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SOCIAL STUDIES • EVALUATING TODAY'S NEWS/ ALL STRANDS of SOCIAL STUDIES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide newspapers and the student worksheet SS I-1. Transfer the questions from the worksheet to an overhead, so that you can point to the questions you are asking.

Activities: Ask students to scan the newspaper for ten or fifteen minutes, then introduce the questions from the student worksheet SS I-1 to the class:

1. What is the most important story of the day in terms of national well-being? Why?
2. What is the most important story of the day for your immediate city/area?
3. What is the most tragic story of the day for all humankind? Why?
4. What is the best news of the day? Why?
5. What is the funniest story?
6. What story interests you enough that you want to read more about the topic?
7. What story will probably be followed in future newspaper editions?
8. What story reflects a situation that is deeply rooted in our history? Explain.
9. A reference to what story will probably appear in history books?*

Indicate which questions you want students to answer in writing and/or orally by checking or circling the number on the overhead. Students should be encouraged to discuss selected questions in small groups and report their answers to the class. They are likely to disagree on some answers and should explain why they think one story is more important, tragic, funny or likely to make history.

To help students gain a deeper understanding of the news, use the questions or similar questions every day they receive a newspaper.

*Oline Stigers, Handout, *The Gazette*, Cedar Rapids, Iowa.

SOCIAL STUDIES • CURRENT EVENTS/ ALL STRANDS of SOCIAL STUDIES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide newspapers for studying current events and the student worksheet SS I-2.

Activities: Have students report current events using these questions:

1. What event took place?
2. Where did it happen?
3. When did it occur?
4. Who were the people involved?
5. What led up to this event?
6. Why is it important?

SOCIAL STUDIES • CURRENT EVENTS/ ALL STRANDS of SOCIAL STUDIES, continued

reading strategies

Activities, continued: Require students to vary the topics and report on local, state, national and international events. If students choose to report on the same current event, have them discuss the article in groups and present the information together. The presentation should not be long, and students should emphasize why it is important to learn about the current event.

SOCIAL STUDIES • EVALUATING INFORMATION/ ALL STRANDS OF SOCIAL STUDIES

reading strategies

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Make newspapers available.

Activities: Students should select and read an article dealing with a current event. Then ask them to explain why the event took place. Guide the discussion with questions:

1. Was the reason explicitly stated in the article or did you, the students, have to use interpretive comprehension skills to determine why? Was there only one reason given to explain the event?
2. What points of view are presented?
3. Does one point of view seem more reasonable than others?

* Interpretive reading comprehension skills require the reader to “read between the lines.”

SOCIAL STUDIES • COMPARING NEWS to ADS/ ALL AREAS of SOCIAL STUDIES

reading strategies

Skill: To acquire strategies to analyze, interpret, create and use resources and materials.

Preparation: Provide newspapers.

Activities: Have students locate newspaper advertisements about coming events, such as elections, meetings or concerts. Then have them read a newspaper article dealing with the same event(s) and compare the tone and content of the advertisement and the news article. Ask questions about the intent of the ad and the news story: Is one more factual than the other? (Ads are promotional. Stories are often positive but legitimately so only when the event, cause or person deserves the praise. Stories also help by calling attention to an event, cause or person and provide information on how to find out more about an event or person or where and when to attend an event.). Readers should look for differences in type style. If the advertising department rather than the news department generates stories, the style of type is different and the section is labeled “advertising,” “advertising supplement” or “advertorial.”

SOCIAL STUDIES • FACT vs. OPINION/ ALL STRANDS of SOCIAL STUDIES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide copies of newspapers and felt -tip markers. Allow class time for a discussion of differences between fact and opinion. Opinions represent points of view; facts are observable and less subject to debate. Facts can be documented readily and are used to support opinions.

Activities: Have students select one columnist whose writing appears regularly in the newspaper and collect several of his/her columns. Have them underline in blue the parts of the columns that are fact and underline in red the parts that are opinion. Ask: Is there more fact or more opinion presented by the columnist? Have students compare the amount of fact and opinion in the columns with that found in a news article. Ask: What conclusions can you draw from the comparison?

reading strategies

SOCIAL STUDIES • BALANCED COVERAGE/ ALL AREAS of SOCIAL STUDIES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide newspapers and explain that reporters should act as observers, remaining as objective as humanly possible.

Activities: Have students identify fact and opinion in selected news stories. (Opinions should appear only in quotes.) Ask and discuss these questions:

1. Are opinions quotes? Is there support for the opinions?
2. Are the quotes from reliable sources? How do they know?
Are they experts? Do they have special training or experience?
3. Is any side of the story left out? (If so, check for more information and/or rebuttal in newspapers published over the next days or weeks.) Is coverage balanced over time?
4. Is there a slant to the story that is not justified?

reading strategies

SOCIAL STUDIES • PRIMARY SOURCES/ ALL AREAS of SOCIAL STUDIES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide newspapers. Identify and/or have students identify stories that cite various sources of information, such as a state department official, an informed source, public relations officer, a source close to the president or an administration critic.

reading strategies
decision making

SOCIAL STUDIES • PRIMARY SOURCES/ ALL AREAS of SOCIAL STUDIES, continued

reading strategies
decision-making

- Activities:** Have students find and list the sources given in news stories. Then have them explain the significance of each. They should determine how specific the attribution is. Ask: Who is responsible for the statement?
- Discuss the fact that some statements test public reaction to a proposal. Those may serve the public interest but can also cost the source his/her job if he/she is identified. Statements made by an unidentified source may also serve the purposes of an official by arousing interest in an upcoming speech or election. Because judging a person's or organization's motives and knowing the effects of a statement are difficult, evaluations of reliability can be only tentative.
- Have students find statements that are more or less believable as a result of sources used to obtain the information. Have them rewrite stories in ways that make the statements more believable. Discuss: What makes information credible? What kind of behavior makes the public question an official's word?

SOCIAL STUDIES • "REAL-LIFE" ACTIVITIES/ ALL STRANDS of SOCIAL STUDIES

problem-solving
decision-making

- Goals:** To apply basic economic concepts and evaluate the use of economic resources within communities.
To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
- Preparation:** Provide newspapers and choose activities like those students carry out in their daily lives.
In deciding which activities are best, keep in mind the following criteria for functional reading outlined by Richard and Jo Anne Vacca:
1. Skills are taught as the material requires.
 2. The materials must be real and timely.
 3. The activities should help students solve problems that they see as important.
- The Vaccas based their criteria on two assumptions, "The first is that reading is never independent of meaning. The second is that reading is never independent of function." (Vacca, March 1981)
- Activities:** Choose "real life" activities that are appropriate for students in your class. Knowing their interests and concerns and those common to their age group will help in making choices. Also use problems that affect everyone. The following sample activities written for students are not exhaustive. Add to the list, keeping in mind what you know about newspapers and your students.
1. Pretend your parents limit TV time to one hour each night. Using the TV schedule choose the TV program that you'd like to see tonight, finding the time and channel. Look at other programs showing at the same time and ask yourself: Will someone else in my family want to see a different program? What criteria did I use in choosing the program? Am I choosing the best program? Why is it the "best"?

SOCIAL STUDIES • “REAL-LIFE” ACTIVITIES/ ALL STRANDS of SOCIAL STUDIES, continued

Activities, continued:

2. Pretend you are shopping for a friend’s birthday present. You have \$10 to spend. In ads, find five items suitable for your friend’s birthday present. Each should cost less than \$10. Then select your first two choices. Use information about location of the store in making your final choice.
3. Pretend you are graduating from high school and looking for a job (summer or permanent). Use the Classifieds to identify ones that are suitable. Answer these questions: What are the requirements of the job? Are any important questions left unanswered in the ad?
4. You are a citizen of the United States, concerned about problems that face the local community, state, nation and world. Identify the problem that is most troubling and decide what you can do. Or look in the newspaper for opportunities to contribute to the community. You may also look for events in which you would like to participate.

reading strategies
decision-making

SOCIAL STUDIES • DEALING with CONFLICT/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To develop, defend and evaluate positions or issues regarding the personal responsibilities of citizens in the American constitutional democracy.
To explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.

Preparation: Provide newspapers.

Activities: Have students read their newspapers and identify stories involving conflict of one form or another (person to person, person to government or business, government to government, business to business or other). Ask students to choose one conflict to describe as completely as they can. Ask questions such as:

1. What are the views of the different sides involved in the conflict?
2. How did the conflict begin and why is it continuing?
3. What do you think about the situation?
4. What solution do you propose to resolve the conflict?
5. Is there a way to resolve the conflict so that all parties come out ahead or must one party win?

Ask: What institutions are in place in the United States (and other countries) to help people, governments and other institutions resolve conflicts? Find examples in newspapers.

problem-solving

SOCIAL STUDIES • NEGOTIATING DIFFERENCES of OPINION/ GOVERNMENT and ACTIVE CITIZENSHIP

decision-making

Goals: To exhibit qualities of responsible citizenship in the classroom, school and other social environments.
To develop, defend and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Preparation: Provide newspapers. Tell students the activities will require them to gather facts, state opinions, hear other opinions and draw conclusions based on thoughtful consideration of facts and opinions.

Activities: Choose or have students choose a topic, event or issue. Make sure it is one that students care about. Students should read one or more stories about the topic. Even though students may find more information about topics that stay on the front page for several days, you may choose to start with a topic that is not likely to require as much reading. After students practice the activities, have them analyze more complicated issues.

Then, ask students to collect and talk about letters to the editor, editorials, cartoons and columns in which opinions are expressed. After sorting through the facts and opinions, have students write their own statements of opinion. Conduct one or more follow-up activities:

1. Have students hand in their written opinions on one issue and deposit them into a box or bag. Ask them not to sign their names. Have students draw opinions from the box or bag and present them to the class in a convincing way, even though the opinion each student is expressing is not his/her own.
2. Have students who agree with each other on an issue form a group, designate a leader and prepare a speech in support of their position. The leader should speak for the group. After all student representatives present their positions, students should indicate which person they think made the strongest case. Remind them that they may not agree with that person but think that person is most convincing.
3. Have students vote on an issue. Use a human rating scale. State a position or question to which students can answer “yes” or “no.” Ask them to line up. Designate one end of the room as indicating “no” and the other as indicating “yes.” Students should line up across the room in a place that represents how strongly they feel for or against the statement you presented.

SOCIAL STUDIES • PROBLEM-SOLVING/ GOVERNMENT and ACTIVE CITIZENSHIP

problem-solving

Goal: To develop, defend and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Preparation: Provide newspapers over several weeks and the problem-solving outline on student worksheet SS 6-3.

SOCIAL STUDIES • PROBLEM-SOLVING/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

problem-solving

Activities: Have students select a local, state, regional, national or international problem to study for several weeks. (See page SS 24-25 for explanations of local, state, regional, national and international.) Using all sections of the newspaper, have them write a summary of the development of the problem, its causes, effects, solution(s) and obstacles to the solution(s). If several newspapers are used, require a comparison of the ways the papers approached the problem. Provide the student worksheet SS 6-3 for students to outline their information.

If several students study the same problem, have them compare their analyses. Expect different interpretations to show up in students' summaries and conclusions. Ask them if discussing the problem with other students changed their interpretations or opinions in any way.

To introduce point of view, have students explain the problem as the different parties involved and affected define it. Then they should define and outline the problem as they see it and determine which person's or group's position is most like theirs.

To make the activity simpler, have students use the problem-solving outline to analyze social problems that are discussed and debated in advice columns. Have them consider the perspective of the people writing letters and the viewpoint of the columnist. Have younger students analyze problems presented in comics and photos.

See page LA 80 for an activity on social studies.

SOCIAL STUDIES • ANALYZING PROBLEMS/ GOVERNMENT and ACTIVE CITIZENSHIP

problem-solving

Goal: To develop, defend and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Preparation: Provide newspapers and social studies textbooks. Have students locate in textbooks an example of a local, state, national or international controversy or problem. Then have them identify the consequences of that controversy/problem as reported in the textbooks. If none is given, have students predict the consequences.

Activities: Over a period of several weeks, have students follow a controversy as reported in the newspapers. (If possible, students should follow the controversy until a solution is found.) Have students clip and summarize articles and record main ideas on index cards, noting page numbers and sections of the paper where articles are located.

Use the information to answer the following questions:

1. Which area(s) — local, state, national or international — are affected by the controversy? How? To what extent? (See page SS 24-25 for explanations of local, state, regional, national and international.)
2. How long did it take for a solution to be reached?
3. Was the outcome satisfactory? To whom?
4. What are your recommendations for settling the dispute?
5. What conclusions can be drawn?

SOCIAL STUDIES • ANALYZING PROBLEMS/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

problem-solving

Activities, continued: Follow up by having students select a controversy or problem and compare the way it is reported in different newspapers. Ask:

1. Is the content similar?
2. How is the controversy presented in each paper?
3. How much emphasis is placed on the problem? (How much space is given to it? Where are the stories/editorials located?)

SOCIAL STUDIES • INVESTIGATING ISSUES and PROBLEMS/ GOVERNMENT and ACTIVE CITIZENSHIP

problem-solving

Goals: To assess connections between historical events and contemporary issues. To analyze social and political institutions and examine how institutions respond to human needs, structure society and influence behavior.

Preparation: Provide newspapers and list the following issues:

1. Nuclear war
2. Mechanization and modernization
3. Energy
4. Inflation
5. Conflicts and alliances among nations

In a study of history, trace the roots of the problems or issues.

Activities: Have students identify stories that deal with the issues listed above. Ask them to determine which poses the gravest threat and explain in writing two ways that the issue can be resolved, one destructive and the other constructive. Use the words “fortunately” and “unfortunately” to direct students’ thinking.

Follow a similar approach when discussing trends in America. Provide a list of important areas of concern:

1. Role of the family
2. Prevailing social and political attitudes
3. Energy
4. Health care

SOCIAL STUDIES • The CONSTITUTION in ACTION/ GOVERNMENT and ACTIVE CITIZENSHIP

Goal: To investigate the foundations of the American political system and explore basic values and principles of American democracy.

Preparation: Provide newspapers. Complete a study of the U.S. Constitution. Emphasize the origin of the first ten amendments, the Bill of Rights. Post a copy of the Constitution and Bill of Rights on a classroom bulletin board. Allow space for students to pin articles that relate to the different articles and amendments.

Activities: Have students find stories that show the Constitution in action. They should save them in a scrapbook or display them in classrooms and discuss them in groups.

Using various newspapers, have students identify news stories that illustrate the kinds of situations that generate constitutional questions. Examples include trials, access to information, religious expression and educational opportunity.

Using the North Carolina Constitution, conduct similar activities.

decision-making

SOCIAL STUDIES • BASIC FREEDOMS/ GOVERNMENT and HISTORICAL PERSPECTIVES

Goal: To investigate the foundations of the American political system and explore basic values and principles of American democracy.

Preparation: Provide newspapers.

Activities: Ask students to find in newspaper articles at least two examples of the basic freedoms guaranteed by the Constitution. Examples are freedom of speech and press, the right to peaceful assembly and a guaranteed fair trial.

Have them indicate in writing whether or not the interpretation of those freedoms is the same today as when they were drafted and explain any changes.

A related activity is to identify situations in which those basic freedoms appear in conflict. One example is when public access to information appears to jeopardize an individual's right to a fair trial.

decision-making

SOCIAL STUDIES • DEMOCRATIC CONCEPTS/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To assess connections between historical events and contemporary issues. To examine the roles various ethnic groups have played in the development of the United States and other countries.

Preparation: Provide newspapers and identify significant ideas or concepts (such as freedom, nationalism and equal opportunity) that have influenced the actions of racial, ethnic and religious groups.

More information is likely to be available in newspapers on events in the United States, but when they are studying other countries, students should look for news related to those countries. Direct them to online newspapers for perspectives from newspapers published in the countries they are studying. Some newspapers in other countries are written in English. The Newspaper Association of America Web site (<http://www.naa.org>) links to national and international newspapers.

decision-making

SOCIAL STUDIES • DEMOCRATIC CONCEPTS/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

decision-making

Activities, continued: Ask students to identify situations in which ideas, such as freedom, nationalism and equal opportunity, have been expressed in the past and write position papers about the effect of each on today's world. They should save stories from newspapers over several weeks related to their study and should cite examples from the stories in their papers.

SOCIAL STUDIES • A GOOD CITIZEN/ GOVERNMENT and ACTIVE CITIZENSHIP

reading strategies
decision-making

Goals: To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
To characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Preparation: Provide newspapers and the student worksheet SS 10-4. Discuss with students the meaning of good citizenship.
Have them prepare a bulletin board entitled "Good Citizen of the Week." Divide the board into three sections: local, state and national.

Activities: Ask each student to collect and present newspaper articles about people in their community who have demonstrated good citizenship. Have them award "Good Citizen of the Week" awards. Require students to give reasons for their selections. Have them complete the student worksheet SS 10-4 and display medals around the classroom.
Follow up by having them choose people in their classroom or school for recognition as good citizens.

SOCIAL STUDIES • PEOPLE SOLVING PROBLEMS/ GOVERNMENT and ACTIVE CITIZENSHIP

problem-solving

Goals: To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
To characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Preparation: Provide newspapers that carry local news and the student worksheet SS 10-5.

Activities: Ask students to identify community problems in the newspaper. They can work alone, in teams or in small groups and can use one or more newspapers. Have them write the community in the center of the graphic organizer SS 10-5 and on the outside list the problems they identify. On the lines they should name and/or cut and paste a photo of the individual or individuals who are working to solve the problems. On separate paper, they can write about the work they are doing or the solutions they are proposing. Ask them to write a paper and include a paragraph about each problem they identify. Each paragraph should state the problem, identify the people working on the problem and tell what the people are doing or proposing as solutions.

SOCIAL STUDIES • PEOPLE SOLVING PROBLEMS/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

Activities, continued:

Repeat the activity and have students save their completed worksheets. Follow-up by having students classify the problems (education, economy, health, environment). Give them categories or have them come up with their own. They should graph their findings and discuss which problems or category of problems seem most serious and affect them most.

problem-solving

SOCIAL STUDIES • LOCAL GOVERNMENT/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To evaluate relationships between people and their governments. To analyze social and political institutions in North Carolina such as government, education, religion and family and how they structure society, influence behavior and respond to human needs.

Preparation: Make newspapers available.

Activities: Have students identify local governing bodies discussed in newspapers. Examples are city council, county commissioners and school board. Reporters who are responsible for those beats have articles in the paper on a regular basis.

After finding and collecting articles about local governing bodies, have students identify recurring issues and different viewpoints. Ask them to assume the roles of mayor, councilman, etc. One group should form the city council; another, the county commissioners; and another, the school board.

Ask other students to act as reporters. Have several of them at each meeting. After stories are written, have students compare their versions. Point out differences in emphasis. One reporter may view one issue as most important and feature it in the lead paragraph. (The headline should be based on it). Another may focus on a second issue.

Have students rewrite lead paragraphs and headlines in newspapers and shift the emphasis. Discuss that reporters need knowledge and experience to make sound judgments.

Another related activity to help students understand policy making is to have them find articles about those individuals that have delegated authority in areas of city and county government such as city and county managers. Ask: What are their responsibilities? How much authority do managers have in determining policy?

After students read newspaper stories about local government and become familiar with the workings of local government, ask them to attend city council, county commissioner and school board meetings and report on the meetings to the class. Also, invite a member of the city council, commissioner or school board to the class and ask them to discuss issues and the ways decisions are made. The public official may also discuss the relationship among the three governing bodies — the city council, county commissioner and school board.

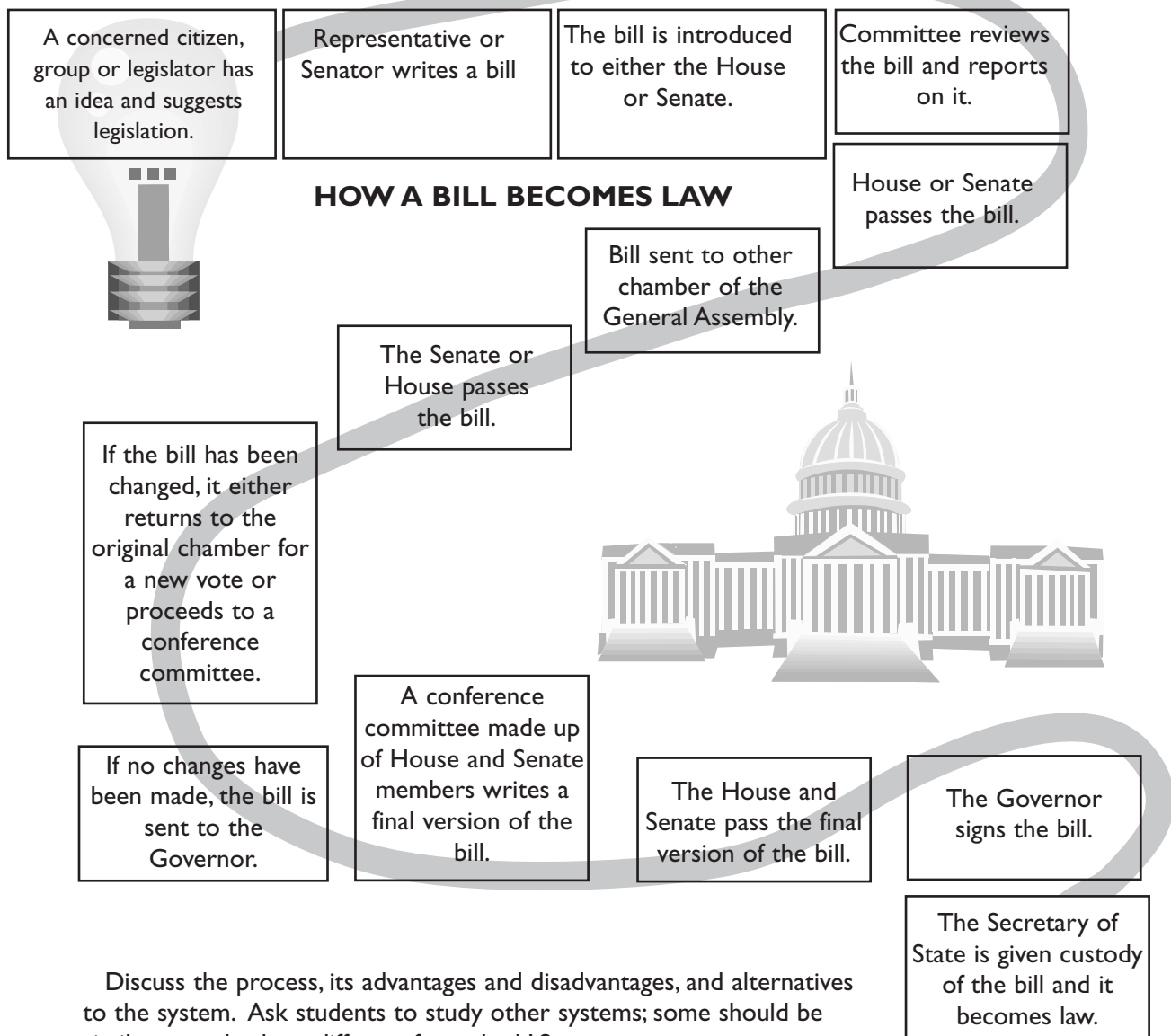
For more information about county and municipal government, go to the Web site for the N.C. City and County Management Association: <http://www.ncmanagers.org/teachers>.

decision-making

Goal: To explain why laws are needed and how they are enacted, implemented and enforced at the national, state and local levels.

Preparation: Provide newspapers and present the following sketch that shows the steps involved in passing legislation.

Activities: Have students select a bill as it is introduced to the General Assembly and follow its progress by reading newspaper articles dealing with the bill. As the bill passes from one step to another, ask students to find and display news articles beneath each step as represented on a bulletin board or in a notebook. Corresponding dates should be kept. Students can also use the student worksheet SS 31-16 on chronological order to record the order of events.



Discuss the process, its advantages and disadvantages, and alternatives to the system. Ask students to study other systems; some should be similar to and others different from the U.S. system.

Take the same approach when studying the federal government. Ask students to follow a bill through the state and federal systems and compare the two systems.

SOCIAL STUDIES • APPOINTED OFFICIALS/ GOVERNMENT and ACTIVE CITIZENSHIP

Goal: To explain how political and legal systems provide a means to balance competing interests and resolve conflicts.

Preparation: Provide newspapers and background information about the limitations placed on presidential power. For example: Cabinet members and judges appointed by the President must be approved by the Senate; the Senate is to “advise and consent” to such presidential appointments.

Activities: Have students locate news articles about presidential appointments and the role of the Senate in approving the appointments. Ask students to find answers to the following questions:

1. What types of appointments require Senate “consent”?
2. Which appointments are handled routinely?
3. What types of appointments raise controversy in the Senate?

If possible, students should follow the newspaper coverage of an appointment from nomination to confirmation and write an analysis of the process. The same should be done for appointments of official positions in state governments.

In addition, ask students to focus on the person’s qualifications and challenges to his competence.

SOCIAL STUDIES • PRESIDENTIAL ADVISERS/ GOVERNMENT and ACTIVE CITIZENSHIP

Goal: To explain how political and legal systems provide a means to balance competing interests and resolve conflicts.

Preparation: Provide newspapers and American history textbooks. Ask students to locate information about President Andrew Jackson’s “Kitchen Cabinet.” Discuss the makeup of the cabinet, explaining that it was an unofficial group of advisers to the president and not the cabinet members approved by the Senate. Because Jackson’s advisers did not meet in official settings, they were said to meet in the kitchen, thus the designation “Kitchen Cabinet.” Other presidents have sought advice regularly from unofficial advisers and friends.

Activities: Over a period of weeks, collect newspaper articles about advisers and others who influence the current president and answer questions about them:

1. What titles do these people hold, if any?
2. What qualifies them to serve as advisers to the president?
3. How did they gain access to the president?
4. Does anyone seem to be the most “trusted” adviser?
5. Do conflicts occur over the right of access to the president and over related issues? Explain.

To further develop the comparison, assign a paper comparing Andrew Jackson’s “Kitchen Cabinet” to today’s presidential advisers.

SOCIAL STUDIES • The INTENT of the LAW/ GOVERNMENT and ACTIVE CITIZENSHIP

decision-making

Goal: To analyze the social and political institutions in North America and examine how these institutions respond to human needs, structure society and influence behavior.

Preparation: Provide newspapers.

Activities: Have students scan newspapers for information about laws. They should list any reference to laws and answer key questions:

1. Who are the laws designed to help?
2. What are the costs for implementing the measures called for in the laws?
3. What commentary is there on how well the laws work or are likely to work?
4. What are your thoughts or reflections?

SOCIAL STUDIES • The RIGHT to DISSENT/ GOVERNMENT and ACTIVE CITIZENSHIP

decision-making

Goals: To examine how individuals can initiate change in families, neighborhoods and communities.
To explore active roles as a citizen at the local, state and national levels of government.

Preparation: Provide newspapers and discuss the right of American citizens to disagree with public officials. Outline and discuss ways to express opinion. Emphasize the fact that well-thought-out and well-communicated ideas are more likely to influence others' opinions.

Activities: Have students construct a bulletin board titled "The Right to Dissent." They should include photographs and stories that tell of people expressing opposition to actions and policies of government.

Ask them to list all of the ways people have for stating opinions. Examples are marches, pickets, boycotts, lobbying and letters to the editor. If any actions are illegal, discuss the reasons why.

Have students identify stories and editorials (or literally cut them out of the newspaper and show the holes) about the government if newspapers were forbidden to criticize government officials. Point out the guarantee of the right of free speech and press written into the Bill of Rights.

People work inside and outside institutions to protest and bring about reform. Identify modern-day protesters and compare them with reformers in American history. Have students use a Venn diagram to show how they are alike and how they are different.

SOCIAL STUDIES • POLITICAL PARTIES/ GOVERNMENT and HISTORICAL PERSPECTIVES

decision-making

Goals: To evaluate the relationship between people and their governments.
To explore active roles as a citizen at the local, state and national levels of government.

Preparation: Prepare students by providing newspapers and by discussing the views of Thomas Jefferson and Alexander Hamilton. They debated the authority granted the federal government in the U.S. Constitution. Use and add to the following questions and answers:

1. How strong should the new government be?
Hamilton argued for a national bank and for a loose interpretation of the Constitution. He emphasized the need for order and stability and the need for a strong central government.
Jefferson stressed the importance of individual freedom and states' rights. He opposed the formation of the national bank and the use of force by the federal government during the Whiskey Rebellion.
2. Should the government encourage manufacturing?
Hamilton believed so. Jefferson disagreed; he favored an agrarian society.

Activities: After students discuss the views of Hamilton and Jefferson, have them apply Hamilton's and Jefferson's philosophies to current situations. Have students use role play and debate to express their views on current events.
The differences between Hamilton and Jefferson gave rise to political parties. As part of a study of political parties and their differences, have students read newspaper stories looking for issues that divide existing political parties and discuss the shifts in emphasis over time.
Jefferson, though an advocate of strict interpretation of the Constitution, carried out proposals such as the purchase of the Louisiana Territory that went beyond strict interpretation. He did this because he felt it in the best interest of the nation. Have students look for shifts in position taken by current leaders and explanations for the changes.

SOCIAL STUDIES • CANDIDATES and CARTOONS/ GOVERNMENT and ACTIVE CITIZENSHIP

Goal: To explore active roles as a citizen at the local, state and national levels of government.

Preparation: Provide newspapers during an election campaign. Ask students what, how and why cartoonists make the people they draw look different than they do in real life or in photographs. Have students look at cartoons and consider how the people shown in the cartoon are likely to feel about their caricatures. Cartoonists exaggerate positions and peculiarities and defects of people in the news.

analysis and interpretation

SOCIAL STUDIES • CANDIDATES and CARTOONS/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

reading strategies
analysis and
interpretation

Activities: During an election, have students use newspapers to collect editorial cartoons about candidates. Discuss the issues involved and whether the person is likely to object to the way he is portrayed in the cartoon.

A more difficult approach is to have students collect different caricatures of the same person and draw conclusions about the various viewpoints of the cartoonists.

Students may also draw caricatures and use them in political cartoons to comment on current events.

SOCIAL STUDIES • INTERPRETING POLITICAL CARTOONS/ GOVERNMENT and ACTIVE CITIZENSHIP

reading strategies
analysis and interpretation

Goal: To develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Preparation: Provide newspapers and help students locate political cartoons in each paper. Discuss briefly the functions of cartoons in a paper. One excellent Web site for cartoons is <http://cagleslate.msn.com/> (accessed 2003)

Cartoons stimulate thinking. Often they are funny and sometimes harshly critical. Various techniques are used such as caricatures, symbols, historical analogies, literary devices and exaggerated statements.

Newspapers hire cartoonists and/or purchase syndicated cartoons. Readers should expect cartoonists on staff to present issues and ideas that the local editorial staff thinks are important. In selecting political cartoons, editors consider the relevance of issues to the community served by the paper, the skill of the cartoonist in communicating his ideas, the cleverness of presentation and the visual effect of the cartoons.

Activities: Students should keep a notebook of political cartoons found in several newspapers. Beside each cartoon, have them list the people shown in the cartoon, the way they are pictured or caricatured, the symbols used in the cartoon and the issue or issues upon which the cartoon is based. Ask for conclusions based on the recorded information:

1. Who appears most often in the cartoons?
2. How are they generally depicted?
3. What issues are mentioned most often?
4. What conclusions can be drawn about the style and content of the cartoons?

Then have students focus on individual cartoonists and the papers that publish their work. Each cartoonist's work should be collected and displayed so that students can study the individual's work more carefully and figure out the viewpoint that is generally expressed. Have students compare the point of view of the cartoonist to editorials in the newspaper and try to determine why the newspaper chose the cartoons. Direct class discussions with questions:

1. What caricatures are used by the cartoonist?
2. Are the positions taken "liberal," "conservative" or neither?
3. Is the cartoonist more supportive of Democrats or Republicans or are both parties criticized equally?

SOCIAL STUDIES • UNDERSTANDING POLITICAL CARTOONS/ GOVERNMENT and ACTIVE CITIZENSHIP

reading strategies
analysis and interpretation

Goal: To develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.

Preparation: Provide several newspapers that carry political cartoons.

Activities: Use newspaper cartoons to create interesting discussions within a classroom. Have students collect and read symbols representing various ideologies. Suggestions include:

1. elephant Republican Party
2. donkey Democratic Party

Ask questions such as the following:

1. What is the cartoonist trying to say?
2. What recent news prompted the cartoon?
3. Do I agree with the cartoonist's point of view? Why? Why not?
4. Can I find information in the newspaper to support my own point of view? the cartoonist's point of view?

Have students conduct research to find out when the symbols were introduced, by whom and under what circumstances.

SOCIAL STUDIES • POLITICAL ADS/ GOVERNMENT and ACTIVE CITIZENSHIP

analysis and interpretation

Goals: To explore active roles as a citizen at the local, state and national levels of government.
To develop and evaluate positions on issues regarding the personal responsibility of citizens in the American constitutional democracy.

Preparation: Provide newspapers that carry political advertisements. Those appear during election campaigns.

Activities: Have students find paid political advertisements in the newspaper. They should look for labels at the top of the ad that identify the advertisement.

After looking at the photographs and art and reading the ads, have students identify the candidate and office. Discuss the locations affected. Ask questions such as: Is the candidate running for a local, state or national office? Are the voters from a city, county or district?

Then have students look for articles that explain the issues involved and the responsibilities of the offices. They should conduct research if more information is needed.

SOCIAL STUDIES • POLITICAL ADS/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

analysis and interpretation

Activities, continued:

After they become familiar with the background information about the election campaign, they should identify ways that candidates promote or sell themselves to the voters. Candidates often emphasize experience by listing jobs and positions held. They seek and run endorsements from prominent community leaders. If they served in the military, that experience is mentioned. Name recognition for athletes and for sons and daughters of other respected community figures is often a factor. Words such as “conservative,” “moderate,” “family man” and “religious” are descriptions that have appeal to some voters and are used in ads. Advertisements may include editorials from newspapers that endorsed them or criticized their opponent. If those are used, point out that the newspaper did not reprint the articles.

After discussing political advertisements, ask students which are most persuasive and which are successful in building the image the candidate desires for himself or herself. Refer to pages LA 58 and LA 59 for other ways to analyze ads.

Ask why, as voters, they should raise questions about the candidates and campaigns.

SOCIAL STUDIES • PROPAGANDA DEVICES/ GOVERNMENT and ACTIVE CITIZENSHIP

decision-making

Goal: To develop and evaluate positions on issues regarding the personal responsibility of citizens in the American constitutional democracy.

Preparation: Provide newspapers that carry political ads as well as retail ads, editorials and columns. Help students evaluate the contents of the ads by defining propaganda and giving definitions and examples of propaganda devices.

Define propaganda as information intended to favor a person, position or belief or to damage or discredit a person or the position or belief of another. It may be desirable or undesirable in its effect. For example: A public service message is a form of propaganda but often encourages safety and good health practices. Ask if the word “propaganda” carries negative connotations and whether it should. Have students define “propaganda.” They should check dictionaries and other sources.

Discuss the following propaganda devices:

1. Bandwagon: Attempts are made to persuade by stressing the popularity of a product. Editorials or columns speak of the popular position or majority opinion. Retail ads stress high sales.
2. Card stacking: Facts are selected that create a good impression. Ads and editorials build a case for a person, position or product by listing positive attributes.
3. Elitism: This technique associates people, products or positions with specific groups. If promoting a product, an ad will try to convince the buyers that the purchase gives them higher status. Editorials often associate policies with groups though not all may be regarded favorably.

Preparation, continued:

4. Glittering generalities: General statements without supporting details are used to create a positive impression of a person, position or product. Because the statements lack details or evidence, many are meaningless. A politician says that he “cares,” and a product is said to be “good for your health.”
5. Name calling: This is applying labels that define people, positions or products as undesirable. Examples are “militants,” “radicals,” “extremists,” “terrorists,” “right-wing”, and “left-wing.”
6. Plain folks: An association is made with the “common people.” Politicians are shown on the street shaking hands and talking to people about their concerns. An ad shows a product such as a car being used by all kinds of people.
7. Testimonials: Candidates and advertisers often run statements made by well-known people who support their positions or products. Movie stars and athletes are often used in these promotions.
8. Transfer: If effective, this technique enhances the reputation of a person, position and product by comparing it to another person who is highly regarded. Examples are associating a candidate with a highly regarded family member and comparing a less expensive car with an expensive one that is widely accepted to be of high quality.

Since all techniques are not likely to be illustrated in one newspaper, locate good examples for use in class discussions.*

Activities: Have students locate as many examples of the propaganda devices as they can find in classroom newspapers and other resources. Likely sources are editorials and columns, advertisements and quotations of political figures in news stories. If the activity is timed to coincide with an election campaign, more examples are likely to be found.

Follow up the activity by having students write original advertisements using the propaganda devices. They should also use the devices in political advertisements that they write for staged elections.

*Berryman, *Improving Reading Skills*, 1973

SOCIAL STUDIES • SHADOWING a PUBLIC OFFICIAL/ GOVERNMENT and ACTIVE CITIZENSHIP

Goal: To explore active roles as a citizen at the local, state and national levels of government.

Preparation: Provide newspapers over a period time. If studying state government, order newspapers while the state legislature is in session. In election years, provide students with newspapers during the fall campaign season.

SOCIAL STUDIES • SHADOWING a PUBLIC OFFICIAL/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

decision-making

Activities: Have students keep track of where a public official (or candidate) goes and what he or she does. Provide a map for students to use in following the person. They should mark the map with the date and record where the person went and what he/she did in a notebook.

Have students draw conclusions in the end about the duties and responsibilities of the public official and the challenges and choices the person makes. They may choose a local, state or national leader to follow. During an election year, they should follow one or more candidates and draw conclusions about their campaign strategies and their effectiveness.

As part of a study of campaign strategies, students should collect yard signs, buttons and other campaign material and watch TV ads and debates. Ask if there is one public official or candidate for whom they would work.

SOCIAL STUDIES • FAMOUS PEOPLE/ GOVERNMENT and ACTIVE CITIZENSHIP

reading strategies
varied sources

Goals: To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
To analyze the role of real and fictional heroes in shaping the cultures of communities.

Preparation: Provide newspapers and other forms of print media. Have them also use radio and TV in follow-up activities. Provide the student worksheet SS 20-6.

Activities: For a period of time, have students keep a list of famous people whose names appear in the newspaper. Assign related questions: What did they do to make news and why? How often were they mentioned? Who was mentioned most often and why? Were any famous for their good deeds or acts of courage?

Then ask students to choose one person and find more information about him or her. Encourage the use of personal interviews and other media that offer current information. Prepare a written or oral report.

Provide the graphic organizer SS 20-6 and vary instructions on how to use the organizer. Direct students to record the person's name in the middle space and list actions the person took or statements the person made in the four boxes. They should explain why the person acted as he/she did or made the statements in the remaining spaces.

After recording and explaining the person's actions, have students generalize about the person. Using the organizer to record answers, they should assign the person four traits and then explain why by listing the actions and statements that support their choices in the other spaces.

You may choose to direct students towards individuals who demonstrate a certain trait such as courage or heroism. Have students complete the activity LA 77 and describe the qualities of a hero. Refer to activities in the language arts section, LA 74-77, for more ideas.

SOCIAL STUDIES • PEOPLE in the NEWS/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
To characterize qualities of good citizenship by identifying people who made a difference in the communities and other social environments.

Preparation: Provide newspapers and use them to familiarize students with current events and the people who shape them. Also provide the student worksheet SS 21-7.

Activities: Allow ten minutes for students to read about people in the news. Ask them to make a list of those people and their titles.

Also have students identify the responsibilities and duties of the people they find. Follow with a discussion about the differences in title and responsibilities and how well they are doing their jobs.

Focus on leaders in successful organizations, government and other. In the newspaper stories, look for qualities that make the leader successful. Refer to activities in the language arts section for more ideas. See pages LA 74-77.

decision-making

SOCIAL STUDIES • MARKS of LEADERSHIP/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To explore examples of and opportunities for active citizenship, past and present, at the local and state levels.
To characterize qualities of good citizenship by identifying people who made a difference in the communities and other social environments.

Preparation: Provide newspapers and the student worksheet SS 21-8.

Activities: Have students evaluate leaders who are described in newspaper stories. They should record answers on the student worksheet SS 21-8. When students identify one of the following traits in a leader, they should write his or her name beside the description and give the specific action that supports their position.

Vary the activity by having the students follow in the news someone whom they admire. Over time, they should read as much as they can about the person and record behaviors demonstrating the marks of leadership. Students should also add to the list, if they discover other attributes of a positive leader.

Follow up by asking questions such as: Do you consider some qualities more important than others? Which attributes would you most like to develop in yourself?

decision-making

SOCIAL STUDIES • TYPES of LEADERSHIP/ GOVERNMENT and ACTIVE CITIZENSHIP

Goals: To analyze the different forms of government.
To evaluate the relationship between people and their governments.

Preparation: Make newspapers available and define and explain the following three types of leadership:

1. The authoritarian leader retains power.
2. The democratic leader involves others in the decision-making process.
3. The leader who operates according to laissez-faire philosophy allows others' decisions to stand, assuming an attitude of non-interference.

decision-making

SOCIAL STUDIES • TYPES of LEADERSHIP/ GOVERNMENT and ACTIVE CITIZENSHIP, continued

decision-making

- Activities:** After reading several news reports, features, columns, analyses and editorials about today's leaders, students should identify attitudes and behaviors that match the three types of leadership defined above.
- After recording the information, have students draw conclusions about the kind of leadership that each person exerts. Students should be able to support any generalization with specific information and to compare the approach of today's leaders with that of past leaders.
- Discuss whether the form of government (or way of organizing a business) in a country determines the type of leader. For example: Does a dictatorship require the leader to be authoritarian?
- For other activities on leadership, refer to the LA 76-77.

SOCIAL STUDIES • FORMS of GOVERNMENT/ GOVERNMENT and ACTIVE CITIZENSHIP

decision-making

- Goal:** To analyze the different forms of government in countries other than the United States.
- Preparation:** Provide copies of newspapers and discuss various forms of government: totalitarian, democratic, socialist and communist.
- Activities:** Have students do the following:
1. Search for news articles that deal with countries having forms of government unlike the United States. Classify the form of government. Discuss the meaning of related concepts/words, such as theocracy.
 2. Discuss whether the incidents in those articles could happen in the U.S.
 3. Do the same with those articles about happenings in the U.S. and decide whether they could have occurred in China, Brazil or Great Britain and explain the reasons.

SOCIAL STUDIES • AMERICAN FOREIGN POLICY/ GOVERNMENT and HISTORICAL PERSPECTIVES

decision-making
research skills

- Goal:** To assess connections between historical events and contemporary issues.
- Preparation:** Provide newspapers. When studying a foreign country or U.S. foreign policy, review the newspaper for related information.
- Activities:** Follow stories such as the territorial disputes in the Middle East, and have students determine the impact of American foreign policy. They should use columns and timelines to record information. Have them also look for information in the stories that explains why the situations developed as they did.
- Using newspaper stories, have them note any changes in the situations over the period of time and judge which are significant. Students interested in understanding the relationship of past and present will be motivated to conduct research.

SOCIAL STUDIES • CHANGES in GOVERNMENT/ GOVERNMENT and HISTORICAL PERSPECTIVES

Goal: To analyze the different forms of government in countries other than the United States.

Preparation: Provide newspapers.

Activities: Ask students to identify stories in which leaders and/or forms of government are changing. Some changes result from democratic elections and others from military intervention and civil war. Ask: Does the change in leadership constitute a change in the form of government? Is the change called for in the country's constitution?

When reading about shifts in power, look for stories that indicate how citizens of the country feel, how divided the country is and if the transition to new leadership took place peacefully.

When discussing power and leadership, locate the affected countries on maps.

decision-making

*SOCIAL STUDIES • INDIVIDUAL ROLES/ INDIVIDUAL DEVELOPMENT and IDENTITY

Goal: To analyze the multiple roles that individuals perform in families, workplaces and communities.

Preparation: Provide newspapers.

Activities: Lead a discussion on why people read the newspaper (to be entertained, informed, etc.). Let students suggest categories of people who read the newspaper: housewives, entertainers, financial experts, sports fans, teachers, shoppers and lawyers. Ask them to list reasons why each category of people reads the newspaper and locate specific articles that each would probably read.

Discuss the fact that everyone plays several roles. For example: A man or woman may work and have a family. Reading interests broaden as a result.

reading strategies

SOCIAL STUDIES • YOUNG PEOPLE/ INDIVIDUAL DEVELOPMENT and ACTIVE CITIZENSHIP

Goal: To explore examples of opportunities for active citizenship, past and present, at the local and state levels.

Preparation: Provide newspapers and point out stories and sections that carry news about young people.

Activities: Have students find reports about the good and bad behavior of young people. Discuss what is found. Emphasize ways to avoid and solve problems common to young people. To outline problems, provide students with the worksheet SS 10-5.

Also ask students to identify ways that young people can contribute to the community. Have groups of students or the whole class select and work on a service project related to community concerns they learn about through local newspapers.

problem-solving

SOCIAL STUDIES • LIFESTYLE CHANGES/ CULTURES and DIVERSITY

reading strategies

Goal: To exhibit an understanding of change in communities over time.

Preparation: Provide newspapers. Have students look through copies of available textbooks and find pictures that show lifestyles in an earlier era. Suggest categories such as travel, clothing, housing, cooking and recreation.

Activities: Have students use copies of newspapers to find photographs that fit into the same categories and discuss the similarities and differences shown in the pictures and photographs. Encourage students to evaluate what they see. Discuss causes and effects and have students list advantages and disadvantages of each change.

SOCIAL STUDIES • COMMUNITY CHANGES/ CULTURES and DIVERSITY

reading strategies
decision-making

Goal: To examine how individuals can initiate change in families, neighborhoods and communities.

Preparation: Provide newspapers and discuss the makeup of American society. Lead students in a study and discussion of the settlement of America.

Activities: Ask students to find news stories, photographs and feature stories about people who live and work in the local community. With the information, have them:

1. Construct a collage, bulletin board or scrapbook that shows the makeup of the community. If the population is diverse, it should be represented as such.
2. Describe the response of the community and people moving into it.
3. Explain what happens when people from different cultures mix.
Consider religion, education, food, dress and ways of earning a living.

SOCIAL STUDIES • HUMAN RELATIONS/ CULTURES and DIVERSITY

decision-making

Goal: To examine how individuals can initiate change in families, neighborhoods and communities.

Preparation: Provide newspapers and use them in a discussion of human relations. Emphasize U.S. history since the 1950s dealing with rights of minority groups. The Supreme Court decision *Brown vs. Board of Education*, May 17, 1954, was a pivotal event in the history of civic rights; the court struck down “separate but equal” schools.

Activities: Ask students to answer the question: How have various racial, ethnic and religious groups communicated their interests and concerns?
Have them collect related stories and write a paper using details from news stories to support their views on the state of human relations in their communities or in other parts of the country.

Also encourage them to compare the social order in 1950 with the social order today. They should conduct research and draw examples from current newspapers and other media.

SOCIAL STUDIES • HOLIDAYS/ CULTURES and DIVERSITY

Goal: To examine the impact of various cultural groups in North Carolina.

Preparation: Provide newspapers on or near holidays. Make paper, scissors and glue available and/or a scrapbook for students to use for collecting and displaying what they find in newspapers.

Activities: Newspapers include articles and ads about holidays. Have students use items cut from newspapers to create collages about the different holidays.
Have students use newspapers to answer follow-up questions:

1. Is the holiday religious or secular? fun or serious?
2. Does it celebrate a historic event or person?
3. Is it a national holiday?
4. Did it originate in another country?
5. Is it celebrated in other countries?
6. Who designated the holiday, and when was it designated a holiday?
7. Who celebrates the holiday and how they are likely to celebrate it?

Over the course of a year, students can use newspapers to illustrate individual or classroom calendars with holiday photos, ads and stories. They should choose items that symbolize and explain the different events and the people who celebrate the events.

reading strategies
analysis and interpretation

SOCIAL STUDIES • WHERE NEWS HAPPENS/ GEOGRAPHIC RELATIONSHIPS

Goal: To apply key geographic concepts.

Preparation: Provide newspapers and the students worksheet SS 25-9. Make available maps of the state, nation and/or world.

Activities: Give students a specified amount of time to identify and list as many places as they can in the newspaper. They should not list or circle a place more than once. Have them list the page number where they find the place. Conduct a series of activities:

1. See who finds the most different places
2. Have students identify only the places listed at the beginning of stories. The dateline tells where the reporters are when they submit the stories if they are not local. Follow up by asking who wrote the stories and which wire or news services provided the stories that come with datelines.
3. Have them classify the places by county, region of the state, state, region of the country, nation, hemisphere and/or continent.

reading strategies
analysis and interpretation

SOCIAL STUDIES • WHERE NEWS HAPPENS/ GEOGRAPHIC RELATIONSHIPS, continued

reading strategies
analysis and interpretation

Activities, continued:

4. Ask students to identify places that are unfamiliar to them. Have them choose the place they think will stump the class by being the hardest to locate on a map. The student should say and write the name of the place on the board or chart and choose from volunteers who think they can find the place on the map. Students can work in teams. Reward students who find the “hard to find” places.
5. Have students conduct research to obtain more information about the unfamiliar places in the news.

Repeat the activity and have students note the places that most often appear in the news and figure out why those places are featured prominently. Extend the activity by having students use in newspapers and other sources to find out more information about the places. Information may range from weather information to names of leaders and forms of government. Provide the students with worksheet SS 25-9 for students to record their answers.

SOCIAL STUDIES • LOCAL, STATE, NATIONAL or WORLD/ GEOGRAPHIC RELATIONSHIPS

decision-making

Goals: To explain geographic concepts and the relationship between people and geography in real life situations.
To apply key geographic concepts.

Preparation: Provide newspapers that cover local, state, regional, national and international issues. Also have samples of newspapers that specialize in one area. For example: *The Wall Street Journal*, *The Christian Science Monitor* and *The New York Times* cover stories of national and international interest. Also make local newspapers available.

- Use the following explanations in a way that best serves your purposes:
1. International is of worldwide interest and impact.
 2. National is of interest and has impact throughout the United States.
 3. Regional is important and interesting inside a specified area such as the South, eastern U.S., western or eastern North Carolina or the region covered by the Atlantic Coast Conference.
 4. State news is of special concern to people inside North Carolina.
 5. Local news covers events close to home, those in your local community.

Provide the student worksheets SS 26-10 and SS 26-11.

Activities: Define and give examples of local, state, regional, national and international before asking students to locate examples of each. By having students find examples before defining the terms, they become aware that some articles fit in more than one category. Have them complete the student worksheet SS 26-10.

SOCIAL STUDIES • LOCAL, STATE, NATIONAL or WORLD/ GEOGRAPHIC RELATIONSHIPS, continued

Activities, continued:

They should also discuss the criteria for assigning an article to one or more category. To direct their thinking, ask if one area is primary and others less affected. For example: An article about the congressional budget cuts may affect the local farmer but is better classified as national in scope. Provide the student worksheet SS 26-11 when asking them to choose the category that best fits a story.

Note any students who are consistently inaccurate in classifying articles and give those students individual attention while others read independently. Remember that having students analyze the news is more important than agreeing on one correct answer. Often more than one answer is acceptable.

Follow up by having students classify governmental actions according to the area that is responsible for the law.

decision-making

SOCIAL STUDIES • COMPARING LOCATIONS/ GEOGRAPHIC RELATIONSHIPS

Goal: To apply the five themes of geography to North Carolina and its people.

Preparation: Provide newspapers that cover state and local news. Make the student worksheet SS 27-12 available for students to record their answers.

Activities: Over a period of weeks, have students locate information in newspapers that explains how and why their state is different from other states. They should consider climate, famous people, sports, industry and historic landmarks. Use the same approach in a study of nations, cultures, cities and towns.

Have students explore other media for information about their state and draw conclusions about the impressions and image formed about their state through the media.

Follow up by having students create a promotional brochure or travel section about their state, using what they learned.

decision-making
varied sources

SOCIAL STUDIES • MAP SKILLS: Charting Weather/ GEOGRAPHIC RELATIONSHIPS

Goal: To apply key geographic concepts to the United States and other countries of North America.

Preparation: Provide newspaper weather reports and photographs. Also provide the graphic organizer SS 27-13. If necessary, provide photographs from other materials that show how people live in various parts of the North America. For example: Photos may show people coping with severe weather conditions or enjoying recreation areas.

Have students note differences in lifestyle and discuss the effects of climate. Use maps to locate mountains, bodies of water and other factors influencing climate.

Activities: Designate cities or areas of the North America for students to study. Use the newspaper to record the high and low temperatures over a period of several weeks, and discuss the possible effects of those weather conditions on daily life.

research skills
analysis and interpretation

SOCIAL STUDIES • MAP SKILLS: Charting Weather/ GEOGRAPHIC RELATIONSHIPS, continued

research skills
analysis and interpretation

Activities, continued:

To follow up the activity, students should do the following:

1. Request copies of newspapers from the areas of the North America that they study. Follow directions for target dating. Contact local NIE programs for directions on target dating or use online newspapers.
2. Describe the lifestyle depicted in ads and stories.
3. Discuss the impact that climate has on lifestyle.
4. Compare the details and conclusions with information about their local community.

SOCIAL STUDIES • NATURAL RESOURCES/ GEOGRAPHIC RELATIONSHIPS

reading strategies
decision-making

Goal: To analyze the impact of interaction between humans and their physical environments.

Preparation: Provide newspapers and the student worksheet SS 28-14. Major newspapers often have articles on aspects of current concerns about ecology and pollution. Local newspapers report the impact on their communities.

Activities: Have students find and discuss articles dealing with natural resources. Provide the student worksheet SS 28-14. Have them categorize the articles:

Consumed – The article stresses the idea that the natural resource should be consumed.

Conserved – The article stresses the idea that the natural resource should be conserved.

Polluted – The article stresses the idea that the natural resource has been polluted.

Destroyed – The article stresses the idea that the natural resource has been destroyed.

Renewed – The article stresses the idea that the natural resource has been or should be renewed.

Follow up with a discussion aimed at helping students understand which natural resources people are utilizing, which they are destroying and which they are renewing. Examine newspapers from other regions to enable students to see how reporting on natural resources varies in emphasis and viewpoint. Direct them to locate stories affecting people around the world.

SOCIAL STUDIES • MODIFYING the ENVIRONMENT/ GEOGRAPHIC RELATIONSHIPS

Goal: To analyze the impact of interactions between humans and their physical environment.

Preparation: Explain that physical geography may help or hinder the development of a country. Modern technology allows people to change the physical environment. Examples of that type of influence are shown in the following newspaper headlines:

1. Russia plans to reverse river with nuclear explosives
2. China's massive irrigation endangers artifacts
3. Aswan Dam completed

Activities: Have students find newspaper articles dealing with human efforts to modify the environment. The chosen articles should relate to areas of the state, nation or world under study.

Ask students to summarize the main points in each article and answer questions: What are people trying to achieve? Do you think efforts to modify the environment are justified? Why or why not?

To emphasize location, give students a map of the world to spot the areas cited in the articles.

SOCIAL STUDIES • WHAT MAKES NEWS/ HISTORICAL PERSPECTIVES

Goals: To recognize and understand the concept of change in communities over time. To assess connections between historical events and contemporary issues.

Preparation: Provide newspapers. Through discussion and the use of dictionaries and other resources, help students understand the meanings of the following criteria for determining why a story was chosen for publication in newspapers:

1. **Importance** – An important event affects many people or has a profound effect now and into the future.
2. **Timeliness** – Events are timely if they have just happened.
3. **Proximity** – Proximity relates to location. An event that is local, in the city or state, or even in the country is more likely to receive coverage than a similar event in other communities, states and countries.
4. **Uniqueness** – A unique situation is out of the ordinary or unexpected
5. **Progress** – The latest information in science, education, medicine technology, archaeology or and/other fields represent progress.
6. **Suspense** – Suspense builds when readers wonder what will happen next.
7. **Conflict** – Conflicts or disagreements occur among people, countries, businesses, in courtrooms, etc.
8. **Emotion** – Human interest comes when events touch emotions and deal with the “ups and downs” of life.
9. **Prominence** – Prominence refers to well-known, famous or familiar people, places or things.

SOCIAL STUDIES • WHAT MAKES NEWS/ HISTORICAL PERSPECTIVES, continued

decision-making

Preparation, continued:

Choose one or more stories from current newspapers and use them to illustrate the terms. Provide the student worksheet SS 29-15 for students to use in their evaluation of stories.

Activities: Have students choose one or more stories, write headlines on the worksheet SS 29-15 and check which of the criteria explain why the story was considered newsworthy. They should look for stories that meet all or most of the criteria and write a paper explaining why and how the story is so significant. Ask if the same criteria apply when choosing events to include in history books.

SOCIAL STUDIES • MAKING HISTORY/ HISTORICAL PERSPECTIVES

decision-making
research skills

Goals: To recognize and understand the concept of change in communities over time. To assess connections between historical events and contemporary issues.

Preparation: Provide newspapers and compare history and news and how they were written. Offer the following or a similar explanation:

History books record events that the authors think are the most important during a period of time. Editors do the same on a daily basis: the newspaper is their record.

News is important for a variety of reasons:

1. Who is covered is significant. A statement by the president is likely to have a greater impact than a statement by some other officials.
2. What happens has an influence on daily life and subsequent events. Drought causes crop failure and food shortages.
3. Where events happen is often crucial. A strike in Russia has different consequences than a strike in the United States.
4. When actions take place affects significance. Disclosing injurious information about a candidate just before an election is likely to affect the outcome.
5. Explaining why events occur is important and often difficult. Whys explain the logic behind government policies and the personal motivations of the people involved. Those are hotly debated issues.
6. How an act is committed is often news. A particularly generous or brutal act often gets attention.

Personal experiences will also influence the way readers view the news. One person may feel that he can affect local situations and consequently regards local events as most important while another may view international crises as most important because of the number of people affected.

Activities: To help students understand the connection between the events reported in newspapers and textbooks, ask them to display the most important news stories around the classroom.

Activities, continued:

At the end of nine weeks, have students choose articles they feel are the most important during that period of time. Limit the number. Have them analyze their choices using factors outlined in the preparation. See if there is a consensus of opinion about what makes news important and what is likely to make history.

Students can choose the most important local, state, national or world news story. Students can also collect a weekly news item, put it in a notebook or folder and explain why the news is and will continue to be important.

Follow-up by having students choose a historical event that should or might have received coverage in newspapers when it occurred. Have them use microfilm and any other resources available to find news stories about the event, reported when it happened. Students will have less trouble finding more recent events (late 20th century) on microfilm and Internet sources. An example is the Wright Brothers' first flight, an event that received scant coverage in newspapers of the day but proved to be of worldwide significance. The opposite may also be true. Newspapers may provide heavy coverage of an event or series of events that may prove not to have long-term effects.

decision-making
research skills

SOCIAL STUDIES • CHRONOLOGICAL ORDER/ HISTORICAL PERSPECTIVES

Goals: To recognize and understand the concept of change in communities over time.
To assess connections between historical events and contemporary issues.

Preparation: Provide newspapers, social studies textbooks and the student worksheet SS 31-16.

Activities: Ask students to read newspapers and locate words that indicate when events happened. Examples include year, decade and century. Then ask them to locate time-related words in textbooks. List the words found in the newspaper and the textbook on the board. Compare the two lists.

To further develop an understanding of time and chronology, have students read stories and recall events in order. Also scramble events or statements that appear in news stories and ask students to figure out the correct sequence of events. Provide the student worksheet SS 31-16.

For a story that is likely to continue over several days or weeks, such as a court case, have students save the stories by tearing out pages on which the stories appear and putting them in files. They can use the file to build timelines.

Also, identify and have students identify situations in which timing is crucial. For example: Who intervened first? Whose proposal was offered first, second, etc.?

decision-making

SOCIAL STUDIES • ADS from the PAST/ HISTORICAL PERSPECTIVES

varied sources

Skill: To acquire strategies to analyze, interpret, create and use resources and materials.

Preparation: Provide newspapers and discuss with the class what makes an appealing advertisement.

1. Art should be eye-catching and a good representation of the product.
2. The headline should tell what's being sold.
3. The copy should be clear and complete
4. White space should be used to draw attention through contrast.
5. The store logo should be legible and distinctive.
6. Essential shopping information like location should be included.

Activities: Have students evaluate newspaper ads using the criteria given above. Then ask students to lay out and create advertisements from a particular period of history. For example:

1. Coat of arms for sale
2. Confederate uniforms made to fit
3. Travel Bright's clipper ship
4. Personalized edition of Book of Dead

Ask student to plan an advertisement for a "car of the future" or other inventions for the future.

To show how lifestyles have changed, have students prepare a series of newspaper advertisements for a given item or topic. Each ad should present the item as it was at a given point in history. For example: Ask students to create automobile ads for cars available in 1910, 1920, etc. and for music during the same periods.

SOCIAL STUDIES • RELATING HISTORY to NEWS/ HISTORICAL PERSPECTIVES

decision-making

Goal: To analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society and influence behavior.

Preparation: Provide newspapers.

Activities: Have students identify news articles that relate to their study of history. Use the following list of correlations to guide the students:

1. Immigration to the New World – Displaced persons and refugees
2. Colonial antipathy to George III – Attitude of non-Western world to Europeans
3. Articles of Confederation – United Nations
4. Northwest Ordinance – Colonial policies in Africa
5. Monroe Doctrine – Organization of American States

SOCIAL STUDIES • RELATING HISTORY to NEWS/ HISTORICAL PERSPECTIVES, continued

Activities, continued:

6. Frontier gold discovery – Uranium and oil claims
7. Pure food and drug laws – Student diet and health
8. Wagner Labor Act – Local unions

Have students mount the news stories on paper and explain how the information in the stories correlates with the period of history under study. Ask them to identify the particular social and political institutions involved and the needs that are addressed.

decision-making

SOCIAL STUDIES • UPDATING TEXTBOOKS/ HISTORICAL PERSPECTIVES

Skill: To acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary and controversial world issues.

Preparation: Provide newspapers and social studies textbooks. Lead a discussion on what “history” is , emphasizing the fact that history is a record of change.

Activities: Have students update their textbooks by using newspapers. For example: Add the election of the current president of the United States, and identify issues that determined the outcome of the election.

Students should explain why they chose certain information to use in an updated textbook and why they decided not to include other information.

varied sources

SOCIAL STUDIES • AGRARIAN COMMUNITY/ HISTORICAL PERSPECTIVES and ECONOMIC DEVELOPMENT

Goal: To trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Preparation: Provide newspapers and social studies textbooks. Have students use social studies textbooks to study the causes and effects of the 19th century revolt. Focus attention on the impact of physical conditions on the agrarian economy and the reasons for rural grievance.

Activities: Using newspapers, have students locate information concerning the problems of American farmers. Examples are encroaching development and bad weather.

Have students analyze the special problems confronting members of the agrarian community throughout history. They should include answers to the following questions: How are problems today like or unlike those of the 19th century? What solutions do you suggest for solving current problems?

reading strategies
decision-making

SOCIAL STUDIES • IMMIGRATION/ HISTORICAL PERSPECTIVES, CULTURES and DIVERSITY

decision-making

Goal: To examine the roles various ethnic groups have played in the development of the United States and neighboring countries.

Preparation: Provide newspapers and social studies textbooks. Ask students to use the textbooks to find information about the development of immigration in the 19th century. Stress these factors:

1. National sources of immigration
2. Reasons for the flood of immigrants
3. Reaction of Americans to this flood of immigrants

Activities: Have students use the daily newspapers to find information concerning recent immigrations to the U.S. Attention should be given to the factors listed in the preparation.

After a discussion of the information obtained from the textbooks and from the newspapers, have students write an analysis of the problem(s) associated with immigration. A comparison of the information should be written, concentrating on the development of immigration and on the attitudes of Americans toward the immigrants.

Follow up with a discussion about the growing diversity in North Carolina's population. Refer to Census figures. Have them look in newspapers for evidence of diversity within their communities.

SOCIAL STUDIES • CHANGING FOREIGN POLICY/ HISTORICAL PERSPECTIVES and GOVERNMENT

decision-making

Goals: To assess connections between historical events and contemporary issues. To identify and analyze trends in domestic and foreign affairs of the United States during this time period (1973–present).

Preparation: Provide newspapers.

Activities: Have students read newspapers and determine the present direction of United States foreign policy toward various areas of the world. They should analyze the influence of foreign policy matters on American society and discuss and evaluate differences of opinion expressed in the media.

Have students conduct research to find out the changes made in foreign policy over the last half century. Trace the relationship of the United States and one country under study.

SOCIAL STUDIES • WANTS, NEEDS and the “GOOD LIFE”/ ECONOMIC DEVELOPMENT

Goals: To apply basic economic concepts and evaluate how North Carolinians apply the use of economic resources within communities, the state and nation.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide newspapers, scissors and grocery bags labeled “wants” and “needs.” To introduce history, talk about the emergence of the middle class in America and the resulting changes in expectations. Talk about the effect class structure (and where someone lives) on real and perceived wants and needs.

Activities: Have students cut out items from newspapers that represent wants and needs and place them in bags labeled “wants” and “needs.” Draw or have students draw items from the bags and discuss whether the items are truly wants or needs.

Ask students to read about a foreign country in the newspaper and ask students to indicate which items in the newspapers represent wants and needs to people in that country. Also have them choose wants and needs for people in another period in history. Ask which items in the newspaper cannot be used without electricity or current modes of transportation.

Follow-up with a discussion about real and perceived “needs.” Ask which bear on physical health and which bear on emotional, mental and/or social health. Refer to the health section, H I for more explanation. Ask if some needs are universal and exist wherever and whenever a person lives.

Have them characterize the “good life” and the things that are essential to having a good life, in their opinion.

SOCIAL STUDIES • GOODS and SERVICES/ ECONOMIC DEVELOPMENT

Goals: To apply basic economic concepts and evaluate the use of economic resources within communities.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide newspapers and scissors, if your directions call for cutting.

Activities: Have students choose items from newspapers that represent goods and services. Ask them to cut and paste the items for display.

Follow-up by having students classify goods as old or new and services as for the home, for individuals and/or for businesses. Also ask if certain goods and services are expensive and why. Ask if any goods or services are scarce and, therefore, more expensive.

Have younger students cut out photographs of service providers or community helpers and ask how they help others.

SOCIAL STUDIES • TRADE-OFFS/ ECONOMIC DEVELOPMENT

decision-making

Goals: To apply basic economic concepts and evaluate the use of economic resources within communities.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide newspapers. Explain opportunity cost. Opportunity cost is what someone gives up to keep or acquire something else.

Activities: Have students pretend they have a certain amount of money to spend on clothes, food, car, furnishings for their room or other items. Direct them to the newspaper and ask them to spend the money on items from the newspaper. After they come up with choices, tell them they have less money and have to cut out items. Choosing one item over another involves trade-offs.

Vary the activity. Have students plan a TV viewing schedule when they have only one hour a night to watch. Ask: What are the trade-offs or opportunity costs?

Another approach is to have students invest imaginary money in stocks. They must choose from a list of stocks you list. Ask questions that point to the trade-offs:

1. What do investors lose? How else might they spend or invest their money
2. What do they risk? What security do they give up?
3. What do they gain by investing in stocks?

SOCIAL STUDIES • ANALYZING ADS/ ECONOMICS and SOCIOLOGY

analysis and interpretation

Goal: To investigate how and why individuals and groups make economic choices.

Preparation: Provide sections of the newspaper that carry a wide variety of retail ads. Also explain the kinds of appeals used in ads. Examples include ads that appeal to:

1. Desire for a bargain.
2. Convenience for the user.
3. Elimination of pain and discomfort.
4. Desire for a higher social status.
5. Desire to be more attractive or desirable.
6. Fulfillment of physical needs.
7. Desire to be recognized as economically affluent*

Provide the graphic organizer SS 36-17.

Activities: In a class discussion, ask students to identify the appeals made in selected advertisements. Explain that more than one appeal may be used in a single ad. Have students discuss their personal reactions to the ads and evaluate their reasoning. Follow up by having students list questions to ask about advertisements before deciding to purchase items. Emphasize the fact that personal values influence the ways ads are evaluated. The decision to buy or not to buy on the basis of an ad may vary legitimately from person to person, but differences should be discussed.

**Activities,
continued:**

Follow up by having students decide the target audience for the different ads. Ask them to identify ads that appeal to women, men, children, high income, low income, teenagers, people in a particular occupation or with a particular interest or skill. Provide the graphic organizer SS 36-17 for students to record answers. In small group discussions, explain how and why they thought the ads appealed to a particular person or persons and report their best examples of audience appeal to the class.

*Berryman, *Improving Reading Skills*, 1973

analysis and interpretation

SOCIAL STUDIES • ECONOMIC CONCEPTS/ ECONOMIC DEVELOPMENT

Goal: To apply basic economic concepts and evaluate the use of economic sources within communities.

Preparation: Provide newspapers and familiarize students with the business section of the paper. Have them look through the rest of the paper and identify articles that deal with business and economics.

Activities: Ask students to identify unfamiliar economics-related terms and use context clues and other media to figure out the meanings. They should also look them up in dictionaries. If any words are not in dictionaries, point out that as economic policy changes, words and phrases are often coined to describe a new idea or approach.

reading strategy

SOCIAL STUDIES • DIVISION OF LABOR/ ECONOMIC DEVELOPMENT

Goals: To apply basic economic concepts and evaluate the use of economic sources within communities.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide copies of the classified ads. Ask students to locate the help wanted section.

Activities: To help them understand that there is a division of labor (specialization) in their neighborhoods and communities, ask students to identify as many types of jobs as they can find in the help wanted section. For example, have them look for all of the jobs and expertise to build a house.

Then ask them to select a job that they would like to have, read the ad and answer the following questions:

1. How many ads are for this job?
2. What kinds of education and training are required?
3. What is the salary?
4. How is the work of someone with the job you selected dependent on others with special training and experience?

reading strategies

SOCIAL STUDIES • SCARCITY/ ECONOMIC DEVELOPMENT

decision-making

Goals: To apply basic economic concepts and evaluate the use of economic sources within communities.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide newspapers. Define scarcity as not having enough of something. Use school-related examples to explain human, natural and capital resources. The human resources include students, teachers, principals and other staff. Natural resources include notebook paper from wood, the heating fuel from gas or oil, and the cafeteria food from plants and animals. Capital resources include the school building, textbooks, school buses, salaries of teachers and computer equipment.

Activities: Have students locate articles in the newspaper dealing with scarcity of resources and decisions that businesses, individuals or governments must make. Have students read newspapers over a period of time and keep a scarcity diary. In the diary, they should draw and fill in the following chart:

Description of scarce resources	Natural, human or capital	Decision

SOCIAL STUDIES • SUPPLY and DEMAND/ ECONOMIC DEVELOPMENT

decision-making

Goals: To apply basic economic concepts and evaluate the use of economic sources within communities.
To investigate how and why individuals and groups make economic choices.

Preparation: Provide newspaper ads and any articles useful in exploring the role of supply and demand.
As consumption rises, income rises and savings increase. Producers try to produce all the items consumers will buy and to figure out in advance any shifts in tastes, as part of marketing strategy.

Activities: Have students watch business activity, particularly in the stock market. For example: If business is poor for car salesmen, check for an increase in the number of ads. Do the same with food sections. If there is an over supply of turkey, look for ads that advertise turkey at a bargain price. Have students identify and explain ads running as a result of scarcity or over production.
Also, note the effect of current events on prices. When you read about crises, consider which goods and services are likely to be affected or become scarce. In particular, look for fluctuating prices of oil and gasoline and the effect current events have on prices. When conflicts or disagreements threaten the flow of oil, watch what happens to gasoline prices.

SOCIAL STUDIES • LOCAL BUSINESSES/ ECONOMICS and DEVELOPMENT

Goals: To apply basic economic concepts and evaluate the use of economic resources within communities.

Preparation: Provide newspapers.

Activities: Have students locate different types of businesses in the newspaper and keep a list of what they find. Ask them to explain how certain businesses affect their lives. Direct student discussion with questions: How does a toy store affect you? a printing company? a department store? a governmental agency?

decision-making

SOCIAL STUDIES • PRIVATE ENTERPRISE/ ECONOMIC DEVELOPMENT

Goal: To analyze features of the economic system of the United States.

Preparation: Provide newspapers that contain articles and ads dealing with finance, particularly the banking industry.

Use newspaper ads and articles to help students understand interest rates and “tight” money: Interest rates fluctuate. When many people or agencies are competing for a limited supply of money, rates rise, and money is said to be “tight.” Government, privately-owned corporations and individuals compete with each other for money.

Activities: Have students check the ads for interest rates and read articles for information that explains why the rates change. Also have them read to find out how the changes affect the economy.

decision-making

SOCIAL STUDIES • INDUSTRIAL DEVELOPMENT/ ECONOMIC DEVELOPMENT

Goal: To evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.

Preparation: Have students search newspapers for articles about the closing or opening of an industry in their local community.

Discuss the impact of industrial development (or lack of it) on communities: Industries pay tax and increase the income of cities. Those moving in need new homes and require schools and teachers, creating jobs for other people.

The negative effects of industrial development are environmental damage and strain on public services such as transportation systems and garbage disposal.

Activities: After students find stories about the opening of industry, have them follow debates over the effects. Have them debate the pros and cons of having a new factory in the area and write letters to the editor stating their views. Also ask them to compare their views with those expressed in editorials.

Consider, too, the impact of industries relocating to other countries. Ask: What happens when a manufacturer moves to Mexico from the U.S.? What happens when it moves farther away? What motivates a company to move?

decision-making

SOCIAL STUDIES • GOVERNMENT RESPONSIBILITY/ ECONOMIC DEVELOPMENT

decision-making

Goal: To analyze factors influencing the United States economy.

Preparation: Provide newspapers and point out articles dealing with the U.S. economy. Discuss changes over time in the ways goods and services are produced, bought and sold and the shift from an agrarian to an industrial-based economy. Industrialization and growth of cities have led to an increasingly complicated, diversified and complex economic system. The role of government has grown in proportion. Some of the responsibilities assumed by government are inspection and licensing, arbitration between business and labor and national defense.

Activities: Have students look for and clip news stories about areas of government responsibility. Discuss when those become needed and whether the needs are changing or are likely to change enough to alter the role of government. Conduct research as needed.

SOCIAL STUDIES • U.S. FISCAL POLICY/ ECONOMIC DEVELOPMENT

decision-making

Goal: To analyze factors influencing the United States economy.

Preparation: Provide newspapers and explain that U.S. fiscal policy is the use of government spending and taxation to achieve and maintain national economic growth and stability.

Activities: Have students identify articles dealing with taxation. They should identify the kinds of taxes and the services provided. Also have them determine which level of government is responsible for levying taxes.
Point out that taxes are hotly debated because citizens are concerned about the way government uses their money. Organize panel discussions or debates on any issue involving taxation. Be sure that varying points of view are discussed.

SOCIAL STUDIES • CONSUMER RIGHTS/ ECONOMIC DEVELOPMENT

decision-making

Goal: To analyze factors influencing the United States economy.

Preparation: Help students locate information in newspapers that relates to consumerism. Examples are columns and advertisements that help buyers understand shifts in prices and give warnings of fraudulent companies and claims.

Activities: Have students identify the following:

1. Examples of wise and unwise consumer practices.
2. Agencies, policies and/or regulations that aid the consumer.
3. Advice to help make a wise decision.

Have them focus attention on information helpful to young people.

SOCIAL STUDIES • ECONOMIC PROBLEMS/ ECONOMIC DEVELOPMENT

Goal: To analyze factors influencing the United States economy.

Preparation: Provide newspapers. Encourage the use of textbooks and other resource materials that are needed.

Activities: Have students look for news about economic problems. Have them use information in the articles and other resource material and decide which problems are old and which are new. Ask them to work in groups to create time lines that trace problems created by earlier policies and events. Have them explain the business cycle with what they learn. Ask where the current economy is in the business cycle, based on the news and students' own experiences.

problem-solving

SOCIAL STUDIES • CURRENT ECONOMIC ISSUES/ ECONOMIC DEVELOPMENT

Goal: To analyze factors influencing the United States economy.

Preparation: Provide newspapers and list economic issues:

1. National debt/ Taxes
2. Women in the work force
3. Labor and management
4. Social services
5. Defense spending
6. Health care
7. Education
8. Economic development

Activities: Have students list questions that are asked and/or answered in news stories, features, letters to the editor, columns and editorials about each area. Sample questions include:

1. National debt/ Taxes
 - a. How big is it?
 - b. Is it increasing or decreasing?
 - c. Are tax cuts or increases proposed to shrink the debt?
 - d. What impact does the debt have on the economy?
2. Women in the work force
 - a. In what positions are women entering the work force?
 - b. What are their salaries? How do they compare with men's salaries for comparable jobs?
 - c. What has caused women in large numbers to work out of the home?
 - d. How do current trends affect the family?
3. Labor vs. management
 - a. What industries are discussing contracts?
 - b. What are the issues?
 - c. What are the areas of disagreement and/or agreement?
 - d. What are the effects of the dispute (and/or strike) on the economy?

decision-making

SOCIAL STUDIES • CURRENT ECONOMIC ISSUES/ ECONOMIC DEVELOPMENT, continued

decision-making

Activities, continued:

4. Social services
 - a. Who receives them? Why?
 - b. Who deserves them? on what terms?
5. Defense spending
 - a. How large is it?
 - b. What kind of machinery or weapons are bought?
 - c. How does it effect spending in other areas and overall economic development?
6. Health care
 - a. Who is lacking and who is receiving health care? Why?
 - b. Who deserves health care?
 - c. What systems are in place to provide health care?
 - d. What are the costs associated with different systems for delivering health care?
7. Education
 - a. What changes are advocated? Why?
 - b. What are the costs?
 - c. Who benefits from the changes?
 - d. Who benefits from top quality schools?
8. Economic development
 - a. What is the unemployment rate?
 - b. What is proposed/ needed in a community?
 - c. What types of jobs? What types of education requirements/ experiences are needed to fill the jobs?
 - d. What are the costs and benefits of economic development?

As students gather information, identify different points of view by polling the class. Have students draw conclusions about the opinion of the class. Compare the viewpoint of students to those reported in the newspapers. For example: During political campaigns, attention is often given to the welfare system, why the government should reduce the number of those receiving benefits and why benefits should be maintained. Check the newspaper for different viewpoints and compare those with the opinions of classmates.

SOCIAL STUDIES • HOW PEOPLE LIVE/ ECONOMIC DEVELOPMENT

Goal: To evaluate the ways people of other countries make decisions about the allocation and use of economic resources.

Preparation: Provide newspapers.

Activities: Have students find, read and study articles about other nations. Ask them to answer the following questions:

1. How do people earn a living? What jobs are mentioned?
2. Are the jobs government or private sector jobs? Who pays the workers?
3. How are workers compensated? at what rate?
4. What kind of lifestyle are the people able to maintain with their earnings?
5. What rights do workers have? Can they organize, negotiate contracts and strike?

SOCIAL STUDIES • DEVELOPING REGIONS/ ECONOMIC DEVELOPMENT

Goal: To evaluate the ways people of other countries make decisions about the allocation and use of economic resources.

Preparation: Provide newspapers. Help students identify the types of economic problems common to various regions of the world. Examples include limited resources, pollution and inflation. Use social studies textbooks, and other resource tools and media to help identify problems.

Activities: From copies of the newspaper, have students find examples of problems common to developing regions of the world, read articles dealing with those and draw conclusions as to the sources of the problems. Ask students to write several possible remedies to the problems and share those with the class.

Take a more personal approach. Have students identify photographs and stories about the people in poorer developing regions. Have them write an essay using information from newspapers and the following quote:

“Poverty is a great enemy to human happiness; it certainly destroys liberty, and it makes some virtues impracticable and others extremely difficult.”
(Samuel Johnson quoted in Boswell’s *Life of Samuel Johnson*)