

9-12 Social Studies

Week 3: April 13-17

For social studies courses, students will have the opportunity to read and reflect upon TWO current event related readings per week and will be able to reflect upon their learning by choosing one of the following activities for **each** article.

1. Consider these four prompts
 - a. What material, presented in the article, was either new to you or reinforced an idea that you already have about the topic?
 - b. How can you relate the material covered in the article to discussions and activities that you've had in any/all of your social studies courses?
 - c. What predictions can you make about the topic of the article? Do you feel a personal connection to the topic? Why or why not?
 - d. What 3 questions would you ask the author of the article in order to better understand the topic?
2. Complete one of the TWO graphic organizers found in this packet.
3. Discuss the article with a parent/guardian at home using the four prompts from #1 above in your discussion.

In order to support social studies frameworks the state provides, the students will get to choose from the following four categories: **American History, World History, Economics, and/or American Government.**

Please select TWO of the readings that are included in this packet and then reflect on your learning using the options listed above.

Remember that these are learning opportunities for you to help keep you engaged and strengthen your knowledge of social studies.

Articles listed by Social Studies Categories: American History, World History, Economics and/or American Government. For each article there are two reading levels provided. Please pick the level you feel most comfortable reading.

Graphic Organizers

[Graphic Organizer 1](#)

[Graphic Organizer 2](#)

American History:

[Radio & Consumerism in the 1920s \(Lexile 950\)](#)

[Radio & Consumerism in the 1920s \(Lexile 820\)](#)

World History

[Short History of the Soviet Union \(Lexile 940\)](#)

[Short History of the Soviet Union \(Lexile 700\)](#)

Economics

[What is Credit \(Lexile 870\)](#)

[What is Credit \(Lexile 1210\)](#)

Government:

[Pro/Con - Do we need voter ID Laws? \(Lexile 610\)](#)

[Pro/Con - Do we need voter ID Laws? \(Lexile 1090\)](#)

Optional Extension Activities:

icivics games:

<https://www.icivics.org/games/branches-power>

Do you like running things? Do something that no one else can: control all three branches of the U.S. government. Our new *Branches of Power* gives you the ability to introduce presidential agendas, write legislation, sign or veto bills, and even judge passed laws. That's a lot to juggle, so don't let all the power go to your head!

<https://www.icivics.org/games/lawcraft>

Want to make some laws? You can in *LawCraft*, where you play a member of Congress from the state of your choice. You'll pick an issue that's important to you and your constituents and take it all the way through the law-making process. If you're successful, you'll have a bill you can print and show off. See if you can make the compromises necessary to get your bill passed and still make a law you're proud of!

Crash Course:

<https://www.youtube.com/user/crashcourse/featured>

“Tons of awesome courses in one awesome channel! Nicole Sweeney teaches you sociology, Carrie Anne Philbin teaches you computer science, Craig Benzine teaches film history, and Mike Rugnetta is teaching mythology!