

**Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.**

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) understands the difference between criminal and civil law as it applies to individual <i>citizens</i> (e.g., criminal: felony, misdemeanor, crimes against people, crimes against property, white-collar crimes, victimless crimes; civil: contracts, property settlements, child custody).</li> <li>▲(A) compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, <i>diversion</i>).</li> <li>(A) evaluates the importance of the <i>rule of law</i> in protecting individual <i>rights</i> and promoting the <i>common good</i>.</li> </ol>	<ul style="list-style-type: none"> <li>Share short scenarios of cases and have students identify the correct placement, civil or criminal, to prove understanding of the terms. (1)</li> <li>Create a <b>flow chart</b> for juvenile justice and another for adult criminal justice. Note the different in rights: closed juvenile records as opposed to open records for adults; right to a jury trial by peers as opposed to a hearing heard by a judge only. Resource: <i>For the Record</i>. (2)</li> <li>Discuss “what makes a good law?” or “what is the basic criteria for all laws?” Propose a new local ordinance: curfews for teens. Simulate a debate over this ordinance based on the rule of law. (3).</li> <li>Invite a <i>community</i> lawyer as a guest speaker. (1, 2, 3)</li> <li>Simulate a court case or hold a mock trial. (1, 2, 3)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizen</i> - a native or naturalized member of a political community.  <i>Common good</i> - for the benefit or interest of a politically organized society as a whole.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Diversion</i> - in criminal procedure, a system for giving a chance for a first-time criminal defendant in lesser crimes to perform community service, make restitution, or obtain treatment and/or counseling.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.  <i>Rule of law</i> - principle that every member of a society, even a ruler, must follow the law.</p>	

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <p>1. ▲(K) defines the <i>rights</i> guaranteed, granted, and protected by the Kansas <i>Constitution</i> and its amendments.</p>	<ul style="list-style-type: none"> <li>• Using the Kansas Constitution as a <i>primary source</i>, create a listing of the rights mentioned in it with a short definition or meaning of each. (1)</li> <li>• Use local newspaper to clip articles or pictures that have underlying rights supported by the Kansans Constitution. (1).</li> </ul>
<p><b>Teacher Notes:</b>  <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

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**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) explains the three branches of Kansas <i>government</i>.</li> <li>2. (K) explains how authority and <i>responsibility</i> are balanced and divided between national and state governments in a federal system (e.g., federal: postage regulation, coinage of money, federal highways, national defense; state: state highways, state parks, education).</li> <li>3. (K) explains why separation of powers and a system of checks and balances are important to limit government.</li> <li>4. (K) describes how <i>citizens</i>, legislators, and interest groups are involved in a bill becoming a law at the state level.</li> </ol>	<ul style="list-style-type: none"> <li>• Use a <b>Venn diagram</b> to identify national and state responsibilities and discuss the problems that would occur if government power were held by a single entity. (1, 2)</li> <li>• Use a metaphor to explain the separation of power. Explain that a football team has an offensive team, a defensive team, and a head coach with assistants for each team. The team can only win a game if both teams are equally strong; they could not win on the power of the offensive team alone. One team is limited in the ability to win the game, based on the performance of the other. The coach has a responsibility to balance and monitor the performance of both teams in order to make winning plays. Have students draw a picture using another metaphor and label the picture with explanations of separation of power and checks and balances. (1, 2)</li> <li>• Write a letter as a citizen to a state legislator proposing a new law or in support of an existing law. Resource: <i>Kansas Lawmaker</i> cd. (3)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizen</i> - a native or naturalized member of a political community.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.</p>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) designs, researches and completes a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project).</li> <li>2. (K) knows various procedures for contacting appropriate representatives for the purpose of expressing ideas or asking for help at the state or local level (e.g., public hearing, open meeting, phone, email, letter, personal interview).</li> </ol>	<ul style="list-style-type: none"> <li>• Give a written or oral presentation describing the purpose and result of the civic project. (1, 2)</li> <li>• Write a letter or email to a local official expressing a concern or a need for change. (1, 2)</li> </ul>
<p><b>Teacher Notes:</b></p>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) recognizes that cities are formed through a process of <i>incorporation</i>, establishing boundaries, creating a <i>government</i>, levying taxes.</li> <li>2. (K) identifies the types of local government (e.g., cities, townships, counties)</li> <li>3. ▲(K) identifies the <i>goods</i> and <i>services</i> provided by local government in the <i>community</i> (e.g., education, health agency, fire department, police, care for local community property, parks and recreation).</li> <li>4. (A) researches the roles of people who make up local government (e.g., police, mayor/city manager, county commissioner, city council members, school board members).</li> <li>5. (K) understands the role of school boards.</li> </ol>	<ul style="list-style-type: none"> <li>• Research the founding and development of a Kansas city and provide a rationale for <i>location</i>, type of local governance structure, etc. (1, 2)</li> <li>• Use a <b>Venn diagram</b> to organize information concerning the roles of each local government entity. (2)</li> <li>• Invite a school board member to class to share the role of the school board in relationship to their everyday educational lives. (4, 5)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Goods</i> - something that you can touch or hold.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Incorporation</i> - cities are formed through a process of incorporation, establishing boundaries, creating a government, levying taxes.  <i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Services</i> - something that one person does for someone else.</p>	

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) identifies substitutes and <i>complements</i> for selected <i>goods</i> and <i>services</i> (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels).</li> <li>2. (K) explains that how people choose to use <i>resources</i> has both present and future consequences.</li> </ol>	<ul style="list-style-type: none"> <li>• Make flash cards with substitute goods (Pepsi – Coke, Designer clothes – brand name clothes, car – bike) and complementary goods (hotdog-mustard, shirt- pants, paper- pencil). In groups of two or three, have the students match up the complementary goods and the substitute goods. (1)</li> <li>• Discuss how using the <i>human resource</i> (slavery) to produce labor intense crops had immediate and long-term consequences in the Southern colonies. On a sheet of paper have students write a short paragraph telling why slavery was used in the <i>production</i> of certain goods. Under the paragraph have the students make a T-chart and label it Present Consequences and Future Consequences. The students should then list the immediate consequence: created an increase in the slave <i>trade</i>, plantation owners were able to plant and harvest more crops. Future consequences: Civil War, discrimination, etc. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Goods</i> - something that you can touch or hold.  <i>Human resource</i> - people who work in jobs to produce goods and services.  <i>Production</i> - the creation of value or wealth by producing goods or services.  <i>Resource</i> - an aspect of the physical environment that people value and use.  <i>Services</i> - something that one person does for someone else.  <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

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**Benchmark 2:** The student understands how the market economy works in the United States.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <p>1. (A) - (<b>\$</b>) analyzes the impact of <i>inflation</i> or <i>deflation</i> on the value of money and people’s purchasing power (e.g., cattle towns, mining towns, time of “boom”, time of <i>depression</i>).</p>	<ul style="list-style-type: none"> <li>• Draw a political cartoon illustrating the <i>price</i> of a new car for the year the students were born comparing that price to the <i>cost</i> of a new car today.</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Deflation</i> - the sustained decrease in the general price level of the entire economy, resulting in an increase in the purchasing power of money.</p> <p><i>Depression</i> - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.</p> <p><i>Inflation</i> - sustained increase in the general price level of the entire economy, resulting in a reduction in the purchasing power of money.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p>	

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ▲ (A) describes examples of factors that might influence <i>international trade</i> (e.g., United States <i>economic sanctions</i>, weather, <i>exchange rates</i>, war, boycotts, <i>embargos</i>).</li> <li>2. (K) explains the <i>costs</i> and <i>benefits</i> of trade between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of <i>goods</i> and <i>services</i>).</li> <li>3. (A) gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos).</li> <li>4. (A) gives examples of how <i>tariffs</i>, <i>quotas</i>, and other <i>trade barriers</i> affect <i>consumers</i> and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat).</li> </ol>	<ul style="list-style-type: none"> <li>• Give examples of imported and exported goods. Explain how importing and exporting has both benefits and costs. (2)</li> <li>• Use newspapers, magazines and the internet to research examples of factors that influence international trade. (3)</li> <li>• Invite a business representative into the classroom to discuss tariffs and quotas on products and their effects on prices. (4)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Economic sanction</i> - the withholding, usually by several nations, of loans or trade relations with a nation violating international law, to force it to comply.</p> <p><i>Embargo</i> - government restriction placed on trade.</p> <p><i>Exchange rate</i> - the price of one currency in relation to another currency.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>International trade</i> - the exchange of goods and services between countries.</p> <p><i>Quota</i> - a proportional share, as of goods, assigned to a group or to each member of a group; an allotment or a production assignment.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Tariff</i> - a tax imposed on imported goods.</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p> <p><i>Trade barriers</i> - something that prohibits trade.</p>	

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**Benchmark 4:** The student analyzes the role of the government in the economy.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) identifies <i>goods</i> and <i>services</i> provided by local, state, and national <i>governments</i> (e.g., transportation, education, defense).</li> <li>(A) examines relationship between local and state <i>revenues</i> and <i>expenditures</i> (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force).</li> </ol>	<ul style="list-style-type: none"> <li>Make a list of items your local, state, and national governments are <i>spending</i> money on. Separate those expenditures into goods and services. Identify sources of <i>revenue</i> that pay for these expenditures and each level. (1)</li> <li>Bring in a guest speaker from the local treasurer's office to discuss revenues and expenditures for your city, county, and state. (2)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Expenditures</i> - spending on goods and services.  <i>Goods</i> - something that you can touch or hold.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Revenue</i> - receipts from sales of goods and services.  <i>Services</i> - something that one person does for someone else.  <i>Spending</i> - the use of money to buy goods and services.</p>	

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>▲ (A) - (\$) compares the <i>benefits</i> and <i>costs</i> of <i>spending</i>, <i>saving</i>, or <i>borrowing</i> decisions based on information about products and <i>services</i>.</li> <li>(K) explains how an individual's <i>income</i> will differ in the labor <i>market</i> depending on <i>supply</i> of and <i>demand</i> for his/her <i>human capital</i> (e.g., skills, abilities, and/or education level).</li> </ol>	<ul style="list-style-type: none"> <li>Compare store advertisements of similar items to determine the best over all buy using criteria such as <i>price</i>, <i>warranty</i>, <i>location</i> of store, <i>refund policy</i>, etc. (1)</li> <li>Use an education/average income chart to compute lifetime earning averages based on education attained. (2)</li> <li>Have the students look through the want ads of a major newspaper to select different occupations, the students should make a chart showing the occupation, human capital, wage of each occupation. Using the students information discuss how the supply and demand of specific human capital can affect the income level of workers. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Borrowing</i> - promising to repay a given amount of money, often with added interest.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Demand</i> - the number of consumers willing and able to purchase a good or service at a given price.</p> <p><i>Human capital, human resource</i> - people who work in jobs to produce goods and services.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Market</i> - exists whenever buyers and sellers exchange goods and services.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Spending</i> - the use of money to buy goods and services.</p> <p><i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.</p>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) locates major political and <i>physical features</i> of Earth from memory and describes the <i>relative location</i> of those features (e.g., see Appendix 2 for list of items).</li> <li>(A) develops and uses different kinds of maps, globes, graphs, charts, <i>databases</i>, and models.</li> <li>(A) uses <i>mental maps</i> of Kansas to answer questions about the <i>location</i> of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56).</li> <li>(A) selects and explains reasons for using different <i>geographic tools</i>, graphic representation, and/or technologies to analyze selected geographic problems (e.g., <i>map projections</i>, aerial photographs, <i>satellite images</i>, <i>geographic information systems</i>).</li> <li>(A) uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present <i>spatial distributions</i> and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes).</li> </ol>	<ul style="list-style-type: none"> <li>Create <b>mnemonic jingles</b> to aid in the memorization of major political and physical features of the area they are studying. (1)</li> <li>Create <b>climatographs</b> from climatic data and interpret the results. (2, 4, 5) web resource: <a href="http://www.gc.maricopa.edu/biology/biomes/act_main.htm">http://www.gc.maricopa.edu/biology/biomes/act_main.htm</a></li> <li>Use maps of Kansas to analyze <i>population distribution</i> in Kansas in relation to physical <i>regions</i>, rivers, and precipitation. (3)</li> <li>Use geographic information system (GIS) technology to create maps showing concentrations of agriculture in specified states and/or countries. Start with counties in Kansas, then the other states in the U.S., Canadian provinces and Mexican states. First, students will predict where they expect to find the highest concentration of farms, the highest total number of acres farmed, and the highest average farm size. Access the data on-line and add information to the base map. Analyze the maps created to note any spatial patterns in farm concentrations, changes over the last few decades, and hypothesize possible reasons. Overlay the maps with additional GIS data showing precipitation, land topography, and any other factors that students include in the hypothesis. Write conclusions resulting from the analysis. Sources for GIS data include the Kansas Data Access and Support Center, in conjunction with the Kansas Geological Survey at the University of Kansas: <a href="http://gisdasc.kgs.ukans.edu">http://gisdasc.kgs.ukans.edu</a>. (1, 2, 3, 4, 5)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Database</i> - a compilation, structuring, and categorization of information for analysis and interpretation.</p> <p><i>Geographic Information System (GIS)</i> - a computerized geographic database that contains information about the spatial distribution of physical and human characteristics of Earth’s surface.</p> <p><i>Geographic tools</i> - reference resources such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth’s surface.</p> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p>	

8/9/2005

*Map projections* - the transfer of the shape of land and water bodies, along with a global grid, from a globe to a flat map.

*Mental Maps* - the mental image a person has of an area.

*Physical feature* - a natural characteristic of a place (elevation, landforms, vegetation).

*Population distribution* - location patterns of various populations.

*Region* - an area with one or more common characteristics or features which make it different from surrounding areas.

*Relative location* - the location of a place or region in relation to other places or regions (northwest or downstream).

*Satellite image* - images taken by manmade orbiting bodies.

*Spatial distribution* - the location(s) shown on a map of a set of human or physical features.

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**Benchmark 2: Places and Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) identifies and compares the physical characteristics of world <i>regions</i> (e.g., <i>locations</i>, landscape, climate, vegetation, <i>resources</i>).</li> <li>2. (A) identifies and compares the human characteristics of world regions (e.g., people, <i>religion</i>, language, customs, <i>government</i>, agriculture, industry, architecture, arts, education).</li> <li>3. (K) identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through <i>trade</i>, <i>diffusion</i> of ideas, human <i>migration</i>, international conflicts and cooperation).</li> <li>4. ▲(K) identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).</li> <li>5. (K) identifies ways <i>technology</i> or <i>culture</i> has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).</li> <li>6. (A) explains the effects of a label on the image of a region (e.g., Tornado Alley, Sun Belt, The Great "American" Desert).</li> </ol>	<ul style="list-style-type: none"> <li>• Analyze photographs to identify different world regions. (1,2,4, 6)</li> <li>• Inventory items in different rooms of homes, listing items and where they came from. Identify the <i>places</i> of origin on a world map. (3)</li> <li>• Compare the Middle East before and after the discovery of oil in the region. (4)</li> <li>• Research the impact on Kansas and India of the <i>outsourcing</i> of computer jobs to Asia. (3, 5)</li> <li>• Investigate how a label came to be associated with a given area. Draw an editorial cartoon illustrating the label; add a caption and a small outline map of the United States. Shade in the region. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).</p> <p><i>Diffusion</i> - the spread of people, goods, and ideas from one place to another.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Migration</i> - the movement of people or other organisms from one region to another.</p> <p><i>Outsourcing</i> - paying another company to provide services which a company might otherwise have employed its own staff to perform.</p> <p><i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p> <p><i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p> <p><i>Religion</i> - a system of beliefs for satisfying a peoples' spiritual wants/needs.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

8/9/2005



**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth's physical systems and how physical processes shape Earth's surface.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) explains how earth-sun relationships affect earth's <i>physical processes</i> and create physical patterns (e.g., latitude regions, climate <i>regions</i>, distribution of solar energy, ocean currents).</li> <li>(K) explains patterns in the physical environment in terms of <i>physical processes</i> (e.g., tectonic plates, <i>glaciation</i>, erosion and deposition, <i>hydrologic cycle</i>, ocean and atmospheric circulation).</li> <li>(K) describes the characteristics of ecosystems in terms of their <i>biodiversity</i> (e.g., biodiversity: food chains, plant and animal communities; ecosystems: grasslands, temperate forests, tropical rainforests, deserts, tundra, wetlands, and marine environments).</li> <li>(K) explains the challenges faced by ecosystems (e.g., effects of shifting cultivation, contamination of coastal waters, rainforest destruction, desertification, deforestation, overpopulation, natural disasters).</li> </ol>	<ul style="list-style-type: none"> <li>Plot weather phenomena onto a world map (e.g., hurricanes in the fall in subtropical areas) (1)</li> <li>Use a model of the earth and sun to demonstrate seasons, time zones, ocean currents, prevailing winds, etc. (1)</li> <li>Use models to demonstrate earth-sun relationships. (1)</li> <li>Gather earthquake data for a two week period (USGS website. Plot <i>locations</i> and compare the results with a map showing tectonic plates. (2)</li> <li>Identify and explain major ecological communities and the differences between them, using photographs and other media as illustrations. (3)</li> <li>Scan the media for stories of ecological problems or disasters. Identify the contributing factors, hypothesize potential solutions and suggest prevention strategies for the future. (3,4)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Biodiversity</i> - the number and variety of plant and animal life in a defined area; a measure of biological differences.  <i>Glaciation</i> - the formation of glaciers; the condition of being covered by glaciers; the effects produced by the action of glaciers.  <i>Hydrologic Cycle</i> - the continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.  <i>Location</i> - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Physical process</i> - a course or method of operation that produces, maintains, or alters Earth's physical systems (e.g., glaciation, erosion, deposition).  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(A) describes and analyzes population characteristics through the use of demographic concepts (e.g., <i>population pyramids</i>, birth/death rates, population growth rates, <i>migration patterns</i>).</li> <li>K) explains how the spread of cultural elements results in distinctive <i>cultural landscapes</i> (e.g., <i>religion</i>, language, customs, ethnic neighborhoods, foods).</li> <li>▲(K) identifies the geographic factors that influence world <i>trade</i> and <i>interdependence</i> (e.g., <i>location</i> advantage, <i>resource distribution</i>, <i>labor cost</i>, <i>technology</i>, trade networks and organizations).</li> </ol>	<ul style="list-style-type: none"> <li>• Create population pyramids for different countries and organize them into groups based on similarities. (1)</li> <li>• Investigate the impact of United States clothing customs on the rest of the world (e.g., blue jeans and tennis shoes). (2)</li> <li>• Create a collage of pictures from at least four countries that illustrate a pattern of <i>cultural diffusion</i>. (2)</li> <li>• Identify and map <i>international trade</i> flows (e.g., automobiles from South Korea, coffee from Columbia). (3)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Cultural diffusion</i> -the spread of cultural elements from one culture to another.</p> <p><i>Cultural landscape</i> -the surface of the earth as modified by human action, including housing types, settlement patterns, and agricultural use.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Interdependence</i> - people relying on each other in different places or in the same place for ideas, goods, and services.</p> <p><i>International trade</i> - the exchange of goods and services between countries.</p> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Population pyramid</i> - a bar graph showing the distribution by gender and age of the population of a country or other political entity.</p> <p><i>Religion</i> - a system of beliefs for satisfying a peoples’ spiritual wants/needs.</p> <p><i>Resource</i> - an aspect of the physical environment that people value and use.</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p> <p><i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ▲(K) identifies ways in which technologies have modified the physical environment of various world <i>cultures</i> (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).</li> <li>2. (K) describes the consequences of having or not having particular <i>resources</i> (e.g., resource movement and <i>consumption</i>, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).</li> </ol>	<ul style="list-style-type: none"> <li>• Study the ecological impact of building the Aswan High Dam on the Nile. Then predict the effects of the Three Gorges Dam on the Yangtze River. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods.  <i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs).</li> <li>2. (A) describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas.</li> <li>3. (K) explains how Stephen H. Long’s classification of Kansas as the “Great American Desert” influenced later United States <i>government</i> policy on American Indian relocation.</li> <li>4. ▲(A) analyzes the impact of the Indian Removal Act of 1830 on the way of life for <i>emigrant</i> Indian tribes relocated to Kansas (e.g., loss of land and customary <i>resources</i>, disease and starvation, assimilation, inter-tribal conflict).</li> <li>5. (K) describes the role of early Kansas forts in carrying out the United States government’s policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Fort Riley).</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss the difference between a nomadic and sedentary life. Divide the class into small groups and have each research the food, housing, art, and customs of one of the following tribes –nomadic: Cheyenne, Arapaho, Kiowa, Apache, Comanche, and sedentary: Wichita, Pawnee, Kansa, Osage. Have each group determine if their tribe was nomadic or sedentary and support their conclusion through the information gathered. As a class discuss which tribes share cultural similarities. (1) See also: GB4I2.</li> <li>• Locate the original homelands of the Kickapoo, Sac and Fox, Iowa, Delaware, Potawatomi, and Shawnee on a United States map. Locate the land they were removed to in Kansas. Create a chart that compares resources available in the homeland vs. resources in Kansas. Discuss the impact of the removal. (4) See also: GB5I2.</li> </ul>
<p><b>Teacher Notes:</b>  <i>Emigrant</i> - a person (migrating away from) leaving a country or area to settle in another.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands individuals, groups, ideas, events, and developments during Kansas territory and the Civil War (1854-1865).

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) describes the concept of popular <i>sovereignty</i> under the Kansas-Nebraska Act and its impact on developing a state <i>constitution</i>.</li> <li>2. ▲(K) describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).</li> <li>3. (A) analyzes the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).</li> <li>4. (K) describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder).</li> <li>5. (A) analyzes the Wyandotte Constitution with respect to the civil <i>rights</i> of women and African Americans.</li> <li>6. (K) describes important events in Kansas during the Civil War (e.g., Quantrill’s Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments).</li> </ol>	<ul style="list-style-type: none"> <li>• Review the speeches of Stephen Douglas and Abraham Lincoln to determine the arguments for and against popular sovereignty. Use census data to illustrate where settlers to Kansas Territory came from. Would people from the north and south bring different ideas about slavery to the territory? Review proposed state constitutions for their position on slavery. (1) See also CGB211.</li> <li>• Review pro-slavery and anti-slavery newspapers from the Territory to determine points-of-view about events during the period. (2)</li> <li>• Act as national correspondent living in the East during the territorial period. Use articles and political cartoons published in <i>Harper’s Weekly</i> during the territorial period for research. Report the news from Kansas Territory. (3)</li> <li>• Read the Wyandotte Constitution (which becomes the state constitution), identifying voting rights, property right, and militia eligibility. Develop a chart comparing the rights of African American men, white men over the age of 21, and women. (5) See also CGB211.</li> <li>• Read the reminiscence of Katie Riggs (or a similar first-hand account). Discuss the impact of Quantrill’s Raid on the <i>citizens</i> of Lawrence. (6)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizen</i> - a native or naturalized member of a political community.  <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.  <i>Sovereignty</i> - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.</p>	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s - 1870s).

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ▲(K) describes the reasons for tension between the American Indians and the United States <i>government</i> over land in Kansas (e.g., encroachment on Indian lands, <i>depletion</i> of the buffalo and other <i>natural resources</i>, the Sand Creek massacre, broken promises).</li> <li>2. (K) describes the United States government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, <i>resources</i>).</li> <li>3. (A) determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).</li> <li>4. (A) traces the <i>migration</i> patterns of at least one European <i>ethnic group</i> to Kansas (e.g., English, French, Germans, German-Russians, Swedes).</li> <li>5. ▲(K) describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton).</li> <li>6. (K) explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands).</li> <li>7. (A) uses <i>primary source</i> documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, <i>depression</i>, grasshoppers, lack of some natural resources, isolation).</li> </ol>	<ul style="list-style-type: none"> <li>• Divide the class into two teams. Ask one team to represent the American Indian tribes and the other the U.S. government, during the time of the Medicine Lodge Peace Treaties. Using the speeches of Satanta and Senator Henderson as primary resources, have each group prepare a brief citing their client's perspective and point of view. Present the material in a class debate. (1)</li> <li>• Use reminiscences and diaries to research life on the Texas to Kansas cattle drives. View a western-themed movie or television show that uses the time period as a setting. Compare and contrast the portrayals of the cowboy. (3)</li> <li>• Review economic conditions for African Americans in the South after the Civil War. How did the supply and demand for <i>human capital</i> in southern agriculture change? How did social and cultural conditions affect the ability for African Americans to have a decent standard of living? What made Kansas look like the "promised land" to African Americans? Make a chart showing the <i>push-pull factors</i> that brought the Exodusters to Kansas. (5) See also: EB512 and GB216</li> <li>• Make a chart showing the positive and negative incentives inherent in the Homestead Act, Preemption Act, Timber Claim Act, and Railroad Land Grants. See also: EB311. (6)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Depletion</i> - the lessening or exhaustion of a supply.  <i>Depression</i> - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.  <i>Ethnic group</i> - people of the same race or nationality who share a distinctive culture.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Human capital, human resource</i> - people who work in jobs to produce goods and services.</p>	

8/9/2005

*Migration* - the movement of people or other organisms from one region to another.

*Natural resource* - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

*Primary source* - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

*Push-pull factors* - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.

*Resource* - an aspect of the physical environment that people value and use.

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**Benchmark 4:** The student understands individuals, groups, ideas, events, and developments during the period of reform in Kansas (1880s - 1920s).

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) describes the <i>movement</i> for women’s suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).</li> <li>2. ▲(K) describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, <i>government</i> corruption, high <i>debts</i> and low prices for farmers).</li> <li>3. (K) explains the accomplishments of the Progressive movement in Kansas (e.g. election and government reforms, labor reforms, public health campaigns, regulation of some businesses).</li> <li>4. (K) analyzes the impact of Kansas reformers on the nation (e.g., Populists: Mary E. Lease, Annie Diggs, William Pepper, “Sockless” Jerry Simpson; Progressives: Carry A. Nation, Samuel Crumbine, William Allen White, Socialists: J.A. Wayland, Kate Richards O’Hare, Emanuel and Marcet Haldeman-Julius).</li> <li>5. (K) describes the significance of farm mechanization in Kansas (e.g., increased farm size and <i>production</i>, specialized crops, population redistribution).</li> <li>6. (A) explains the significance of the work of entrepreneurial Kansans in the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Olive Beech, Lloyd Stearman).</li> <li>7. (A) describes the contributions made by Mexican <i>immigrants</i> to agriculture and the railroad industry.</li> </ol>	<ul style="list-style-type: none"> <li>• Review the environmental conditions for farmers in the late 1880s and early 1890s. What were the economic conditions of the same time period? How might these conditions affect a farmer’s income? How might these factors lead to political discontent among farmers? Develop a graphic that shows the correlation between the economic and environmental conditions, the farmer’s discontent, and the platform of the People’s Party. (2) See also: GB5I1 and EB2I1.</li> <li>• Study the public health literature and political cartoons produced by Samuel Crumbine’s office. Create posters in the spirit of a Crumbine campaign that deal with a public health issue faced by teenagers today. (3)</li> <li>• Write a biography of a Kansas reformer who lived during the 1880s – 1920s. Turn the biographies into trading cards by summarizing the important accomplishments of each reformer on a small card. (4)</li> <li>• Create a time line that shows the invention and development of farm machinery as it relates to grain production. Discuss the effect of each invention on a farmer’s productivity. (5)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Debt</i> - the accumulated negative balance.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Immigration</i> - to enter and settle in a country to which one is not native.  <i>Production</i> - the creation of value or wealth by producing goods or services.</p>	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 5:** The student understands individuals, groups, ideas, events, and developments in Kansas during the Great Depression and World War II. (1930s - 1940s).

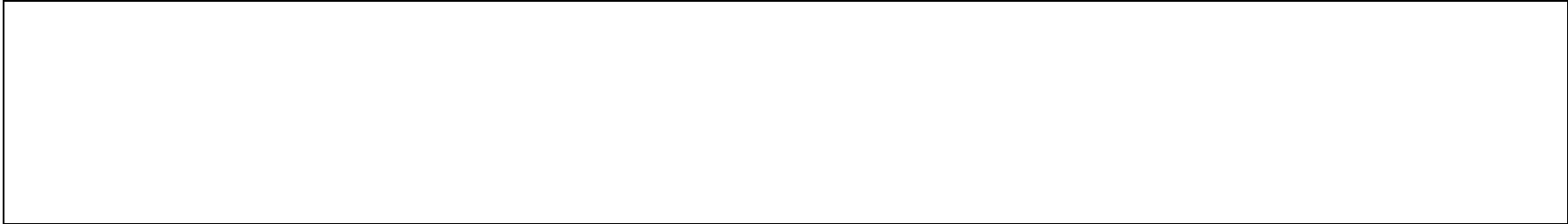
Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ▲ (A) compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).</li> <li>2. (A) uses local <i>resources</i> to describe conditions in his/her <i>community</i> during the <i>Great Depression</i>.</li> <li>3. (A) researches the contributions of Kansans during the 1930s &amp; 1940s (e.g., Amelia Earhart, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen).</li> <li>4. (K) summarizes the effects of New Deal programs on Kansas life.</li> <li>5. (K) explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices).</li> </ol>	<ul style="list-style-type: none"> <li>• Develop a chart with three columns. In column one place the causes of the Dust Bowl, in column two place the results, and in column three place the solutions. Using letters, diaries, reminiscences, and newspapers develop a class drama that depicts the human and environmental cost of the Dust Bowl, or read a literary depiction of the time period. (1) See also: GB3I4.</li> <li>• Study the programs of the WPA in Kansas. Using newspapers from the time period, research WPA projects in the community or in the surrounding area. Take a fieldtrip to photograph WPA buildings, parks, and public art completed under the WPA. Create a community scrapbook containing photographs, and short essays about the effects of the WPA in the community. (4)</li> <li>• Interview a member of the community that can remember life before, during, and after World War II. Conduct oral interviews focusing on the changes that took place after the war. Discuss if these changes were brought on by factors during the war. (5)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Depression</i> - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 6:** The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) analyzes the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case <i>Brown vs. Topeka Board of Education</i> and how it continues to impact the nation.</li> <li>2. (K) describes major flood control projects in the 1950s.</li> <li>3. (A) describes the role of Kansas <i>culture</i> in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks.</li> <li>4. (A) analyzes the effect of rural depopulation and increased <i>urbanization</i> and suburbanization on Kansas.</li> <li>5. (K) explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, <i>community</i>, organizations, jobs, the fall of Southeast Asian <i>governments</i>).</li> <li>6. (K) identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global <i>economy</i>, water issues, school funding).</li> </ol>	<ul style="list-style-type: none"> <li>• Study the conditions in both a white and black school in Topeka after World War II. Compare the facilities, materials, and <i>human resources</i> available in both schools. Develop a <b>Venn diagram</b> that shows how they were alike and how they were different. Discuss that even though the schools had most things in common going to school in separate facilities creates an unequal society and feelings of inferiority. Have the students write an essay explaining the concept “separate but equal is inherently unequal.” (1)</li> <li>• Read aloud a scene from one of the dramas of William Inge (e.g. “Picnic,” “Dark at the Top of the Stairs”). Discuss life in Kansas during the post-war years according to Inge. Read aloud and discuss a chapter from Gordon Park’s “The Learning Tree.” Create a visual collage that depicts the emotional response to Kansas in one or both of the writers work. (3)</li> <li>• Research the state legislative districts in Kansas in 1900 and 2000. Based on this data discuss how the population of Kansas has shifted. Using newspapers from the time periods compare the political issues that are important during each <i>era</i>. Do these political issues reflect a shifting population? (4)</li> <li>• Invite a member of the local school board to class to discuss how schools in Kansas are funded. Have the students write editorials about the school finance law and its effect of their school. (6) See also: C-GB4I2</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p> <p><i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).</p> <p><i>Economy</i> - the production and distribution of goods and services within an economic system.</p> <p><i>Era</i> - a period of history marked by some distinctive characteristic.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Human capital, human resource</i> - people who work in jobs to produce goods and services.</p>	

8/9/2005



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**Benchmark 7:** The student engages in historical thinking skills.

Seventh Grade Knowledge and/or Application Indicators	Seventh Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.</li> <li>2. ▲(A) examines different types of <i>primary sources</i> in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government documents</i>).</li> <li>3. (A) uses at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative.</li> <li>4. (A) compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.</li> </ol>	<ul style="list-style-type: none"> <li>• In groups, pick a topic in Kansas territorial history and locate three primary sources about that topic. Give an oral presentation answering the following questions: Is the source reliable and why? Why was the source created? What is the point of view of the source? Present a supported conclusion of what the primary sources tell us about the topic. Numerous primary sources from the Kansas territorial period can be found online at <a href="http://www.territorialkansasonline.org">www.territorialkansasonline.org</a>. (2)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p>	