

Name: _____

Period: **1**

PERSIA for Present Times

Describe the culture that exists in the following areas:	Chandler/Arizona	BOGLE
<p>Political Structure</p> <ul style="list-style-type: none"> • Who is in charge? What types of government and rules are in place? • What role do the people have in the government? • What political rights do people have? • Who are the important leaders or elite individuals? 	<ul style="list-style-type: none"> -Mayor/Governor -Criminal and civil laws/codes -People vote for elected officials (local, national) -Democratic republic (vote for representatives) -Speech, property, arms...etc. -President, mayor, etc. 	<ul style="list-style-type: none"> -Principal, VPs, teachers, District -students have limited rights and say in rules -some say in cultural matters -Form=authoritarian?
<p>Economic Practices</p> <ul style="list-style-type: none"> • What are the main types of trade, commerce, or industry? • What are the roles played by men, women, children, or minorities in the economy? • What important technology or inventions necessary for trade are being used? • How is the government involved with the economy? 	<ul style="list-style-type: none"> -Construction, Intel (engineers), people who work for the city, public works, Amazon, service jobs, CUSD, tourism - Equal opportunity for genders in jobs -Children- job = school -High-tech community -Govt. highly involved with economy- taxes, laws 	<p>Grades Spirit points Buy lunch</p> <ul style="list-style-type: none"> -Adults teach, make food -Kids learn and do homework, earn grades, make school look good (bring in more kids) -Taxes/govt. pay teachers
<p>Religious Beliefs/Traditions</p> <ul style="list-style-type: none"> • What are the beliefs that are held by the people? • How well are other religious views tolerated? • How do religious beliefs impact society? • How is the government or economy connected with religious beliefs? 	<p>Variety- Christian, Judaism, Mormon, Buddhist, Muslim, none?</p> <p>Mostly respect other beliefs (legally required)</p> <p>Lots of people go to church; some stores closed on Sundays</p> <p>Govt. allows the spread of all beliefs</p>	<p>All religions accepted but can be awkward or some people can be intolerant</p> <p>No real impact on school life</p> <p>Laws/customs limit religious content at school- pledge?</p>

Period 1, cont.

Describe the culture that exists in the following areas:	Chandler/AZ	BOGLE
<p>Social Practices</p> <ul style="list-style-type: none"> • What social classes exist and is movement possible between classes? (<i>Is it an authoritarian, deference, or egalitarian society?</i>) • What role do men, women, children, or minorities play in the family or society? • What inequalities existed? • What is life for the average person like? What do people do for fun? 	<ul style="list-style-type: none"> -Social classes not obvious – mostly egalitarian society -Parents work, kids go to school -Some inequality based on income, race?, gender?, beliefs?, political party? -Work/school -Hobbies, sports, etc. 	<p>Deference based on...teachers have more rights...older/younger students...popularity...class type...etc.</p> <p>Old= teach, young = come to school</p> <p>Inequalities based on groups above</p> <p>WIN time, electives, lunch</p>
<p>Intellectual/Artistic Pursuits</p> <ul style="list-style-type: none"> • Is education available, and if so, to whom? • What new or important literature, art, music, or philosophy is coming from this time period and area? • Who are the important innovators during this time? 	<ul style="list-style-type: none"> - Education for all -Higher ed. Costs money -Modern music (rap, pop), books (Harry Potter, etc.) -Tie dye art, creative arts -Tech leaders (S. Jobs, Bill Gates, etc.) 	<ul style="list-style-type: none"> -Education for all -Cultural influences exist here at school - Right to learn - Respect. Persist. Triumph. - GRIT -Student council = important
<p>Area (Geography)</p> <ul style="list-style-type: none"> • What geographic locations are important during this time? • What draws people to this area? How do ideas reach this region or spread to other regions from here? • How does the geography of this area impact human activity? • How does human activity impact the environment in this region? (+/-) 	<ul style="list-style-type: none"> - Open land available for building - Native Am. Reservations - Grand Canyon - People move here b/c cheaper, other opportunities, climate - People bring new ideas with them - Activities impacted by the heat 	<ul style="list-style-type: none"> -Lunch room, classroom, gym, office -Desire for knowledge -GRIT is a draw -Online info spreads about Bogle kids, test scores, etc. -Gossip spreads info at school -Students make the school clean/dirty - Lots of space on campus, outside campus (heat, walking to classes)

Name: _____

Period: 2

PERSIA for Present Times

Describe the culture that exists in the following areas:	Chandler/Arizona	BOGLE
<p>Political Structure</p> <ul style="list-style-type: none"> • Who is in charge? What types of government and rules are in place? • What role do the people have in the government? • What political rights do people have? • Who are the important leaders or elite individuals? 	<ul style="list-style-type: none"> -Mayor/Governor -Democratic system (republic- vote for representatives) -Criminal and civil laws -People can vote -Basic rights guaranteed by Constitution - Not really any important people? 	<ul style="list-style-type: none"> -Principal, VPs, student council, District, teachers, staff -Students have limited voice/rights -Specific safety/educational rules and rights -School rules
<p>Economic Practices</p> <ul style="list-style-type: none"> • What are the main types of trade, commerce, or industry? • What are the roles played by men, women, children, or minorities in the economy? • What important technology or inventions necessary for trade are being used? • How is the government involved with the economy? 	<ul style="list-style-type: none"> - Stores, businesses -Intel, Orbital, corn, cotton -some gender roles by choice -Lots of electronic; used instead of cash -Govt. works to control economy -Taxes paid to govt. 	<ul style="list-style-type: none"> - buy food in cafeteria; taxes pay for school; receive grades in return for effort -older men/women teach; younger kids learn -Online accounts -Govt. pays for schools
<p>Religious Beliefs/Traditions</p> <ul style="list-style-type: none"> • What are the beliefs that are held by the people? • How well are other religious views tolerated? • How do religious beliefs impact society? • How is the government or economy connected with religious beliefs? 	<ul style="list-style-type: none"> -Freedom of religion -Christian, Mormon, Jewish, Hindu, Muslim, Buddhist, "none" -Pretty accepting of other religions -Are some disagreements, but sometimes draws ppl. Together -Govt. stays out of it 	<ul style="list-style-type: none"> -Respect. Persist. Triumph - All ideas are accepted -Open minded, like to learn about other cultures/traditions (mostly) -Good grades are important

Period 2, cont.

<p>Describe the culture that exists in the following areas:</p>		
<p>Social Practices</p> <ul style="list-style-type: none"> • What social classes exist and is movement possible between classes? (<i>Is it an authoritarian, deference, or egalitarian society?</i>) • What role do men, women, children, or minorities play in the family or society? • What inequalities existed? • What is life for the average person like? What do people do for fun? 	<ul style="list-style-type: none"> - Groups of citizens...leaders...kids (groups with their own way of living?) - Usually men/women are equal (= opp.) -Minorities groups given opportunities -Free society = few inequalities -Lots of hobbies...sports 	<ul style="list-style-type: none"> -Popular, sports kids, and other cliques -deference society- some groups and adults are above others -Both genders can be teachers- mostly female -Teachers have more power - Average day= scrambling around to classes... teaching/learning
<p>Intellectual/Artistic Pursuits</p> <ul style="list-style-type: none"> • Is education available, and if so, to whom? • What new or important literature, art, music, or philosophy is coming from this time period and area? • Who are the important innovators during this time? 	<ul style="list-style-type: none"> -Education available to everyone who can afford it -Internet-based advancements give people chance to express themselves -Tech people, You-tubers (social-influencers) 	<ul style="list-style-type: none"> -Ed. For all! -Electives/WIN = arts, other topics -Innovators = teachers, staff, students
<p>Area (Geography)</p> <ul style="list-style-type: none"> • What geographic locations are important during this time? • What draws people to this area? How do ideas reach this region or spread to other regions from here? • How does the geography of this area impact human activity? • How does human activity impact the environment in this region? (+/-) 	<ul style="list-style-type: none"> -Grand Canyon, Intel, ASU, etc. -Tourism, jobs...bring people here - People bring ideas here - Climate also a draw - Lack of rain impacts crops (desert) - Built cities...pollution 	<ul style="list-style-type: none"> - Courtyard, buildings, fields, etc. -Here to learn...District... - Geographic location - GRIT program -Large campus, easy to get around...outside so have to deal with weather - Kids leave trash

Name: _____

Period: 3

PERSIA for Present Times

Describe the culture that exists in the following areas:	Chandler/Arizona	Bogle
<p>Political Structure</p> <ul style="list-style-type: none"> • Who is in charge? What types of government and rules are in place? • What role do the people have in the government? • What political rights do people have? • Who are the important leaders or elite individuals? 	<ul style="list-style-type: none"> - Mayor, Governor - Democratic republic (we vote for representatives) - Life, liberty, pursuit of happiness (Constitution gives us certain rights) - National leaders (President, senators...); local leaders 	<ul style="list-style-type: none"> - Principal/Admin; teachers; student council; CUSD - mixture of constitutional monarch with voting? (deference? Authoritarian?) - limited rights
<p>Economic Practices</p> <ul style="list-style-type: none"> • What are the main types of trade, commerce, or industry? • What are the roles played by men, women, children, or minorities in the economy? • What important technology or inventions necessary for trade are being used? • How is the government involved with the economy? 	<ul style="list-style-type: none"> - Stores, CUSD, tech, restaurants, farming, Amazon - kids = school; adults = work - no real gender roles except by choice - Lots of computers for work, home, leisure - Govt. sets rules for economy, and collects taxes 	<ul style="list-style-type: none"> - School paid for students' attendance; students get education; buy lunch; buy merch.; give effort, get grades. - adults = teach; kids = students - Some tech- websites, computers, etc. - Govt., school board set rules
<p>Religious Beliefs/Traditions</p> <ul style="list-style-type: none"> • What are the beliefs that are held by the people? • How well are other religious views tolerated? • How do religious beliefs impact society? • How is the government or economy connected with religious beliefs? 	<ul style="list-style-type: none"> - Variety: Christian, Jewish, Buddhists, Muslim, Hinduism, Mormon - Mostly tolerant or just unaware of other beliefs - Some disagreements between beliefs; holidays based on religion. - Freedom of religion so Govt. cant' interfere 	<ul style="list-style-type: none"> - BJHS beliefs = Respect. Persist. Triumph. - All views accepted - No real impact on school life - no real govt...pledge?

Period 3, cont.

Describe the culture that exists in the following areas:	Chandler/AZ	Bogle
<p>Social Practices</p> <ul style="list-style-type: none"> • What social classes exist and is movement possible between classes? (<i>Is it an authoritarian, deference, or egalitarian society?</i>) • What role do men, women, children, or minorities play in the family or society? • What inequalities existed? • What is life for the average person like? What do people do for fun? 	<ul style="list-style-type: none"> - Equal rights, but some classes -Movement is possible- low class → high class; can be elected -Kids go to school; adults work -Used to many inequalities; are less now -Fun = movies, hang out, use tech 	<ul style="list-style-type: none"> -Classes: students, teachers, admin. Not much movement here. -Roles based on age. -Inequalities= teachers have more rights -Fun=electives, WIN, leave!
<p>Intellectual/Artistic Pursuits</p> <ul style="list-style-type: none"> • Is education available, and if so, to whom? • What new or important literature, art, music, or philosophy is coming from this time period and area? • Who are the important innovators during this time? 	<ul style="list-style-type: none"> -Education available to all -Art/lit. comes from different cultures -Political leaders, tech leaders 	<ul style="list-style-type: none"> -All kids get an education -MA, SC, SS, ELA, plus electives, WIN -Finding new ways to learn...Respect, Persist, Triumph! GRIT!!! -Teachers and kids are innovators 😊
<p>Area (Geography)</p> <ul style="list-style-type: none"> • What geographic locations are important during this time? • What draws people to this area? How do ideas reach this region or spread to other regions from here? • How does the geography of this area impact human activity? • How does human activity impact the environment in this region? (+/-) 	<ul style="list-style-type: none"> - State capital, city hall, police department - Climate draws people...jobs, tourism... -Ideas spread via internet,... -People stay inside due to the heat -We add pollution, which can make it hotter 	<ul style="list-style-type: none"> - Campus is important location-outside hallways -Draw= curriculum (GRIT), friends, family, neighborhood -Lots of room to move around (have to hurry to get to electives) -Took up land/desert for the school -Riding bus = helps less pollution -Close to home 😊

Name: _____

Period: **5**

PERSIA for Present Times

Describe the culture that exists in the following areas:	Chandler/Arizona	Bogle
<p>Political Structure</p> <ul style="list-style-type: none"> • Who is in charge? What types of government and rules are in place? • What role do the people have in the government? • What political rights do people have? • Who are the important leaders or elite individuals? 	<ul style="list-style-type: none"> -Mayor, Governor -Safety rules (temp., air, etc.) - Criminal and civil laws -Democratic republic (we elect representatives) -Natural rights (life, liberty, pursuit of happiness) -Constitution guarantees rights (speech, religion, etc.) 	<ul style="list-style-type: none"> - Principal/Admin., teachers, student council, District, other staff- Respect, persist, triumph - Safety rules, code of conduct -some input...but not much -Elite listed above
<p>Economic Practices</p> <ul style="list-style-type: none"> • What are the main types of trade, commerce, or industry? • What are the roles played by men, women, children, or minorities in the economy? • What important technology or inventions necessary for trade are being used? • How is the government involved with the economy? 	<ul style="list-style-type: none"> -Citrus, copper, cattle...cotton, climate, technology -No real gender roles except by choice -Lots of internet trade, use of computers - Govt. collects taxes, employs people 	<ul style="list-style-type: none"> -Students get grades for their effort; teachers get paid; people buy lunch or other school items - adults teach, staff; kids are students -Online games, quizzes; computers - District/state set rules
<p>Religious Beliefs/Traditions</p> <ul style="list-style-type: none"> • What are the beliefs that are held by the people? • How well are other religious views tolerated? • How do religious beliefs impact society? • How is the government or economy connected with religious beliefs? 	<ul style="list-style-type: none"> -People believe everyone should follow the rules - Mostly Christian; Jewish, Hinduism, Buddhism, Islamic, Mormon, non-religious -Most people accept other beliefs...but can lead to arguments - Govt. has to stay out of it 	<ul style="list-style-type: none"> - Everyone must follow rules...Respect. Persist. Triumph. - Other views (about rules) not tolerated b/c can get detention - Don't follow rules, can get a bad rep. - Govt./District sets the belief system up?

Period 5, cont.

Describe the culture that exists in the following areas:	Chandler/Arizona	Bogle
<p>Social Practices</p> <ul style="list-style-type: none"> • What social classes exist and is movement possible between classes? (<i>Is it an authoritarian, deference, or egalitarian society?</i>) • What role do men, women, children, or minorities play in the family or society? • What inequalities existed? • What is life for the average person like? What do people do for fun? 	<ul style="list-style-type: none"> - Mainly egalitarian -Adults=jobs, protection; kids = school. -Jobs= equal opportunity (no real roles) -Average person uses tech for fun...sports, etc. 	<ul style="list-style-type: none"> -Authoritarian- Principal in charge...teachers...student council. -Can earn more power? -Adults have more power -Kids treated differently by other kids depending on popularity. -Some movement in popularity - Tech for fun; electives, WIN, sports
<p>Intellectual/Artistic Pursuits</p> <ul style="list-style-type: none"> • Is education available, and if so, to whom? • What new or important literature, art, music, or philosophy is coming from this time period and area? • Who are the important innovators during this time? 	<ul style="list-style-type: none"> -Education available to all - Internet/tech is important... -Not sure about specific people...Emma Stone -Waymo is testing here 	<ul style="list-style-type: none"> - School for all kids - Band, orchestra, core classes - Teachers, stuco, etc. -GRIT program
<p>Area (Geography)</p> <ul style="list-style-type: none"> • What geographic locations are important during this time? • What draws people to this area? How do ideas reach this region or spread to other regions from here? • How does the geography of this area impact human activity? • How does human activity impact the environment in this region? (+/-) 	<ul style="list-style-type: none"> - Grand Canyon, Petrified Forest, Sonoran Desert -Come here for jobs, climate, tourism... - Weather and heat impact human activities - Humans built cities, add pollution... 	<ul style="list-style-type: none"> -School buildings all important...outside school -Neighborhood school, law to attend. -Assemblies/meetings at school - Replaced farmland and dairies -GRIT program

