

Early High School State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at EH: EH.14.01 Analyze how local, state, and national governments serve the purposes for which they were created. (14A)</p>	<p>Review the main purposes of local, state, and national governments and compare and contrast the duties of each level. Then, working in groups, create a new government, and assign duties and roles for the local, state, and national governments to play. Compare this new government to the United States system by creating a chart in which you designate columns for each entity.</p>	<p>Music: Write a song about the purposes for local, state, and national government.</p>
<p>EH.14.02 Compare the political systems of the United States to other nations. (14B)</p>	<p>Write two paragraphs comparing the United States government with the government of another nation.</p>	<p>Art: Use the Internet or library resources to research political posters of the United States and other nations. Create a display with images from several of the posters. Under each image, write a few sentences to compare the posters.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.03 Compare the political parties found in the United States with political parties found in other democratic societies. (14B)</p>	<p>Create a poster outlining the major political parties in another nation and the role they play in the political process. Then write a paragraph explaining how the political parties in that nation differ from the political parties in the United States. Draw conclusions about which political party is more effective, in your opinion.</p>	<p>Economic/Religion: Use the Internet or library resources to research and write an essay on how well the interests of the poor and most vulnerable citizens are represented by political parties in another democratic nation. Then compare how well the interests of the poor and vulnerable are represented by political parties in the United States.</p>
<p>EH.14.04 Describe how various nations have pursued, established, and maintained democratic forms of government over time. (14B)</p>	<p>Create three time lines, one for the United States and two for other nations. On each time line, plot events and actions taken in each nation to pursue, establish, and maintain democratic forms of government.</p>	<p>Math: Select a region in the world. Then create a line graph that shows how the number of democratic governments has changed over time.</p>
<p>EH.14.05 Describe the meaning of participatory citizenship. (14C)</p>	<p>Create a concept web. Write the term participatory citizenship in the center. Around the term, write phrases that help explain its meaning.</p>	<p>Sociology: As a class, ask schoolmates and people in the community to give examples of how they have exemplified participatory citizenship. Then create a chart that shows your findings.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.06 Evaluate the consequences of participation and nonparticipation in the electoral process. (14C)</p>	<p>In four groups, discuss four current political issues. Each group should discuss the same issues. Then hold a class vote regarding opinions on those issues, but only for two groups. As a class, discuss how the votes of the final two groups could change the overall vote if one or both of the groups had voted on the issue.</p>	<p>Math: Use the Internet or library resources to research voter participation in the last 10 presidential elections. Create a graph based on your findings. Then discuss the trends you see and what effects those trends might have had on the outcome.</p> <p>Sociology: Do library research to discover voter participation by race in the last five presidential elections. Discuss the trends you see and how those trends reflect changes in American society.</p>
<p>EH.14.07 Analyze the roles and influences of individuals and groups on state and national policies. (14D)</p>	<p>Pick a current issue in state or national government. Write it in the center of a concept web. Draw a circle around the issue as well as lines radiating out to more circles. In each outer circle, identify the role or influence individuals or groups have on the issue.</p>	<p>Sociology: Work in small groups to make a list of the societal groups that play the largest role in shaping national policies.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.08 Evaluate the influence of broadcast, print, and electronic media on state and national policies. (14D)</p>	<p>Find an editorial from a newspaper, magazine, or website that discusses state or national policies. Write several paragraphs evaluating the editorial. Then analyze how strong the arguments are, whether you think they are accurate, and how persuasive the piece is.</p>	<p>Art: Create an advertisement that encourages people to vote a certain way on a national issue. Display your advertisement in the classroom. As a class, discuss which posters may be the most effective in influencing voters.</p>
<p>EH.14.09 Describe the development of the United States as a world leader (e.g., military, industrial, financial). (14E)</p>	<p>Create a time line from 1890 to the present. On the time line, plot major developments in the emergence of the United States as a world leader. Briefly explain why each event was important.</p>	<p>Economics: In the 1930s, the United States economy was suffering from the Great Depression. By the end of World War II, the United States emerged as a world leader in finance, defense, and trade. Write an essay explaining the reasons for this turnaround.</p>
<p>EH.14.10 Describe significant historical events and processes that brought about changes in the political ideas of the United States (e.g., Civil War). (14F)</p>	<p>Create a two-column table. Title the first column Events and the second column Effects. In the first column, list five major events in United States history. In the second column, list how each event changed the political ideas of the nation.</p>	<p>Theater: Act out a scene from The Red Badge of Courage, Of Mice and Men, or A Raisin in the Sun. Create and act a new scene on the same issues as they exist today.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.11 Describe how political ideas and practices have extended rights for United States citizens. (14F)</p>	<p>Work with a partner to do library research about contemporary examples of how the government has worked to extend people’s rights. Share your findings with the class.</p>	<p>Religion: Choose either criminals’ rights or victims’ rights. Write an analysis of how the protection of these rights respect the sacredness of human life and the dignity of the human person. In your analysis, include an assessment of how people’s views and understanding of these rights has changed over time.</p>
<p>EH.14.12 Evaluate the effects of the woman’s suffrage movement and the Civil Rights movement. (14F)</p>	<p>Use the Internet or library resources to research leaders in the woman’s suffrage movement or the Civil Rights movement. Analyze how people worked to encourage others to support equal rights for all people.</p>	<p>Journalism: Discuss equal rights in the United States. Then imagine that you are a journalist covering a historic speech that changed people’s ideas about equal rights. Write an eyewitness account that describes the speech, the response from the audience, and its probable effect on history.</p>
<p>Significant to Develop at EH: EH.14.13 Compare the processes of lawmaking at each of the three levels of government. (14A)</p>	<p>Work with a partner to identify how each level of government makes laws. Then select one level of government and make a flowchart to show the lawmaking process. Share your flowchart with the class.</p>	<p>Language Arts: Write one or two paragraphs to compare the lawmaking processes of each level of government.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.14 Identify how citizens participate in all levels of government (e.g., voting, running for office). (14C)</p>	<p>Choose a recent state or national election. Use the Internet or library resources to research what the majority vote was for your community.</p>	<p>Sociology: Work with a partner to do library research to find out how the number of voters in national elections has changed over the past 50 years. Hypothesize as to why the number of voters has changed.</p>
<p>EH.14.15 Describe examples of volunteerism in government and in society. (14C)</p>	<p>Write a letter nominating an individual or group for a Good Citizen award. In your letter, describe how the individual or group has benefited your community, your state, or the nation.</p>	<p>Film: Imagine that you are a filmmaker who is making a documentary film on people whose volunteerism has benefited your community, state, or nation. Create an outline of a script. List the major categories of volunteerism you would include, and, under each category, list examples of individuals or groups you would portray. Outline scenes that would demonstrate how each person or group contributed to the greater good.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.16 Summarize a historical event in which the United States played a significant role in the foreign policy of another nation or region (e.g., the Cold War policy of containment upon the Soviet Union and the region of Southeast Asian from the 1950s-1970s). (14E)</p>	<p>Choose a historical event in which the United States played a significant role in the foreign policy of another nation or region. Pick an event that no other student has chosen. Write an encyclopedia entry summarizing the event and the role of the United States in that event. You may include a photo or other visual.</p>	<p>Journalism: Choose a historical event in which the United States played a significant role in the foreign policy of another nation or region. Imagine that you are a journalist living in a country affected by United States policy at the time. Write a newspaper editorial taking a position on how United States policy is affecting your country.</p>
<p>EH.14.17 Identify how historic events, such as the New Deal, brought about new traditions in the United States. (14F)</p>	<p>Share with the class some of the traditions that you practice. Explain where the traditions came from.</p>	<p>Language Arts: Research the origins of two or three traditions in the United States. Write a short essay about your findings.</p>
<p>Useful to Work on at EH: EH.14.18 Explain how public officials use the media to communicate with the public and influence public opinion. (14D)</p>	<p>Work in small groups. Each group should pick one of the following topics: editorials, television and radio commercials, public opinion polls, and websites. As a group, evaluate how often public officials use the source you chose. Also assess the source's effectiveness.</p>	<p>Technology: Innovations in technology have greatly affected political campaigns. Choose a presidential election from more than 30 years ago. Use the Internet or library resources to research the tools the candidates used to communicate and influence voters. Then write a few paragraphs about your findings. Also describe how the same campaign might be conducted today using current technology.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.14.19 Relate historical trends of United States foreign policy. (14E)</p>	<p>Create a two-column table. In the first column, list world events or issues. In the second column, explain the United States' response to the event or issue. Then write a paragraph or two to identify the trends of the United States that are exemplified in the table.</p>	<p>Language Arts: Select a nation. Then write an essay that explains how the United States government typically deals with issues relating to that nation.</p>
<p>EH.14.20 Hypothesize about the impact of technology on extending rights for United States citizens (e.g., motor-voter registration). (14F)</p>	<p>Write a description of how motor-voter registration and voting via the Internet are likely to affect voter participation.</p>	<p>Technology: In small groups, discuss how technology can extend rights for United States citizens.</p>

Early High School State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at EH: EH.15.01 Analyze the differences between a traditional, a market, and a command economy. (15A)</p>	<p>Create a chart comparing and contrasting the three main types of economic systems. Be sure to include examples of countries that use each economic system.</p>	<p>Economics: Perform the process of deliberation on which economy you think best guarantees the rights to productive work, to fair wages, to organized unions, to private property, and to economic initiative. Then write a position paper based on your findings.</p>
<p>EH.15.02 Describe how gross domestic product (GDP) is an economic indicator of a country’s wealth. (15A)</p>	<p>Use the Internet or library resources to research the GDP of a developed country and a developing country. Then make a chart that compares your findings.</p>	<p>Religion: Robert Kennedy said that the GDP “includes the destruction of the redwoods and the death of Lake Superior. It does not allow for the health of our families, the quality of their education, or the joy of their play. It is indifferent to the decency of our factories and the safety of our streets alike. It does not include the beauty of our poetry or the strength of our marriages, or the intelligence of our public debate or the integrity of our public officials. It measures everything, in short, except that which makes life worthwhile.” Have buzz sessions on this quote and its implications.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.03 Analyze the impact of inflation and deflation on individuals and on the economy of a nation. (15A)</p>	<p>Create a two-column table. Label the first column <i>Impact of Inflation</i> and the second column <i>Impact of Deflation</i>. Create rows for <i>Lenders</i>, <i>Borrowers</i>, and <i>People on Fixed Incomes</i>. Briefly list the effects of inflation and deflation on each group.</p>	<p>Language Arts: Do library research to find examples of when inflation has occurred in the United States or in another country. Write a brief report to share with the class.</p>
<p>EH.15.04 Identify the Consumer Price Index (CPI) as the most commonly used measure of inflation. (15A)</p>	<p>Working in pairs, create a brochure explaining what the Consumer Price Index (CPI) is and how it is used. Include diagrams and pictures in your brochure.</p>	<p>Sociology: As a class, discuss which societal groups have expenses that may be poorly represented by the CPI.</p>
<p>EH.15.05 Evaluate the costs and benefits of making purchases through different means. (15B)</p>	<p>Work in pairs to create a two-column table. Title one column Costs and the second column Benefits. In each row, list a different way to pay for consumer purchases, and fill in the costs and benefits of each type of payment.</p>	<p>Art: Create a political cartoon or cartoon strip showing costs or benefits of one way of paying for a good or a service.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.06 Analyze the impact of current events on the price of consumer goods or services (e.g., natural disasters, wars, government regulations). (15B)</p>	<p>Find a newspaper article that discusses the impact of a current event on the price of a good or a service. For example, you might discuss new environmental regulations for automobiles or floods in agricultural areas.</p>	<p>Sociology: Choose a current event that is likely to affect the price of goods or services. For example, you might discuss events in countries that are major suppliers of oil. As a class, list which groups in society are likely to suffer the most from the change in price. Then discuss how the change in price may affect an entire community.</p>
<p>EH.15.07 Describe the various ways a consumer can pay for goods and services. (15B)</p>	<p>Create a concept web. Write Payment in a circle and draw lines radiating out to more circles. In each outer circle, list one way a consumer can pay for purchases.</p>	<p>Language Arts: Create an advertisement for a product. Include on the advertisement the various methods of payment that are accepted.</p>
<p>EH.15.08 Explain why producers look at productivity and costs of production when making production decisions. (15C)</p>	<p>Create a chart to show the factors that can affect either productivity or costs of production. Then share your chart with the class.</p>	<p>Psychology: Give an example of the kind of thinking that might cause a producer to hesitate in making an important production decision. Write out the producer's thoughts.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.09 Explain the effects of absolute advantages. (15D)</p>	<p>Write a paragraph to explain the concept of absolute advantage.</p>	<p>Language Arts: Working in pairs, use the Internet or library resources to research what items the United States exports to one of its trading partners. Explain why the United States has the absolute advantage in trading one of its exports.</p>
<p>EH.15.10 Define balance of trade and explain its importance. (15D)</p>	<p>Work in a group to write a definition of balance of trade. Present your definition to the class.</p>	<p>Art: Work in a group to create a poster encouraging businesses to balance exports and imports. Your poster should persuade business owners that a balance of trade is important.</p>
<p>EH.15.11 Describe how comparative advantages affect a nation's economy. (15D)</p>	<p>Working in pairs, think of an example of a comparative advantage for two countries. Then write paragraph explaining how the advantage might change over time.</p>	<p>Theater: Working in a group, write a skit that demonstrates the economic idea of comparative advantage between two people, two nations, or two other groups that produce an item.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.12 Analyze how worker productivity affects businesses, workers, and consumers. (15D)</p>	<p>Working in pairs, list the ways that increased productivity of labor benefits both employers and employees.</p>	<p>Religion: Since productivity in the United States has climbed for decades and increased the standard of living, some critics have suggested that businesses should decrease the number of hours that workers must work each week. This would allow workers to spend more time with their friends and families. However, the standard of living would remain the same and overall economic growth would slow down. As a class, debate which option is better and more respectful of the dignity of workers, their families, and society—raising the standard of living or shortening working hours.</p>
<p>EH.15.13 Explain the role the government plays in a market economy. (15E)</p>	<p>Create a concept web. In the center circle, write the word Government. In the outer circles, give examples of the roles the government plays in a market economy.</p>	<p>Health: Working in groups, come up with three examples of what would happen if the government did not intervene and provide public health services, such as Medicaid, Medicare, and vaccine programs.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at EH: EH.15.14 Identify the four major types of unemployment (frictional, structural, seasonal, cyclical). (15A)</p>	<p>Working in pairs, use the Internet or library resources to research the unemployment rates in different regions of the United States. Explain why different regions have different unemployment rates. Share your findings with the rest of the class.</p>	<p>Religion: Discuss which groups suffer different kinds of unemployment and why. Then propose ideas that would help give everyone equal opportunities to find jobs. Share your ideas in an open discussion with classmates.</p>
<p>EH.15.15 Identify the economic cost of unemployment. (15A)</p>	<p>Create a flowchart to illustrate the economic costs of unemployment. Consider its impact on government, the economy, individuals, and society.</p>	<p>Math: Work in pairs to write the characteristics of an imaginary factory worker. Decide what the worker's salary is, whether the worker is married, and where in Illinois the worker lives. Do library research to determine how much the government would pay the worker in unemployment compensation in one year.</p>
<p>EH.15.16 Analyze the impact of political actions and natural disasters on production decisions. (15C)</p>	<p>Work in pairs to choose a specific political action or natural disaster that is likely to affect the economy. List the goods and services that would probably be in demand as a result.</p>	<p>Art: Create a cartoon or a comic strip that illustrates the goods and services that might be in demand as a result of a natural disaster.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.17 Describe the effects that inventions and technology have on the United States economy. (15C)</p>	<p>Create a chart that shows the effects an invention or an advance in technology had on the economy.</p>	<p>Technology: Do library research and give a brief oral report on how an advance in medical technology led to changes in the field of medicine.</p>
<p>EH.15.18 Analyze the importance of entrepreneurship to the economy. (15C)</p>	<p>Give a presentation that explains why entrepreneurship is necessary for economic growth.</p>	<p>Sociology: Work in a group to research a successful entrepreneur. List the effects that your entrepreneur has had on society and the common good.</p>
<p>EH.15.19 Describe social and environmental benefits of production and consumption. (15E)</p>	<p>Create a chart that shows the benefits that production and consumption have on either society or the environment.</p>	<p>Journalism: Imagine that you work for a newspaper. Write an article that focuses on how the production of alternative energy sources can help the environment.</p>
<p>EH.15.20 Evaluate the social and environmental consequences of production and consumption. (15E)</p>	<p>Use the Internet or library resources to research examples of the consequences of production or consumption. Then write a summary of your findings.</p>	<p>Theater: Work with a partner to write a script about the consequences of production or consumption. Be sure to include at least two examples. Then act out your scene for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.21 Provide examples of government responses that have had a positive or negative effect on society, the environment, or markets. (15E)</p>	<p>Working in pairs, use the Internet or library resources to research two examples of government interventions in the economy, one that had a positive effect and one that had a negative effect on society, the environment, or markets. Report and explain your choices to the class.</p>	<p>Film: In groups, decide on an example of government intervention in the United States economy in the past that had a positive effect or a negative effect on society, the environment, or markets. Outline a script for a 15-minute film on this intervention. List scenes or historic photos you would show and the types of people you would interview. Write a concluding narrative summarizing your main points.</p>
<p>Useful to Work on at EH: EH.15.22 Explain the importance of research and development to the United States economy. (15C)</p>	<p>Working in pairs, select a growing industry in your community or in Illinois. Identify the benefits that research and development will play in the growth of the industry.</p>	<p>Language Arts: Imagine that you own a successful business. Write a report that explains the research and development that has helped your business grow.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.15.23 Analyze the impact of periods of trade surpluses and trade deficits in United States history. (15D)</p>	<p>Working in pairs, use the Internet or library resources to research one period of trade surplus in United States history and one period of trade deficit. List effects of each period on the economy and society. Give an oral report on your findings.</p>	<p>Journalism: Find an article that takes a position on how the recent trade deficit is affecting the United States today. Then write a letter to the editor of the source agreeing or disagreeing with the article, giving reasons for your choice. Finally, hold a class discussion about your findings.</p>
<p>EH.15.24 Explain how technological policies affect a nation's production of goods and balance of trade. (15E)</p>	<p>Work with a partner to develop an explanation of why a nation might change its technological policies.</p>	<p>History: Do library research to identify how a nation changed its science or technology policies and the effect it had on its imports and exports. Share your findings with the class.</p>

Early High School State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at EH: EH.16.01 Understand and explain cause-and-effect relationships among historical events. (16A)</p>	<p>Name examples of historical events in your community or school that have caused other events. Write cause-and-effect statements that show how certain events in your community caused other events. Use the signal words <i>reason, basis, because, motivated, as, therefore, as a result, for that reason</i>, and so.</p>	<p>Language Arts: Read a work of historical fiction. Find several examples of cause-and-effect relationships listed in the book, and write a paragraph describing them.</p>
<p>EH.16.02 Describe political ideas that developed during the Renaissance and the Enlightenment that still shape the world today. (W) (16B)</p>	<p>Working in small groups, choose either the Renaissance or the Enlightenment period to research. Use a concept web to describe significant political ideas of the period you chose. Consider which ideas are reflected in the world today. Share with your classmates examples of how some ideas from the distant past have affected political events and traditions that are still practiced today.</p>	<p>Science: Use the Internet or library resources to research a major scientist or scientific theory from the Renaissance or the Enlightenment. Give an oral report drawing connections between the scientist or the theory and one or more political ideas of the same period.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.03 Describe political ideas that developed from the early modern period in world history to the present day. (W) (16B)</p>	<p>Choose a political movement that began in one nation and spread to other nations (for example, the nationalism of Sun Yat-Sen in China, the ideas of nonviolence of Gandhi in India, or Jomo Kenyatta’s independence movement in Kenya). Use the Internet or library resources to research the spread of one of these political movements, and write a brief report about your findings.</p>	<p>Geography: Create a world map showing the spread of the ideas of nationalism, nonviolence, and independence from China, India, and Kenya. Use one color for each originating country and another color for the nations to which the idea spread. Use arrows to show the direction in which each idea spread. If nations fought or strongly opposed the idea, show those in another color.</p>
<p>EH.16.04 Explain how trade patterns developed between the Americas and the rest of the global economy from the 1500s until the American Revolution. (US) (16C)</p>	<p>Write a report describing how trade patterns, such as the Columbian Exchange and triangular trade, developed between the Americas and the rest of the global economy between 1500 and 1840. Then describe the three most important effects of the Columbian Exchange and triangular trade between the Americas and the rest of the world.</p>	<p>Geography: Create a world map that traces the routes of early sixteenth-century explorers, such as Christopher Columbus, Amerigo Vespucci, Vasco Núñez de Balboa, and Ferdinand Magellan. On the map, illustrate the Columbian Exchange and triangular trade as well, noting the products that traveled from Europe to the Americas and the products that were exported from the Americas to Europe. Share your map with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.05 Explain how trade between the United States and the rest of the global economy changed immediately following the American Revolution. (US) (16C)</p>	<p>Write a report summarizing how British and Spanish blockades and tariffs affected trade between the United States and other countries. Explain how the closed trade markets affected the economy of the United States. Share your report with the class.</p>	<p>Economics: Imagine that you are a farmer in the 13 colonies who exports goods to British markets. Write a journal entry about the economic problems you are facing now that the British have closed their trade markets with the United States, including proposed solutions to your economic problems. Then share your journal entry with the class.</p>
<p>EH.16.06 Analyze how westward expansion affected the United States economy. (US) (16C)</p>	<p>Use the Internet or library resources to research how the movement west and events, such as the gold rush, affected the economies of Oregon, California, and the rest of the United States. Summarize your findings in a three-column chart. Then write a paragraph stating what event you think had the greatest impact. Support your opinion with reasons and examples.</p>	<p>Economics: View an episode of the PBS series <i>The West</i>. Then list examples from the episode of the economic impact of westward expansion on families, communities, and the nation. As a class, discuss which example from your list had the greatest impact.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.07 Describe how industrialists and labor unions helped shape the American economy during the twentieth century. (US) (16C)</p>	<p>Working in groups, use the Internet or library resources to research how the Committee for Industrial Organizations (CIO), the American Federation of Labor (AFL), and government legislation—namely the National Labor Relations Act, the Smith-Connally Act, and the Taft-Hartley Act—helped shape the American economy during the twentieth century. Use a graphic organizer to compare and contrast your findings. Write an essay stating what event you think had the most impact on American economic institutions during the twentieth century. Support your opinion with reasons and examples.</p>	<p>Business: Use the Internet or library resources to research a recent strike, preferably one in your community. Then write a brief essay about the strike and include the following information: the name of the employer, the name of the union, the grievance(s) that caused the strike, attempts made by the employer and workers to negotiate, the date the strike began, the date the strike ended, and the outcome of the strike. Conclude your essay with a paragraph explaining which side you would have supported in the strike.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.08 Analyze how changes in the workforce and the availability of resources affected parts of the United States during the twentieth century. (US) (16C)</p>	<p>Working in pairs, use the Internet or library resources to research how southern immigrants, Dust Bowl refugees, Mexican agricultural workers, and female workers affected the workforce and available resources in various parts of the United States. Use a four-column chart to summarize your findings. Then write a paragraph stating which group you think had the biggest impact on each region. Support your answer with reasons and examples.</p>	<p>Film: View the 1940 film of John Steinbeck's <i>The Grapes of Wrath</i>. As a class, discuss the environmental, social, political, and economic consequences of the Dust Bowl on the West and its people, particularly those in California.</p>
<p>EH.16.09 Describe how ownership of capital can be used to identify an economic system. (W) (16C)</p>	<p>Write a paragraph that describes how the government's role in an economy relates to its economic system. Then write a paragraph that describes how capitalist and socialist economic systems differ, citing examples of each.</p>	<p>Economics: As a class, discuss the role that incentives play in capitalist and socialist economic systems. Discuss which system you think is more efficient and why.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.10 Explain how command systems and market systems differ. (W) (16C)</p>	<p>Use a graphic organizer to explain the main features and characteristics of market capitalism, command capitalism, market socialism, and command socialism. Then write an essay that compares and contrasts these four economic systems and explains the advantages and disadvantages of each system.</p>	<p>Economics: Write an essay describing how your school might be run under market capitalism, command capitalism, market socialism, and command socialism. Describe how your school is run now, which economic system it resembles most, and how things would change if your school were run according to the principles of each of the other three economic systems. Conclude your essay by selecting which of the four economic systems would be best, in your opinion, for your school to follow. Share your essay with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.11 Describe the factors that contributed to the development of capitalism in the Americas and in Europe. (W) (16C)</p>	<p>As a class, discuss manorialism and its decline, the rise of mercantilism, the influence of Adam Smith, and the effect of changing values in the United States on the growth of capitalism and free enterprise. During the discussion, point out various cause-and-effect relationships that led to the growth of capitalism. Then review the main features and characteristics of capitalism in the United States today. Summarize your class discussion in a cause-and-effect flowchart that traces the development of capitalism since 1500.</p>	<p>Economics: Working in groups, create an annotated and illustrated time line that shows the main stages, events, and theories in the development of modern capitalism. On your time line, include images, descriptions of interesting events or anecdotes, and profiles of important people related to the development of capitalism. Organize the time line into major segments, representing the periods of manorialism, mercantilism, and capitalism.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.12</p> <p>Compare the free enterprise system in the United States to the capitalist economies in France, Germany, Japan, and South Korea. (W) (16C)</p>	<p>Create a four-column chart that compares and contrasts the free enterprise system in the United States with capitalism in France, Germany, Japan, and South Korea. In your chart, address the extent of government involvement in economic planning, the amount of government-owned versus privately owned enterprises, the main economic planning organizations, and the current state of each nation's economy. Also provide information about each country, such as geographic size and location, population size, current form of government, main natural resources and industries, type of currency used, and GDP per capita. Then summarize the similarities and differences in how each nation practices capitalism and free enterprise. Explain which nation has the best version of capitalism in your opinion. Support your view with reasons and examples.</p>	<p>Language Arts: Imagine that you are a resident of a capitalist nation. Write an essay that states where your country is located, describes the form of capitalism in your country, and explains the advantages and disadvantages of this form of capitalism. Share your essay with the class.</p> <p>Economics: Use the Internet or library resources to research another capitalist nation. Write a report about this country, focusing on the extent of government involvement in economic planning, the amount of government-owned versus privately owned enterprises, the main economic planning organizations, and the current state of the country's economy. In your report, compare and contrast capitalism in this nation with the United States free enterprise system. Share your report with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.13 Identify and describe the conditions that led to the development of socialism. (W) (16C)</p>	<p>Write a paragraph explaining how social thinkers, such as Robert Owen and Charles Fourier, contributed to the development of socialism.</p>	<p>Business: Working in pairs, use the Internet or library resources to research the socialist and Utopian communities established by Robert Owen, Charles Fourier, and other social thinkers. Next, create your own imaginary socialist or Utopian society. Decide if people will use their money in the community or if they will have to pay to live in the community, how work and other tasks will be shared, whether the community will do business with other communities and nations or if it would be self-sufficient, and whether the community will be based on certain fundamental values or specific economic and social principles. Then create a poster and marketing brochure advertising your community. In your poster and brochure, describe the community and highlight its selling points to explain why people would want to join. Present and describe your community to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.14 Explain how high taxation has affected Sweden’s economy. (W) (16C)</p>	<p>Write an essay that considers the advantages and disadvantages of market socialism in Sweden and what led to problems in that country. Include references to taxes, social programs, and increased unionization in your essay.</p>	<p>Art: Create a political cartoon or comic strip that illustrates your opinion of market socialist economic systems. Write captions to accompany your cartoon or comic strip.</p>
<p>EH.16.15 Explain how Karl Marx developed the theories of communism. (W) (16C)</p>	<p>Create a flowchart that shows the steps Marx believed would lead to communism. Then write a paragraph that illustrates how Marx’s theories played out.</p>	<p>History: Create a time line that shows the rise of communism in Russia and the Soviet Union. Begin your time line with Marx’s publication of the <i>Communist Manifesto</i> in 1848 and end with Mikhail Gorbachev’s election as leader of the Soviet Union in 1985.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.16 Describe the economic factors that contributed to the fall of the Soviet Union. (W) (16C)</p>	<p>Write a paragraph describing the drawbacks of central planning in the former Soviet Union and how they contributed to its fall.</p>	<p>Economics: Working in groups, choose examples of communist countries from three different continents, such as Europe, Asia, and Africa. Then use the Internet or library resources to research the effects of communism on the economies of those countries. Summarize your findings in a graphic organizer that compares and contrasts how communism affected each country.</p> <p>Science: Use the Internet or library resources to research how a country's scientists and scientific research were affected by communism. Summarize your findings in an oral report and discuss how communism affected an individual scientist or a community of scientists. Also discuss any economic consequences of the economic and political climate for scientific research.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.17 Explain how communism has affected the economy of China. (W) (16C)</p>	<p>Write an essay summarizing how China's economy was affected by the Great Leap Forward, the Cultural Revolution, and the Four Modernizations.</p>	<p>History: Create a time line that illustrates the development of communism in China. Begin your time line with Mao Zedong assuming leadership of China in 1949 and end in the present.</p> <p>Economics: Use the Internet or library resources to research the current economy of China. Summarize your findings in a report, using visual aids such as charts and graphs. Present your report to the class. Then, as a class, discuss where you think the economy of China is headed and how you think it might change.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.18 Describe the impact of the ideas of individuals, such as Adam Smith, Karl Marx, John Maynard Keynes, Robert Owen, and Charles Fourier, on the development of economic systems since 1500. (W) (16C)</p>	<p>Working in pairs, use the Internet or library resources to research the theories of Adam Smith, Karl Marx, John Maynard Keynes, Robert Owen, and Charles Fourier. Imagine that these men are participants in a round-table discussion about the best way to establish and run an economy. Write a dialogue in which each man describes how an economy should be set up, citing examples of economies that follow their models.</p>	<p>Language Arts: Write an essay describing the impact that Adam Smith had on the United States free enterprise system, applying his theories to current economic trends. Include references to mercantilism and government interference in your essay.</p> <p>Psychology/Sociology: Working in groups, choose a major economist, such as Adam Smith, Karl Marx, or John Maynard Keynes. Then analyze the economist's beliefs regarding the fundamental nature of human beings and of society. Summarize your findings in a written report.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.19 Identify and describe the economic impact of colonialism and imperialism. (W) (16C)</p>	<p>Write an essay that describes the three factors that caused imperialism to increase in the 1800s and the impact of colonialism and imperialism on the various cultures controlled by other countries.</p> <p>Create a graphic organizer that shows the effects of imperialism on Europe, Africa, Asia, and the Americas.</p>	<p>Economics: View the PBS series <i>Guns, Germs, and Steel</i>. As a class, discuss and describe the economies of the Americas, Africa, and New Guinea before 1500. Then discuss how these economies were changed by colonialism and imperialism, including the reasons for the dominance of one economic system over the others.</p> <p>Geography: Use a world map to show the economic impact of colonialism and imperialism around the world after 1500. Using different colors, identify the major colonial powers and their spheres of influence. Then use the map as a basis for a class discussion about the economic effects of colonialism and imperialism on regions of the world.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.20 Assess the social impact of slavery immediately before and after the Civil War. (US) (16D)</p>	<p>Working in pairs, use the Internet or library resources to research the effects of slavery on social institutions (e.g., family and Church) in the North and the South. Focus on how slavery affected social institutions among the enslaved people themselves, as well as its impact on American society in general. Create a presentation to report your findings to the class.</p>	<p>Language Arts: Read an excerpt from the autobiography of Frederick Douglass or from another slave narrative to learn more about slavery’s impact on society and politics during the Civil War period. Analyze the motivation behind the author of the work and his or her effectiveness in facilitating change.</p>
<p>EH 16.21 Describe the long-term effects of slavery on American society (e.g., the rise of the Klu Klux Klan, segregation, the struggle for equal rights). (US) (16D)</p>	<p>Make a time line that highlights important events in the struggle for equal rights from 1865 to the present. Include events, such as the ratification of the Thirteenth Amendment, the establishment of the Freedmen’s Bureau, the ratification of the Fourteenth Amendment, the Civil Rights Act, and recent trials and conviction of Civil Rights-era crimes.</p>	<p>Music: Listen to recordings of popular Civil Rights-era songs, such as “We Shall Overcome” and Oh Freedom.” As a class, analyze the lyrics to these songs and discuss the social context to which they were being applied. Then choose a different song to research. Note the origins of this song, as well as its historical significance.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.22 Analyze how colonization has altered world social history. (W) (16D)</p>	<p>Draw an illustrated map to visually represent the concept of the Columbian Exchange. Identify items that moved from Europe, Africa, and Asia to the Americas, as well as items that moved from the Americas to Europe, Africa, and Asia.</p>	<p>Home Economics: Use the Internet or library resources to research one of your favorite recipes. What are the origins of each of the ingredients? Note fun facts—for example, the tomato did not originate in Italy, but in the Americas; the all-American hamburger is made from cattle first brought to the Americas by Europeans.</p>
<p>EH.16.23 Analyze how the Protestant Reformation has altered world social history. (W) (16D)</p>	<p>Describe the origins of the term <i>protestant</i>. Then make a table to compare and contrast the beliefs of the various Christian churches that arose during the Protestant Reformation. In your table, list the name of each church. In a separate column, list beliefs that are common among all of these churches. In another column, list beliefs that are unique to each particular church.</p>	<p>Theater: Write a short play set during the Protestant Reformation. In your play, discuss the causes of the Protestant Reformation and its effects on the Catholic Church. Be sure to include historical characters, such as Martin Luther, Johann Tetzl, Charles V, Frederick the Wise, and Pope Leo X.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.24 Analyze how industrialization has altered world social history. (W) (16D)</p>	<p>Assess the impact of the Industrial Revolution on the typical worker in the 1700s. Then choose an inventor and invention from that time period. Write a biography of the inventor. In your biography, describe how his or her invention changed life for people in the 1700s, as well as any impact it may still have on people today.</p>	<p>Journalism: Conduct an interview with a parent or older family member. Be sure to prepare your questions ahead of time. In the interview, find out how life or society has changed since the interviewee was in high school. Ask about technological and social changes as well. Share your findings with the class.</p>
<p>EH.16.25 Analyze how the rise of technology has altered world social history. (W) (16D)</p>	<p>Define the terms <i>cultural diffusion</i> and <i>cultural borrowing</i> in your own words. Then make a two-column chart. In the first column, list the ways technology helps spread culture. In the second column, list the ways technology can help preserve culture.</p>	<p>Technology: Working in pairs, discuss and list the beneficial and harmful effects of the rise of technology in the past century on world societies and cultures. Then hold a class discussion and have each pair contribute an item to a master list on the board of both beneficial and harmful effects of technology on societies.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.26 Identify the origins of significant environmental issues confronting the United States and North America. (US) (16E)</p>	<p>Working in small groups, choose a significant environmental issue confronting the United States and North America. Discuss and list the historical origins of the environmental issue and how it was developed. Present your findings as an oral report to the class. Then, as a class, discuss common roots to all of the issues discussed, such as attitudes toward private ownership and use of resources.</p>	<p>Religion: As a class, discuss the religious and ethical principle of stewardship of Earth. Discuss what stewardship means and how it differs from other concepts of human interaction with the environment, such as the capitalist idea that resources exist to be utilized for production.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at EH: EH.16.27 Summarize historical events to understand cause-and-effect relationships. (16A)</p>	<p>Think of an important historical event you studied in class, such as the French Revolution. Think about the multiple causes and effects of your chosen event. Summarize the historical event in a paragraph, emphasizing its causes and effects.</p>	<p>Journalism: Interview a member of your family or your community who witnessed a historic event, such as a soldier who served in a war. Focus your questions on cause-and-effect relationships. Use your notes to write a summary of the interview, emphasizing causes and effects.</p>
<p>EH.16.28 Describe the political ideas that shaped the Federalist and the Jacksonian periods in United States history. (US) (16B)</p>	<p>Make a table that compares and contrasts political ideas during the Federalist and Jacksonian periods. An emphasis should be made on how democracy grew and changed from the Federalist period through the Jacksonian period.</p>	<p>Language Arts: Read one of the essays in the <i>Federalist Papers</i> (see http://thomas.loc.gov/home/histdox/fedpapers.html), or read one of Andrew Jackson’s speeches. Then write two or three paragraphs describing how the essay or speech helped shape politics during the Federalist or Jacksonian periods.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.29 Analyze how the human rights movement has altered world social history. (W) (16D)</p>	<p>Use the Internet or library resources to research the United Nations (UN). Write a report describing the formation of the UN and its mandate to promote and defend human rights. You may also wish to describe other organizations that work for human rights, such as Amnesty International, Human Rights Watch, and the Southern Poverty Law Center.</p>	<p>Religion: As a class, discuss the consequences of a world social issue (e.g., hunger, poverty, AIDS, disease, ethnic strife) on the political, economic, and environmental aspects of world society. Then discuss our moral responsibilities to care for those who are poor and vulnerable, no matter where they are in the world, and to promote peace. Discuss what kinds of actions people can and should take to help deal with the social issue.</p> <p>Sociology: Analyze the effects of AIDS on Africa. Describe a projection of how African society might change in the next 10 years due to demographic changes created by AIDS.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.30 Appraise the unintended effects on American society that occurred as a result of watershed events in United States history. (US) (16D)</p>	<p>Choose a watershed event in United States social history and list its effects, including unintended consequences. Examples of watershed events include the Civil War and emancipation, the National Defense Highway Act and the decline of inner cities, and the Vietnam War and antigovernment activity. Present your results in the form of a concept web, with the event in the center and effects around it.</p>	<p>Film: As a class, view the PBS documentary series <i>Vietnam: A Television History</i> or other documentary about the Vietnam War. On the board, list changes in social institutions, such as family, church, and community, caused by the war. Also discuss and list changes in attitude toward government and relations between generations.</p>
<p>EH.16.31 Identify ways in which the environment of the Americas was affected by the cultural encounters brought on by the Colombian Exchange. (W) (16E)</p>	<p>Use the Internet or library resources to research the ways in which the environment in the Americas was affected by the Colombian Exchange (e.g., European plantations, mining operations). Write an essay that discusses how the land and Native Americans were affected by the arrival of the Europeans.</p>	<p>Geography: Create a chart that shows the patterns of items that moved within the Colombian Exchange. Include the directions in which the exchange occurred and list the items that were brought from one place to another. Then write a paragraph describing how some of these items may have changed the landscape in the places to which they were brought.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.32 Identify the ways in which migration has changed the world’s environment since the Age of Exploration. (W) (16E)</p>	<p>Working in small groups, choose a region that was explored and colonized by Europeans during the Age of Exploration. Create a time line that shows major migrations of people to that region since the time it was first explored and colonized. Write one or two paragraphs summarizing how these movements of people have changed the environment in that region.</p>	<p>Geography: Working in small groups, choose a continent that Europeans had begun to colonize in the 1500s and 1600s. Use colors to indicate the approximate areas colonized by different European groups, and draw picture icons to represent the resources that attracted them to the region.</p>
<p>EH.16.33 Identify the causes and effects of various conservation movements in the United States during the twentieth century. (US) (16E)</p>	<p>Use the Internet or library resources to research some of the main conservation movements in the United States during the twentieth century, such as those under Theodore Roosevelt’s and Franklin Roosevelt’s presidencies. Make a table that lists the reasons these conservation movements began and the effects they have had on the environment.</p>	<p>Music: Write lyrics to a song about the importance of conservation. The song may be about a particular conservation movement or a celebration of a forest, a lake, or other natural feature that is protected because of conservation efforts. Do library research to ensure an accurate portrayal of the movement or place. Share your song with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.34 Discuss opposing viewpoints about land ownership and use of resources in United States history. (US) (16E)</p>	<p>Working in pairs, use the Internet or library resources to research opposing viewpoints over the setting aside of land by the government or other issues involving the use of resources in the United States. Then pick opposing sides and hold a debate in front of the class.</p>	<p>Technology: Find out more about a current way (e.g., hybrid automobiles) that technology is being used to help conserve resources. Present your findings to the class in an oral report. Be sure to indicate whether there is any debate or controversy over the use of the new technology.</p>
<p>Useful to Work on at EH: EH.16.35 Organize information to better understand cause-and-effect relationships. (16A)</p>	<p>Working in pairs, read a newspaper article assigned by your teacher. Find examples of cause-and-effect relationships in your article. Use a cause-and-effect graphic organizer to show how some events led to other events. Underline clue words and phrases, such as <i>because</i>, <i>as a result</i>, <i>therefore</i>, and <i>so</i>, in the article.</p>	<p>Technology: Working in groups, choose a significant historical event to cover. Then outline a script for a newscast in which you present multiple causes for the event. Videotape your newscast, with different students acting as news anchors, reporters, and interviewees. Use cause-and-effect organizers to help present your information.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.36 Explain the reasons why historians with different points of view can arrive at different interpretations of the same event. (16A)</p>	<p>Find two competing interpretations of Columbus’s arrival in the Americas. Read each interpretation and determine each author’s perspective of the event. Remember that points of view can be shaped by many factors, such as a person’s background or political beliefs. Write a paragraph explaining why the historians’ different points of view led to different interpretations of the same event.</p>	<p>Theater: Working in groups, choose a historical event as well as a point of view for the event. Then create a short script about that incident, written from your chosen point of view. Perform your script for the class.</p>
<p>EH.16.37 Identify bias and understand how bias affects historical interpretations of an event. (16A)</p>	<p>Find two interpretations of the American Revolution—one written by a British historian and one written by an American historian. Identify any bias, positive or negative, present in each interpretation. Identify clue words that convey a positive or negative connotation. Then write a paragraph explaining any differences between the two interpretations.</p>	<p>Language Arts: Choose a historical event that happened in your lifetime. Do library research to uncover any biases that historians may have about this event. Then write a short report about the event, using bias.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.38 List the political ideas that developed during the Progressivist period in United States history and during Franklin Roosevelt’s New Deal period. (US) (16B)</p>	<p>Write two or three paragraphs comparing and contrasting the social changes brought about by the political ideas of the Progressivist movement and Roosevelt’s New Deal programs.</p>	<p>Science: Use the Internet or library resources to research information about the efforts made to conserve the environment during the Progressivist movement and the New Deal period. Choose a leader or a group, such as John Muir or the Civilian Conservation Corps, that worked to preserve and protect the environment in the United States.</p>
<p>EH.16.39 Name the political ideas that make up the New Conservative philosophy in modern American politics. (US) (16B)</p>	<p>Do library research to learn more about the speeches of Ronald Reagan. Select one of Reagan’s speeches, make a copy of the speech, and highlight its main points. Write a paragraph explaining how the speech supports the political ideas of New Conservatism.</p>	<p>Economics: Create a cause-and-effect chart for Ronald Reagan’s economic policies, which some called “Reaganomics.”</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.16.40 Describe how the cultural encounters caused by the Suez Canal affected the environment in certain regions of the world. (W) (16E)</p>	<p>Working in small groups, choose a region in Africa or Asia that was opened up to European colonization by the Suez Canal. Use the Internet or library resources to research how the Suez Canal promoted trade and colonization in those regions and how such cultural encounters affected the environment there. Prepare and deliver an oral presentation based on your findings.</p>	<p>Economics: As a class, review the economic policies of mercantilism and capitalism and the environmental effects of their exploitation of the resources in colonial empires. For example, discuss the environmental effects of extracting natural resources such as minerals and timber from colonies to fuel the engines of industry and enrich home governments.</p>

Early High School State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at EH: EH.17.01 Use mental maps of regions and the world to demonstrate understanding of relative location. (17A)</p>	<p>Select a city, state, or country in the world. Draw a mental map by writing the name of your selected location in the center of a sheet of paper. Then write the names of neighboring places in the appropriate places around the selected location.</p>	<p>Journalism: Use the Internet or library resources to research a city or nation that is unfamiliar to you. Then imagine that you are a television reporter. Write a story about something that is currently happening in that city or nation. As part of the story, explain the relative location of the place. Then deliver your newscast to the class.</p>
<p>EH.17.02 Use appropriate resources, data sources, and geographic tools to interpret information. (17A)</p>	<p>Create a table listing five different types of geographic tools in the first column. In the second column, list three questions about geographic issues that you could answer using each type of tool. Answer each question in the third column of your table.</p>	<p>Science: Working in small groups, use the Internet or library resources to research the properties and specific uses of four different map projections. Take notes as you research. Present your findings to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.17.03 Explain how erosion agents, such as water, ice, and wind, are both constructive and destructive processes. (17B)</p>	<p>Create a three-column chart that lists the main agents of erosion in one column. In the second column, list landforms formed or eroded by each agent. In the third column, explain how each agent produces or shapes those landforms.</p>	<p>Art: Choose a nearby tourist destination that was formed by erosion agents, such as water, ice, waves, or wind. Consider such places as a state or national park or the Great Lakes. Create a brochure that invites tourists to come and see how the forces of erosion helped create the beauty of the site.</p>
<p>EH.17.04 Evaluate world trends as they relate to physical systems. (17B)</p>	<p>Working with a partner, use the Internet or library resources to research the ocean circulation system. Create a poster to explain the ocean circulation system (or ocean conveyor) and its effects on world climate patterns. Include a map and diagrams to define ocean circulation system and how it works.</p>	<p>Language Arts: Use the Internet or library resources to research a world geographical trend. Take notes as you research. In your notes, list the potential effects of the change or trend on people or nations.</p>
<p>EH.17.05 Describe the economic activities of rural, suburban, and urban areas. (17C)</p>	<p>Create a chart to compare the land uses in rural, suburban, and urban areas. Select one of the areas and make a land use diagram. Share your diagram with the class.</p>	<p>Geography: Make a population density map of your state. Label rural, suburban, and urban areas. Then label the major economic activities found throughout the state.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.17.06 Explain how the use and development of resources has affected human history. (17D)</p>	<p>Work in groups, with each group assigned to either North America, South America, Europe, Asia, Africa, or Australia/South Pacific. Use the Internet or library resources to research how the use or development of resources has affected settlement patterns. For example, the discovery of gold led to settlement of California and Alaska. Present your findings to the class in an oral report.</p>	<p>Sociology: Use the Internet or library resources to research two boomtowns, one in the United States and one elsewhere in the world. Identify what kind of settlement resulted from the discovery of a new, highly valued resource. Examine the kind of society that was created and any social or environmental problems. Create a Venn diagram to show similarities and differences in the two boomtowns.</p>
<p>EH.17.07 Identify how natural disasters have affected human history. (17D)</p>	<p>Choose a historic natural disaster. List ways that the physical characteristics of a place were changed by the disaster. Analyze the effects these changes had on human settlement and use of resources.</p>	<p>Technology: Working with a partner, use the Internet or library resources to research the technological advances people use today to survive natural disasters. Share your findings with the class.</p>
<p>Significant to Develop at EH: EH.17.08 Evaluate how physical features have deterred or enabled migration. (17A)</p>	<p>Research a cultural group. Trace its migration patterns over time. Point out the physical features that have had an effect on the group's migration.</p>	<p>Language Arts: Write an essay that explains how mountains, rivers, deserts, and oceans can affect the migration of people or animals.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.17.09 Analyze geographic relationships, such as population density and spatial distribution patterns. (17A)</p>	<p>Work in a group to create a cartogram of the United States. Use the Internet or library resources to research and compile population figures for each state. Then redraw each state's boundaries to reflect its population.</p>	<p>Geography: Do library research to find the population density of your city. Compare it to the United States city with the highest population density and the city with the lowest population density.</p>
<p>EH.17.10 Describe the interactions among Earth's physical processes, including ocean currents, prevailing winds, and atmospheric pressure cells. (17B)</p>	<p>Create a flowchart showing the relationships between and among three of Earth's physical processes, such as ocean currents, prevailing winds, and atmospheric pressure cells. Label the flowchart to explain the relationships.</p>	<p>Science: Working in small groups, create a poster explaining the weather event known as El Niño. Show how a combination of Earth's physical processes, such as prevailing winds and ocean currents, combine to create this effect. Include on your poster at least one diagram and one map.</p>
<p>EH.17.11 Explain the effects of modern technology on human activities and geographic features. (17C)</p>	<p>As a class, discuss how advances in technology have changed people's perceptions of geographic features. Brainstorm how these changes might lead to other changes in human societies.</p>	<p>History: Identify examples of innovations in transportation that have altered geographic features in the United States. Explain which geographic features were modified.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at EH: EH.17.12 Explain the processes caused by the movement of tectonic plates. (17B)</p>	<p>List the main types of movement associated with the margins of tectonic plates, such as colliding, spreading, and slipping. Then identify the patterns of physical processes associated with each type of movement.</p>	<p>Art: Create models that show the common features that appear where tectonic plates collide, spread, or slip. Share your models and explain them to classmates.</p>
<p>EH.17.13 Analyze population growth trends in selected urban areas as they relate to geographic features. (17C)</p>	<p>Work with a partner to study two major urban centers, one in the United States and one elsewhere in the world. Identify the population growth trends in both centers. Then analyze which geographic features are affecting the growth.</p>	<p>Language Arts: Use the Internet or library resources to research the population growth trends of the urban center closest to where you live. Write a summary of your findings.</p>

Early High School State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at EH: EH.18.01 Define the meaning of the term <i>culture</i>, and explain how material and nonmaterial culture differ. (18A)</p>	<p>Define the meanings of the terms <i>culture</i>, <i>material culture</i>, and <i>nonmaterial culture</i>. Use each term in a sentence. Then make a list of five examples of material culture and five examples of nonmaterial culture.</p>	<p>Language Arts: Imagine that you are writing a first letter to a pen pal who lives in another country. Write a letter introducing yourself, and describe some examples of American material culture and nonmaterial culture. Share your letter with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.02 Describe the basic components of culture. (18A)</p>	<p>Write definitions for the five components of culture (technology, symbols, language, values, and norms). Then list examples for each component of your school culture. Share your examples with the class.</p>	<p>Language Arts: As a class, discuss what American society would be like if it did not have a shared culture (e.g., if everyone spoke a different language). Consider each component of culture, remembering that no society can exist without a shared culture. Then write a short story that illustrates what a society might be like without one shared component of culture. Present your story to the class.</p> <p>Technology: Use the Internet or library resources to research the effects of global communication technology and technological innovations on human culture. Then use your findings to create an illustrated pamphlet on the topic. Include information on how changes in communications and technology affect cultural universals and cultural variations among societies.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.03 Identify factors, such as customs, traditions, language, media, art, and architecture, that account for variations among and within cultures. (18A)</p>	<p>Write an essay comparing the cultural norms and practices of American subculture groups, such as the residents of Chinatown or Little Havana. In your essay, consider the cultural traits of each group.</p>	<p>Art: Work in pairs or small groups to review current-affairs magazines and newspapers for one week. Note the symbols of American culture in them, such as customs, traditions, language, media, art, and architecture. Use clippings, sketches, and other visual materials to create a collage of these symbols. Share your collage with the class.</p>
<p>EH.18.04 Identify cultural traditions from other places that have become part of American life. (18A)</p>	<p>Work in pairs to list ten cultural traits that you believe originated outside of the United States. Use the Internet or library resources to research where and when these traits originated. Summarize your findings in a written report, explaining how each trait has enriched American life.</p>	<p>Sociology: As a class, discuss foreign cultural practices or beliefs that are unfamiliar to you. Then use the Internet or library resources to research one of the foreign cultural practices or beliefs. Use cultural relativism to write a short paper analyzing the practice or belief. Share your findings with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.05 Analyze advantages and disadvantages of living in a pluralistic society. (18A)</p>	<p>Working in groups, make a list of the advantages and disadvantages of living in a pluralistic society. Include the concerns of families or ethnic groups with languages, beliefs, and cultures that are different from the mainstream.</p>	<p>Religion: Working in small groups, imagine that you are parents who have children growing up in a pluralistic society. Discuss and list concerns you would have about your children. What aspects of the pluralistic society would you want to shield or protect them from? Then list aspects of living in a pluralistic society that would benefit your children. Share your list with the class.</p>
<p>EH.18.06 Analyze the social effects of major cultural exchanges of the past, such as the Colombian Exchange, the Silk Road, and the Crusades. (18C)</p>	<p>Working in groups, brainstorm a list of the social effects of the Colombian Exchange, the Silk Road, and the Crusades on the cultures involved with each. List changes in social structure, family life, and culture that resulted from the exchange of goods, livestock, diseases, ideas, and beliefs. Share your list with the class.</p>	<p>Math/Science: Research a significant mathematical or scientific advancement that Europeans gained access to as a result of the Silk Road or the Crusades. Summarize your findings in a report that explains how the advancement changed European society. Share your report with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.07 Analyze how global communications affect economic exchanges today. (18C)</p>	<p>As a class, make a list of examples of global communication and economic activity. Then discuss multinational corporations, or businesses that operate from bases in many countries. Discuss whether these corporations should be held accountable not only to their stockholders but also to society for their treatment of workers and the environment. Then write an essay summarizing your point of view.</p> <p>Write a paragraph describing how e-commerce has changed the United States economy.</p>	<p>Language Arts: As a class, discuss the increasing globalization of corporations. Then write a short story set in the future in which market forces have joined together the countries of the world under one global economy. Include broad themes, such as the nature of the economic system, national identity, trade, currency, languages, education, politics, and an assessment of today’s world order from the point of view of characters in the future. Read your story aloud to the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at EH: EH.18.08 Distinguish between norms and mores. (18A)</p>	<p>Write sentences that define the terms <i>norms</i> and <i>mores</i>, listing examples of each. Then write a paragraph that describes the difference between the two terms.</p>	<p>Journalism: Working in groups, write five questions describing a person’s behavior that violates a norm or a more to an advice columnist. In the letter, ask the advice columnist whether it is a norm or a more being violated, why it is a norm or a more, and what he or she thinks you should do about it. Exchange questions with another group, and write responses to the other group’s questions. Share your questions and answers with the class.</p>
<p>EH.18.09 Describe how the norms of society are enforced. (18A)</p>	<p>Write a paragraph that describes the two ways in which norms are enforced—internalization and sanctions (positive, negative, formal, and informal). Then provide examples of each type of norm enforcement.</p>	<p>History: Use the Internet or library resources to research some of the widely held norms in colonial America and the formal and informal sanctions that were used to enforce them. Create a series of fictional colonial news briefs that illustrate these norms and sanctions. Also collect modern news articles that illustrate current norms and sanctions. As a class, discuss the articles from each time period and compare each society’s examples of norm enforcement.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.10 Describe cultural universals and explain why they exist. (18A)</p>	<p>Write a paragraph that describes cultural universals. Include examples of cultural universals in your paragraph.</p>	<p>Business: Working in small groups, imagine that you are product developers for a large multinational company. Use your knowledge of cultural universals to come up with an idea for a new product that could be marketed to other countries. Write a paragraph describing your product and explaining why it has wide global appeal. Then present your idea to the class.</p>
<p>EH.18.11 Explain what the terms <i>ethnocentrism</i> and <i>cultural relativism</i> mean. (18A)</p>	<p>Write a paragraph that explains ethnocentrism and cultural relativism, including examples of each. Then list some positive and negative consequences of both ethnocentrism and cultural relativism.</p>	<p>History: As a class, review the concepts of ethnocentrism and cultural relativism. Then, working in pairs, choose an event in United States or world history that occurred in part as a result of ethnocentrism. Suggest and discuss ways in which practicing cultural relativism might have changed the course of history. Write an essay summarizing your discussion.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.12 Analyze how different types of institutions (educational, governmental, charitable, and military) meet similar social needs. (18B)</p>	<p>As a class, make a list of social needs, such as addressing poverty and homelessness. Then, working in pairs, create a graphic organizer that analyzes how different institutions work to meet these needs. Use the Internet or library resources to do research as needed. List the different types of institutions (e.g., educational, governmental, charitable, religious, military) that try to meet social needs. Then list the ways each institution tries to meet social needs. Finally, analyze how effective each institution is.</p>	<p>Religion: Catholic social teachings state that it is essential to care for those who are poor, the homeless, the elderly, and other vulnerable groups in society and to put their needs first. As a class, debate whether this mandate is best carried out through government programs, through private charitable groups, or through both.</p> <p>Government: Imagine that you are a politician campaigning for an upcoming election. Create a one-page flyer that summarizes the steps that the federal government has taken to address the effects of poverty. In the flyer, describe two programs intended to decrease poverty that you would support if elected.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.13 Explain how government policies, such as taxes, child labor laws, and the right to vote, affect social and economic statuses. (18B)</p>	<p>Create several cause-and-effect charts. One should show the relationship between child labor laws and access to education. Another should show how education affects social status. The third should show how access to education affects earnings. The fourth should show how earnings affect economic status.</p>	<p>Government: Use the Internet or library resources to research Lyndon Johnson's Great Society program. Learn how the Great Society aimed to improve elementary, secondary, and higher education; help people pay for medical care; and give more people voting rights. Write a report on the legacy of the Great Society. Compare the viewpoints of historians who believe the Great Society programs were successful in improving the social and economic status among the disadvantaged with those who view the programs as failures.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.14 Compare the role and effectiveness of educational institutions in the United States to those in other countries. (18B)</p>	<p>Working in small groups, pick three countries, and use the Internet or library resources to research the role and effectiveness of educational institutions in the foreign countries as compared with the United States. Summarize your findings in a report and share them in a brief oral presentation. Then, as a class, discuss and identify any patterns you see in the role and effectiveness of educational institutions in various nations around the globe.</p>	<p>Government: Use the Internet or library resources to research educational funding in your community or in Illinois as well as in the three countries you studied in the assessment activity. Research issues, such as how schools are funded, whether all schools have access to equal funding, and how much is spent on average per pupil. Compare the funding in Chicago or in Illinois to the funding available in the other countries you researched. Summarize your information in a one-page fact sheet, including charts or graphs. Use your findings as the basis of a class discussion on how issues related to educational funding might affect the opportunities available in schools in the United States and other countries.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.15 Compare the role and effectiveness of charitable institutions in the United States to those in other countries. (18B)</p>	<p>Working in small groups, pick three types of charitable groups, such as relief agencies. Use the Internet or library resources to research the role and effectiveness of charitable institutions in other countries as compared with the United States. Use a graphic organizer to summarize your findings. Then, as a class, discuss the similarities and differences in the effectiveness of charitable groups in various nations around the globe.</p>	<p>Math: Use the Internet or library resources to research information about the ten nations that give the most aid to other nations as a percentage of their gross national income (GNI). Then research the same information for the United States. Organize your findings in a chart, listing the ten countries in the first column and the percentage of aid they give per GNI in the second column. In the third column, compute how much higher the percentage in the second column is than the percentage given by the United States. To do so, divide the difference by the first number and convert to a percentage. Then, as a class, discuss your findings and possible explanations.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.16 Compare the role and effectiveness of government institutions in the United States to those in other countries. (18B)</p>	<p>Compare the functions of institutions of a representative democracy, such as the United States Congress, the United States Supreme Court, and the executive branch of the United States, to analogous bodies in other governments, such as in Great Britain or Russia. Then assess their effectiveness.</p>	<p>Government: Use the Internet or library resources to research the United States aid of democracy abroad. Write a position paper that summarizes your research and answers the following questions: How has the United States helped spread democracy around the world? What methods are being used? What is the monetary cost of such programs? To what extent have the programs been successful? Are the programs worth the cost? How important is the task of aiding democracy relative to other national priorities? Should the United States continue this role? Then discuss your position with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.17 Analyze how gender roles affect the opportunities available to men and women in society. (18B)</p>	<p>Divide into groups. In each group, discuss the differences between the terms sex and gender. Using the terms, discuss how gender roles affect the opportunities available to men and women in society. Summarize your discussion in a written report, including examples. Then choose one member to read the group’s summary to the class.</p>	<p>Film: Make a list of behaviors and appearances that are considered masculine and/or feminine in our society, including examples depicted in film.</p>
<p>EH.18.18 Explain how gender roles are affected by socialization. (18B)</p>	<p>Identify examples of gender socialization by families, the mass media, schools and peers. As a class, discuss the effects of this socialization. Then write a paragraph that summarizes the class discussion.</p>	<p>Film: View one or two family television programs from the 1950s or 1960s, such as Father Knows Best, I Love Lucy, Ozzie and Harriet, and Leave It to Beaver. Also watch one or two episodes of current television shows. Write a short essay that compares the gender-role expectations evident in early programs with the gender-role expectations portrayed in modern television shows. Read your essay aloud to the class and discuss other students’ observations, too.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.19 Summarize how sociologists define the terms race, ethnicity, and minority group. (18B)</p>	<p>Write a paragraph summarizing the sociological definitions of the terms race, ethnicity, and minority group. Provide examples of each term.</p>	<p>Language Arts: Read a chapter from John Howard Griffin's <i>Black Like Me</i>. Write an analysis of an incident from the chapter that explains how the incident demonstrates the sociological view of race. Then, as a class, discuss what would happen if someone performed an experiment similar to Griffin's today.</p>
<p>EH.18.20 Identify the characteristics that distinguish minority groups from one another. (18B)</p>	<p>Create a concept web to identify and describe the five characteristics that distinguish minority groups from other groups. Then identify a minority group and explain what characteristics distinguish the group as such.</p>	<p>Language Arts: Write an essay describing the ways in which African Americans, Hispanics, Asian Americans, Native Americans, and Caucasians exhibit the five characteristics of minority groups listed in your concept web. You may wish to create a graphic organizer to help you write your essay.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.21 Distinguish between discrimination and prejudice. (18B)</p>	<p>Define the terms <i>discrimination</i> and <i>prejudice</i>. Then write a paragraph that describes the difference between discrimination and prejudice, including examples that illustrate the difference.</p>	<p>Government: Use the Internet or library resources to research United States Supreme Court cases dealing with discrimination. For example <i>Miranda v. Arizona</i>. Select one case and write a summary about it, the Court’s decision, and its effects on American society. Read your summary aloud to the class.</p> <p>Legal Studies: As a class, discuss the criticism over affirmative action policies, claiming they are a form of reverse discrimination. Use the Internet or library resources to research affirmative action and to learn more about both sides of the controversy. Then conduct an informal debate on the issue of reverse discrimination. Prepare a list of questions to ask during the debate.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.22 Describe the most common patterns of minority-group treatment. (18B)</p>	<p>Write an essay that describes the seven patterns of minority treatment (cultural pluralism, assimilation, legal protection, segregation, subjugation, population transfer, and extermination). Use examples to illustrate each type of treatment.</p>	<p>History: Working in small groups, use the Internet or library resources to research the Civil Rights movement in the United States. Create an illustrated time line of some of the major events in the history of United States civil rights, such as major protests and marches, Supreme Court cases, specific movements, and important leaders. Display your time line in the classroom.</p> <p>History: Use the Internet or library resources to research the current or past racial and ethnic relations in a country other than the United States. Summarize your research in a chart or graph that illustrates the issues or events related to race relations and discrimination in that country. Then write a few paragraphs that detail how organizations and governments there have attempted or are attempting to deal with racial issues.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.23 Describe the conditions under which minority groups in the United States live. (18B)</p>	<p>As a class, discuss the conditions under which minority groups in the United States live. Working in groups, create a collage that illustrates the history, conditions, and challenges of one minority group, such as African Americans, Hispanics, Asian Americans, Native Americans, or Caucasians. Use magazine and newspaper clippings, cartoons, words, and drawings to complete your collage.</p>	<p>Language Arts: Use the Internet or library resources to research examples of poems or short stories written by members of a minority group, such as African Americans, Hispanics, Asian Americans, Native Americans, or Caucasians. Choose one literary work and write an essay that describes it and analyzes how it reflects the author's experiences as part of his or her minority group. Share with the class excerpts from your literary work, a brief biography of the author, and your analysis of the piece.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.24 Explain how government policies have affected the lives of minority groups in the United States. (18B)</p>	<p>As a class, discuss government policies that have affected minority groups in the United States. Working in pairs, use the Internet or library resources to research how government policies have affected one minority group, such as African Americans, Hispanics, Asian Americans, Native Americans, or Caucasians. Then create a two-page magazine spread on the topic that could appear in a magazine running a series on minority experiences in the United States. In your spread, include at least two articles and visuals such as charts, graphs, illustrations, or photographs.</p>	<p>Government: Working in groups, list some methods through which minority groups can make their voices heard in federal, state, and local government. Then select one method and write a brief plan for how a minority group might use that method as a vehicle to influence the government on an issue important to that minority group. Share your plan with the class.</p> <p>Legal Studies: Use the Internet or library resources to research laws meant to protect the civil rights of minority groups in the United States that were passed between 1960 and 1990. Use your research to create an annotated and illustrated time line of civil rights legislation.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: EARLY HIGH SCHOOL

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>EH.18.25 Identify how different ideas about behavior have led to social change. (18C)</p>	<p>Working in groups, discuss historical examples in which different ideas about behavior led to social change. Create a concept web with the idea in the center. In the outer circles, list social changes that stemmed from the idea. Share your concept web with the class.</p>	<p>Technology: Understand how technology is a catalyst of social change. List examples of recent technology, and suggest some of the social consequences of the technology. An example might be cell phones. Conclude how the cell phone changed how and where people communicate, created new norms for public behavior, and affected road safety.</p>
<p>EH.18.26 Analyze how the global perceptions of various groups in the United States have changed. (18C)</p>	<p>Working in pairs, create a chart. In the first column, list groups in the United States, such as young, elderly, wealthy, middle-class, as well as various ethnic and social groups. In the second column, list how each group perceives the world. In the third column, list how the perception of each group is changing. You may wish to use the Internet or library resources to do research to complete your chart.</p>	<p>Technology: Working in groups, discuss types of technology that have helped change the global perceptions of groups in the United States. Then discuss which groups have been most affected by the technology and how it has changed their global perceptions.</p>