

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT summarize information from Era I.	Content Objective: TSWBAT take a common assessment on Era I. Note:	Content Objective: TSWBAT summarize oral information based on current events through a Type 2 retelling.	Content Objective: TSWBAT take a common assessment on Era I.	Teacher Record Day Teacher Professional Development - Data End of Marking Period
	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	Language Objective (SIOP): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 two and a half minute timed writing.	Language Objective (SIOP): S.1 Use spoken language for daily activities within and beyond the school setting. L.1 Follow simple and complex directions.	
Assessment	Students will be assessed orally.	Summative Entrance Exam in Library.	Channel One Type 2 writing: summarize 3 events from the netcast. Retakes from last week's test will be able to be taken today.	Oral assessment. Prepare for written assessment on Monday. Book Library for Tuesday.	
Activity	MEAP skill: Summarizing content.	MEAP skill: Standardized Test Taking Practice.	MEAP skill: Gourmet Curriculum short informational texts and CCSS style questions. Modified Cornell Notes.	MEAP skill: Standardized Test Taking Practice.	
Vocabulary	agrarian society Agricultural Revolution archeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history 5 Themes of Geography nomads	agrarian society Agricultural Revolution archeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history 5 Themes of Geography nomads	As noted in the Channel One broadcast.	agrarian society Agricultural Revolution archeology cause and effect cultural adaptation culture historical inquiry hunter-gatherer societies migration turning point world history 5 Themes of Geography nomads	
Strategy	Lecture, visual modality, model examples.	Written assessment.	NCA: Type 2 John Collins writing	Written assessment.	

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Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic. RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. Strand 1 - HISTORICAL PERSPECTIVE (Standards 1-4)</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4. 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<p>31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>

Economics	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages. Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Jamestown 1601-1611" activity during the week.	Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages. Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Jamestown 1601-1611" activity during the week.	Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages. Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Job Labor Market" activity during the week.	Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages. Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Job Labor Market" activity during the week.	Content Objective: TSWBAT explain how labor markets work, depend on supply and demand, skilled vs. unskilled labor and the impact of education on wages. Language Objective (SIOP): Lecture, visual modality, examples, use prior knowledge from the "Job Labor Market" activity during the week.
Assessment	Oral assessment, Students will create a NCA Type 3 writing from the simulation this week. Vocabulary extension: Word bank below will be used as an FCA.	Students will write an evaluation of the simulation using the vocabulary as a word bank.	Students will write an evaluation of the simulation using the vocabulary as a word bank.	Students will write an evaluation of the simulation using the vocabulary as a word bank.	Students will write an evaluation of the simulation using the vocabulary as a word bank.
Activity	"Jamestown 1601-1611" simulation, "Job Labor Market" simulation & "Indentured Servitude" simulation	"Job Labor Market" simulation & "Indentured Servitude" simulation	"Job Labor Market" simulation & "Indentured Servitude" simulation	"Job Labor Market" simulation & "Indentured Servitude" simulation	"Job Labor Market" simulation & "Indentured Servitude" simulation
Vocabulary	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment	Derived demand Productivity Labor supply Technology Total labor income / Individual income Investment Excess demand / Excess supply Unemployment
Strategy	Lecture and simulation, Some review of the simulation from last week will happen today.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.	Lecture and simulation. Video on the Puritans in New England will be inserted when appropriate.

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<p>CCS & National Standards Addressed:</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> <p>Standard 4: Incentives Matter People respond predictably to positive and negative incentives.</p> <p>Standard 13: Income and Productivity Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.</p> <p>Standard 15: Investment Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.</p> <p>Standard 19: Unemployment Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.</p>	<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. 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Lesson 5 Simulation

The Job Jungle: A Labor Market Game*

Participants:

- **Workers:** Twenty or more students to act as workers in search of employment.
- **Employers:** Four to six students (or 8-12 students in pairs) to act as employers in the competitive kite industry.
- **Educator:** 1 or 2 students (or classroom aides) who can enhance the labor market skills of workers.

Goals:

Workers: The goal of each worker is to earn the greatest total income. Workers earn income by finding an employer who will hire them at a mutually acceptable wage or by remaining unemployed and receiving public assistance. **The winning Worker receives \$5.**

Employers: The goal of each employer is to generate the greatest total profits. Profits are equal to the difference between revenues and costs of production. Employers must hire workers in order to produce kites, which generate revenues. The costs of production are determined by the wages negotiated between workers and employers. Employers try to negotiate relatively low wages in order to increase profits, while workers seek relatively high wages to maximize total income. **The winning Employer receives \$5.**

Skills & Endowments:

Low-skilled workers: (*yellow 3×5 index card*) All workers begin the first round as LOW skilled. These workers carry a yellow card that identifies them to employers as LOW skilled. Yellow cards have a random wealth endowment of \$4, \$5, or \$6 written on the back, so all workers start off with some resources.

High-skilled workers: (*pink 3×5 index card, or any color different from low-skilled, except green. “Green card” introduces unnecessary complication to the activity.*) At the end of any round, a worker may become HIGH skilled by acquiring an education from an educator. The worker pays \$25 out of total income for this education. The educator gives the worker a pink card and collects the worker’s yellow card, subtracting the “tuition” from the worker’s total. (*Note: No borrowing is allowed; workers must have total income of at least \$25 to become HIGH skilled.*)

How to Play the Game:

1. Discuss labor demand and supply with students. Instructors must prepare participants for this exercise with a discussion of derived demand for and supply of labor. The demand side discussion should explain why profit-maximizing employers will not offer more than the value of a worker’s marginal product. The supply side discussion should highlight the opportunity cost a worker faces when considering whether to accept a wage offer. This is a bare-bones discussion. Other issues, such as working conditions, unemployment insurance, or economic fluctuations are not important at this point.

2. Distribute the game pieces. All workers receive low-skill cards to start the game. Each employer receives an Output and Marginal Product Schedule and a colored pen. Give the high-skill cards and a different colored pen to each educator.

3. Market price and public assistance. Ask employers and their consultants to distribute themselves around the room; they can move around later if they want to.

- Announce to employers that the competitive market price of kites is \$10. (You may change the price from round to round, depending on how complex you want to make the game.)
- (*Option*) Announce to yellow card workers that if they do not find an acceptable job offer, they receive \$15/round in income from public assistance programs. In later rounds, announce to pink card workers that they receive \$35/round in income from public assistance programs if they do not accept a job offer.

4. Repeat the goals of workers and employers.

- Note that total income and total profits are cumulative. Workers add their initial endowment to the income received in all rounds, and then subtract any education costs, to compute total income. Employers add profits generated in all rounds to compute total profits.
- Announce rewards for the winners once again.

5. Explain the hiring process.

- A job lasts for **only one round**. (Make sure that workers and employers know that they are bargaining over wages in each round. Remind employers that the value of the marginal product changes with each new worker hired!)
- When an employer and worker agree on a wage, the employer writes the wage and his or her name or ID on the worker's card with the colored pen. This ensures that workers do not try to sell their services twice in the same round because they have found a better offer.
- **Once made, a deal cannot be broken – by either the employer or the worker.**
- Employers also record wages paid on their Output and Marginal Product Schedule.

6. Explain how workers acquire skills.

- At the end of any round, workers may choose to become HIGH skilled by paying \$25 to an educator. The educator deducts \$25 from the total income shown on the worker's yellow card and writes the new total on the worker's pink card. Workers do not keep their yellow cards!
- Once they have invested in an education, they cannot undo this investment.

7. Play the first round. The first round may last 6-8 minutes as workers search for better job offers.

- It is better to place a time limit on each round and announce the time remaining when the end approaches.
- Ask all workers to sit down when the round ends.
- Make sure that employers/consultants keep timely records on each round.

8. Ending the game. The game can be stopped after two or three rounds.

- If more rounds are played, some of the variations discussed below should be used to keep the participants interested.
- After potential winners have been identified, be sure to check their math. Mistakes are often made by employers.
- In the event of a tie, a coin toss is used to determine the winner.

Game Variations:

Economic Fluctuations: The effects of economic expansions and contractions can be added by changing the output price of kites. An output price of \$6 reduces equilibrium employment by one yellow and one pink card worker for each employer. Similarly, an output price of \$20 increases employment of each type by one worker.

Public Assistance: The effects of public assistance programs can be illustrated by changing the amount of assistance paid to each type of worker. If high skill card workers receive \$15 during unemployment, for example, more high skill workers are employed at the new equilibrium wage of \$20.

New Employers or Entry: The effects of entry on profits can be shown by allowing workers who have earned \$100 to become employers. The new entrants drive profits close to zero if the game is played for several rounds.

Over-qualified workers: Allow high-skill card workers to accept low-skill jobs. This will act to equalize wages between yellow and pink card workers.

Lesson 5 – Labor Markets

Key Terms

Derived demand	Productivity
Labor supply	Technology
Total labor income / Individual income	Investment
Excess demand / Excess supply	Unemployment

National Content Standards Addressed

Standard 4: Incentives Matter

People respond predictably to positive and negative incentives.

- Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.
- Small and large firms, labor unions, and educational and other not-for-profit organizations have different goals and face different rules and constraints. These goals, rules, and constraints influence the benefits and costs of those who work with or for those organizations and, therefore, their behavior.

Standard 13: Income and Productivity

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

- People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.
- Employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all other costs of production.
- A wage or salary is the price of labor; it usually is determined by the supply of and demand for labor.
- More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.
- In a labor market, in the absence of other changes, if wage or salary payments increase, workers will increase the quantity of labor they supply and firms will decrease the quantity of labor they demand.
- Changes in the prices of productive resources affect the incomes of the owners of those productive resources and the combination of those resources used by firms.
- Changes in demand for specific goods and services often affect the incomes of the workers who make those goods and services.

Standard 15: Investment

Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.

- Workers can improve their productivity by improving their human capital.
- Workers can improve their productivity by using physical capital such as tools and machinery.
- Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. A change in productivity is a change in output relative to input.
- Increases in productivity result from advances in technology and other sources.
- Investments in physical and human capital can increase productivity, but such investments entail opportunity costs and economic risks.
- Investing in new physical or human capital involves a trade-off of lower current consumption in anticipation of greater future production and consumption.
- The rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments (in research and development, and in physical and human capital).

Standard 19: Unemployment

Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.

- Unemployment exists when people who are actively looking for work do not have jobs.
- The labor force consists of people aged 16 and over who are employed or actively seeking work.
- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- Full employment means that the only unemployed people in the economy are those who are changing jobs.

Key Ideas

1. Review:

- Institutional differences help to explain differences in *countries'* wealth and standards of living.
- The interaction of supply and demand in markets generates the prices that allocate goods, services, and resources (including labor).

2. The demand for labor is derived demand.

- There is no demand for labor apart from the demand for the goods and services labor can produce.
 - Employers are the demanders in labor markets.
 - Workers are the suppliers in labor markets.

- Wages (the “price” of labor generated by the interaction of employers’ demand and workers’ supply in labor markets) are a production cost in the markets for the goods or services labor is hired to produce.
 - The quantity supplied of these goods and services is determined by marginal production costs.
 - The availability of substitutes for labor affects wages and employment.
 - When demand for an output good or service decreases, total labor income in the affected industry will decrease.
 - As demand for the good decreases, demand for labor must also decrease. Possible results include:
 - Workers are laid off;
 - Workers’ hours are cut;
 - Workers’ wages are reduced.
 - The magnitude of the impact on individuals’ income depends on the alternatives available to workers in other employment.
 - An increase in demand for an output good that generates a positive impact on industry revenue also increases total labor income, the latter by increasing the demand for labor.
3. Market changes may produce different effects on *total labor income* and *individual* income.
- Total labor income equals the payments to all workers, whereas individual income is the payment to an individual worker.
 - Differences in *individuals’* income result from the choices of buyers and sellers of labor services in labor markets.
 - In the labor market, wages and benefits combined are used to pay workers for their labor services.
 - Note that the term “wage” or the “wage rate” represents compensation per unit of time, which is not the same as income. Income for hourly workers equals the wage rate times the hours worked. The term “salary” represents a total payment per period, regardless of the number of hours worked in the period.
 - An increase in derived demand for labor will increase the wages and benefits paid in the market, at least in the short run, as employers compete to hire new workers. Total income of all workers will increase and income for individual workers will increase.
 - In the long run, the increased wage and benefits paid are expected to attract new workers to the market. This will cause wages and benefits to decrease toward (but not beyond) their levels before the increase in demand.
 - Wages and benefits may change slowly (“sticky” wages) in some local markets in response to changes in the demand and supply for labor.
 - This is largely due to two distinctive features of labor in many jobs:
 - Individuals may have firm-specific human capital – skills they have acquired on the job which are valuable to their current employers but worth little to other firms.
 - Workers often have subtle characteristics that make them singularly well-suited (or poorly-suited) to particular jobs. Employers face high fixed costs in hiring new workers because they must learn about worker-specific characteristics to make successful hiring decisions.
 - Together, these two features give many employers and their workers incentives to tie themselves together in relative long term, usually implicit, labor agreements, in which there may be substantial variation in hours worked per year in response to demand fluctuations, without corresponding short term changes in hourly wages and benefits.
4. Workers’ wages and benefits are affected by the value of what they produce *and* by each worker’s individual productivity.

- As the value of what is produced increases (e.g., shoe makers versus diamond cutters), worker's compensation is expected to increase, *ceteris paribus*.
 - *Labor productivity* is measured by output per worker per day or per year.
 - Other resources affect labor productivity. More capital (buildings, machines, tools and technology) increases laborers' output per time period.
 - A nation's infrastructure – capital that facilitates transportation and communication, for example – is a significant factor in labor productivity and economic growth.
 - Within an industry, more productive workers generally earn higher wages than less productive workers.
 - Technology is a key determinant of the productivity of the worker in most types of jobs. Workers trained to use advanced machinery, computers, robots, etc. are more productive to employers and earn higher wages.
 - Derived demand and productivity also explain the extremely high income of Superstars
 - Some labor markets have a “tournament” nature: the high demand is only for those with the very best abilities (or highest productivity).
 - In sports, for example, those at the very top earn substantially more than those with very similar, but not quite “tournament winning,” abilities.
 - The top sales person in a company may be awarded a higher percentage commission as the winner of the sales “tournament.”
 - In other industries, technology may create huge increases in productivity that leverage the time input of the Superstar.
5. Institutions affect labor markets.
- Labor unions generate market power by controlling the supply of labor available to employers; unions do this for the purpose of raising wages and increasing non-wage compensation (benefits) to workers.
 - In the U.S. there has been significant decline in labor union membership in the private sector, but not in the public sector.
 - In 2007, union members accounted for 12.1 percent of employed wage and salary workers, essentially unchanged from 12.0 percent in 2006. In 1983, the first year for which comparable union data are available, the union membership rate was 20.1 percent.
 - Although union members are more likely to be employed in the private than public sector, in 2003, 37.2% of public sector employees were union members, compared to 7.2% of private sector employees. Workers in the public sector had a union membership rate nearly five times that of private sector employees.
 - There are several factors affecting unionization rates between public and private sectors, including improved wages and working conditions in the private sector and the lack of a “residual claimant” in the public sector.
 - Laws and government regulations also impact the income of various segments of the labor force by affecting the supply of or demand for labor.
 - Minimum wage legislation has greatest impact on entry-level, first time, and unskilled workers.
 - U.S. Immigration laws limit chiefly the supply of lower-skilled workers.
 - OSHA safety regulations comprise a complex burden that varies by industry.
 - Federal and state child labor laws restrict hours worked by minors and thus the supply of unskilled labor.
6. Unemployment occurs for a variety of reasons, some detrimental to workers' incomes and some beneficial.
- Many types of resources are “unemployed” at one time or another without there necessarily being anything “wrong” with the market.

- Unemployment is a natural (and necessary) part of the process of reallocation of resources in changing markets.
- Workers currently unemployed are often searching for the “best” match for their labor services. Such search provides information about how valuable their skills are to the marketplace.
- The government defines the level of unemployment as the portion of the labor force not presently employed but actively seeking work.

Ideas To Take Away From This Lesson

- Labor markets are affected by the demand for the goods and services that labor helps to produce.
- Individual productivity affects wages and technology affects individual productivity.
- Institutional features of labor markets affect the supply of labor, cost of hiring and the price of goods produced.

Indentured Servitude: A Colonial Market for Labor

Content Standards addressed:

History Standards (from *National Standards for History* by the National Center for History in the Schools)

Era 2: Colonization and Settlement (1585 – 1763)

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

1A: The student understands how diverse immigrants affected the formation of European colonies.

Therefore, the student is able to:

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- Explain why so many European indentured servants risked the hardships of bound labor overseas.

Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

3A: The student understands colonial economic life and labor systems in the Americas.

Therefore, the student is able to:

- Identify the major economic regions in the Americas and explain how labor systems shaped them.

3B: The student understands economic life and the development of labor systems in the English colonies.

Therefore, the student is able to:

- Compare the characteristics of free labor, indentured servitude, and chattel slavery.

Economics Standards (from *Voluntary National Content Standards in Economics*)

Economics Standard 7: *Students will understand that:* Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

- *Students will be able to use this knowledge to:* Identify markets in which they have participated as a buyer and a seller and describe how the interaction of all buyers and sellers influences prices. Also, predict how prices change when there is either a shortage or surplus of the product available.
- *At the completion of grade 12, students will know . . . that:*
 3. Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.

Economics Standard 8: *Students will understand that:* Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

- *Students will be able to use this knowledge to:* Predict how prices change when the number of buyers or sellers in a market changes, and explain how the incentives facing individual buyers and sellers are affected.
- *At the completion of grade 12, students will know . . . that:*
 3. Changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.

Overview and Teacher Background:

The purpose of this activity is to demonstrate to students, using the context of colonial markets for indentured servants, that prices emerge from the choices made by individual people.

It would be hard to overstate the importance of indentured servitude in populating the American colonies and insuring that the successful nation that emerged from the colonial period looked to England, rather than to France or Spain, for its heritage. By 1775, more than 500,000 Europeans – mainly English, Scotch, Irish, and Germans – had crossed the Atlantic, and over 350,000 of them came as indentured servants. The indenture contract helped to populate the colonies by allowing the prospective emigrant to exchange his labor for Atlantic passage. The price of passage – from £9 -£11 in the early 17th century – was more than the average Englishman earned in a year. Thus, despite the fact that conditions in England made the colonies alluring, to say that the price of the transatlantic voyage was prohibitive for the laboring classes is the most extreme form of understatement. In very real terms, then, indenturing bridged the ocean for the labor necessary to begin the building the American economy.

Gary Walton and Hugh Rockoff describe the indenture system in the *History of the American Economy*:

The *indenture contract* was a device that enabled people to pay for their passage to America by selling their labor to someone in the New World for a specified period of time. These contracts were written in a variety of forms, but law and custom made them similar. Generally speaking, prospective immigrants would sign articles of indenture binding them to a period of service that varied from three to seven years, although four years was probably the most common term. Typically, an indenturer signed with a shipowner or a recruiting agent in England. As soon as the servant was delivered alive at an American port, the contract was sold to a planter or merchant. These contracts typically sold for £10 to £11 in the eighteenth century, nearly double the cost of passage. Indentured servants, thus bound, performed any work their “employers” demanded in exchange for room, board, and certain “freedom dues” of money or land that were received at the end of the period of indenture. . .

The first indentures were sent to Jamestown and sold by the Virginia Company: about 100 children in their early teens in 1618, a like number of young women in 1619 for marital purposes, and a young group of workers in 1620. Soon thereafter private agents scoured the ports, taverns, and countryside to sign on workers as indentures. The indentured servants were drawn from a wide spectrum of European society, from the ranks of farmers and unskilled workers, artisans, domestic servants, and others. Most came without specialized skills, but they came to America voluntarily because the likelihood of rising to the status of landowner was very low in Britain or on the Continent. They were also willing to sign indentures because their opportunity cost – the next best use of their time, was typically very low – room and board and low wages as a rural English farm worker, a “servant in husbandry.” Children born in English cottages usually went to work at the age of 10, moving among families and farms until good fortune (often inheritance or gifts) allowed them to marry. For many, a period of bondage for the trip to America seemed worth the risk. (28-30)

The process of negotiating for indentures was a form of labor market, but confusion arises if we forget that what is being sold in this market is the passage to America. Labor is the currency of exchange, or, in other words, the price that is being paid for the passage. Thus, the average length of the indenture – the 4 years mentioned in most textbooks – is best understood as a sort of “market clearing price,” paid in labor, for passage to America.

As in any market, indenture markets had both buyers and sellers. The buyers were the laborers, trying to use their labor to purchase passage. The sellers were the ship captains and their agents, accepting labor in the form of a signature on an indenture contract, in return for passage. Note, too, that the ship captains and agents were the real risk takers. In order to profit, they had to make sure that the indentured servant arrived in the colonies alive, with enough strength, training, and other desirable qualities to attract the interest of a land owner or merchant willing to purchase the indenture contract.

Like other markets for goods and services, the indenture market was affected by conditions of supply and demand. The promise of free land at the end of the indenture period (most colonies offered 50 acre headright land grants to free men) increased the willingness to emigrate, as agricultural workers saw little opportunity to ever own their own land in England. Because wages in the colonies were so much higher than in Europe, skilled workers, craftsmen, artisans, and scholars were also attracted to the cities and seaports of colonial America. Like other markets, the indenture market was dynamic, reacting to changes in society and/or changes in the willingness of individuals to participate. The characteristics of the laborers and/or of the society into which they were indentured affected the length of indenture – and some of those characteristics changed over time.

- In the early 17th century, the severe shortage of women in the colonies meant that single females under the age of 18 served an average of 1.5 years less than men of similar age and qualifications. By the eve of the Revolution, the shortage of women had abated and the average indenture for a single girl under the age of 18 was only a few months less than that of a man.
- The harsh conditions of the West Indies cane fields were well known to Europeans, and so it is not surprising that indentures there averaged 9 months less than on the continent of North America. (Eventually the high cost of indentures lead the planters to substitute slavery for indentured labor.)
- Highly skilled and/or educated workers were able to secure shorter indentures (generally 20% shorter), although the rate varied with the occupation and situation.
- Indenture was an alternative to the death penalty. Estimates suggest that as many as 30,000 prisoners agreed to indentures in order to avoid the death penalty or a lengthy imprisonment. Their indentures tended to be longer than those of free laborers. Records from 1718 indicate an average indenture of 7 years for minor crimes and 14 years for major crimes.

The success of indenture markets was also dependent on the rule of law. Both parties had to be confident that the terms of the contract would be carried out and that the courts would uphold their rights in the agreement. Without this security, the practice of indenturing based on voluntary participation, would not have persisted. Colonial courts routinely and reliably enforced indenture contracts, evidence of the importance of the practice to American colonists. Employers were fined and/or punished for abuse of indentures or failure to deliver on the promises of food, clothing, and “allowances.” Similarly, employers could depend on the courts to discipline rebellious servants and to punish servants who ran away – often by extending the indenture period.

Finally, it should be recognized that just as market forces were responsible for the genesis of the indenture system, so were they responsible for its demise. By the end of the 18th century, the indenture market had virtually disappeared. The reasons for its disappearance can be easily identified:

- The rise of slavery provided a viable and cheaper alternative to indentures. While the initial price of a slave was greater than an indenture, the planter could anticipate a much longer work life of the slave. Planters quickly discovered that the terms of the indenture contract made maintaining an indenture more expensive than maintaining a slave. Also, the availability of free land and the high productivity of that land encouraged indentures to run away, especially in more rural or “frontier” areas.
- The cost of passage from Europe to America fell to £6 and improved labor conditions in England and on the Continent resulted in higher wages and greater opportunities for laborers.
- Over time, the availability of free land in the colonies declined.
- Colonial population growth eliminated the gender imbalance that had created a market for women.

As students participate in the simulation, they will discover that the 4 year length of indenture mentioned in their textbooks was not the result of whim or decree, but an agreed upon “price” that emerged spontaneously from the voluntary interactions of people participating as buyers and sellers in a market.

Materials:

- Role cards:
 - Emigrant cards – copy on yellow paper and cut apart. Note that the number of cards of each type is specified in parentheses.
 - Agent cards – copy on blue paper and cut apart.
 - *Teacher Note: This activity works best with classes of about 20-30 students, however, larger groups can be accommodated. For a class of about 30, prepare the numbers of cards specified at the top of the handout master; make proportional increases for larger classes.*
- Overhead transparencies:
 - Visual #1 –“The Typical Indentured Servant”
 - Visual #2 – “How to Play . . .”
 - Visual #3 – “Indenture Tally”
- Student handouts:
 - Individual Record and Score Sheet
 - Indentured Servant Contract
 - Runaway Servant advertisements
- Candy (for students to purchase with game points)

Procedures:

1. Display visual 1 on the overhead (or solicit, through discussion, similar information that students have gleaned from text reading or assigned research). Ask students to speculate on why the indenture length was about 4 years. (*Accept a variety of answers and list on the board.. Tell students that the activity will test these hypotheses.*)
2. Remind students that indentured servitude was key to the development of colonies plagued by chronic shortages of labor. Explain that they are going to take part in a simulated indenture activity in which they will each play one of two possible roles:
 - An **agent** trying to recruit indentured servants for colonists wanting labor, **or**
 - An **emigrant**, a European considering the possibility of going to the colonies.
3. Divide the class into 2 equal groups, assigning one group to be **agents** (blue cards) and the other to be **emigrants** (yellow cards). Explain that in each round of the game, they will be given new cards. In some rounds, they will be emigrants and in some rounds, they will be agents, but the points they earn in both roles will be used to buy candy at the end of the game. Distribute one agent or emigrant card to each student.
4. Hand out the rules of the game or display on the overhead. Review and discuss the rules, and answer any questions students may have about the procedures.
5. Distribute individual score sheets and explain the scoring procedure. Make sure that the students understand that the points they accumulate will be translated into money or “profit” at the end of the activity, and that the profits may be used to purchase candy. Remind them that they can only make one deal during each round and that once they have made a deal, they must leave the market and report the deal to the teacher. Encourage careful reading of the role cards so that students are aware of opportunities for both gaining and losing points. Explain the importance of not revealing to other people what the card says.
6. *Teacher Note: Some students may find the agent role difficult because it involves so many possibilities. Consider staging a demonstration as follows. Make an overhead transparency of one of the ship captain cards. Bring 2 students to the front of the room and position them so that they are facing toward the overhead projector. Hand each a role card with a different worker classification number. Project the ship captain card on the screen behind the students and take this role yourself. As you negotiate with the 2 potential immigrants, voice your thinking out loud to the other students in the class, so that they see you take into account the price of passage and the different values of the 2 emigrants. They may also observe that the emigrants themselves will display different attitudes toward the offers you make as an agent.*
7. Clear the center of the room and designate it the marketplace. People who are standing are still available to make a deal. People who have already made a deal should return to their seats.

8. Run 2 or 3 rounds of the activity, in which students get a new card in each round, but not a new role – that is, agents remain agents and emigrants remain emigrants. After each round, have students record their individual points. Circulate around the room to make sure that they are scoring correctly.
9. Call attention to the range of indenture lengths recorded on the overhead tally sheet. Help students to see that the tally sheet is providing them with a great deal of information about the market.
 - Discussion questions:
 - What is the shortest indenture that was secured?
 - What is the longest indenture?
 - What is the most common length of indenture?
10. After 2 or 3 rounds, you may wish to have students change roles, so that the buyers (agents) and sellers (emigrants) can experience the other side of the market. Play 2 more rounds.
11. At the end of the last round, allow students time to tally their points. Explain that for each point earned as an emigrant and each £ earned as an agent, they have \$1 credit in the classroom candy store. Open the store just before the end of the class period. Students may “spend” their “profits” by exchanging their score sheets for candy.
12. Debriefing questions:
 - How many of you “made money” – that is, were able to accumulate points by securing contracts?
 - *(Identify some of the highest scoring emigrants and agents.)* Why do you think you were successful? What was your strategy and what did you try to do?
 - *(Identify some of the lowest scoring emigrants and agents.)* What happened? Why weren’t you able to accumulate many points?
 - What did you notice about the general characteristics of the indenture market as we played more rounds? *(The market became more orderly as participants, both agents and emigrants, gathered more information. Knowing what to expect and what to look for, they made agreements faster and made more agreements.)*
 - Why is there a range of indenture lengths? *(The length of the indenture varied with the value of the laborer and the conditions of the indenture.)*
 - Consider the “outliers” – the shortest and longest indentures. How would you explain them? *(The outliers indicate some sort of “special” circumstance, a difference from the majority of the contract situations. Exceptionally short indentures tended to occur either when the emigrant had special skills or characteristics – like gender – to offer or when the conditions of the indenture were known to be poor – as in the West Indies. Exceptionally long indentures tended to occur either when the emigrant was less desirable as a worker – convicts, for example – or when the conditions of the indenture were especially favorable – as when a very young boy was indentured to a skilled artisan who agreed to teach him his craft.)*
 - Remind students that they were simulating a market. What was really for sale in this market? *(The indenture contract represents the price of passage)* Hint: What is it that the indentured servant is trying to buy, that he doesn’t have the money to pay for? *(passage to the American colonies)* What is the indentured servant using to “pay” for his passage? *(his labor)*
 - Who were the buyers in this market? *(emigrants)* Did the buyers want long contracts or short contracts? *(short – they tried to decrease the price – that is, to sign the shortest contracts possible)*
 - Who are the sellers in this market? *(agents)* Did the sellers want long contracts or short contracts? *(long – they tried to increase the price – that is, to sign indentures to the longest contracts possible, so that they could, in turn, sell the contracts for a higher price in the colonies)*
 - *Teacher Note: When the indenture arrived in the colonies, his indenture was sold to an employer. If the indenture brought in more money than the price of the worker’s passage, the original owner of the contract – the agent or ship captain – made a profit.*
 - If you were a seller – an agent – what factors made you willing to lower the price (shorten the contract)? *(Two important considerations here: the characteristics of the job and the characteristics of the potential servant. For example, the cane fields of the West Indies were dangerous and unhealthy. You would offer a shorter indenture to get people to go there. On the other hand, a job as a silversmith’s helper in Boston would be very desirable, but there were few people qualified to fill the position, so you would be willing to offer a shorter indenture to get someone.)*
 - What factors enabled you to raise the price – lengthen the contract? *(If the circumstances were more desirable for the servant – a housemaid to a wealthy merchant, for example, or if the position required so little skill that there were many people who could fill it.)*
 - Who were you competing with in the simulation? *(Students’ first reaction may be that they were competing with the emigrants. Help them to see that this isn’t the case. Instead, they are competing with other agents who might offer the potential emigrant a better deal. In reality, they have to cooperate, not compete with the emigrant in order to make a deal.)*
 - If you were a buyer – an emigrant – what factors made you willing to pay a higher price (accept a longer contract)? *(If you had no special skills or if you wanted to go to a particular place, you would be more likely to accept a longer contract. To avoid the cane fields, for example, you might accept 5 years in New England instead of 2 years in Haiti. If you were young and uneducated, you might accept a 7-year indenture knowing that if you didn’t, someone else would – and, you might get some training and education during those 7 years.)*

- What factors enabled you to pay a lower price (shorten the contract)? *(Having education or a special skill often allowed you to pay a lower price, as did willingness to accept a less desirable or more dangerous situation, like the West Indies cane fields.)*
- Who were you competing with in the simulation? *(Students' first reaction may be to say that they were competing with the agents. Help them to see that they were competing with the other emigrants, who could also fill the needs of the agents. If a student asked for too short a contract, he risked not getting an indenture at all as the agent went to someone else.)*
- Look at the indenture tally. What happened to the length of indentures over the rounds of the game? *(There was a concentration of indentures – fewer very short indentures and fewer very long indentures.)* Why do you think this happened? *(As people got more information about the market, they were able to make better choices. Emigrants learned about what the agents wanted and looked for those willing to offer shorter indentures. Agents learned about the circumstances the potential emigrants faced in England and tried to push for longer indentures. These opposing forces create a centralizing tendency.)*
- What is the most common or “average” length of indenture in your simulation? *(Teacher note: It will probably be in the 4-5 year range, but the important point is that it emerged from their interactions. No ONE determined or decided the length. It doesn't matter if the students' simulation results in a different length than the 4 years often noted in textbooks. Simply remind them that a process analogous to their game produced the “typical” 4-year-8-month indenture noted on visual #1. See next question.)*
- Answer the question that we started with: Textbooks tell us that the average indenture was about 4 years in the early decades of indentured servitude, eventually rising to 7 years. Why was the indenture this length? Did someone set it? Who? How? *(The simplest answer is that contract length was the market clearing price in the indentured servitude labor market. The market for labor set the length of indentures. The negotiations between buyers and sellers – emigrants and agents – set the price, just as the negotiations between buyers and sellers in markets today set the prices for gasoline, bread, etc. No ONE set the length of indenture – because EVERYONE set it. Like markets for things today, people had knowledge of the conditions (through letters from friends and relatives, stories from travelers, etc.) and of the prices others had paid. There were so many indentured servants that it became a very organized market and people knew what to expect – just as you know what to expect when you go to buy a gallon of milk at the grocery store or convenience shop.)*
- Read or handout the indenture contract. What were the obligations of the servant? *(to work for the specified period in the specified type of employment)* Of the master? *(to provide passage, food and drink, clothing, lodging, washing and other necessities, and allowance – usually meaning land or a specified amount of money – at the end of the indenture)*
- Using your experience with prices and markets today and your new knowledge of how the labor market for indentures worked, answer the following questions:
 - Make (and justify) a prediction about the relative number of indentures of men and women of similar age and skill during the early years of the colonies. *(In the early colonial decades, indentures for single women averaged about 1.5 years shorter than indentures for men. Most colonists were male, and it was difficult to find wives. As population in the colonies grew, the problem of no wives disappeared so that by the later decades of indenture, the length for men and women of similar age and skill was about the same.)*
 - Make (and justify) a prediction about the length of indenture as the cost of passage to the colonies declined. *(Falling passage rates reduced the length of indentures. If an emigrant was able to afford the passage, he was less inclined to bind himself to a master for a long period of years.)*
 - Make (and justify) a prediction about the length of indenture as economic conditions for laborers improved in England and Europe? *(Improved economic conditions in Europe also caused the average length of indenture to decline. As more laborers found opportunities at home, fewer were willing to emigrate under conditions of servitude.)*
 - Make (and justify) a prediction about the market for indentured servants as population grew in the colonies. *(As population grew, the demand for indentured servants fell, since it was easier and less costly to obtain laborers in the colonies. In addition, as the demand for female indentures as wives disappeared, the gender difference in indentures disappeared, so that by 1770, the average indenture length for a female was only a few months shorter than that for a male.)*
 - Make (and justify) a prediction about the market for indentured servants in the south. *(Indentures were more expensive to maintain than slaves and were resistant to the gang labor techniques that typified plantation agriculture. Original indentures in the south and, especially in the West Indies, were shorter than those in other areas, and eventually the indenture practice died out in the south as planters turned to slavery, finding it less costly to train slaves in skilled labor than to use indentures.)*
 - If you lived on the frontier, would you be likely to buy an indentured servant? Why or why not? *(The abundance of free land and the fact that land was so productive that a person could support himself as a farmer meant that the runaway problem was a serious risk that the holders of indentures had to take into account. Certainly this risk was increased in more rural, “frontier” areas. Many colonies responded by requiring servants to carry passes when traveling, and judges tended to strictly enforce indentures, lengthening the time of service for runaways. Given these conditions, you might at least think twice about taking an indentured male to the frontier. Since women could not claim land and were often indentured only as a first step to becoming wives, taking a woman to the frontier probably didn't entail the same risks. Therefore, an astute student answer to this question might be another question: Was the indentured servant female or male? Show students the runaway advertisements and reinforce that people would not have been willing to engage in these contracts had they not been confident that the rule of law would enforce them.)*

At the beginning of the 18th century, the typical indentured servant:

- Was a 20 year-old male of English heritage;
- Could not read or write;
- Was unskilled;
- Lived in Pennsylvania; and
- Served an indenture of 4 years, 8 months.

Why 4 years and 8 months? Who set the length? and How?

How to Play the Indentured Servitude Simulation – Agents

1. You will be assigned a role, as either an emigrant or an agent.
 - If you are an agent, you will start the game with a blue role card. Do not switch roles unless told to do so. Read the agent instructions below.
 - If you are an emigrant, read the instructions on the back of this sheet.
2. Agent instructions:
 - If you are an agent (blue), your goal is to make a profit by securing an indenture that you can sell in the colonies for more than the price of passage (£10).
 - Your role card includes a chart telling you the current price being paid for indentures of different length and skill. Use this information to decide what type of indentured servant you will try to recruit and how long an indenture you'll offer.
 - Experience has shown you that there are many different types of people willing to sign indentures. Some are more valuable than others. On the other hand, some of the less valuable ones are willing to sign longer contracts. Keep this in mind as you negotiate with the emigrants.
 - Also keep in mind that you must pay the £10 passage price. If you contract with a servant whose indenture you think you can sell for £2/year, you have to get at least a 5-year contract in order to break even. Be sure to ask for the emigrant's worker classification number before you begin negotiating, so that you can figure out what you need to make a profit. Don't let the emigrant see the information on your role card or he'll be much harder to negotiate with.
 - Once you make a deal with an emigrant, report the contract length to the teacher. Return to your desk to record the transaction and figure your profit. Subtract £10 from the value of his indenture and add in any bonus points to figure your "profit." Each round of the game will last approximately 5 minutes. During the round, circulate through the room, negotiating with people who have different colored cards than you have. (It takes one agent – blue – and one emigrant – yellow – to make a deal.) You may make only one deal in each round, so make the best deal you can.
3. When you agree on a deal (an indenture contract):
 - shake hands,
 - come to the front of the room, and tell the recorder the agreed upon length of the contract,
 - return to your seat and record the length of the contract and your points on your personal score sheet,
 - stay in your seat until the teacher reopens the trading floor.

How to Play the Indentured Servitude Simulation - Emigrants

1. You will be assigned a role, as either an emigrant or an agent.
 - If you are an emigrant, you will start the game with a yellow role card. Do not switch roles unless told to do so. Read the emigrant instructions below.
 - If you are an agent, turn this sheet over to read the instructions.
2. Emigrant instructions:
 - If you are an emigrant (yellow), the card you are holding describes your situation and the conditions under which you would accept an indenture and go to the colonies. The card tells you the longest indenture you would be willing to accept.
 - In general, your goal is to earn points by securing the shortest indenture contract you can. The shorter the contract, the more points you earn. At the end of the activity, your points will be translated into money that you may spend in the classroom store.
 - Note that your role card has a number in parentheses. This is your worker classification number. It is based on your level of skill, education, age, etc. There are 4 classifications of workers – 4 indicating the most skilled, 1 indicating the least. Most people are 2s. You must answer truthfully agents' questions about your characteristics and circumstances, and worker classification, but Do NOT reveal the maximum length of the contract you will accept.
 - You also know quite a bit about indenture conditions. You know many people who, like you, couldn't afford the £10 passage to America, and chose to pay for it by indenturing themselves. The conditions in the cane fields, for example, are well known among potential emigrants.
3. Each round of the game will last approximately 5 minutes. During the round, circulate through the room, negotiating with people who have different colored cards than you have. (It takes one agent – blue – and one emigrant – yellow – to make a deal.) You may make only one deal in each round, so make the best deal you can.
4. When you agree on a deal (an indenture contract):
 - shake hands,
 - make sure that the agent you contracted with goes to the front of the room to record the contract,
 - return to your seat and record the length of the contract and your points on your personal score sheet,
 - stay in your seat until the teacher reopens the trading floor.

Role cards: Agents. (Teacher directions: For a class of 30 students, make 15 agent role cards on blue paper. Make 9 of the agents ship captains, 4 agents procurers for the West Indies, and 2 agents factors. Adjust total number, maintaining the approximate proportions, for different size classes.)

Agent: ship captain

As a ship captain, you are taking a risk. You have to bear the cost (£10) of the emigrant's passage and won't make your money back until you get to the colonies to sell the indenture. If the emigrant dies on the voyage, you're out of luck. If your ship arrives after the fall harvest, you're out of luck because no one wants to buy workers he has to feed through the long winter. Last time you were in port, however, the market was good, and you were able to sell every indenture you brought. You aren't looking for any particular type of indenture; you just want to fill the ship with people young enough and strong enough to get there alive so that you can make a profit on each passenger. You know this about the market:

Worker classification	Approx. sale price per year of indenture
1 – convicts, elderly, sick, illiterate	£ 1.25/ year
2 – unskilled farm and domestic workers (male and female)	£2 / year (£.5/quarter of year)
3- craftsmen – blacksmiths, carpenters, masons, etc., educated workers (male and female)	£3 / year (£.75 / quarter of year)
4 – people with a specialty skill – such as a musician or a skilled artisan	£5 year, (or £1.25 per 3 months)

After you make a deal, report the length of the indenture to the recorder, figure out the sale price of the indenture, subtract £10 for the passage, and record your profit on your score sheet.

Agent: ship captain

As a ship captain, you are taking a risk. You have to bear the cost (£10) of the emigrant's passage and won't make your money back until you get to the colonies to sell the indenture. If the emigrant dies on the voyage, you're out of luck. If your ship arrives after the fall harvest, you're out of luck because no one wants to buy workers he has to feed through the long winter. Last time you were in port, however, the market was good, and you were able to sell every indenture you brought. On your last voyage, you noticed that the women's indentures sold very quickly – probably many of the men on the docks were looking for wives, as there aren't yet many women in the colonies, especially on the frontiers.

Worker classification	Sale price per year of indenture
1 – convicts, elderly, sick, illiterate	£ 1.5/ year
2 – unskilled farm and domestic workers (male and female)	£2 / year (£.5/quarter of year) (£1 bonus for young single women)
3- craftsmen – blacksmiths, carpenters, masons, etc., educated workers (male and female)	£3 / year (£.75 / quarter of year)

Role cards: Agents. (Teacher directions: For a class of 30 students, make 15 agent role cards on blue paper. Make 9 of the agents ship captains, 4 agents procurers for the West Indies, and 2 agents factors. Adjust total number, maintaining the approximate proportions, for different size classes.)

4 – people with a specialty skill – such as a musician or a skilled artisan	£5 / year, (or £1.25 per 3 months)
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After you make a deal, report the length of the indenture to the recorder, figure out the sale price of the indenture, subtract £10 for the passage, and record your profit on your score sheet.

Agent: for West Indies cane fields

Your job is to recruit people for a living hell. You know it and they know it. Life in the West Indies sugar cane plantations is brutal; if the work doesn't kill people, the heat, bugs and disease are likely to. Given these conditions, your only real hope for luring emigrants away from the other agents is to undersell them – offer a shorter indenture. But don't get carried away with your generosity. You still have to pay the ship captain £10 a piece to get them to the Indies healthy enough to sell. Here's an update on market conditions from one of the ship captains:

Worker classification	Sale price – per year of indenture
1 – convicts, strong, healthy, young, male	£2/year (half that if female)
2 – unskilled farm and domestic workers – young and healthy	£3.5 / year (male)
3 – craftsmen – blacksmiths, carpenters, masons, etc., educated workers (male and female)	? so few wanted it's not worth your effort
4- people with a specialty skill – such as a musician or a skilled artisan	? pretty risky – will they survive the voyage???

After you make a deal, report the length of the indenture to the recorder, figure out the sale price of the indenture, subtract £10 for the passage, and record your profit on your score sheet.

Agent: Factor for Plantation Owners

You are the factor for a small group of wealthy colonial plantation owners. Living in England, you are essentially the planters' business agent. He ships his crops to you and you arrange the sale. You deposit his funds on account and fill his orders for supplies and merchandise, shipping it back to the colonies. Occasionally, you even perform such services as securing tutors or arranging marriages for the planters' children. You are always on the look out for educated young men and women who are down on their luck and might be willing to spend a couple years indentured as nannies, teachers, musicians, or artisans in return for a chance to start over. You're not like those ship captains; you don't care about filling a ship, just about anticipating the needs of your very wealthy clients. You're picky – and you're a businessman. You may not get rich off indentures, but you don't forget that you need to at least cover the £10 passage fee.

Here's what you figure is worth your time, given what you know about your customers:

Worker classification	Sale price – per year of indenture
1 – convicts etc.	You're not interested
2 – unskilled workers	Leave it to the ship captains
3 – craftsmen – blacksmiths, carpenters, masons, etc., nannies	£3 / year (£.75 / quarter of year)
4 – people with a specialty skill – such as a musician or a skilled artisan or a language teacher	£5 / year, (or £1.25 per 3 months)

After you make a deal, report the length of the indenture to the recorder, figure out the sale price of the indenture, subtract £10 for the passage, and record your profit on your score sheet.

Emigrant Roles

Emigrant: unskilled worker

Description: Your prospects in England aren't very good. Your older brother will inherit your father's small farm, and given conditions in England, you don't see much chance of getting land of your own. You're only 15 years old, but you're strong and healthy.

Skills: You can't read or write and have no special skills. You do not now have the £10 for passage, and don't see how you'd ever get it. After all, £10 is more than you've ever earned in a year.

Worker Classification: 2

Personal Goal: You'd be willing to sign an indenture for 7 years to avoid working for your brother, but you know that others like you have signed for less.

Points:

- +1 for any indenture at all
- +1 for each quarter under 7 years

* * * * *

Emigrant: tired of working for the lord of the manor

Description: Your parents, and your parents' parents, and their parents' parents have worked the Earl's farms forever. It's a reasonably secure existence – the Earl makes sure you're minimally fed and clothed – but there's sure no reason to dream of better things. And the Earl is definitely not inclined to loan you £10 or even give it to you as a reward for loyal service! You're young and even if you're not very bright, you can work.

Skills: You know most everything there is to know about animals – especially sheep and pigs. And you're a good farmer. You definitely know enough to run a farm of your own. You cannot read, write, or count without your fingers and toes.

Worker Classification: 2

Personal Goal: You know you'll never be rich, but maybe if you emigrate there's some chance for a better future – if not for you, then for your children. Working as an indenture doesn't seem to be any different than working for the Earl – and if you stay in England, that will last a lifetime.

Points:

Role cards: Emigrants *(Teacher directions: For a class of 30 students, make one of each of the following role cards – on yellow paper. For fewer students, eliminate some of the highest and lowest worker classifications, so that the majority of the emigrants are worker classification 2.)*

- **+1** for any indenture
- **+1** for each quarter under 7 years
- **-1** if you don't secure an indenture

Emigrant: agricultural worker

Description: As a temporary farm worker, you wander from village to village seeking work. Over the years you've gained some skill as a blacksmith's helper and carpenter, but the work is always hit-and-miss. A strong, healthy male in your late 20s, you earn barely enough to support yourself and your wife and child. There seems no hope of ever getting your own farm since you're never able to save anything. Emigrating offers a chance, but where would you get the £10?

Skills: Some experience helping blacksmiths and carpenters on some of the larger estates in England. Good working knowledge of farming operations. Can't read or write.

Worker Classification: 2

Personal Goal: You'd like to be able to claim the indenture headright (free land) and start your own farm before you're 30.

Points:

- +1 for each quarter under 4.5 years
- +1 for any indenture under 6 years

* * * * *

Emigrant: domestic or agricultural worker

Description: You are a 19 year-old female. You are a poor widow. Considered somewhat "plain," you are a bit old to be considered marriageable. You need a chance to start over and emigrating to the colonies just might offer that chance. You have no children, but you'd like to start a family as soon as you find a man to marry. You aren't too picky; if he can put food on the table, that's all that matters.

Skills: You can read and write, are an excellent cook, and strong enough for household and/or agricultural work. These skills earn you some money, but you'd really be an "old maid" by the time you could save up the £10 necessary to purchase passage.

Worker Classification: 2

Personal Goal: You see marriage as the only way to avoid a life of poverty and/or an early death. You believe that the shortage of women in the colonies offers you the best chance. You're not overly worried about the length of indenture, knowing that many women end up marrying the colonists who purchase their indentures.

Points:

- +1 for any indenture
- +1 for each quarter under 7 years

Emigrant: orphan

Description: You are an orphan girl of 14. There are few young men in your village and no prospects for marriage. Your aunt took you in and trained you to sew, spin, knit, and cook, but you know that you are a burden to her. Emigrating as a domestic servant wouldn't be much of a change from your life now, and maybe there would be more opportunity when the indenture is over. Or, maybe you'd find a husband.

Skills: You cannot read or write. You know how to sew, spin, knit, and cook – all reasonably well, none with any great distinction. You know little about farm work.

Worker Classification: 2

Personal Goal: You don't have to be in a hurry; it's not like you're an old maid yet. And your aunt is nice to you; it wouldn't be easy to leave on your own. You could wait. . . . You decide that if you can get an indenture for 4 years or less, you'll go. If not, you'll wait awhile and see if things improve in England.

Points:

- +1 for 4 year contract
- +1 for each quarter under 4 years

* * * * *

Emigrant: peasant farmer

Description: You've tried to make a go of your small, worn-out farm, but the debts keep piling up. The colonies seem the only way to start over. If you indenture yourself as a farm worker, you would eventually have the chance to get another farm of your own. You're a 30-year-old male.

Skills: You've been a farmer all your life. You cannot read or write.

Worker Classification: 2

Personal Goal: You figure that 6 years is the absolute longest you can count on having the strength and energy to start over, clearing land for a new farm.

Points:

- +1 for an indenture of 7 years
- +1 for each quarter under 6 years

Emigrant: barmaid

Description: You have worked in taverns as a bar maid since you were big enough to carry a tray. You are 17 and get along well with most people. Some say you are pretty but you don't have a husband yet. Maybe the colonies offer a new chance to find a husband or at least a better position.

Skills: You can read, write, and count money. You're strong and healthy, but because you were always working in the tavern, you never learned many of the domestic skills of cooking, sewing, etc.

Worker Classification: 2

Personal Goal: You don't want to work in a bar your whole life. On the other hand, it's a living. Every town has at least one tavern. Five years sounds like a reasonable indenture to you.

Points:

- +1 for an indenture
- +1 for each quarter under 5 years

* * * * *

Emigrant: well-bred, but no dowry

Description: At 21, you're past the age to make a good marriage, the more so because your father can't afford to give you a dowry. You don't relish the thought of being an "Old Maid." There's no money for passage to the colonies either, but if you emigrate as an indentured servant, perhaps it will lead to marriage. Your only other alternative seems to be to stay with your parents in genteel poverty, hoping for a late marriage.

Skills: You can read and write and have some experience as a governess.

Worker Classification: 2

Personal Goal: You figure that if your master doesn't become your husband in two years, you might still be able to find a husband on the frontier, even at the ripe old age of 24 or 25.

Points:

- +1 for an indenture under 7 yrs.

- +1 for each quarter under 2 years

Emigrant: unskilled worker

Description: Your parents turned you out of the house on your 10th birthday and told you to find work. Ever since, you've been slowly losing the battle for survival. You're male, weak, scrawny, and desperate.

Skills: unskilled and illiterate. You've worked on farms, but only for food and board. You can't remember having even seen any real money, and can't imagine earning £10 in your lifetime.

Worker Classification: 1

Personal Goal: You'd count yourself lucky to secure an indenture of any length.

Points:

- +1 for indenture of any length
- +1 for each quarter under 7 years
- -1 if you don't get an indenture

* * * * *

Emigrant: convict

Description: You've been in trouble all your life – in prison for fighting and burglary. You've convicted as a thief – again! The court has ordered you to bind yourself to an indenture of a minimum of 7 years or be hanged. You are a teenage male, dirty and scruffy, but basically healthy.

Skills: You cannot read or write. You've never done an honest day's work in your life – but you would if someone would offer you the chance.

Worker Classification: 1

Personal Goal: You'd like to live.

Points:

- +1 if you get a contract
- -5 if you do not secure an indenture

Emigrant: debtor, na'er-do-well

Description: You're 25, male, in court for not paying your debts, in the doghouse because your family thinks you're a disgrace. To you, life in England leaves much to be desired. Your father is threatening not to pay your debts – even though he knows it would mean you'd go to prison. Emigrating to the colonies would put you on your own and get everyone else off your back and out of your life.

Skills: You're healthy and strong, and very bright. You have a gentleman's education – or would have if you had paid better attention to your tutors. You have limited experience in all sorts of work, none of it requiring much skill.

Worker Classification: 1, but you might be able to convince someone you could be a 2

Personal Goal: What's a goal? You just want to leave all these irritations behind.

Points:

- +1 for an indenture under 7 years
- +1 for each quarter under 6 years

* * * * *

Emigrant: Adventurer

Description: You're 20, male, adventuresome and dissatisfied. Your family has title, but not much wealth, so you worked for a wealthy English merchant until his business failed. Since then, work has been difficult to find and any money you had is gone. Earning £10 seems uncertain and you're not willing to wait. Emigrating to the colonies promises both adventure and opportunity, and an indenture would both pay your passage and offer you a chance to make your skills known in the New England merchant houses. A friend entered an indenture for five years, but you're too impatient to serve that long.

Skills: You can read and write and keep accounts. You're healthy and strong but have done little physical labor. You've been on merchant ships and understand the ins and outs of trade.

Worker Classification: 3

Personal Goal: As far as you're concerned, 3 years is eternity. And, you'd like to avoid unskilled laboring jobs. You'd really like to go to New England since you know that's where you'll head after your indenture. You're in a hurry to get started getting rich, but you'd accept a little longer indenture to stay out of the plantations.

Points:

- +1 for a 5 year indenture
- +1 for each quarter under 5 years
- +1 if the agent agrees to take you to New England
- -1 if you end up on the plantations in the South
- -5 if you end up in the West Indies

Emigrant: Not the way you planned it

Description: Your plan to buy your passage to the colonies is disrupted when your father dies. The only reasonable thing to do is to turn over the £10 he left you to your mother so that she can keep your father's small shop running and support herself and the younger children. Now the only way to emigrate is to indenture yourself, but you are not willing to mortgage your whole life.

Skills: You're still in your teens, strong, and educated. You're male. You can read, write, and do basic math. You've worked for farmers in the village during harvest and planting.

Worker Classification: 3

Personal Goal: If you can't secure an indenture for less than 6 years, you'll stay in England to help your mother, delaying your dreams again.

Points:

- +1 for an indenture of no more than 7 years
- +1 for each quarter under 5.5 years
- -1 if you don't get an indenture

* * * * *

Emigrant: music teacher

Description: You are a 24-year-old teacher and musician, and have read the pamphlets about the opportunities in the colonies. You are determined to emigrate, leaving your small savings with your wife. You have been trying to convince her that after a short indenture, you'll be able to send for her and your children to start a new life.

Skills: You can read and write, speak fluent French, and play many musical instruments very well.

Worker Classification: 4

Personal Goal: You make a reasonable income and don't want to lose too many earning years to an indenture. On the other hand, it would take another 3 or 4 years to save up the £10 for passage. Three years seems reasonable to you; otherwise you might as well continue as you have been in England. After all, you don't really know how much demand there might be in the colonies for music lessons.

Points:

- +1 for a 3 year indenture
- +1 for each quarter under 3 years

Emigrant: cooper

Description: You learned the barrel maker's trade from your father and uncle – and they were the best in the business. The thing is, there are plenty of coopers in England and while you could probably get work, it wouldn't pay well. You've heard that both New England merchants and the southern plantation owners in the colonies are begging for someone with your skill. You're no longer young, but your children are gone from home and your wife died in last winter's influenza epidemic.

Skills: You can read and write enough to understand a simple contract and sign your name. You know how to calculate costs and prices, count money, and figure out if someone is trying to cheat you. And, last but not least, you make great barrels!

Worker Classification: 3

Personal Goals: To establish a reputation like your father and uncle had. You know it takes some time, but you're not a young man. If the indenture is longer than 3 years, you're unlikely to take it. You'll definitely not accept an indenture to the West Indies.

Points:

- +1 for an indenture of 5 years or less
- +1 for every quarter under 3 years

* * * * *

Emigrant: accountant

Description: Because of a debt owed to your father, a wealthy English lord took you into his employ and trained you in business. When very young, you traveled with him as a personal servant. As you grew up, he educated you to keep his books and manage his warehouses on the docks of London. Unfortunately, his generosity did not extend to his will, and though well educated, you are penniless – literally. Because of jealousy by some of his heirs, you doubt your ability to secure good employment again in London. But you know many of the colonial merchants, having met them in the lord's business travels. Maybe they'll remember you and give you a chance – if you can only get there.

Skills: You are highly educated and your business skills are surpassed by few. In addition, you know the world markets and have a vast store of practical knowledge of trade to offer.

Worker Classification: 4

Personal Goals: You are well aware of your rather lowly station and of the fact that up to this point, your life has been ruled by luck. You're determined to change that, and you're not too proud to do physical labor, even though you know it's a waste of your abilities. If that's what you have to do, that's what you have to do, but you're determined to impress upon the agent that you have valuable skills and that if the only thing he can find you is unskilled labor, it had better be a VERY short indenture. If you can get an indenture with a businessman, you are convinced that it would take you no more than 2 years to show him your worth – and thus start your career!

Points:

- +1 for a 2 year indenture
- +1 for each quarter under 2 years

- **-1** if the indenture is for unskilled labor

Individual Record and Score Sheet

Agent

Round	Worker Class. No. & value	Contract Length	Estimated Contract Value	Contact Value – passage (£10)	Bonus or penalty points	Points Earned
example	#1 £1.25/yr	6 ½ yrs	£8.25	8.25-10= (-1.75)	0	0
example	#2 £3.5/yr	3 yr. 3 mo.	£11.375	11.375-10 = 1.375	1	2.375
1						
2						
3						
4						
5						

Total agent pts =

Emigrant

Round	Worker Class. No.	Contract Length	Points for contract	Bonus points	Points Earned
Example (orphan)	2	4 ½ yrs	1	2	3
1					
2					

3					
4					
5					

Total emigrant pts. =

Total game points =

Indenture Tally

Length of Contract	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
8 yrs +						
7 ¾ yrs						
7 ½ yrs						
7 ¼ yrs						
7 yrs						
6 ¾ yrs						
6 ½ yrs						
6 ¼ yrs						
6 yrs						
5 ¾ yrs						
5 ½ yrs						
5 ¼ yrs						
5 yrs						
4 ¾ yrs						
4 ½ yrs						
4 ¼ yrs						
4 yrs						
3 ¾ yrs						

3 ½ yrs						
3 ¼ yrs						
3 yrs						
2 ¾ yrs						
2 ½ yrs						
2 ¼ yrs						
2 yrs						
< 2 yrs						

A CONTRACT FOR AN INDENTURED SERVANT

Here is a copy of an indentured Servant contract used in 1684. In copying the contract, we have retained most of the original orthography — spelling, punctuation, and other details of form. Some of these details may surprise you. In deciding whether to use upper- or lowercase letters, for example, the typesetters here seem to have followed no rules at all. Seventeenth-century readers would not have been surprised, however. Orthography at this time was not standardized by dictionaries, grammars, or any widespread system of schooling. Literate people, therefore, had considerable leeway to follow their own rules of practice in their writing.

The indenture: According to the method made and provided; And by the Order and Directions of His Sacred Majestic King CHARLES the Second of England. And his most Honourable Privy council, the Thirteenth day of December Anno 1682. In the Thirty Fourth year of his said Majesties Reign (then Printed and Published), declaring, That what Persons at anytime, as are Voluntary, free and willing at their own Liberties, to be retained to serve in any of His Majesties Foreign Plantations in AMERICA, are to be duely Examined and bound only before any of his Majesties Justices of the Peace, and the fame to bear Record in the Court of Sessions, in that county or City where such Servants shall be so bound.

Now Witnesseth that (name) doth freely without delution, perswasion, or any other sinistery means, Covenant, promise, consent, grant and agree, To and with (name), from the day of the date hereof, until his first arrival in his Majesties Plantation of (name of place in America) and after, for and During the term of

(number) years, therein shall and will as a faithful covenant-Servant serve in such Employment of A as he the said (name), his Executors or Assignes shall therein Employ him accordingly. In Confideration whereto of the said (name) for himself, his Executors and Assignes, doth Covenant,

promise, grant and agree to and with the said (name) to pay for his passage in the good Ship the (name of the ship) Captain (name) Commander, or in any other Ship thither directly bound by the Order and directions of the said (name) his Executors of Assignes; And to find and allow him sussient meat, Drink, Apparel, Lodging, Washing and other necessaries during the said term. And in the end thereof such other Allowances, as to others are given and granted in like kind. In witness whereof the said Parties to these present indentures have interchangably set their Hands and Seals the (number) day of (number) In the (number) year of the Reign of our Sovereign Lord the King, that now is, of England, Anno Domini 1684

(signature)

Signed, Scaled, and Delivered
in the Presence of
(signature)
Name)

(signature)

*Examined and
bound before (name) of his Majesties
Justices for the
(date) the day and year afore
written (signature)*

RANAWAY on the 25th of June, 1789, an apprentice lad

names JOSEPH WATKINS, about 17 years of age, of a brown complexion, black curled hair; he is short and strong make — Had on when he went away, an old wool hat, new linen shirt and trowsers, a light coloured broadcloth jacket, doublebreasted, with wooden buttons, and a pair of shoes. Whoever takes up said apprentice and secures him an any gaol, so that his master may get him again, shall have THREE DOLLARS reward, and reasonable charges paid by HENRY BRADSHAW, living near Gloucester, in the Jerfies, four miles below Philadelphia.

July 22, 1789. 3t—w

The Historical Society of Pennsylvania

jacket and dark trousers. He is five feet and four inches in height and of heavy build. All vessels and others are forbid harboring or carrying off said man.

December 21, 1776
American Daily Advertiser

WANTED

Ran-Away from the subscriber, an indentured schoolteacher names SILAS LEWIS, about 24 years of age. It is likely he will change his name. He had on when he ran away a cloth

Sample Negotiation Guide

Agent: Ship Captain

Worker Classification	Anticipated Indenture Price
1 convict elderly sick older	£1.5
2 farm workers domestic workers minimally skilled healthy younger	£2
3 craftsmen – eg: blacksmith cooper carpenter	£3

4 highly educated, skilled or talented: cabinet maker musician tutor	£5
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Price of Passage = **£10**

Sample Agent Calculation:

#3 worker **£10 / £3 = 3 ^{1/3} yr.** indenture to break even

#1 worker **£10 / £1.5 = 6 ^{2/3} yr.** indenture to break even

Property Rights and U.S. History: Jamestown Simulation

Lesson Overview

In this lesson the class will simulate the experience at Jamestown before and after the arrival of Sir Thomas Dale. The students will become colonists who are expected to work to pay the price of their passage to America. The game is played over several rounds, each of which can last up to two minutes. In the early rounds of the game, (1 - 3) students are not rewarded for working hard. Instead, three student managers are rewarded for whatever the students create. In the later rounds of the game, students are rewarded for what they create - and so will get involved in creating more.

Content Standards Addressed:

National Voluntary Content Standards in Economics

The background materials and student activities in lesson 2 address parts of the following national voluntary content standards and benchmarks in economics

Standard 4: People respond predictably to positive and negative incentives

- Acting as consumers, producers, workers, savers investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.

Standard 10: Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and non-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and well-enforced property rights, is essential to a market economy.

- Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.

Standard 15: Investment in factories, machinery, new technology, and the health, education and training of people can raise future standards of living.

- Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, technological change and improved institutional arrangements and incentives.

Standard 16: There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights and attempt to make markets more competitive.

- An important role for government in the economy is to define, establish, and enforce property rights. A property right to a good or service includes the right to exclude others from using the good or service and the right to transfer the ownership or use of the resource to others.

Introduction and Lesson Theme

Property rights have long been seen as essential to the successful operation of markets. They are defined in many ways, perhaps most succinctly as rules that govern who owns what under what circumstances.¹ The three most essential property rights are the right to use one's possessions, to exclude others from using them and to transfer ownership of them freely.² The National Voluntary Content Standards in Economics also recognize the importance of property rights in creating incentives that work to the benefit of all members of society (see standard 10 above).

¹ Paul Heyne, *The Economic Way of Thinking*, p. 14.

² Terry L. Anderson & Laura E. Huggins, *Property Rights*, p2.

Legal scholars distinguish three main varieties of property rights: private, common and collective. In private property rights individuals own and control the productive resources of a given society. They exercise the rights of use, exclusion and transfer in whatever way maximizes their own personal benefit while minimizing costs. Common property rights, by contrast, exist in societies that have decided that resources should be held by some or all of the members and decisions about the property must be made by the group. Collective property rights exist whenever the community owns, operates or manages productive resources for the benefit of the people. Each system of property rights, when consistently enforced, creates its own set of incentives. As standard four indicates above, peoples' behavior will shift to match the incentives provided by society.

The lesson which follows addresses a fundamental feature of private property rights: when private property rights are denied by government, the absence of productive incentives can threaten the existence of the society.

Historical Background

Most teachers of American History know at least some of the chronology of the Jamestown colony. The Virginia Company was originally founded in 1606 in London. It was capitalized using the newly developed joint-stock strategy, and its owners were keen to develop the wealth of the New World as quickly as possible. In 1607 the company made its first voyage to the New World, sending one hundred and four colonists to settle in Virginia.³

As every student of the American colonies knows, things didn't go well in Jamestown. Within six months, only 38 of the 104 who left London were still alive. It's true that the settlers had trouble with Indians and that disease took a toll on the company, but according to George Percy who chronicled these events at the time, most of the settlers who died succumbed to famine.⁴ Percy also describes the countryside as being full of different kinds of food. There were "turkey nests and many Egges," "Strawberries, Mulberries, Raspberries and Fruits unknown" and "great store of Deere both Red and Fallow."⁵

Undeterred, the Virginia Company sent new ships in 1609. These carried five hundred recruits bound for Jamestown. Some ended up in the Bahamas instead due to a shipwreck, but most of these new colonists made it to their destination. Within six months the population of the village went from nearly 500 to 60 in what has been since called "the starving time."⁶ One eyewitness, after describing an act of cannibalism among the "poorer sorte" went on to lay blame on the colonists themselves:

³ Tom Bethell, *The Noblest Triumph*, p. 33.

⁴ Ibid.

⁵ ibid

⁶ Ibid

It were too vile to say, and scarce to be beleaved, what we endured: but the occasion was our own, for want of providence, industrie and government, and not the bareness and defect of the Countrie, as is generally supposed."⁷

The survivors decided to leave in the spring and were already on their way when they met a ship coming up the James River with the governor, Lord De La Warr (Delaware), and the survivors agreed to stay after all.

The story of Jamestown raises a perplexing question: How could so many have starved to death in a land full of food? Winters in Virginia can be cold, but certainly no colder than many parts of Great Britain. Could hunting and fishing in the New World have been so different from what they'd experienced in England? Were the Indian tribes that fierce?⁸

The answer to this question appears in both the conditions of government in Jamestown and its eventual success as a colony. Most of the colonists who volunteered to be part of the Virginia Company's first and second voyages were indentured servants who would have to work for seven years before they could own any land. Everything the colonists produced went into the "common store" over which they had no control. The result of this system was predictable: most of the colonists stopped working. Instead they were known to "idle over their tasks, or to avoid the performance of these tasks altogether, and it was observed that those who were most honest and energetic by nature, were comparatively indolent and indifferent in attending to their duties in the field."⁹

One event led Jamestown to become a viable colony: the arrival of Sir Thomas Dale in 1611. He understood the problem at Jamestown and, as High Marshall, was in a position to address it. He instituted a system of private property in which every man was to receive three acres of farmland, which he was allowed to cultivate. The Virginia Company could compel labor from the settlers for only one month a year, and that month could not be during harvest or planting.¹⁰ In economic terms Dale introduced private property, which brought with it the right set of incentives.

The effects of this change were dramatic. The reforms went into effect in 1612 or 1613, and Dale left the colony permanently in 1616. By the time he left the colony contemporary observers were describing Jamestown as a place where the colonists were "well victualled by their own industrie". Sir Edwyn Sandys, treasurer of the Virginia Company, wrote that "[Dale] has reclaimed almost miraculously those idle and disordered people, and reduced them to labor and an honest fashion of life."¹¹ Perhaps most telling were the words of John Rolfe in 1616: "Whereas heretofore we were constraigned yearly to go to the Indians and intreate them to sell us corne, which made them estemme verie basedly of us - now the case is altered; they seeke to us - come to our townes, sell their skin

⁷ Ibid p. 34

⁸ Ibid

⁹ Ibid

¹⁰ Ibid

¹¹ Ibid

from their shoulders, which is their best garments, to buy come, - yea, some of their petite Kings have this last year borrowed four or five hundred bushels of wheate, for payment whereof, this harvest they have mortgaged their whole countries, some of them not much less in quantitie than a shire in England."¹²

The introduction of private property rights transformed Jamestown from a failing settlement to a viable colonial town. The lesson which follows simulates this episode in American history.

Sources

Anderson, Terry L. and Huggins, Laura E. *Property Rights A Practical Guide to Freedom and Prosperity*. Hoover Press, Stanford: 2003.

Bethell, Tom. *The Noblest Triumph Property and Prosperity Through the Ages*. St Martin's Press, New York. 1998.

Heyne, Paul. *The Economic Way of Thinking*. Prentice Hall, Upper Saddle River, New Jersey: 1997.

¹² Ibid

Time: 45 minutes, including debriefing

Key Terms and Concepts

Incentives
Property Rights
Ownership

Materials

- Overhead transparencies:
 - “The New World – 1610”
 - “Work Instructions”
 - “New Production Rules”
 - “Debriefing Questions”
- Handout 3 (work grid - printed on both sides of paper) – 2 sheets/student
 - (Optional: “The New World – 1610” and “Work Instructions” – copied back to back)
- One or two large bags of M&Ms or similar candy

Procedures

1. Introduce the simulation using the Scenario visual or handout. This simulation works best when you do very little to introduce it. Simply tell the class that they'll be doing a simulation and there will be candy involved.
 - Hand out the scenario and/or put the scenario on the overhead projector so that everyone can see it.
 - Review the scenario with the class, emphasizing the instructions for the work they must complete to earn candy. (*Encourage students to listen intently to the part about work. They must meet the standard for work to be acceptable.*)
2. Play rounds 1-3 using the following payment arrangement. (*Don't announce the payment arrangement ahead of time. Play 2-3 rounds as necessary to get a dramatic drop off in production. Make sure that the M&Ms or other candy “payment” is visible on the table in the front of the room, but don't entertain questions about how much they're paid, etc. Get them started working quickly.*)
 - Select four students to be game “managers” (for a class or 30 or more – only 3 needed with fewer than 30 students). Have them hand out worksheets to every student - 5 or 6 per student is plenty. (*It helps the flow of the game if worksheets are counted out into stacks of five before managers are selected.*)
 - Tell the class that the managers will be checking quality of the drawings.
 - Make sure everyone is ready to begin.

- Start the round by announcing that the workers can now start working to pay for their passage to the New World.
- Encourage the students to write up as many of the work slips as possible. Circulate around the room as they do so.
- End the round after two minutes. Have managers collect the finished papers from the students. *(Note that it's not important who produced what under this payment arrangement, but if students want to put their names on their papers, let them. If managers ask, it's not important to keep individual workers' production separate.)*
- Instruct managers to sort and count the number of papers collected. They are quality controllers as well as helpers – they should reject *(throw in the trash)* figures that are poorly drawn. The managers should only count the acceptable drawings. Record the data on the board or an overhead transparency.
- Once you have good data on how many papers were collected, pay the company manager and the colonists.
 - *Count out 1 M&M for each "unit" produced.*
 - *Instruct managers to "pay" every colonist 3 M&Ms apiece. It's important NOT to pay the more productive workers more; every worker/colonist gets the same amount regardless of how much he or she produced. Instruct the managers to keep the remaining M&Ms for themselves.*
 - When the workers complain, remind them that this is the deal they signed up for: work for seven years for the company before they get anything for themselves. This will come up in the debriefing also.
- Repeat the procedures for round 2 and perhaps round 3. As production drops off pay both the workers and the managers less. *(The managers will still get more than the workers, but their "pay" will also drop as production drops.)*
 - *During these early rounds frustration should be evident in the students as they realize that under these rules they have no incentive to create more or to work very hard. In fact, they have no property right to what they produce.*

3. Reflect on What's Going Wrong

- Announce that the colony's production is so low that two bad things have happened: 1) the company is not happy and 2) the colonists / workers are starving.
- Ask students what would solve this problem. Take some suggestions and note them on the board or overhead, saying that you'll send them to the company in England. *(Do this quickly.)*
- Announce that the company is sending a new manager who has new rules. *At this point you can replace your manager / helper or keep the same one.*
- Display the new rules overhead on the overhead projector. Explain the new rules so everyone understands that colonists must still pay their debt, but from now on they can earn rewards based on what they produce.
- Leave the new rules up on the overhead as you go forward.

4. New Rules - Private Property Rights

- If needed, have managers hand out worksheets again, one or two per student.
- Start the round, encouraging students to work.
- End the round after two to three minutes.
- Reward each student individually.
 - *Tell each worker / colonist to count up the number of drawings completed.*
 - *Go around the room to each worker and "buy" his drawings for the appropriate number of M&Ms or other candy. Be sure to check for quality, as kids go faster they tend to get a bit sloppy!*
 - *Have your manager tally the total production in the round. Put this number on the board.*

- Total the production for the whole class and compare to production in earlier rounds under the old rules..
- *OPTIONAL STEP* - Repeat this step for a round or two more. Students may begin to break the work into assembly lines or adopt other creative ways to increase production.

5. Debriefing

- Display the debriefing transparency on the projector.
- Spend time on the crucial difference between the earliest and later years at Jamestown: property rights. When the settlers of Jamestown worked only for the company with no ownership of what they produced, people starved. When they were allowed to work for themselves, the colony grew and thrived.

The New World - 1610

Congratulations - you've made it to the New World. It seemed like a bad idea during the voyage over, but now you're here and ready to start a new life. As our simulation unfolds there are some things you need to know:

First, you are an indentured servant. That means that you've agreed to work for seven years to pay the Virginia Company for your passage over here. It sounds like a long time, but compared to what you faced in England this is a major step up. The terms of your indenture make it very clear that whatever you create - crops, handiwork, even your ideas - belongs to the Virginia Company for the next seven years.

Second, there are some company managers who came over on the boat with you. Their job is to see that you work hard enough to make the investment in your passage worthwhile for the company. They will tell you what work to do and when to do it.

Third, you already can see that this new land is abundant with game and fish. The soil is very fertile and even the Indians (about whom you've been a little worried) aren't so numerous as you feared.

Finally, the work you do is very important for the Virginia Company. You will be growing food for the colony and finding precious metals in the surrounding countryside. Eventually you'll be harvesting crops for sale back to England.

You are one lucky colonist!

Work Instructions

Draw the following figure in each square.

Draw in pencil or pen. You may draw only one figure in each square. You may ask for more work sheets at any time during the game.

Draw as many as you want to in the time provided for each round.

NAME: _____

Carefully draw the figure from your Work Instructions page in each space below.

New Production Rules

From now on, everything that a worker produces beyond what is necessary to pay his passage debt is his or hers. The company will buy each worker's product under the following terms:

1. Colonists must still work to pay for their passage to the New World. Each colonist must create 10 drawings for the Virginia Company during each round.
2. Any additional drawings belong to the colonists. The Virginia Company will buy them for 1 piece of candy per drawing produced in that round.
3. Workers / colonists will be paid at the end of each round when they present their finished drawings to the game managers.

Debriefing Questions

1. When you draw something for your own enjoyment or for art class, who owns it? Why? What was different about this game?

Normally we own whatever we produce. This gives us the right to use it or sell it or give it away. In the simulation the Virginia Company owned whatever the colonists produced before they even produced it.

2. Why did production decrease in the early rounds?

There was no incentive to work hard because whatever the students produced already belonged to the company. People were all paid the same no matter how hard they worked and what they created already belonged to someone else.

3. Were the colonists lazy? Were they stupid?

No - the colonists were smart enough to see that working to help the company meant they would never help themselves. Here is where the teacher can introduce the idea of incentives. There was no real incentive for the colonists to work in the early rounds.

3. In the actual Jamestown colony the colonists could not own land and had to give whatever they made to the company to pay for their passage. Hundreds of people died of starvation. Those who did survive often did so by begging from the Indians. Read the following quotation and compare it to what happened in our simulation.

"It were too vile to say, and scarce to be beleaved, what we endured: but the occasion was our own, for want of providence, industrie and government, and not the barenness and defect of the Countrie, as is generally supposed."¹³

Students should see that the starving time was driven by bad incentives - people had no reason to work hard just as the students had no reason to work hard in the early rounds of our simulation. The big difference is that in our simulation all that was at stake was candy; the colonists were producing food for the winter.

4. What changed in the later rounds of the game?

¹³ Ibid p. 34

The rules of the game changed to allow colonists to own what they made. Because they owned it they could sell it and make a profit for themselves rather than the company. In other words, the creation of private property rights created a new set of incentives that made working hard worth the effort.

- 5. In the actual Jamestown colony a new manager, Sir Thomas Dale, was sent in 1611. He introduced new rules that were so successful that by 1615 one colonist said:**

"Whereas heretofore we were constrained yearly to go to the Indians and intreat them to sell us corne, which made them esteeme verie basedly of us - now the case is altered; they seeke to us - come to our townes, sell their skin from their shoulders, which is their best garments, to buy corne, - yea, some of their petite Kings have this last year borrowed four or five hundred bushels of wheate, for payment whereof, this harvest they have mortgaged their whole countries, some of them not much less in quantitie than a shire in England."¹⁴

What do you think Sir Thomas Dale's new rules included?

Students will provide many answers, but focus on just two: first, Dale allowed every colonist to own and cultivate three acres of land for himself. Second, he said that the cost of passage still had to be paid but that the colonists could do so by working for the company one month a year, so long as it wasn't during planting or harvest time.

- 6. How do you think the changes introduced by Dale worked for the colonists? How about for the Virginia company?**

The colonists loved the changes, of course. The Virginia company, however, never realized the big profits they had hoped to get from Jamestown.

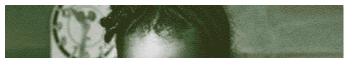
- 7. If you had to design your own colony, would you allow colonists to own their own land? Why or why not?**

Answers will vary, of course, but the main point here is that private ownership of land creates incentives for people to work hard and make the colony succeed.

¹⁴ Ibid



GRADE LEVEL CONTENT EXPECTATIONS





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7th Grade



v.12.07



Welcome to Michigan's Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information

- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers' students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

••

reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another

represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in

high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

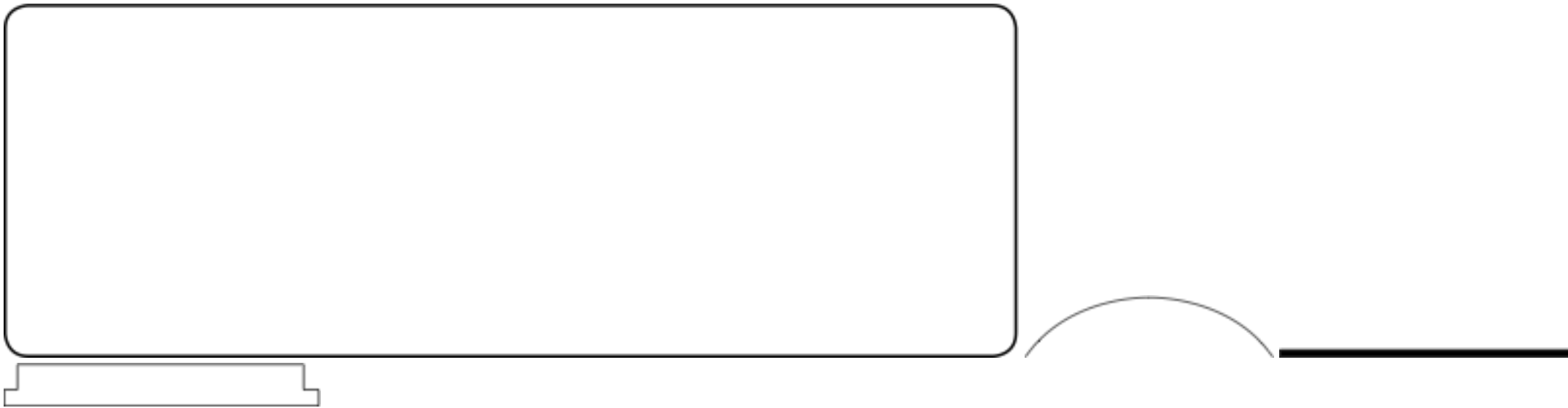
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information

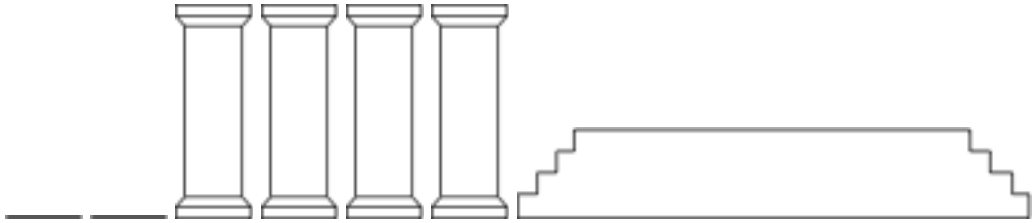
THE GOALS OF SOCIAL STUDIES

- Think and Communicate Critically
- Learn and Consider Issues Collaboratively • Learn Independently
- Create Knowledge
- Act Ethically

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies Curriculum Framework





GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)

- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is

an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission

National Alliance of Business

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction

- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

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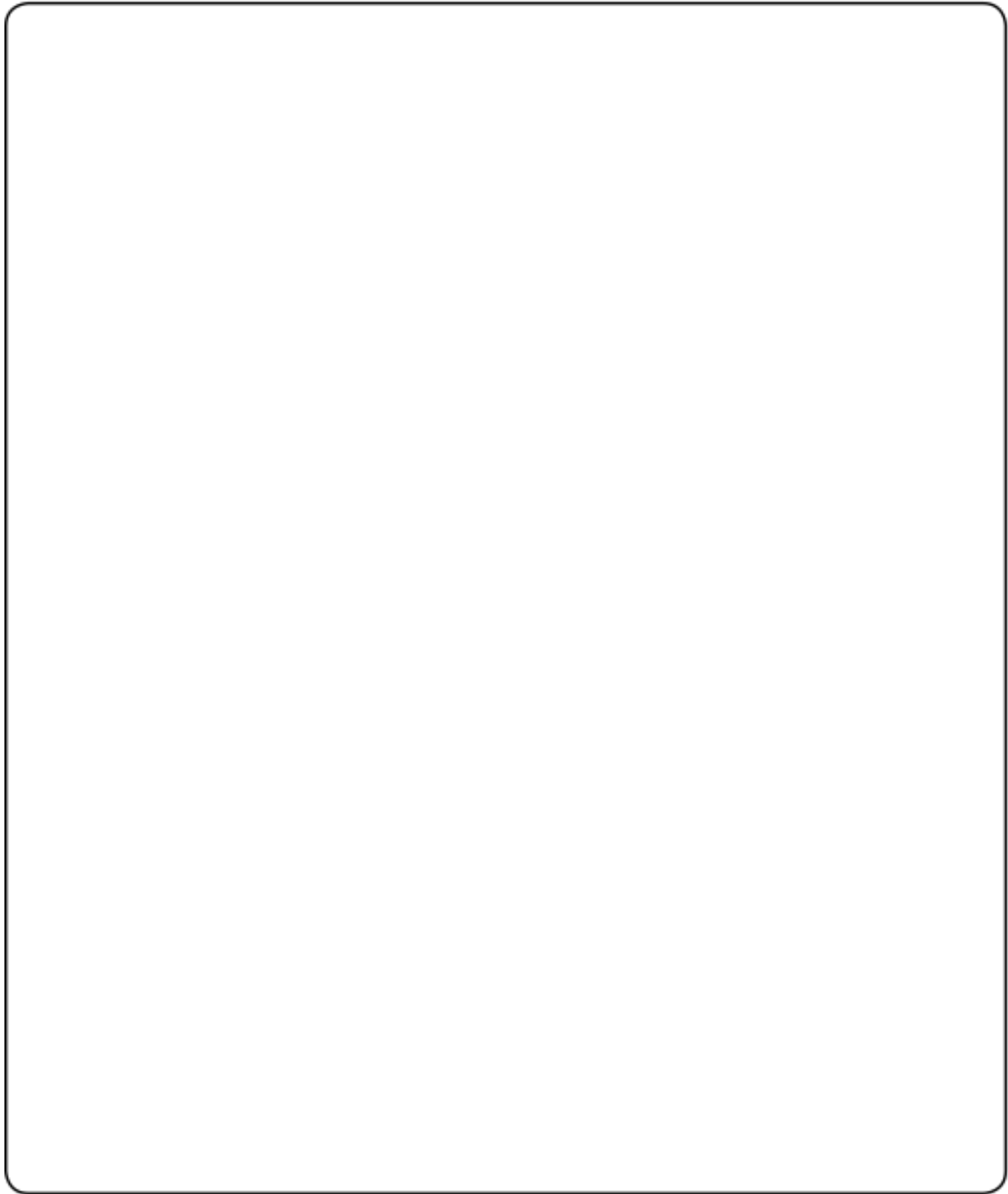
GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS

V. 12/07

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Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.



History

HI The World in Temporal Terms: Historical Habits of Mind

- . I.1 Temporal Thinking
- . I.2 Historical Analysis and Interpretation
- . I.3 Historical Inquiry
- . I.4 Historical Understanding
- . I.5 Historical Issues-Analysis and Decision Making

H Living and Working Together in Families and Communities, Now and Long Ago

H The History of Michigan and the Great Lakes Region

H The History of the United States H The History of Peoples from Many

Cultures Around the World

Global Analysis of World History Eras 1-8 from three perspectives

- *Cross-temporal/Global*
- *Interregional /Comparative* • *Regional*

WI BeginningsofHuman Society

W EarlyCivilizationsand Cultures and the

Emergence of Pastoral Peoples

W ClassicalTraditions,World Religions,

and Major Empires

W Expandingand Intensified Hemispheric Interactions

W Emergence of the First Global Age

W An Age of Global Revolutions

- . **W7** Global Crisis and Achievement
- . **W8** The Cold War and Its Aftermath (P3, P4)

Economics

E1 The Market Economy

- . 1.1 Individual, Business, and Government Choices
- . 1.2 Competitive Markets
- . 1.3 Prices, Supply, and Demand
- . 1.4 Role of Government

E The National Economy

- . 2.1 Understanding National Markets
- . 2.2 Role of Government in the United States Economy

E International Economy

- . 3.1 Economic Systems
- . 3.2 Economic Interdependence – Trade

E Personal Finance 4.1 Decision Making

National Standards for Historical Thinking

K-12 Organizational Chart

Geography



National Geography Standards

G I The World in Spatial Terms: Geographical

Habits of Mind

- . 1.1 Spatial Thinking
- . 1.2 Geographical Inquiry and Analysis
- . 1.3 Geographical Understanding

G Places and Regions

- . 2.1 Physical Characteristics of Place
- . 2.2 Human Characteristics of Place

G Physical Systems

3.1 Physical Processes 3.2 Ecosystems

G Human Systems

- . 4.1 Cultural Mosaic
- . 4.2 Patterns of Human Settlement
- . 4.3 Forces of Cooperation and Conflict
- . 4.4 Economic Interdependence

G Environment and Society

. 5.1 Humans and the Environment

. 5.2 Physical and Human Systems

G Global Issues Past and Present

6.1 Global Topic Investigation and Issue Analysis (P2)

Civics/Government

National Civics Standards

CI Conceptual Foundations of Civic and Political Life

1.1 Nature of Civic Life 1.2 Forms of Government

C Values and Principles of American Democracy

2.1 Origins

2.2 Foundational Values and

Principles

C Structure and Functions of Government

. 3.1 Structure and Functions

. 3.2 Powers and Limits

. 3.3 State and Local Governments

. 3.4 System of Law and Laws

. 3.5 The Policy Process

. 3.6 Characteristics of Nation States

C Relationship of the United States to Other Nations and World Affairs

4.1 U.S. Foreign Policy

- . 4.2 International Institutions and Affairs
- . 4.3 Conflict and Cooperation Between and Among Nations

C Citizenship in the United States

- . 5.1 The Meaning of Citizenship
- . 5.2 Becoming a Citizen
- . 5.3 Rights
- . 5.4 Responsibilities
- . 5.5 Dispositions

C Citizenship in Action 6.1 Civic Inquiry and

Public Discourse (P3)

6.2 Participating in Civic Life (P4)

National Economics Standards (NAEP Categories)



Themes Representing National Standards (K-4)



Eras Representing National Standards (5-12)

Thematic Analysis of U.S. History Eras 1-9

U1 Beginnings to 1620 **U** Colonization and Settlement

U Revolution and the New Nation

U Expansion and Reform

U Civil War and Reconstruction

U The Development of an Industrial, Urban, and Global United States

. **U7** The Great Depression and World War II

. **U8** Post-World War II United States

- . **U9** America in a New Global Age
(P3, P4)

Social Studies Knowledge, Processes, and Skills

KI PI PP

P

General Knowledge [College-Readiness]

Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use]

Public Discourse and Decision Making

- . P3.1 Identifying and Analyzing Public Issues
- . P3.2 Discourse Regarding Public Issues
- . P3.3 Persuasive Writing on a Public Issue

Citizen Involvement

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.

6 – E2.3.1

Grade Standard Category Standard Expectation **K-4 Expectations** are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation **4th Grade Example 4** – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

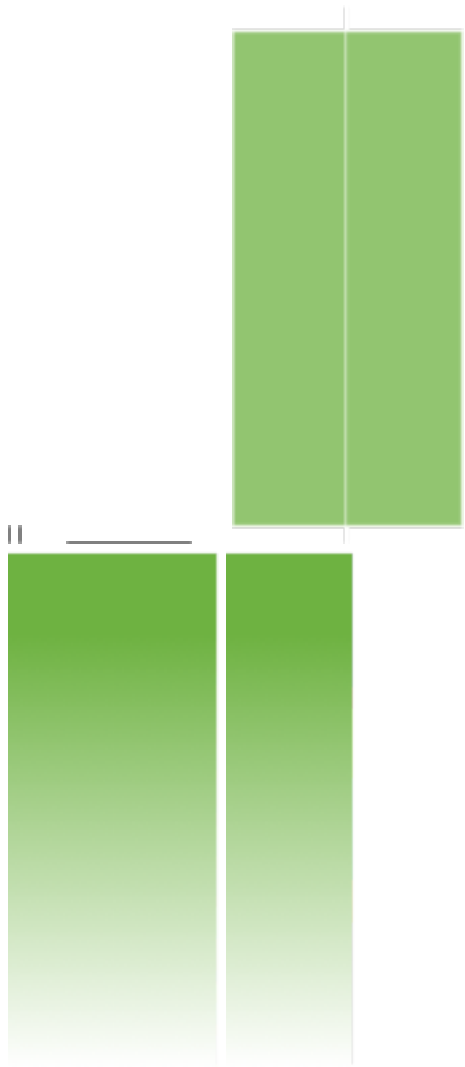
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



WORLD HISTORY AND GEOGRAPHY (Eras 4-8)
1 Credit Required

U.S. HISTORY AND GEOGRAPHY (Eras 6-9)
1 Credit Required

CIVICS

.5 Credit Required

ECONOMICS

.5 Credit Required

AP COURSES

OTHER SOCIAL STUDIES ELECTIVES

K

1

K-7 Expanding Horizons

2

3

4

5

6

7

8

3 Credits as Required

HIGH SCHOOL

Electives

5-12 Disciplinary Focus



MYSELF AND OTHERS

FAMILIES AND SCHOOLS

THE LOCAL COMMUNITY

MICHIGAN STUDIES

UNITED STATES STUDIES

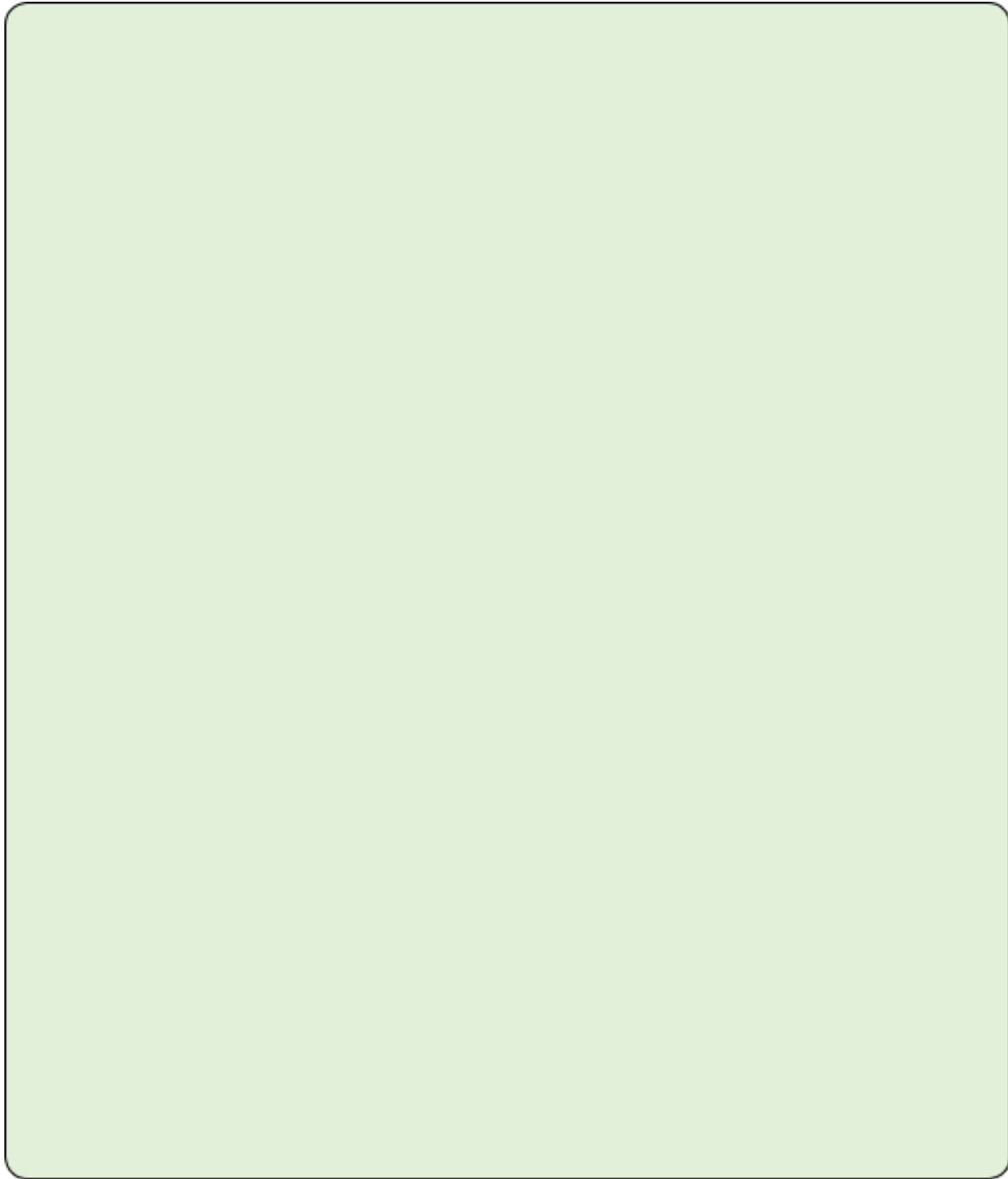
INTEGRATED UNITED STATES HISTORY WESTERN HEMISPHERE STUDIES

EASTERN HEMISPHERE STUDIES

INTEGRATED UNITED STATES HISTORY



Using the K- 8 Social Studies GLCE



Using the K-8 Social Studies GLCE: Things to Remember

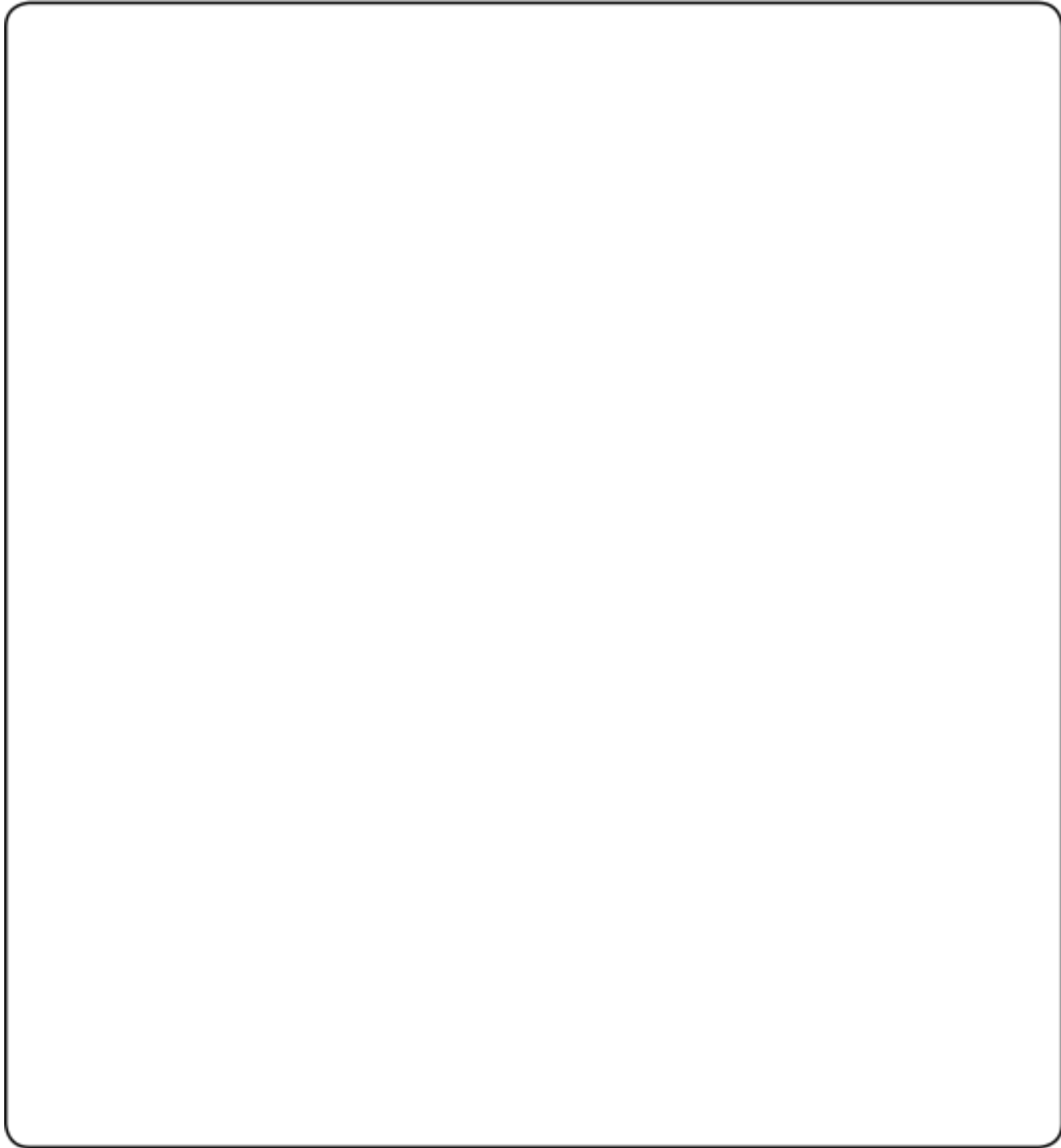
There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples

or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.



GRADE 5

Integrated U.S. History

Historical and Geographical Knowledge and Perspective

Historical and Geographical Analysis and Interpretation

Thematic Analysis of U.S. History Eras 1-3

U1 USHG Era 1

Beginnings to 1620

U2 USHG Era 2

Colonization and Settlement 1585-1763

U3 USHG Era 3

Revolution and the New Nation 1754-1800

EMBEDDED IN CONTEXT OF HISTORY

G Geographic Perspective

- TheWorldinSpatialTerms • Places and Regions
- Physical Systems
- Human Systems

- Environment and Society

C CivicPerspective

Geographic Analysis of Culture and Global Issues

Thematic Analysis of
World History Eras 1-3 as it relates to the Western Hemisphere

HISTORY

H1 *The World in Temporal Terms*

W1 WHG Era 1

The Beginnings of Human Society

W2 WHG Era 2

Early Civilizations and the Emergence of Pastoral Peoples

W3 WHG Era 3

Classical Traditions, World Religions, and Major Empires

GEOGRAPHY

G1 The World in Spatial Terms

G2 Places and Regions

G3 Physical Systems

G4 Human Systems

G5 Environment and Society

G6 Global Issues Past and Present

CIVICS AND GOVERNMENT C1 Purposes of Government

C3 Structure and Functions of

Government

C4 Relationship of the United States to

Other Nations and World Affairs

ECONOMICS

E1 The Market Economy **E2** The National Economy **E3** International Economy

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Geographic Analysis of Culture and Global Issues

Thematic Analysis of
World History Eras 1-3 as it relates to the Eastern Hemisphere

HISTORY

H1 *The World in Temporal Terms*

W1 WHG Era 1

The Beginnings of Human Society

W2 WHG Era 2

Early Civilizations and the Emergence of Pastoral Peoples

W3 WHG Era 3

Classical Traditions, World Religions, and Major Empires

GEOGRAPHY

G1 The World in Spatial Terms

G2 Places and Regions

G3 Physical Systems

G4 Human Systems

G5 Environment and Society

G6 Global Issues Past and Present

CIVICS AND GOVERNMENT C1 Purposes of Government

C3 Structure and Functions of

Government

C4 Relationship of the United States to

Other Nations and World Affairs

ECONOMICS

E1 The Market Economy **E2** The National Economy **E3** International Economy

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GRADE 8

Integrated U.S. History

Historical and Geographical Knowledge and Perspective

Historical and Geographical Analysis and Interpretation

Thematic Analysis of U.S. History Eras 3-5

U3 USHG Era 3

Revolution and the New Nation 1754-1800

U4 USHG Era 4

Expansion and Reform 1792-1861

U5 USHG Era 5

Civil War and Reconstruction 1850-1877

U6 USHG Era 6

1870-1898 in Grade 8

EMBEDDED IN CONTEXT OF HISTORY

G Geographic Perspective

- TheWorldinSpatialTerms • Places and Regions
- Human Systems
- Environment and Society

C Civic Perspective

- Conceptual Foundations • Role and Functions of

Government

- Values and Principles of

American Democracy • Role of the Citizen in

American Democracy

E Economic Perspective

- Individual, Business, and Government Choices

- Competitive Markets

- Prices, Supply, and Demand

- Role of Government • Economic

Interdependence

P Public Discourse, Decision Making, and Citizen Involvement

Grades 5-8 Social Studies Organizational Chart

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS

V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

E

P

- Purposes of Government
- Role and Functions of Government
- Values and Principles of American Democracy
- Role of the Citizen in American Democracy
 - **Economic Perspective**
 - Individual, Business, and Government Choices
 - Economic Systems
 - **Public Discourse, Decision Making, and Citizen Involvement**

Disciplinary Knowledge

Grade Level Focus

GRADE 6

Western Hemisphere Studies

Disciplinary Knowledge

Geographical and Historical Knowledge and Perspective

Geographical and Historical Analysis and Interpretation

Grade Level Focus

GRADE 7

Eastern Hemisphere Studies

Disciplinary Knowledge

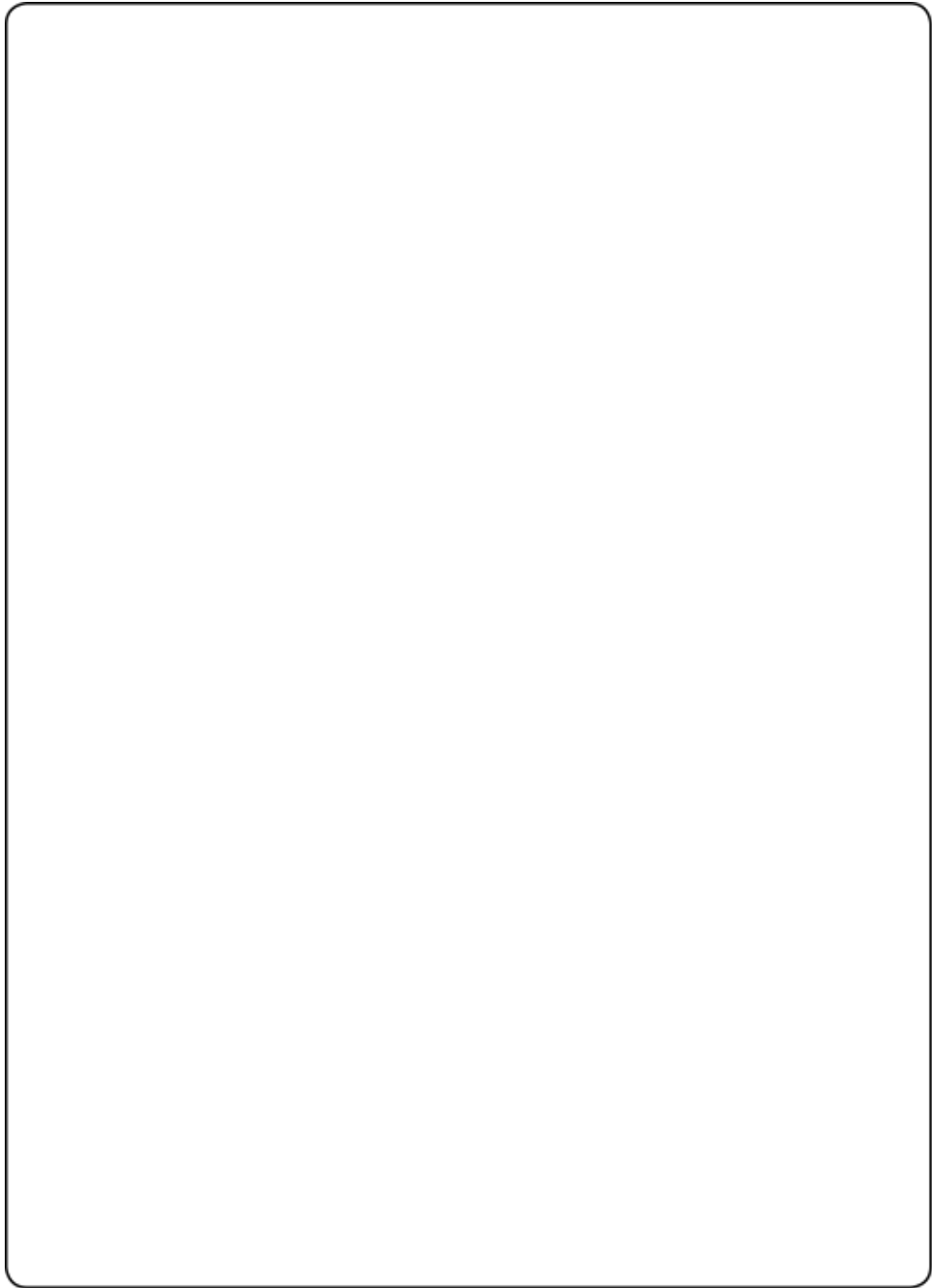
Geographical and Historical Knowledge and Perspective

Geographical and Historical Analysis and Interpretation

Grade Level Focus

Disciplinary Knowledge

Grade Level Focus



General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

K1 General Knowledge

- . K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.
- . K1.2 Understand historical, geographical, political, and economic perspectives.
- . K1.3 Understand the diversity of human beings and human cultures.
- . K1.4 Analyze events and circumstances from the vantage point of others.
- . K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.
- . K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- . K1.7 Integrate concepts from at least two different social studies disciplines.
- . K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.
- . **P1 Reading and Communication** – *read and communicate effectively.*
 - . P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
 - . P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
 - . P1.3 Understand that diversity of interpretation arises from frame of reference.

- . P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- . P1.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.
- . **P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*
 - . P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
 - . P2.2 Read and interpret data in tables and graphs.
 - . P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
 - . P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
 - . P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.
- . **P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*
 - . P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
 - . P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
 - . P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

. **P4 Citizen Involvement**

- . P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- . P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- . P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

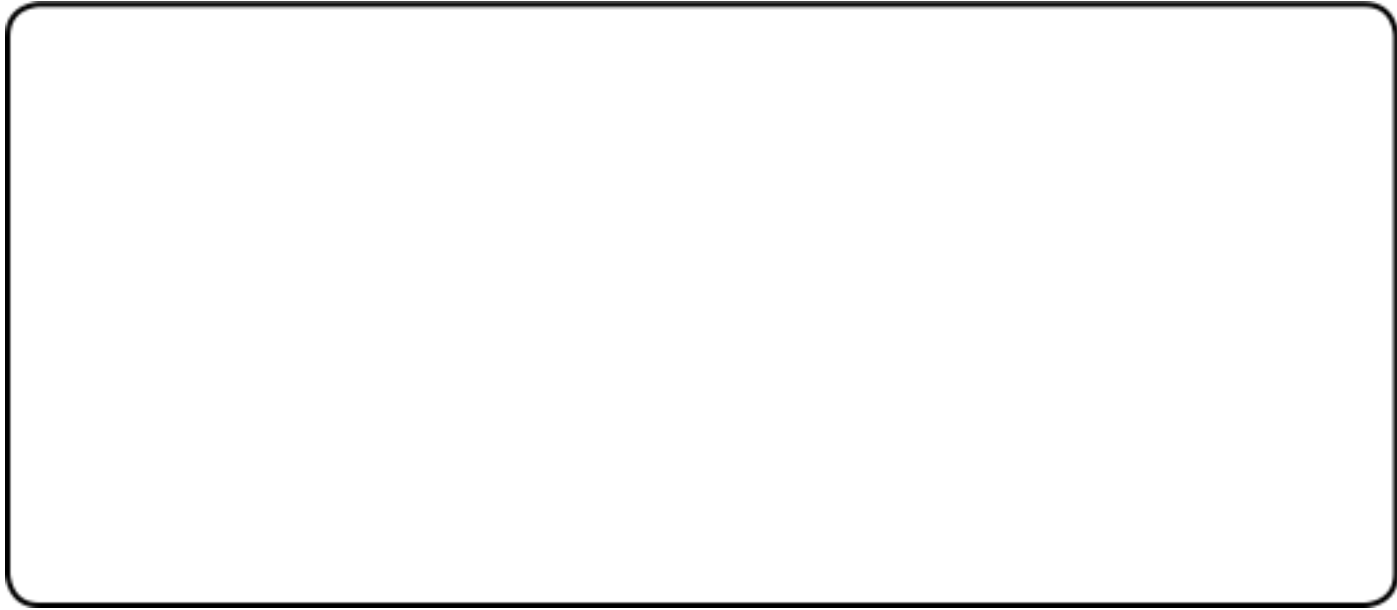
Organization of Western and Eastern Hemisphere Studies in Grades Six and Seven

The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3. These components may be arranged over the two years with the understanding that all grade level content expectations for 6 and 7 must be included in the plan for instruction.

An approach which integrates the study of the ancient world and a present day context for geography, economics, and government of both hemispheres requires careful planning. As of the writing of this document, grade level testing is not currently planned for social studies, therefore, districts are afforded flexibility on the organizational delivery models for the content in grades 6 and 7. The charts below illustrate organizational options for how those studies might be scheduled for delivery to students.

The first chart illustrates options for an integrated course of study, called Western and Eastern Hemisphere Studies, in the sixth and seventh grades. This model infuses ancient world history into a regional Western and Eastern Hemisphere organization. The difference between the options shown in this chart is the number of weeks devoted to specific topics. Notice that the shaded columns show the number of weeks used in the first year to supplement the teaching of Eastern Hemisphere Studies. **The three options shown are only examples.** A local school district may adopt another, such as spending 27 weeks on Western Hemisphere Studies. It should also be noted that a district may wish to offer the Eastern Hemisphere Studies in sixth grade and Western Hemisphere Studies in seventh grade.

Examples of Organization for Grades Six and Seven by Hemisphere



Western Hemisphere Studies

Eastern Hemisphere Studies

The World in Temporal Terms Overview and History of Ancient Civilizations of Western Hemisphere

7 weeks

7 weeks

The World in Spatial Terms Overview and Geography

of Western Hemisphere

19 weeks

11 weeks

Contemporary Civics and Economics of the Western Hemisphere

5 weeks

2 weeks

Global Issues Past and Present

5 weeks

4 weeks

Number of Weeks Remaining to Begin Teaching the Eastern Hemisphere

0 weeks

12 weeks

8 weeks

Number of Weeks of Study

1 year = 36 weeks

48 weeks

(36 weeks + 12 weeks from Grade 6)

44 weeks

(36 weeks + 8 weeks from Grade 6)

The World in Temporal Terms Overview and History of Ancient Civilizations of Eastern Hemisphere

12 weeks

17 weeks

The World in Spatial Terms Overview and Geography

of Eastern Hemisphere

16 weeks

22 weeks

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20 weeks

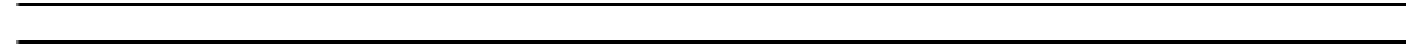
3 weeks

Global Issues Past and Present

5 weeks

6 weeks

6 weeks



This next chart shows an example of how a local district might decide to divide the content by discipline with one year of ancient world history and one year of world geography. Again, all 6th and 7th Grade Level Content Expectations must be included in this discipline-based organizational delivery model.

Example of Organization for Grades Six and Seven by Content Discipline



Ancient World Studies

World Geography Studies

The World in Temporal Terms

Ancient History
of Eastern Hemisphere

Ancient History
of Western Hemisphere

Contemporary Civics/ Government and Economics

Global Issues Past and Present

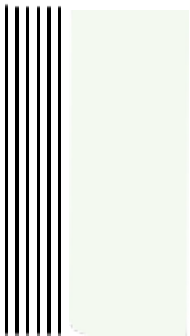
Number of Weeks of Study

36 weeks

The World in Spatial Terms

Geography of the Eastern Hemisphere

Geography of the Western Hemisphere



Number of Weeks of Study

36 weeks

2 weeks

15 weeks

9 weeks

4 weeks

6 weeks

2 weeks

19 weeks

9 weeks

Global Issues Past and Present

6 weeks

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS

V. 12/07

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An Overview of Western and Eastern Hemisphere Studies

The World in Temporal Terms – Historical Habits of Mind

(Included in Grade 6 as a foundation for Grade 7)

Students will identify the conceptual devices to organize their study of the world. They will compare cultural and historical interpretation. They will use the process of reasoning based on evidence from the past and interpret a variety of historical documents recognizing fact from opinion and seeking multiple historical perspectives and will evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Students will explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Students will describe and differentiate defining characteristics of early civilizations.

WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

(Grades six and seven includes World History to 300 C.E./A.D.)

Students will analyze the innovations and social, political, and economic changes that occurred through emergence of classical civilizations in the major regions of the world, including the establishment of five major world religions.

The World in Spatial Terms – Geographical Habits of Mind

(Included in Grade 6 as a foundation for Grade 7)

Students will study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. They will engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. They will identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Students will explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

Places and Regions

Students will describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. They will analyze the physical and human characteristics of places and regions.

Physical Systems

Students will describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. They will identify and analyze the patterns and characteristics of the major ecosystems on Earth.

Human Systems

Students will explain that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. They will study human populations, cultural mosaics, economic interdependence, human settlement, and cooperation.

Environment and Society

Students will explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. They will explain how human action modifies the physical environment and how physical systems affect human systems.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

An Overview of Western and Eastern Hemisphere Studies – continued

Global Issues Past and Present (Capstone Projects, G6)

The challenges of the 21st century require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information, and make decisions that arise during their lifetimes. They will need to practice responsible citizenship and make informed and reasoned decisions for the public good in a pluralistic, democratic society and an interdependent world.

Throughout the school year, the students will be introduced to topics that address global issues that integrate time and place. The topics are important for understanding contemporary global issues that affect countries and regions. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

A capstone project entails the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. Students use technology and traditional sources to collect data that they develop into a product or performance that clearly demonstrates their proficiency in applying content from the core disciplines. They use public discourse, decision making, and citizen involvement in completing and presenting the capstone. The students demonstrate inquiry methods and compose persuasive civic essays using reasoned arguments. The capstone project proposes a plan for the future based on the evidence researched. At least three global issues should be used in capstone projects at each grade level.

Purposes of Government

Students will analyze how people identify, organize, and accomplish the purposes of government.

Structure and Functions of Government

Students will describe the major activities of government including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

Relationship of United States to Other Nations and World Affairs

Students will explain that the world is organized politically into nation-states, and how nation-states interact with one another.

The Market Economy

Students will describe the market economy in terms of relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

The National Economy

Students will use economic concepts, terminology, and data to identify and describe how a national economy functions. They will study the role of government as a provider of goods and services within a national economy.

The International Economy

Students will analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

Public Discourse, Decision Making, Citizen Involvement

Students will identify and analyze public policy issues, express and justify decisions, and develop an action plan to inform others.



Eastern Hemisphere Studies

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind (Foundational Expectations Addressed in Grade 6) 1.1 Temporal Thinking

1.2 Historical Inquiry and Analysis 1.4 Historical Understanding

- **W1 WHG Era 1 – The Beginnings of Human Society**
1.1 Peopling of the Earth 1.2 Agricultural Revolution
- **W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples**
2.1 Early Civilizations and Early Pastoral Societies

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires

3.1 Classical Traditions in Regions of the Eastern Hemisphere 3.2 Growth and Development of World Religions

GEOGRAPHY

- **G1 The World in Spatial Terms: Geographical Habits of Mind** (Foundational Expectations Addressed in Grade 6) 1.1 Spatial Thinking
1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding

- **G2 Places and Regions**
2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place
- **G3 Physical Systems**
3.1 Physical Processes 3.2 Ecosystems
- **G4 Human Systems**
4.1 Cultural Mosaic
4.2 Technology Patterns and Networks 4.3 Patterns of Human Settlement
4.4 Forces of Cooperation and Conflict
- **G5 Environment and Society**
5.1 Humans and the Environment 5.2 Physical and Human Systems
- **G6 Global Issues Past and Present**
6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT C1 Purposes of Government

1.1 Nature of Civic Life, Politics, and Government

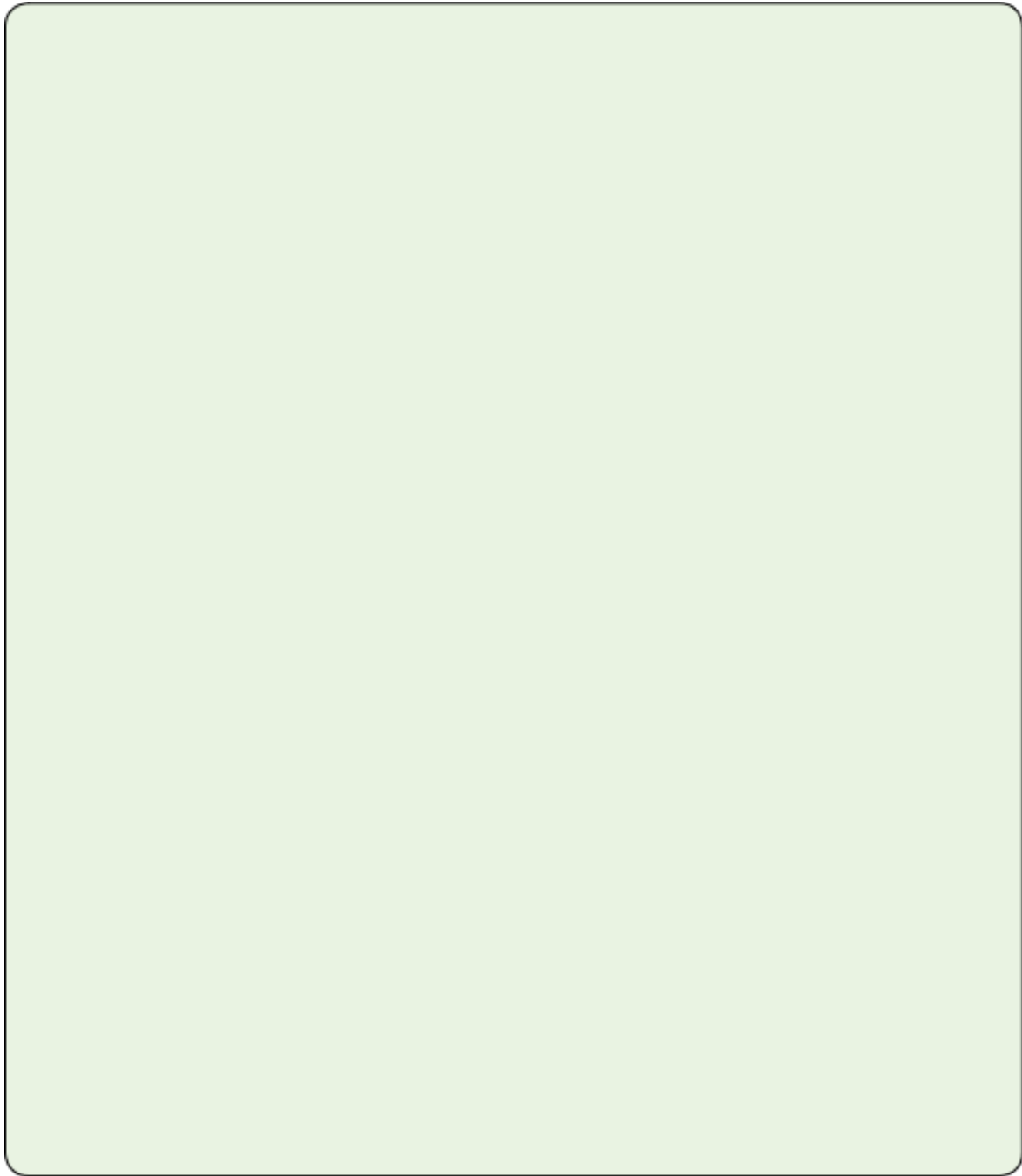
- **C3 Structure and Functions of Government**
3.6 Characteristics of Nation-States
- **C4 Relationship of United States to Other Nations and World Affairs**
4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- **E1 The Market Economy**
1.1 Individual, Business, and Government Choices
- **E2 The National Economy**
2.3 Role of Government

- **E3 International Economy**
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT



Social Studies Content Expectations Grade Seven

7TH GRADE EASTERN HEMISPHERE STUDIES

Seventh Grade includes Europe, Africa, Asia, and Australia. Europe and Russia are listed in the document for 7th grade, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 and The World in Temporal Terms and The World in Spatial Terms are included in Grades 6 and 7 as a foundation for World History and Geography in the high school. Capstone projects of historical and contemporary global issues that have significance for the student and clearly linked to the world outside the classroom are included.

HISTORY

HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships).

Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

7 – H1.2.1 7 – H1.2.2

7 – H1.2.3

7 – H1.2.4 7 – H1.2.5

7 – H1.2.6

Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

Compare and evaluate competing historical perspectives about the past based on proof. Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

Identify the role of the individual in history and the significance of one person's ideas.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION 9



Social Studies Content Expectations Grade Seven

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

7 – H1.4.1

7 – H1.4.2 7 – H1.4.3

Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

Describe and use themes of history to study patterns of change and continuity.

Use historical perspectives to analyze global issues faced by humans long ago and today.

WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Eastern Hemisphere in Era I.

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

7 – W1.2.1

7 – W1.2.2 7 – W1.2.3

Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

0 GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

Social Studies Content Expectations Grade Seven

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./ B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Early Pastoral Societies

Analyze early Eastern Hemisphere civilizations and pastoral societies.

During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

7 – W2.1.1

7 – W2.1.2 7 – W2.1.3

7 – W2.1.4 7 – W2.1.5

Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy). Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION |



Social Studies Content Expectations Grade Seven

W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions in Regions of the Eastern Hemisphere

Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.

7 – W3.1.1 7 – W3.1.2

7 – W3.1.3 7 – W3.1.4

7 – W3.1.5

7 – W3.1.6 7 – W3.1.7

7 – W3.1.8

7 – W3.1.9 7 – W3.1.10

Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

Compare and contrast the defining characteristics of a city-state, civilization, and empire.

Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

Use historic and modern maps to locate and describe trade networks among empires in the classical era.

Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
Create a time line that illustrates the rise and fall of classical empires during the classical period.

W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)

Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7 – W3.2.1 7 – W3.2.2

7 – W3.2.3

Identify and describe the beliefs of the five major world religions.

Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

(National Geography Standard 6, p. 73)

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

Social Studies Content Expectations Grade Seven

GEOGRAPHY

GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

7 – G1.2.1 7 – G1.2.2

7 – G1.2.3

7 – G1.2.4 7 – G1.2.5

7 – G1.2.6

Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information

and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

Social Studies Content Expectations Grade Seven

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

7 – G1.3.1 7 – G1.3.2 7 – G1.3.3

Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth. Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

. G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

• **G2.2 Human Characteristics of Place**

Describe the human characteristics of places.

7 – G2.2.1 7 – G2.2.2

7 – G2.2.3

Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Explain that communities are affected positively or negatively by changes in technology

(e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth’s surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth’s surface.

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).



Social Studies Content Expectations Grade Seven

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

The characteristics of major ecosystems on Earth's surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

7 – G3.2.1 7 – G3.2.2

Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

• G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

- **G4.2 Technology Patterns and Networks**

Describe how technology creates patterns and networks that connect people, products and ideas.

Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

7 – G4.2.1

List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual’s ideas as voice and image messages on electronic networks such as the Internet).

G4.3 Patterns of Human Settlement

Describe patterns, processes and functions of human settlement.

Human settlements have a powerful influence in shaping the world’s different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

7 – G4.3.1 7 – G4.3.2

Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

Describe patterns of settlement by using historical and modern maps (e.g., the location of

the world’s mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION



Social Studies Content Expectations Grade Seven

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.

Forces of cooperation and conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.

7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

7 – G5.1.1

7 – G5.1.2 7 – G5.1.3

Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region

may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

Social Studies Content Expectations Grade Seven

G6 GLOBAL ISSUES PAST AND PRESENT (H1.4.3, G1.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (*National Geography Standards 17 and 18, p. 179 and 181*)

7 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Contemporary Investigation Topics

Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region.

Diversity and Nationalism – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

Urbanization – Investigate urbanization and its consequences for the world’s population.

Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

Children in the World – Investigate issues affecting children such as health, labor, and war. **Regional Cooperation** – Explain the significance of and barriers to regional cooperation.

7 – G6.1.2

Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.

(H1.4.3, G1.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1

Population Growth and Resources – Investigate how population growth affects resource availability. **Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

WHG Era 3

Development – Investigate economic effects on development in a region and its ecosystems and societies.

Religious Conflict – Investigate conflict that arises from varying religious beliefs.

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION **7**



Social Studies Content Expectations

Grade Seven

CIVICS AND GOVERNMENT C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships.

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact.

The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

8 GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION

Social Studies Content Expectations Grade Seven

7 – C4.3.1

7 – C4.3.2 7 – C4.3.3

Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

ECONOMICS

E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.

Individuals, businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.

7 – E1.1.1 7 – E1.1.2

Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

Social Studies Content Expectations Grade Seven

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

7 – E3.1.1 7 – E3.1.2

7 – E3.1.3 7 – E3.1.4

Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia). Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.

Explain how communications innovations have affected economic interactions and where

and how people work (e.g., internet home offices, international work teams, international companies).

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a “mixed system,” having some features characteristic of traditional, command, and market economies. The “mix” varies from one economy to another.

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

70 GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION



Social Studies Content Expectations Grade Seven

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

7 – P3.1.1

Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the causes and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

7 – P4.2.1

7 – P4.2.2 7 – P4.2.3

Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

Engage in activities intended to contribute to solving a national or international problem studied. Participate in projects to help or inform others (e.g., service learning projects).

GRADES K-8 SOCIAL STUDIES CONTENT EXPECTATIONS V. 12/07 MICHIGAN DEPARTMENT OF EDUCATION **71**