

Pro-Vision Academy Charter School

High School Social Studies

Distance Learning Plan

Week of March 30 April 3, 2020

World History
(Suggested: 90 minutes of off-line activities)
Please submit assignments to Mr. Gordon at jgordon@pvacademy.org

World History

March 30 - April 3, 2020

Monday

Assemble a portfolio of five European Renaissance artistic works (literary excerpts, paintings, sculpture, architecture) that reflect the changing ideas of the time. Include a written paragraph with each work explaining how it reflects new political, economic, religious, social, intellectual, or artistic ideas that emerged during the European Renaissance.

Tuesday

Create a feature news story about the Protestant Reformation. The news story should include a title; a lead paragraph that addresses who, what, where, when, and why about the event; and subsequent paragraphs that address the responses to the event. The news story should reflect an understanding of the causes and effects of the Protestant Reformation.

Wednesday

You are a well-respected history professor and have been invited by the National Council of History Education (NCHE) to produce an article for their next digital publication sent to their members. You have decided to title your article "10 Important Ways Ideas Changed the World" and include at least one image for each of your 10 important ideas. You should also include information about why this idea was important for changing the world and how do we see those changes reflected today. You will submit your article to the NCHE executive board for review before the article can be published, so it must be accurate, engaging, and informative.

Thursday

Create a six panel storyboard that chronicles how the new ideas introduced in the Scientific Revolution and Enlightenment changed the world. The first panel of the storyboard should depict scientific reasoning prior to the introduction of new scientific ideas during the sixteen century. Subsequent panels should reflect changes that occurred in scientific and political thought following the Scientific Revolution and Enlightenment.

Friday

Write a letter from the point of view of someone living in an absolute monarchy in seventeenth-century Europe. Include in the letter your demands for political and social change. Justify your demands by including supporting evidence from the Enlightenment philosophers and from developments in England that resulted in limited government. A well-written letter would address any counter arguments an absolute monarch may make.

Monday March 30, 2020

Standards: US.2A, US.2B, US.7C

Activity 1: Attack on Pearl Harbor

1. Activate your prior knowledge about the Pearl Harbor attack and answer the following questions:
 - What happened at Pearl Harbor?
 - Who were the parties involved in the attack?
 - Why was this attack such a shocking act?
 - How did the nation respond to the attack?
2. Pretend you are an American journalists/newscaster and describe the Pearl Harbor attack to the American public. Be sure to include important information from the questions above.

Activity 2: Discussion Post- Do you think the response towards to Japanese-Americans and Japanese immigrants was appropriate? Defend your answer.

Tuesday March 31, 2020

Standards: US.7G

Activity 1 Read: The Tuskegee Airmen World War II

The Tuskegee Airmen, officially known as the 332nd fighter group, were the first African Americans to fly planes in the U.S. military. Although they faced severe discrimination in the country and mandates of the Jim Crow laws in the south, they volunteered in large numbers to help fight in World War II.

Activity 2 Write: Answer the Following Questions:

1.Pretend you are a Tuskegee Airmen and answer:

- (1) How does a person overcome adversity?
- (2) How do people create change?
- (3) How are we changed by war?

Wednesday-April 1, 2020

Standards: US.7C

Activity 1 Read: After the Attack on Pearl Harbor/ The internment of Japanese Americans/ Executive Order 9066

The unconstitutional manner in which Japanese Americans were stripped of their homes and livelihoods remains an unresolved dark chapter in American history:

- In 1944 the U.S. Supreme Court upheld the constitutionality of sending Japanese

Americans to detention centers where they were held under armed guard during the war. Later that year the Supreme Court said that Japanese Americans of proven loyalty to the United States should be released. The camps were closed in 1945.

- In 1952 Congress finally granted Japanese aliens the right to become naturalized citizens.
- In 1980 Congress created the Commission on Wartime Relocation and Internment of Civilians which had the task of reviewing President Roosevelt's Executive Order 9066. The Commission determined that Japanese Americans had been the victims of discrimination by the U. S. government.
- In 1988 Congress passed and President Ronald Reagan signed the Civil Liberties Act which provided for an official apology from the President of the United States and a payment to camp survivors of \$20,000 per person. 243 members of the House and 69 members of the Senate voted in favor of this bill, and 141 members of the House and 27 members of the Senate opposed it.

These are the words of Emi Somekawa, a nurse, a married woman, born in Portland, Oregon, who was pregnant with her second child when she and her family were sent to the internment camps. Her second child was born in a smelly horse stall, where the family lived for months at the Portland Assembly Center, before they were moved to one of the permanent camps at Tule Lake.

"Not only was it a most traumatic time in my life, but it was also the most frustrating period, because I felt that all of our accomplishments up to that time were gone. Yet, if it had to be this way with President Roosevelt's orders, we just had to make the best of it. I've often felt that we'd lost several years of my younger life because of being in camp. I'm bitter towards it. I have tried to cope with it the best I can by educating my children, and I've tried to serve the community the best I know how. I hope that something like this will never happen to another group of people or to us ever again. But sometimes I wonder."

— John Tateishi, *And Justice for All: An Oral History of the Japanese American Detention Camps*.

Activity 2 Write: Do you think it is possible that in some future situation, a racial or ethnic group of American citizens could be sent to detention camps like the Japanese were during World War II?

1. Compare and contrast this experience to that of Muslim Americans in the post-9/11 era.
2. Can you think of any circumstances that would justify the mass arrest of a racial or ethnic group?
3. Can you think of anything similar that has happened to other racial or ethnic groups in American history?

Thursday-April 2, 2020

Standards: US.7A, US.7B, US.7C, US.7D, US.7E, US.7F, US.7G

Activity 1: Activate your prior knowledge about World War II and write a news article about the ending of the Second World War. The news article should include a title, a lead paragraph that addresses who, what, when, where and why of the report, and additional paragraphs that provide background information on the role of the U.S. Armed Forces in the war. Be sure to include details about how World War II ends.

Friday-April 3, 2020

Standards: US.7A, US.7B, US.7C, US.7D, US.7E, US.7F, US.7G

Activity 1: You are a historian who has written several books and have been contracted by the American Historical Association (AHA) to assist in the development of a new app. The new app will provide users with information about historic sites, much like historical markers do for travelers. The AHA has requested that you identify five locations, two of which must be within the United States that you identify as worthy historic sites related to America's involvement in the Second World War. Please identify the historical sites that you selected and describe the importance of each. Remember important groups like the Tuskegee Airmen and The Navajo Code Talkers!

Note

Please email Ms. J. Jackson with any questions at jjackson@pvacademy.org

Government
(Suggested: 90 minutes of off-line activities)
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Monday, March 30, 2020

Standards: G.2A, G.2B, G.9A, G.14A, G.14B, G.14C, G.19A

Activity 1: The political process is influenced by political parties, individuals, interest groups and the media in a variety of ways and using a variety of methods. **Answer the following questions:**

- (1) What are all the ways an individual can become involved in the political process?
- (2) In what ways do interest groups and the media affect the political process?
- (3) What methods are used by individuals and groups to influence the political process?
- (4) In what ways have technological advances affected the political process?

Tuesday- March 31, 2020

Standards: G.13A, G.13B, G.13C, G.19A, G.19B, G.19C, G.20A

Activity 1: Citizens in a democracy are expected to be civically engaged in the political process.

Answer the following questions:

- (1) What rights, responsibilities, obligations and duties do American citizens have in the political process?
- (2) What criteria are in place in Texas for citizens to be able to vote?
- (3) How do you register to vote?

Activity 2: Write a persuasive essay (2 paragraphs) that will convince a family member or friend the importance of voting.

Wednesday- April 1, 2020

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Activity 1: Political parties the United States provide a venue for citizens to initiate change, express a point of view, and transform public policy.

First, identify the major political parties in the United States and answer the following questions:

- (1) What are the characteristics of each major political party in the United States?
- (2) What role do political parties play in elections?
- (3) How have third parties affected the political process in the United States?
- (4) How do citizens become involved in political parties?

Thursday- April 2, 2020

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

College campuses across the United States have found themselves at the center of a raging free speech debate. As controversial figures, like white nationalists, book gigs at universities -- many are calling for limits to provocative speech on campuses, while others advocate free speech for all, including the haters. Can college campuses ban speakers?

Activity 1: Write a paragraph explaining why or why not free speech should be banned at colleges and universities across the United States.

Friday- April 3, 2020

Standards: G.2B, G.10A, G.10B, G.15A, G.19A, G.19B, G.20A, G.20B

Facial recognition is creeping more and more into our daily lives. Facebook and Google use it for auto-tagging photos. Snapchat uses it to create hilarious filters. And Apple's new iPhone will allow you to use your face to unlock your phone. But this same technology can be used by governments and companies to learn as much as they can about you.

Activity 1: Write a persuasive essay (2 paragraphs) either in support of or against the use of facial

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Monday- March 30,2020

Standards: E.17A, E.17B, E.17C, E.18A, E.18C, E.18D

Activity 1: Scarcity/Choices

Budgeting is an important money management tool and investing is fundamental for wealth accumulation.

Answer the following question:

(1) How does one begin a savings plan and an investment plan?

Activity 2: Create a budget for a student who has just graduated from high school and is no longer living at home with parents. The budget should reflect the appropriate expenditure costs for housing, transportation, food, etc. in your area along with the appropriate income for someone working with a high school education in your area.

Tuesday- March 31, 2020

Standards: E.17D, E.17E, E.17F, E.18B

Activity 1: There are costs and benefits to using credit and borrowing money.

Answer the following questions:

- (1) What types of loans are available to consumers?
- (2) What are the costs, benefits and responsibilities associated with borrowing?
- (3) How can consumers avoid and eliminate credit card debt?

Wednesday- April 1, 2020

Standards: E.20A, E.20B, E.20C, E.20D, E.20E

Creating a clear path to the middle class and ensuring our nation's economic prosperity means opening the doors of higher education to more Americans. Today, three-quarters of the fastest-growing occupations require education and training beyond a high school diploma. Yet nearly half the students who begin college in this country don't finish within six years. And tuition continues to rise, putting college out of reach for the very families that need it most to join the middle class. A generation ago, America led the world in college attainment of young adults; now, we rank 13th.

In today's economy, higher education is no longer a luxury for the privileged few, but a necessity for individual economic opportunity and America's competitiveness in the global economy. At a time when jobs can go anywhere in the world, skills and education will determine success for individuals and for nations. As a result, a college education remains the best investment a student can make in his or her future.

Activity 1:

Answer the following questions:

- (1) Why is the FAFSA form important to complete?
- (2) What options are available to pay for post-secondary education?
- (3) What are the advantages and disadvantage of private and federal student loans?

Thursday- April 2, 2020

Standards: E.19A, E.19B, E.21A, E.22B

Activity 1:

Answer the following questions:

- (1) What effect do you think the housing market has on the economy in the United States?
- (2) What are the costs and benefits of renting compared to the costs and benefits of home ownership?
- (3) What financial conditions are necessary in order to become a homeowner?

Friday- April 3, 2020

Standards: E.15A, E.15B, E.21A, E.22A, E.22B

Activate your prior knowledge about the Factors of Production.

Answer the following questions:

- (1) What is characteristic of sole proprietorships, partnerships, and corporations?
- (2) What are the advantages and disadvantages of proprietorships, partnerships, and corporations?
- (3) What responsibilities and rights do business owners have in a free enterprise system?
- (4) How do corporations raise money?

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