

# SOCIAL SCIENCE

Mrs. Linda Redding

**G**  
**R**

**MY COMMITMENT TO MYSELF IS THAT I WILL:** PAY ATTENTION • DO MY HOMEWORK  
• TRY MY BEST • THRIVE • KEEP UP WITH CLASSWORK • NEVER STOP GOING FORWARD  
• FOCUS • STUDY • LISTEN • WORK HARD • DO WHAT I'M TOLD • BE RESILIENT •  
NEVER GIVE UP • HAVE A GROWTH MINDSET • PERSEVERE • BE THE BEST PERSON I  
CAN BE • PRACTICE • IF I FALL, I'LL GET BACK UP • KEEP TRYING • TRY NEW THINGS •  
PARTICIPATE • BELIEVE IN MYSELF • NOT WORRY ABOUT LOW SCORES BUT TRY TO DO  
BETTER • MAKE GOOD CHOICES • NOT PROCRASTINATE • REMEMBER WHAT GRIT  
MEANS • STAY ON TOP OF THINGS • KNOW THAT I CAN DO ANYTHING • FOLLOW THE  
RULES • TRY HARDER THAN EVER! • ASK FOR HELP • NOT BE HARD ON MYSELF • GIVE  
100% • NOT TURN LITTLE ISSUES INTO BIG MOUNTAINS • STUDY A LOT! • HAVE A  
GREAT LEARNING ATTITUDE • WORK TO MY FULL CAPACITY • BECOME A STRONGER  
READER • UNDERSTAND THAT I'M NOT ALWAYS RIGHT AND THAT I CAN IMPROVE •  
NOT TALK WHEN I'M NOT SUPPOSED TO • NOT GET DOWN ON MYSELF IF I MAKE A  
MISTAKE OR GET A BAD GRADE • LEARN FROM MY MISTAKES • NOT GIVE UP WHEN  
THE GOING GETS TOUGH • SHOW MY TALENTS • STUDY FOR QUIZZES AND TESTS •  
STAY FOCUSED ALL DAY • PUSH MYSELF...TO THE MAX! • BE ORGANIZED •  
CONCENTRATE AND NOT BE DISTRACTED • BE MORE OPEN TO NEW PEOPLE • EDUCATE  
MY MIND • MAKE GOOD, POSITIVE CHOICES • SEE MY FAILURES AS TEMPORARY •  
TURN WORK IN ON TIME • HAVE A POSITIVE MINDSET • TRY TO MOVE ON FROM  
SITUATIONS • LEARN NEW THINGS • ACCEPT MY MISTAKES AND FAILURES • BE THE

**I**  
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# Curriculum: World History

Q1: Age of Revolution

Q2: Industrialism/Imperialism

Q3: The World at War

Q4: Modern Times

Goals: To develop and deepen social science skills for today, as well as preparing for advanced courses in high school and beyond!

# QUARTERLY PROJECTS


- **First Quarter:** Emphasis on DBQs, Primary Sources
- **Second and Third Quarters:** Interest-based, content related projects
- **Fourth Quarter:** Decade project

# DBQS

## Document Based Questions

- **Introduction** to format used in AP/Honors classes in high school
- Integration with Language Arts classes to enable students to achieve mastery of key writing skills
- Focus on use of primary sources to foster critical thinking


### Valley Forge: Would You Have Quit?



**Overview:** In the winter of 1777 and 1778, George Washington commanded several thousand patriot soldiers who spent the winter at Valley Forge, 18 miles outside of Philadelphia. It was not an easy time. This Mini-Q asks the question: if you had been a soldier in Washington's army, would you have quit?

**The Documents:**  
 Document A: The Numbers: Deaths and Illness (chart)  
 Document B: Washington at Valley Forge (cartoon)  
 Document C: Diary of Dr. Abigaille Waino  
 Document D: The Sentinel Soldier: Thomas Paine


### How Did the Constitution Guard Against Tyranny?



**Overview:** In the summer of 1787, fifty-five delegates representing members of the thirteen states met in Philadelphia to fix the national government. The problem was that the existing government, under the Articles of Confederation, just wasn't doing the job. It was too weak. The challenge was to create a strong central government without taking away one person, or group of people, too much power.

**The Documents:**  
 Document A: Preamble  
 Document B: Separation of Powers  
 Document C: Checks and Balances  
 Document D: Big States vs. Small States


### What Caused the Dust Bowl?



**Overview:** In the 1930s America was hit by very bad times. There were the years of the Great Depression. In cities and in small towns across the land, banks were failing, businesses were closing, and workers were being fired. But in some ways farmers were hit hardest of all, and few farmers were hit harder than those in the Southern Great Plains. This region has come to be known as the Dust Bowl. The question for this Mini-Q is what caused the Dust Bowl tragedy.

**The Documents:**  
 Document A: Dusters  
 Document B: Grass  
 Document C: Fred Folsom and his tractor (with photograph)  
 Document D: Average Under Flow (chart)  
 Document E: Rainfall on the Plains in the 1930s


### Was the United States Justified in Going to War With Mexico?



**Overview:** In 1846 the United States went to war with Mexico. Like most wars the United States had fought, this war was not very popular. The citizens of the United States were angry, and many were against the war. The question for this Mini-Q is whether the United States was a just power. This Mini-Q asks the question: if you were a citizen of the United States, would you have supported the war?

**The Documents:**  
 Document A: John O'Sullivan and Manifest Destiny  
 Document B: President James Polk's War Declaration  
 Document C: Antonio Viqueira  
 Document D: Charles Sumner: Opposition to the Mexican-American War


### How Did the Versailles Treaty Help Cause World War II?



**Overview:** On June 28, 1919 – seven and a half months after the horrific fighting of World War I ended in November 1918 – the Versailles Treaty was signed by the victorious Allied nations of Great Britain, France, and the United States and by a defeated Germany. The framers of the treaty hoped that it would stabilize Europe and ensure that another catastrophe war would never happen again. But just over two decades later, the flames of war consumed Europe. This Mini-Q examines the ways in which the treaty contributed to the Second World War.

**The Documents:**  
 Document A: German Territorial Losses: Mein Kampf (map and text)  
 Document B: Treaty of Versailles, Article 100; Treaty Levels, 1920 (cartoon)  
 Document C: Treaty of Versailles, Articles 232 and 233; Reparations (chart)  
 Document D: Treaty of Versailles, Article 231; War Guilt Clause


### Prohibition: Why Did America Change Its Mind?



**Overview:** On January 16, 1933, Prohibition became the 18th Amendment to the Constitution. The Amendment declared it illegal to manufacture, transport, sell, or distribute intoxicating liquors. The United States was the only nation in the world to have such a law. The question for this Mini-Q is why the United States changed its mind. This Mini-Q asks why.

**The Documents:**  
 Document A: Prohibition Dates (graph)  
 Document B: Prohibition in a cartoon (cartoon)  
 Document C: Enforcement for the Law "Two-Times Justice"  
 Document D: Robert Taft  
 Document E: Lull Taves


### Should the United States Have Annexed the Philippines?



**Overview:** In 1898 the United States successfully fought a short war with Spain. One of the results of the war was that several Spanish colonies fell into American hands. Two of these were Cuba and the Philippines. The United States made it quite clear that it would not keep Cuba. But what of the Philippines? Americans at the time were uncertain what to do. In this Mini-Q you are asked the question: Should the United States have annexed the Philippines?

**The Documents:**  
 Document A: Anti-Imperialist League  
 Document B: Albert J. Beveridge: "The March of the Flag"  
 Document C: President William McKinley  
 Document D: William Jennings Bryan

### North or South: Who Killed Reconstruction?



**Overview:** The twelve years after the Civil War proved to be a difficult time for America. Called Reconstruction by historians, this era saw an increase of freedom for African slaves. However, there was also great resistance to change. In 1877 attempts to reconstruct the South officially ended, leaving white-only governments in power. This Mini-Q asks you to decide who, North or South, was most responsible for the end of Reconstruction.

**The Documents:**  
 Document A: Targeting "Carpetbaggers" and "Scalawags"  
 Document B: President Andrew Johnson and Scalawags in the South  
 Document C: Populist Opinion and Reaction in the North

## IMPORTANT THINGS TO KNOW ABOUT OUR CLASS:

- Almost all materials given out in class are available online at **Mrs. Redding's website**. This is a great resource for absent or forgetful kids! You can access the webpage by going to:  
<https://www.cusd80.com/Domain/735>
- Absent students are provided a packet of information to help them get back into the swing of things. **Tutoring** is great if your student misses multiple days or just needs to touch bases about what they missed.





# BOGLE JUNIOR HIGH SCHOOL

Home of the Bulldogs

1600 W. Queen Creek Rd. | Chandler, AZ 85248 P: (480) 883-5500 | F: (480) 224-9361



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## REDDING, LINDA

- About the teacher
- First Quarter 2019.20
- Suggested Supply List
- How To Check Student Grades
- Website Library

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## About Mrs. Redding...

Subject / Grade 7th grade GRIT Academy Social Studies

Room: 907

Phone: 480-883-5571

Email: [Mrs. Redding](#)

"Education is not the filling of a pail, but the lighting of a fire."

— unknown





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### First Quarter 2019.20

(Scroll down the page to view information from previous weeks.)

The information below is provided as a courtesy for students. Nearly all printed classroom materials are due to copyright concerns. Absent students must make arrangements to see Mrs. Redding in order to view information about class discussions or activities that does not appear below.

#### Week 2: July 29-August 2

##### Monday, July 29

Homework Assigned: World Map and Vocab (from 7/25)

Home/Classwork Collected: Classroom Guidelines signatures

Warm-Up: When someone tells you something, how can you tell if it's true?

Links to documents from class:

- [GRIT Response Sheet](#)
- [Unit 1 Table of Contents for SS Folder](#)
- [Unit 1 Goals and Scale](#)
- [Copy of Team T Shirt Designs](#)

##### Tuesday, July 30

Homework Assigned: Study for quiz (on Friday)

Home/Classwork Collected: map and key terms

Warm-Up: Does being a professional model seem like a good job to you? What does that word mean to you?

Links to documents from class:

- "Using Models to Understand History" [fill-in-the-blanks notes sheet](#)
- [KEY for Day 1 of notes](#)
- [Maps: Continuity and Change Sheet](#)

##### Wednesday, July 31

Homework Assigned: Study for Quiz (on Friday)

Home/Classwork Collected: Maps: Continuity and Change Sheet

Warm-Up:

Links to documents from class:

- [Notes from today](#)
- [File with Historical Maps for Continuity/Change Activity](#)

##### Thursday, August 1

Homework Assigned: Study for quiz; Finish summary

Home/Classwork Collected: Nothing

Warm-Up: What is your mental model of junior high/SS class so far?

Links to documents from class:

- [Copy of completed notes with annotations](#)

##### Friday, August 2

Homework Assigned:

Home/Classwork Collected:

Warm-Up:

Links to documents from class:

Annotate your notes as shown. Summarize the notes in the space provided. Notes should be about five sentences long and include the main ideas (which are identified by the numbers shown).

Topic: Using Models to Understand History Date:

**Models:**

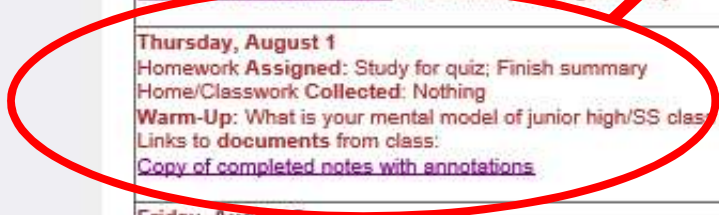
- 1. A model is a systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon.
- People use models to help them learn about and understand the world around them. Models can help people make predictions about the future and can also lead to new ideas for investigation.
- In particular, historians use models to study how, although individuals only live a relatively short time, institutions, ideas, and problems can endure for long periods of time, even thousands of years. This is known as continuity.
- Models also help historians to see that, although continuity is important, society is constantly undergoing change. (After all, this course is called "Social Science": the study of society.)

**Types of Models:**

- 2. **Physical Models:** are a physical representation of an object or system. They can be touched or manipulated. They are often smaller or larger than reality. Examples: toy car, model airplane, globe or map.
- 3. **Mental Models:** (also known as **Conceptual Models**) are the collection of ideas, facts, opinions and theories you have about a topic. They include everything you think or believe to be true about the topic. Ex: Your ideas about old people, teenagers.
- Visual models:** are models that convey meaning without using words. They represent the most important aspects of an object or phenomenon and can include "mental pictures" as well as actual photos, icons, emojis, etc.

**Annotations:**

- Systematic = orderly, organized
- What used for?
- Systems = multiple parts working together
- Controlled or changed







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### [Think A Dot Game](#)

Computer simulation of the classic "computer" game.

### [World Oceans and Seas](#)

This game will help you practice locating the major oceans and seas.

### [World Continents and Oceans](#)

Play this one for just the continents and oceans.

### [World: Oceans, Seas and Lakes Game](#)

Play this one to practice locating oceans, seas and lakes. (The lakes won't be on the quiz, but it's good to know them anyway!)

### [Purdue OWL MLA Citations Page](#)

Use to create a works cited page or bibliography.

Subscribe/Unsubscribe



7<sup>th</sup> Grade = BIG CHANGE!

## TEAM SUPPORT STRUCTURES:

- Agendas- Look for the “blackline” - it means something was NOT turned in on time.
- Weekly email- get in touch if you aren't already receiving these!
- Tutoring (by appointment)
- Infinite Campus (Online grades updated weekly)

## IMPORTANT TECHNOLOGY INFO:

- Students may use phones on campus before the first bell, but after that, cell phones must be turned off during the school day unless teachers direct students to have the phone out/on.
- Students should not be using their calculators to play games during class. Students will have their calculators taken during class and have a phone call/email home.

# HOW CAN YOU SUPPORT YOUR STUDENT AND THE TEAM?

- Give your student room to grow. This age is the perfect time to step back a bit. (Just a bit!)
- Keep an eye on their technology usage (setting boundaries for time and social interactions)
- Volunteer for the “Copy Crew” or “Boosters”.
- Collect box tops
- **Donate team spirit supplies to our team. (Help us buy prizes and spirit wear for the kids!)**



TEAM NAME:



RESPECT . PERSIST . TRIUMPH

# QUESTIONS?

- Please feel free to email me at:  
[Redding.linda@cusd80.com](mailto:Redding.linda@cusd80.com)