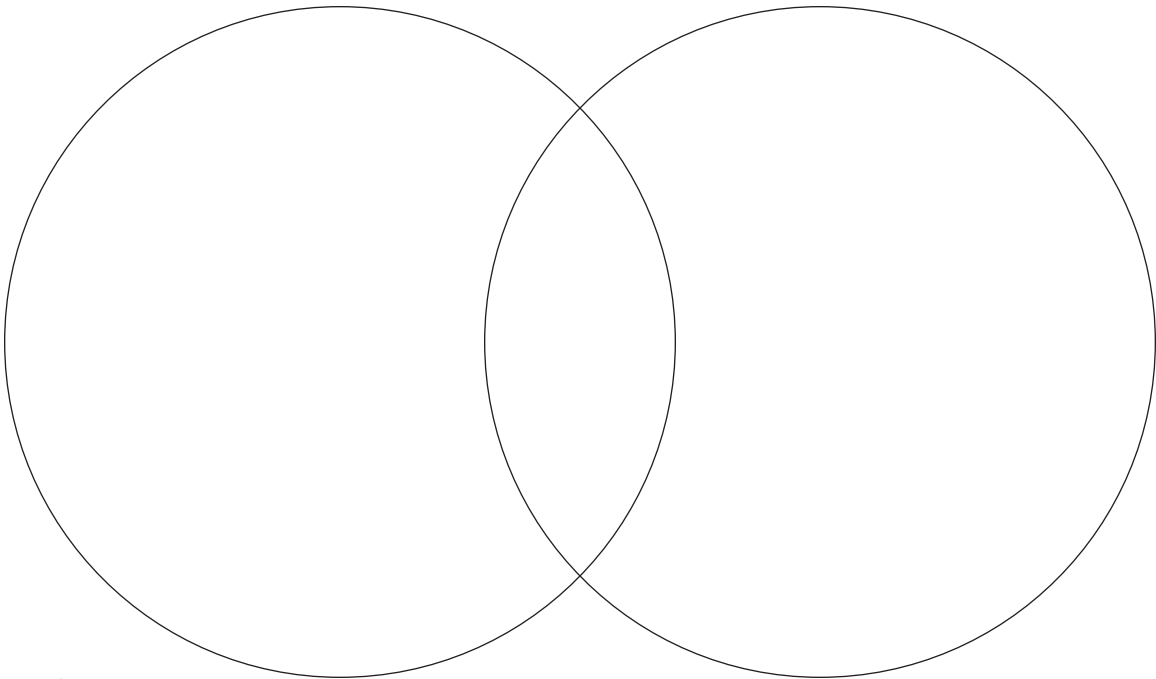
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# industrial impacts worksheet *(continued)*

## **PART 2.**

Complete the chart below in the same way as Part 1, but this time compare similarities and differences between less-developed countries of today and pre-industrial countries from history.



## **PART 3.**

1. What are the most important differences between life in the U.S. and life in less-developed countries of today?

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2. In what ways are less-developed countries of today similar to pre-industrial countries from history?

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3. In your opinion, what are the most significant advantages and disadvantages of industrialization?

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## issues in the news

### OBJECTIVE

Students will select newspaper articles about current issues in the news, prioritize them, brainstorm solutions, and identify actions the class can take to express their views or help solve the issues they have identified.

### CONTENT STANDARDS

California History and Social Science Content Standards: 11.11, Civics 12.2 and 12.6 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Issues in the News** worksheet.

### PROCEDURES

1. Distribute copies of The Times or direct students to log on to The Times electronic edition and give students 10 or 15 minutes free reading time. Then lead a class discussion in which students are asked to identify and comment on issues in today's news.
2. Explain that during this lesson, students will identify issues in the news, prioritize them, and brainstorm solutions. Discuss what an issue is, what makes it important and how to identify the different sides represented. Repeat Step 1 above over a period of several days. Each day after the free reading period and discussion, students should take notes about and/or clip news items they think are particularly important. If using the electronic edition, students will need to print their items and then cut them out.
3. After students have had the opportunity to collect approximately 10 news items each over a period of at least 4 or 5 newspaper delivery days, divide the class into small groups. Explain that each group will prioritize the news items collected by its members and develop a list of the 10 most important issues in the news.
4. Distribute worksheets and allow groups adequate discussion time to develop their "top 10 issues" lists and complete their worksheets. Each group can develop and use its own criteria for ranking the issues, but must explain its reasons for deciding an issue is important in the "Why Important?" column of the worksheet.
5. Next, have each group pick one of the issues from their worksheet and think of possible solutions or actions they could take to help based on information in the news article on that issue.
6. Have each group share its ideas with the class. Then ask the class to vote on some particular actions they can take. Examples of class actions will vary depending on the issues selected, and could include actions such as:
  - writing letters to the editor
  - writing letters to elected officials or business leaders
  - volunteering at a local charity or community service organization
  - start a recycling program
  - organizing to help clean up a local park

## issues in the news *(continued)*

### EXTENSIONS

- Invite a speaker who is knowledgeable about an issue in the news to come to your school and discuss the issue with students.
- If students have differing viewpoints about an issue or potential solutions, organize a debate where students take sides and present the pros and cons of that issue.

# issues in the news worksheet

	Headline/Summary of Issue	Why Important?
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Select one issue from the list above and brainstorm possible solutions or actions you could take with your group.

Issue:

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Possible Solutions/Actions:

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## lasting effects

### OBJECTIVE

Students will identify impacts of World War Two and the Cold War on current events in the news, then identify news events of today that may have impacts 25 or 50 years from now.

### CONTENT STANDARDS

California History and Social Science Content Standards: 10.8, 10.9, 11.7, 11.8 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Lasting Effects** worksheet.

### PROCEDURES

1. In conjunction with teaching social studies units on World War Two and the Cold War, distribute copies of The Times or direct students to log on to The Times electronic edition and tell students that they will look for ways on which these major events of the 20th Century affect today's news. You may wish to repeat this lesson twice – once in conjunction with your social studies unit on World War Two and again in conjunction with your social studies unit on the Cold War.
2. Begin by discussing with the class various ways in which history can affect our lives today. Give students some suggestions about the types of news items they can look for. News stories do not have to be directly about World War Two or the Cold War, they just need to mention some lasting impact of these events. For example, the European Economic Community (EEC) and the North Atlantic Treaty Organization (NATO) trace their roots to both World War Two and the Cold War, the United States' economic and political relationship with Japan is a result of World War II, the exploration of space began with the "space race" between the U.S. and the Soviet Union during the Cold War, etc.
3. Distribute worksheets. Working individually or in small groups, have students look for three news stories to complete Part 1 of their work sheet. This activity may be repeated for several days until students have had an opportunity to collect enough news items.
4. Have students share their findings with the class. Following the format of the worksheet, ask students to identify the issue in the each news item they have collected and discuss how each item relates to World War Two or the Cold War. Ask students to consider what makes an event historically significant. Develop a list of common attributes or criteria.
5. Now ask students to complete Part 2 of their worksheets by looking through the newspaper to find items that they think will still affect people's lives 25 or 50 years from now. Use the list of attributes developed in Step 4 above.
6. When students have completed their worksheets, have them share and compare the different events that they thought would be historically significant.

# lasting effects *(continued)*

### EXTENSION

- Have students write a news story from the future which demonstrates how an event in today's news has had a lasting impact. Students should use the same writing style as a newspaper story and make sure to identify "the five W's" – who, what, where, when, and why (or how).

# lasting effects worksheet

## PART 1.

	Headline	What is the issue?	How does this relate to WWII or the Cold War?	How is this issue covered in your history or social studies textbook?	What makes this historically significant?
#1					
#2					
#3					

## PART 2.

	Headline	What is the issue?	How will this affect people's lives in the future?
#1			
#2			
#3			



# roles of a world power

### OBJECTIVE

Students will develop criteria by which to define the concept of a “world power” and evaluate various nations in the news using these criteria.

### CONTENT STANDARDS

California History and Social Science Content Standards: 11.4 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Roles of a World Power** worksheet.

### PROCEDURES

1. Discuss with the class the “world powers” of the era they are currently studying in history or social studies. For example, during World War I, Great Britain, Germany, France, Austria-Hungary, Russia, Italy, Turkey, Japan, and the United States were world powers (with the U.S. not at the top of the list). During World War Two, the United States, Germany, Japan, Great Britain, and the Soviet Union were major world powers and France, Italy, and China were lesser world powers. During the Cold War, the United States and the Soviet Union were considered to be “superpowers,” while many other countries were lesser world powers. Ask the class to consider the attributes that these world powers had in common.
2. Give students 15 or 20 minutes to refer back to their history or social science textbook or other sources and look for examples of the attributes that make a country a world power. When students have completed this individual research, continue the discussion begun in Step 1 above. Help the class develop a list of attributes that make a country a world power (for example, military power, technology, wealth, trade, natural resources, population, cultural/media influence, etc.). Write students’ ideas on the board.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. For several newspaper delivery days, give students 10 or 15 minutes each day to scan the newspaper and collect news items about different countries. Students can cut out and save the items they collect in a clip file. If using the electronic edition, students will need to print their items and then cut them out. The front page or main news section and the Business section are excellent places to look, however students can also find items about other countries in the Calendar (i.e., foreign movies) or Food sections. Encourage students to be creative. Each student should try to collect two or three items about each of five different countries.
4. After students have had several days to collect items from the newspaper, distribute worksheets. Tell students that they are going to identify the world powers of today by looking for examples in the news of those same attributes identified in Step 2 above (and any other attributes of a world power that students can identify from the news items they have collected). Then have students complete their work sheets using the news items they collected.
5. Have students share and discuss their findings with the class.

# roles of a world power *(continued)*

## **EXTENSION**

- Students can expand on their answers to question #4 on the worksheet by writing a longer essay or research paper on the advantages and disadvantages of a proactive foreign policy versus isolationism, drawing on examples in the news as well as different times in American history.

# roles of a world power worksheet

## DIRECTIONS

Complete the table by filling in attributes of a world power in the left column and the names of five countries in the news across the top row. Then, based on the news items you collected, evaluate whether each country possesses each attribute and put a check mark (✓) in the appropriate boxes. Be prepared to explain your answers.

<b>ATTRIBUTE</b>	<b>Country #1</b> _____	<b>Country #2</b> _____	<b>Country #3</b> _____	<b>Country #4</b> _____	<b>Country #5</b> _____
Military Power					
Population					

# roles of a world power worksheet *(continued)*

**NOW ANSWER THE FOLLOWING QUESTIONS:**

1. Which attribute of a world power do you think is most important? Why?

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2. What are some of the powers or privileges that go along with being a world power?

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3. What are some of the responsibilities that go along with being a world power?

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4. Overall, do you feel it is better for a country to be involved in world affairs or try to isolate itself from world problems? Why?

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# foreign or domestic?

### OBJECTIVE

Students will classify issues in the news as either foreign policy issues or domestic policy issues and identify links between the two.

### CONTENT STANDARDS

California History and Social Science Content Standards: 10.11, 11.9 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Foreign or Domestic?** worksheet.

### PROCEDURES

1. Lead a class discussion about important issues in the news. Ask students to name issues that they think are important and make a list on the board. Refer back to Issues in the News lesson on pages 10-11.
2. Explain that one way to classify issues is as either foreign policy issues or domestic policy issues. Discuss how foreign policy issues primarily affect people in other countries and the United States' relations with other countries, while domestic policy issues primarily affect people in our own country. Point to each issue listed on the board in Step 1 and help the class classify each one as either a foreign policy or domestic policy issue.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Ask students to select six news stories (the front page or main news section and the Business section work best for this lesson). Direct students to either cut out or circle the headlines of their selected news items. If using the electronic edition, students will need to print their items and then cut them out.
4. Distribute worksheets. Have students complete Part 1 of their worksheets by classifying the topic of each of the news items they selected as either a foreign policy issue or a domestic policy issue.
5. Ask students to share their results to this point with the class. Discuss how foreign policy can sometimes also have impacts here in the U.S. and how domestic policy can also affect people in other countries. For each foreign policy issue students share with the class, ask the class to consider ways it can affect us in the U.S. For each domestic policy issue students share with the class, ask the class to consider ways it can affect people in other countries.
6. Have students complete Part 2 of their worksheets by picking one domestic issue and one foreign policy issue and considering the linkages between foreign and domestic policy.

# foreign or domestic? worksheet

## PART 1.

HEADLINE	SUMMARY OF ISSUE	FOREIGN OR DOMESTIC?



# foreign or domestic?

## worksheet (continued)

### PART 2.

#### Foreign Policy Issue in the News:

How do Americans affect this issue?

How does this issue affect Americans?

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#### Domestic Policy Issue in the News:

How do people in other countries affect this issue?

How does this issue affect people in other countries?

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# levels of government

### OBJECTIVE

Students will classify issues in the news as federal, state, or local, identify who is affected, and suggest who should be contacted regarding the news issues they selected.

### CONTENT STANDARDS

California History and Social Science Content Standards: Civics 12.7 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Levels of Government** worksheet.

### PROCEDURES

1. Review with the class the three broad levels of government we have in the United States — federal, state, and local (city and county). Ask the class to name things that each of these levels of government do. Consider areas where jurisdiction may overlap. Write a list of students' ideas on the board.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Point to a headline either on the front page, in the LATEXtra section, or in the Business section and ask the class to read the first paragraph of that news item. Then ask which level of government is responsible for the problem or issue in that news item. Repeat this process with other headlines on the front page, in the LATEXtra section, or in the Business section.
3. Distribute worksheets. Instruct students to fill in their worksheets by selecting eight news items, writing the headline in column one of the worksheet and writing a brief summary of the news issue and who is affected in columns two and three.
4. Column four of the worksheet should then be filled in with the level of government (federal, state, or local) involved in each news issue students have selected. This may be obvious from the news item itself, or it may require some discussion and/or research for students to obtain this information. Provide assistance as needed.
5. Finally, column five should be filled in with the name of a government agency or a particular person (such as an elected official) who could be contacted regarding each new issue. Again, this may be obvious from the news item itself or it might require some research. The Internet and the government pages of the telephone book can be useful resources in obtaining this information.

### EXTENSION

- Students can look for a news item about an issue or problem which either (a) more than one government agency is responsible for, or (b) no one claims responsibility for. How should such issues be solved? Students can prepare a graphic organizer that shows how federal, state and local units separate their functions and obligations.

# levels of government worksheet

Headline	What is the issue?	Who is involved or affected?	Level of government	Who would you call?

# making a difference

## OBJECTIVE

Students will select and summarize articles in the news that profile people who make significant civic contributions.

## CONTENT STANDARDS

California History and Social Science Content Standard: Civics 12.2 (see Standards Matrix).

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Making a Difference** worksheet.

## PROCEDURES

1. Explain the objective of this lesson and offer the class examples of people who actively participate in government, perform volunteer work, work in a public service job, serve in the military, or make other significant personal contributions to society.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute worksheets.
3. Identify and discuss one person in the news who is making a significant civic contribution. Help students use this example to complete the first profile on the worksheet.
4. Have students find a second example in the news of a person who is making a significant civic contribution and complete the second profile on the worksheet independently.
5. Divide the class into groups and ask each group to brainstorm about ways they could contribute to the school community, their neighborhood, their city, etc.
6. Have each group present their ideas to the class.

## EXTENSIONS

- Begin a class project based on one or more of the students' ideas for making a civic contribution.
- Make a class list of people who make positive contributions to the local community. Students can write letters to people on the list that they would like to thank for their efforts.

# making a difference worksheet

## PROFILE 1.

Headline

Describe this person's deeds.

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---

Person profiled

---

---

Date

How has this affected others?

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---

---

## PROFILE 2.

Headline

Describe this person's deeds.

---

---

Person profiled

---

---

Date

How has this affected others?

---

---

---

## economic vocabulary

### OBJECTIVE

Students will increase their vocabulary and improve their understanding of economics by looking for economics-related vocabulary words in the newspaper.

### CONTENT STANDARDS

California History and Social Science Content Standards: Economics 12.1 (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Economic Vocabulary Diary**.

### PROCEDURES

1. Make a list of economics vocabulary words on the board. The list should include words that students have already encountered or are about to encounter in their social science classes. The list can include the following terms, plus any additional terms added by the class or by you:
  - supply
  - demand
  - interest rate
  - market
  - trade surplus (or deficit)
  - fiscal policy
  - monetary policy
  - gross national product (GNP)
  - inflation
  - recession
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Tell the class that for the next several days, they will look through the news for economics-related terms. Students should try to find the terms listed above, and they can add additional economics-related vocabulary words they encounter in the newspaper.
3. Distribute copies of the Economic Vocabulary Diary. Each day, give students 10 to 15 minutes to scan the newspaper, add words to their diaries, and complete the diary entry for each word.

### EXTENSION

- Have students write an essay or story (for example, a pretend news story) using as many of their economics vocabulary words as they can.

# economic vocabulary diary

## DIRECTIONS

For each economic word or phrase that you find in the news, write the word, write the newspaper sentence that contains the word, write the dictionary definition, and write a sentence of your own containing the word.

ECONOMIC WORD OR PHRASE

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CONTEXT SENTENCE

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DICTIONARY DEFINITION

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YOUR OWN SENTENCE

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ECONOMIC WORD OR PHRASE

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ECONOMIC WORD OR PHRASE

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DICTIONARY DEFINITION

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YOUR OWN SENTENCE

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# economic vocabulary diary *(continued)*

ECONOMIC WORD OR PHRASE

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CONTEXT SENTENCE

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DICTIONARY DEFINITION

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YOUR OWN SENTENCE

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ECONOMIC WORD OR PHRASE

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CONTEXT SENTENCE

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DICTIONARY DEFINITION

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YOUR OWN SENTENCE

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ECONOMIC WORD OR PHRASE

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CONTEXT SENTENCE

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DICTIONARY DEFINITION

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YOUR OWN SENTENCE

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# the role of religion

### OBJECTIVE

Students will find examples in the news of the role religion plays in national and world affairs, identify positive and negative impacts religion can have on national and world problems, and compare the role of religion in the settlement and development of the United States with examples of the influence of religion today.

### CONTENT STANDARDS

California History and Social Science Content Standards: 11.3

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **The Role of Religion** worksheet.

### PROCEDURES

1. Review with the class the role religion played in the settlement and development of the United States. Discuss how many groups came to this country seeking religious freedom. Elicit from students the names of various religious groups and the contributions they made to colonizing America, settling the frontier, seeking civil and human rights, etc. (i.e., Puritans, Quakers, Mormons, etc.)
2. Review with the class the development of the American concepts of religious freedom and separation of church and state. Discuss how these concepts complement one another — in order to ensure religious freedom for all, the founding fathers chose not to adopt a state religion.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. During the course of several newspaper delivery days, have students look for and collect news items in which religion plays a role in the national or global affairs of today. If using the electronic edition, students will need to print their items and then cut them out. Examples could include:
  - the involvement of religious groups in the debate over domestic issues such as abortion or school prayer
  - the contributions of religious charities here and abroad
  - the actions of religious-based governments (for example, the governments of many nations in the Middle East)
  - conflicts throughout the world that are based on religious differences (such as those in the Middle East and Northern Ireland)
4. Distribute worksheets to each student. Have students choose news items about at least one domestic issue and one global issue in which religion plays a role. Then tell students to complete their worksheets by filling in the blanks about these news items. (You can increase the number of issues and have students complete multiple worksheets if desired.)

# the role of religion *(continued)*

5. Ask students to share their results with the class. Based on students' findings, ask the class to consider the positive and negative impacts religion can have in national and world affairs. In what ways can religion or religious groups help solve national and world problems? In what ways can religion or religious groups make problems more difficult to solve?

### **EXTENSION**

- Students can write an essay comparing and contrasting the role of religion in the settlement and development of the United States with examples of the influence of religion today.

# the role of religion worksheet

Find an example in the news of a domestic issue in which religion plays a role, then complete the following:

## DOMESTIC NEWS ITEM

Headline:

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Summarize the issue in this news item:

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How is religion involved?

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What religious organization or group is involved?

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In your opinion, does the involvement of religion help or hinder the situation or issue described in the news? Why?

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How is the involvement of religion in this issue related to or affected by the constitutional concepts of freedom of religion and separation of church and state?

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# the role of religion worksheet *(continued)*

Find an example in the news of a global issue in which religion plays a role, then complete the following:

## GLOBAL NEWS ITEM

Headline:

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Summarize the issue in this news item:

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How is religion involved?

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What religious organization or group is involved?

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In your opinion, does the involvement of religion help or hinder the situation or issue described in the news? Why?

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Consider the American Constitutional concepts of freedom of religion and separation of church and state. Would religion be involved in this issue in the same way if it were in the United States?

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# colonialism today

### OBJECTIVE

Students will identify the vestiges and impacts of colonialism in the news, relating problems countries face today to their history as colonies or colonizers.

### CONTENT STANDARDS

California History and Social Science Content Standards: 10.4.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Colonialism Today** worksheet.

### PROCEDURES

1. While standing in front of a wall map of the world, ask the class to name countries that were once colonies or colonizers. Point out the colonies and colonial powers on the map as students name them. Provide assistance as needed to ensure that England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, the United States, and the former or current colonies of these nations are all represented.
2. Draw on readings from your history or social science text to discuss some of the impacts colonization can have on both the colonizer and the colony. Explain that a nation independent from its colonizer can still be affected by its days as a colony. Discuss how wars, boundary disputes, civil unrest, and conflicts among ethnic or religious groups can all stem from colonization or the power vacuum created when colonization ends. Give students some examples (the conflicts in the Middle East, the Vietnam War, ethnic tensions in Indonesia or Rwanda, various revolutions or civil wars in post-colonial South America or Africa, etc.).
3. Ask the class to think of other ways (in addition to wars, boundary disputes, civil unrest, and ethnic conflicts) that the colony and the colonizer can still be affected long after colonization ends. Examples could include: alliances, trade relationships, immigration patterns, place names, language, food or other customs, changes in women or children's rights, brain drains, etc.
4. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute the Colonialism Today worksheet. Instruct students to find news items about places in the world that were once colonies or colonizers. Students should then select two such items and use them to complete their worksheets.
5. Have students share their findings with the class. Ask students to consider the costs and benefits of colonialism from the perspective of both the colonizer and the colony.

### EXTENSION

- Have students find news items that contain vestiges of the United States' days as a colony (of England, France, Spain, Russia, Holland, etc.). Examples could include place names, language, customs, aspects of the legal system, etc.

# colonialism today worksheet

Find two items in today's news that involve or can be traced to colonialism, then fill in the following items.

Headline:

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Colony:

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Colonizer:

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When did this place become a colony and when did the colony secede?  
(You may need to use other sources to answer.)

\_\_\_\_\_ to \_\_\_\_\_

Based on this news item, what impacts  
of colonialism are still felt today?

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Headline:

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Colony:

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Colonizer:

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When did this place become a colony and when did the colony secede?  
(You may need to use other sources to answer.)

\_\_\_\_\_ to \_\_\_\_\_

Based on this news item, what impacts  
of colonialism are still felt today?

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# where things come from

### OBJECTIVE

Students will classify products based on where they are made, then use a map to locate the places where products come from.

### CONTENT STANDARDS

California History and Social Science Content Standards: 12.6 Econ (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Where Things Come From** worksheet.

### PROCEDURES

1. Distribute copies of The Times or direct students to log on to The Times electronic edition. Tell students to skim through the newspaper, looking for advertisements for products. Direct their attention to advertising supplements and large display ads that can often be found in the front page section of the newspaper.
2. Have students select and circle or cut out pictures of ten products they would like or they find interesting. Encourage students to pick ads depicting a variety of items, such food products, clothing, toys, games, automobiles, computers, electronics items, etc. If using the electronic edition, students will need to print their items and then cut them out.
3. Before considering the items students selected, lead a class discussion in general terms about where things come from. Do students know any products that are produced locally – perhaps where a parent or family friend works? Ask students to name some products California is known for, such as oranges, computer chips, or movies. Can students name any products that are made in America? What about products they know are from other countries? Make three columns on the board and label them “California,” “U.S.A.,” and “Other Countries.” Fill in the columns with items suggested by the class.
4. Now ask students to share with the class some of the products they selected from the newspaper. Have students read the ad for each product carefully to determine where it is made.
5. Distribute worksheets. Have students sort the ads they selected from the newspaper into three categories and complete their worksheets by putting each item in the appropriate column. Provide assistance as needed to students who are unsure where a product comes from, or have them select additional items from The Times.
6. After the class has completed their worksheets, use a wall map to help students find the locations where the products they selected were produced.

# where things come from *(continued)*

### EXTENSIONS

- For each product on students' worksheets that is from a foreign country, ask students to scan the newspaper to find articles about the United States' trade relationship with that country. What products do we export to that country? Do we have a trade deficit or surplus with that country?
- Ask students to look for advertisements and news stories about U.S. companies that produce products overseas and about foreign companies that produce products in America. Is it sometimes difficult to tell whether a product is "imported" or not?



thinking forward, looking back

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# where things come from worksheet

Made in California	Made in the U.S.A.	Made in Other Countries (name the country)

## supreme justice

### OBJECTIVE

Students will analyze a current or recent Supreme Court decision and evaluate its impact and historical significance.

### CONTENT STANDARDS

California History and Social Science Content Standards: 12.5 Civics (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of **Supreme Justice** worksheet.

### PROCEDURES

1. Review with the class the role of the Supreme Court in history. Remind students that one of the principal functions of the Supreme Court is to interpret the Constitution. Explore some important historical Supreme Court decisions and how they affected people's lives (i.e. Brown v. Board of Education, Miranda v. Arizona, etc.).
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Over several delivery days, ask students to look for news items about the Supreme Court and its past, current, or pending decisions. Have students clip and save articles they find. If using the electronic edition, students will need to print their items and then cut them out.
3. Check the results of students' Supreme Court news search. Make sure everyone has found a news item about a Supreme Court decision. Discuss some of the items the class has found.
4. Distribute worksheets. Have each student use news items about one particular Supreme Court decision. The decision they choose can be current, pending, or recently made. Students will use news items about this decision to complete their worksheets.
5. Have students share their findings with the class.

### EXTENSION

- Students can write an essay about an issue or problem that they think the Supreme Court should address. Remind students that the primary role of the Supreme Court is to interpret the Constitution (so the issue they pick should have constitutional implications). Make sure students say how they would rule on the issue and why.

# supreme justice worksheet

Use information from news items about a Supreme Court decision in the news to complete the following.

Who are the parties to the dispute?

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What is the dispute about? (Give both sides' positions.)

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What part of the Constitution is relevant to this case?

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If the decision has already been made:

a) What was the vote of the Court?

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b) What can people do or not do as a result?

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c) How will this decision affect most people?  
Is it historically significant?

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If the decision is pending:

a) What will happen if one side or the other wins?

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b) How could this decision affect most people?  
Will it be historically significant?

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## media influence

### OBJECTIVE

Students will monitor and compare the events covered by different news media over a period of several days and assess how news coverage can affect public perceptions.

### CONTENT STANDARDS

California History and Social Science Content Standards: 12.8 Civics (see Standards Matrix).

### MATERIALS

Classroom set of The Times or The Times electronic edition.

### PROCEDURES

1. Ask the class how they find out about things going on in the world. Make a list on the board of different news media suggested by students. Ask students to consider which media they think are more informative, more accurate, and more timely.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition and have students turn to the front page or main news section. Have students make a list of the headlines on the front page. Discuss each news item and have students write a brief description of the subject of each news story next to each headline.
3. Tell students that they are going to compare the coverage of news stories in different media. As a homework assignment, have students take notes on the following:
  - The events covered during the first five minutes of a local news broadcast on television.
  - The events covered during the first five minutes of a national network news broadcast on television.
  - The events covered during the first five minutes of a radio news broadcast.
  - The events covered during the first five minutes of a public television (PBS) or public radio (NPR) news broadcast.
  - The headlines and events covered on the main page of an Internet news service.
4. Have students repeat Step 3 and keep a tally of the news events covered by different media for five or ten days. The days do not have to be consecutive, but make sure that all media are monitored and compared on the same day for each day of this lesson.
5. Lead a class discussion of students' research results. Which media covered which subjects the most? Which media covered which subjects the least? Have students' opinions of different news media (discussed in Step 1 above) changed?
6. Have students write a short report describing their research results and the conclusions they can draw from their research. Ask them to consider whether people who are exposed to different media might have different perceptions about issues and events in the news.