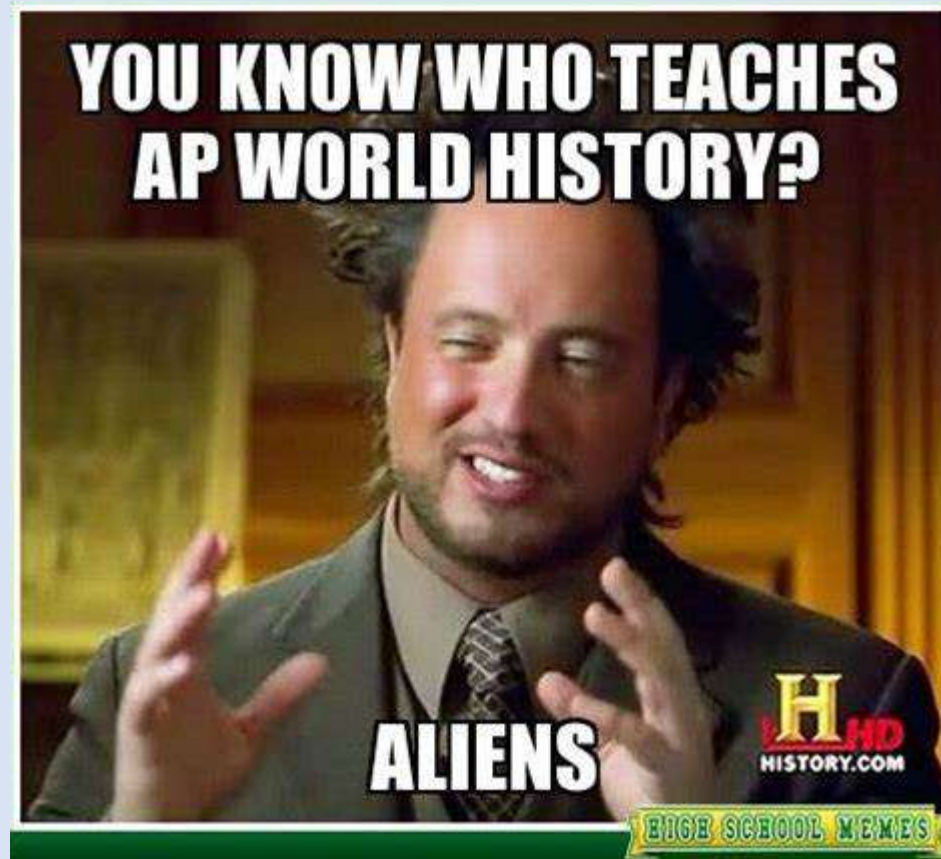


# Welcome to AP World



Mr. Meetze

# Time to Meet Your New....“Crew”!

## Directions

Introduce yourself to your group members of your ‘Crew’ by your name and favorite color.

**Question 1:** If you could meet 1 person from History Who would it be and Why?

**Question 2:** If you could travel back in time Where and What Time Period would you go to? Why?

**Question 3:** If you had to choose what is the greatest invention of mankind? Why?



# A Socratic Line....

## Two Sides to Every Story

#1- If you were to start a country from scratch which form of government would you choose...

**Democratic**      or      **Totalitarian?**

- ✓ Think....What are the advantages of each type of government?
- ✓ Think....What are the disadvantages of each type of government?

# A Socratic Line....

## Two Sides to Every Story

# 2 Both the **Declaration of Independence** and the **Emancipation Proclamation** helped to define our country Politically, Economically, and Socially but which one was more important to the development of our society and our overall life today?

✓ If one were erased from History which one would change our society the least? Explain your answer.

**Dec. of Independence   or   Emancipation Proclamation**



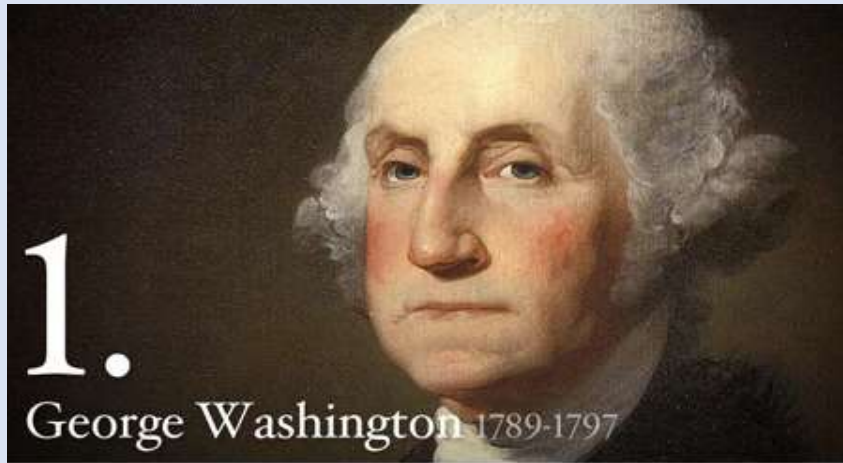
# A Socratic Line....

## Two Sides to Every Story

### #3 Who am I? What am I?

- ✓ I am a leader of men who went against the Political, Economic, and Social 'status quo' of the time. Spreading the Gospel of Freedom to the people, Conducting raids against Commerce, engaging in Battles against opposing Military Forces I led a Good Fight for what I believe.
- ✓ Does that make me a....  
**Freedom Fighter** or a **Terrorist???**
- ✓ What is the Difference between each one?

# Two Sides to Every Story



Results:

- In Global History we Cover over 2 Million Years of History on a World Wide Scale.
- Imagine how many sides there will be???????

## "It's All About Me Baby!!!!"

3 Letters

I ♥ ME

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Previous School: \_\_\_\_\_

Previous S.S. Teacher \_\_\_\_\_

How do you Identify your-self culturally: \_\_\_\_\_

1) Activities and Hobbies you participate in?

2) Working Outside of School (Hours a week)

3) What is your Favorite Subject (why?)

4) What is your Least Favorite Subject (why?)

5) Choose 5 Adjectives to describe your self

6) If you had to recommend 1 Movie, 1 Musical Artist, 1 TV Show, & 1 Book what would they be?

7) Favorite Lyric of All Time

8) Give me a Quote, any Quote

## ALL ABOUT YOU!!!

**First:** Complete the Box.  
Focus on the Culture  
Question. If your not sure  
Guess.

**Second:** Answer the Time  
Commitment Questions #1  
&2

**Third:** Favorite / Least  
Favorite

**Fourth:** Personality

**Fifth:** What do you Like?

Upon Completion Flip over  
the Sheet and Relax

### WHAT IS YOUR LEARNING STYLE?

K = Kinesthetic

V = Visual

A = Auditory

Questions  
1-5  
Determine  
how you  
take in and  
organize  
information

1. I learn new information best by:  
k ( ) participating in an activity myself after a short explanation  
v ( ) reading or looking at a diagram or demonstration  
a ( ) listening to a lecture or spoken instructions
2. When I am inactive but need to stay alert, I:  
k ( ) find ways to move  
v ( ) stare, watch something, or doodle  
a ( ) listen to sounds around me, hum, or talk to myself
3. I have these qualities:  
k ( ) Interact best by moving, doing, physical contact and like hands-on activity  
v ( ) Connect with others through eye contact and need visual order  
a ( ) Interact easily by talking and like lectures and discussions
4. The kind of language I most commonly use is:  
k ( ) how do you feel about this, I can't grasp that, that is comfortable for me  
v ( ) look at it this way, I just can't see the point, that is crystal clear to me  
a ( ) can I tell you how I think about that, do you hear me, that sounds right to me
5. My emotions are apparent to others by:  
k ( ) muscular state and movement  
v ( ) facial expression  
a ( ) voice tone

K \_\_\_\_ V \_\_\_\_ A \_\_\_\_

Questions  
1-4  
Determine  
how make  
decisions  
and sort  
preferences

1. As part of my sorting process, I:  
k ( ) use my hands to find words  
v ( ) use writing, drawing, or visual images to find words and feelings  
a ( ) recall information through words such as a quote or the line of a song that fits that fits the situation
2. If I am trying to make a decision, it helps me to:  
k ( ) do something physical like go for a walk  
v ( ) write, draw, or look at nature  
a ( ) speak to someone or listen to something
3. I can do these things at the same time:  
k ( ) move or touch something and also feel emotions deeply  
v ( ) see things externally and also have inner visual images  
a ( ) listen to external sounds and to own thoughts, listen to radio and read
4. For me intimacy involves:  
k ( ) talking about feelings and fantasies or having total silence and eye contact  
v ( ) seeing and being seen, especially deeply receiving someone with own eyes  
a ( ) hearing and being heard, speaking slower to become more person

K \_\_\_\_ V \_\_\_\_ A \_\_\_\_

Questions  
1-4  
Determine  
how you  
remember  
and create

1. It takes longer for me to access:  
k ( ) physical sensations  
v ( ) visual images  
a ( ) words and sounds
2. A characteristic I have is:  
k ( ) disliking most physical competition and being able to sit still a long time  
v ( ) becoming overwhelmed by visual detail and disliking eye contact  
a ( ) "spacing out" from lots of spoken words and navigating through questions
3. Another quality I have is that I:  
k ( ) am relatively unaware of bodily sensations  
v ( ) get lost in visual material  
a ( ) get lost in conversation or listening to a lecture
4. If I am listening to someone on the phone, I would be most distracted by:  
k ( ) someone putting their hand on my arm or massaging my shoulders  
v ( ) someone giving me something they want me to read  
a ( ) someone asking me a question or playing loud music

K \_\_\_\_ V \_\_\_\_ A \_\_\_\_

## What is Your Learning Style?????????

**Directions:** Read Each Learning Style Question to yourself and the 3 choices.

**Rules:** Go with your immediate reaction. Do not think too hard.

If you can not decide come back later

Upon completion Complete the KVS Box for each section.

Note: 1<sup>st</sup> 5 Questions Box 1  
2<sup>nd</sup> 4 Questions Box 2  
3<sup>rd</sup> 4 Questions Box 3

Write Your 3 Letters above the heart on the previous page



## “AP World Modern: 1200 CE- Present Day”

Course Syllabus

Mr. Meetze

### Welcome to AP World: Modern

AP World is a two year Advanced Placement Course that covers a wide range of interconnected worldwide events beginning the Global Tapestry through Globalization. The course consists of 9 Units over a two year period that will follow your textbook the Ways of the World.

<b>Unit 1 The Global Tapestry</b>	<b>Unit 6 Consequences of Industrialization</b>
<b>Unit 2 Networks of Exchange</b>	<b>Unit 7 Global Conflict</b>
<b>Unit 3 Land Based Empires</b>	<b>Unit 8 Cold War and Decolonization</b>
<b>Unit 4 Transoceanic Interconnections</b>	<b>Unit 9 Globalization</b>
<b>Unit 5 Revolutions</b>	

### Course Policy & Requirements

1) **Absences & Punctuality** - All students are expected to be in the room when class starts and stay in their assigned seats once class has begun. Students entering class after the bell will be marked tardy unless they have a valid pass. Students who are illegally tardy (Red Pass) to class will be required to stay for extended learning that day in order to receive credit for any assignments due or given that day.

**Reminder:** Students absent from class are expected to make up class work or missed homework assignments in a reasonable amount of time upon their return. Always check Mr. Meetze's Website for Daily Topics and Enrichment Assignments or email me any questions to stay in the loop. Upon your return, be sure to make alternative arrangements with me including using extended learning periods to go over any missed work.

2) **Assignments**- All assignments are due at the beginning of class on the assigned date while students who are legally absent are expected to turn in assignments upon the day that they return for Full credit. Late assignments will receive a Maximum of 50% of the possible points for that particular assignment. Please note that all Enrichment Assignments will be given either full or no credit depending on how successful the assignment was completed by the deadline.

3) **Grading**- Grading is based on the weighted category system below...

- Attendance & Participation Student Rubric (see back)	10 %
- Daily, Enrichment, and HW Assignments	30 %
- Performance Based Assignments	60 %

4) **Preparation and Policies to Begin Class**- All students are expected to come to class prepared each day to receive full participation credit. Please Bring One 2 Inch Three Ring Binder, which will only be used for Social Studies, Spiral Notebook, Paper, Writing Utensils, your Covered Textbook, and be sure to place phones in the cell phone caddy.

## “AP World Modern: 1200 CE- Present Day”

Course Syllabus

Mr. Meetze

### Classroom Participation Policy (10% of Quarterly Grade)

	A	B	C	D	F
<b>Focus and Engagement in Class</b>	Always stays on-task. Always completes warm-up without having to be reminded.	Almost always stays on-task. Almost always completes warm-up without having to be reminded.	Generally on task. Occasionally needs a reminder to stay focused on the warm-up.	Needs to be reminded to stay on task. Needs regular reminders to focus on warm-up. Occasionally puts head down.	Stays off task after being reminded to work. Disruptive reminders to focus. Often puts head down.
<b>Discussion / Listening</b>	Offers opinions without dominating and builds off of the ideas of others. Always pays attention while others speak. Answers thoughtfully and briefly when called upon. Always engaged and moves conversation forward in pairs or groups.	Regularly offers opinions (without dominating) during discussions. Almost always listens while others speak. Does best to answer when called upon. Almost always engaged when working in pairs or groups.	Sometimes offers valuable opinions and observations. Usually pays attention while others speak. Usually makes a good effort to answer questions when called upon. Usually engaged when working in pairs or groups.	Rarely offers opinions. Sometimes talks and/or occasionally interrupts while others speak. Sometimes orders questions (says "I don't know" instead of trying). Sometimes withdrawn or off-task when working in pairs or groups.	No positive contribution to discussions. Talks when others speak and/or interrupt others. Evades questions or refuses to answer. Withdraws or disrupts while working in pairs or groups.
<b>Respect for Others</b>	Always courteous, helps others learn and is never disrespectful.	Never displays disruptive behavior during class. Never disrespectful.	Always shows respect to others. Almost never allows a negative attitude to affect participation.	Occasionally displays disruptive behavior (by calling out, etc.) and/or projects a negative attitude.	Requires consequences due to disruptive behavior and/or disruptive to others.
<b>Preparation</b>	Always prepared for class with assignments, binder, text, pen, and other required class materials.	Almost always prepared for class with assignments and/or required class materials.	Usually prepared for class with assignments and/or required class materials.	Often not prepared for class with assignments and/or required class materials.	Frequently not prepared for class with assignments and/or required class materials.

### How to Find Mr. Meetze's Classroom Webpage

In order to access Mr. Meetze's webpage <http://www.ktufsd.org/page/1258> type in Mr. Meetze in Google where you will see either 'All About' or 'Weekly Schedule' under the search. Click either one and on the left side bar, you will find useful links including Assignments, Course Pages, Review, and a Parents resource page for your course. Be sure to bookmark the page for your computer, device, or phone. Each Sunday night the Enrichment Section is updated for the upcoming week explaining both the short and long-term assignments and topics.

Once you and your parents/guardians have read the Rules and Requirements sign and date below confirming you understand and will adhere to the classroom policy. Good Luck and hope you enjoy the course.

I have read the course syllabus and understand my responsibilities as a student in this course.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I have read the course syllabus and understand the responsibilities of my child in this course.

**Parents/Guardian(s) Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Kenmore West Senior High School Participation, Focus, and Attitude Rubric

Student Name: \_\_\_\_\_

Teacher: Mr. Meetze

Class: \_\_\_\_\_

Period: \_\_\_\_\_

Quarter: \_\_\_\_\_

Year: \_\_\_\_\_

	A	B	C	D	F	YOUR GRADE	MY GRADE
<b>Focus and Engagement in Class</b>	Always stays on-task. Always completes warm-up without having to be reminded.	Almost always stays on-task. Almost always completes warm-up without having to be reminded.	Generally on task.  Occasionally needs a reminder to stay focused on the warm-up.	Needs to be reminded to stay on task. Needs regular reminders to focus on warm-up. Occasionally puts head down.	Stays off task after being reminded to work. Disregards reminders to focus. Often puts head down.		
<b>Discussion / Listening</b>	Offers opinions without dominating and builds off of the ideas of others. Always pays attention while others speak. Answers thoughtfully and heavily when called upon. Always engaged and moves conversations forward in pairs or groups.	Regularly offers opinions (without dominating) during discussions. Almost always listens while others speak. Does best to answer when called upon. Almost always engaged when working in pairs or groups.	Sometimes offers valuable opinions and observations. Usually pays attention while others speak. Usually makes a good effort to answer questions when called upon. Usually engaged when working in pairs or groups.	Rarely offers opinions. Sometimes talks and/or occasionally interrupts while others speak. Sometimes evades questions (says "I don't know" instead of trying). Sometimes withdrawn or off-task when working in pairs or groups.	No positive contribution to discussions. Talks when others speak and/or interrupt others. Evades questions or refuses to answer. Withdraws or disrupts while working in pairs or groups.		
<b>Respect for Others</b>	Always courteous; helps others learn and is never disrespectful.	Never displays disruptive behavior during class. Never disrespectful.	Always shows respect to others. Almost never allows a negative attitude to affect participation.	Occasionally displays disruptive behavior (by calling out, etc.) and/or projects a negative attitude.	Requires consequences due to disruptive behavior and/or disrespect to others.		
<b>Preparation</b>	Always prepared for class with assignments, binder, text, pen, and other required class materials.	Almost always prepared for class with assignments and/or required class materials.	Usually prepared for class with assignments and/or required class materials.	Often not prepared for class with assignments and/or required class materials.	Frequently not prepared for class with assignments and/or required class materials.		

*Other Considerations (optional – check these only if they apply to you):*

Positive:

☐ Excellent attendance

☐ Limited use of pass privileges

☐ Always on-time

Negative:

☐ Poor attendance

☐ Excessive requests for passes

☐ Tardiness

Comments: \_\_\_\_\_

Overall Grade: \_\_\_\_\_

**Grade Key:** A=90-100, B=80-89, C=70-79, D=65-69, F=below 65



# Castle Learning Log In

## Directions:

- Go to Mr. Meetze's Website. Scroll to the left side. Locate the Castle Learning Link and click on it.
  - Your Password is the following...
- Your ID is Lastname, 1<sup>st</sup> 2 initials of First Name, graduation year followed by @ student.ktufsd.org
  - Example: meetzemi93@student.ktufsd.org
  - Your Password is your Kenton Log in or it will ask you to create a new one.



Hey Mr. Meetze, “Why Should We Care About the Rest of the World?”



Honestly, When you Heard Global History what is the first thoughts that come to mind.

✓ BE HONEST!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!



# Hey Mr. Meetze, “Why Should We Care About the Rest of the World?”



Currently the Earth's Population is [?????](#)

- ✓ If we could magically shrink all of the earth's inhabitants down to a 'Village' of precisely **ONE HUNDRED People** (keeping the existing ratios and percentages) it would look like this.....

**Directions:**  
Guestimate  
to the best of  
your ability  
what the  
population of  
the world  
actually  
consists of.

For each of  
the 12  
categories  
assess what  
% of the  
world's  
population fits  
that  
description.

Hey Mr. Meetze "Why Should We Care About the Rest of the World"?

Current Population of the Earth is \_\_\_\_\_  
If we could magically shrink all of the earth's inhabitants down to a village of precisely  
ONE HUNDRED people (keeping the existing ratios and percentages) it would look like  
this.....

There would be..... (total of 100)

\_\_\_\_\_ Africans  
\_\_\_\_\_ Asians (of that how many are Chinese? Are Indian?)  
\_\_\_\_\_ Europeans  
\_\_\_\_\_ Western Hemisphere (both North and South America)

100

What percent would be.... (each question equals 100)

\_\_\_\_\_ Non-White \_\_\_\_\_ White  100

\_\_\_\_\_ Non-Christian \_\_\_\_\_ Christian  100

\_\_\_\_\_ would be Unable to Read and Write

\_\_\_\_\_ would suffer from Malnutrition

\_\_\_\_\_ would live in Substandard Housing

\_\_\_\_\_ would live with Inadequate Sanitation

\_\_\_\_\_ would be without access to a Safe Water Supply

~~22% of the all the World's Wealth would be in the hands of only~~

\_\_\_\_\_ people! (All Citizens of the \_\_\_\_\_)

\_\_\_\_\_ would be Un Employed

\_\_\_\_\_ would have Cars

\_\_\_\_\_ would suffer from AIDS

AND

\_\_\_\_\_ would have a College Education

When we consider our world from such an incredibly compressed  
perspective, the need for both tolerance and understanding becomes  
glaringly apparent!!!!



# In Our World Today

There would be.....  
(total of 100)

## Africans

- 14

**Asians** (How many are Chinese?  
Are Indian?)

- 61

## Europeans

- 12

**Western Hemisphere** (both North  
and South America)

- 13
- 8 & 6





# In Our World Today

## Non-White

- 82

## White

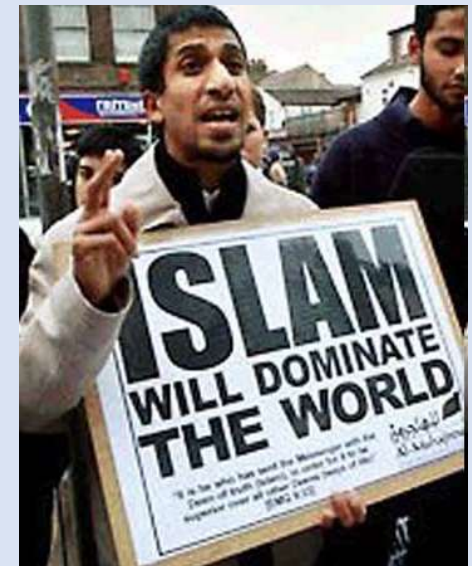
- 18

## Non-Christian

- 67

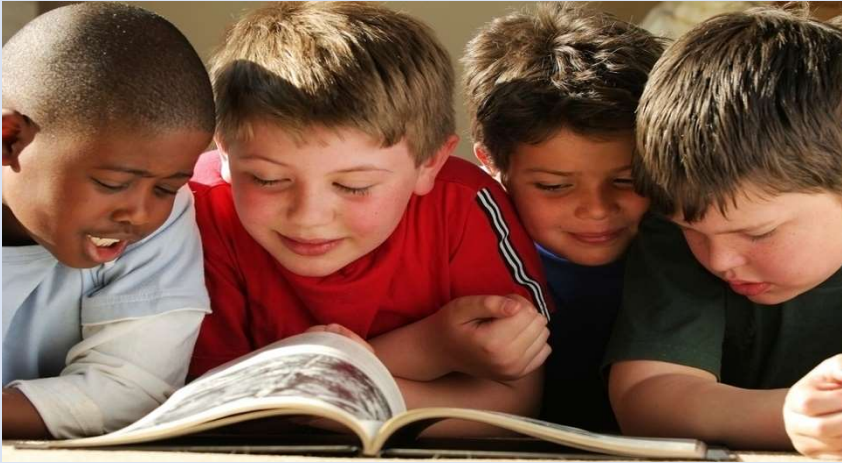
## Christian

- 33





# In Our World Today



## Unable to Read and Write

- 67

## Suffer from **Malnutrition**

- 50

## Live in **Sub-standard Housing**

- 80



# In Our World Today

Live with **Inadequate Sanitation**

- 39

Without access to a **Safe Water Supply**

- 33

**33% of the all the World's Wealth would be in the hands of only \_\_\_\_\_people!**

(All Citizens of the \_\_\_\_\_)

- 5
- All Americans



# In Our World Today



Would be **Un Employed**

- 30

Would have **Cars**

- 18

Would suffer from **AIDS**

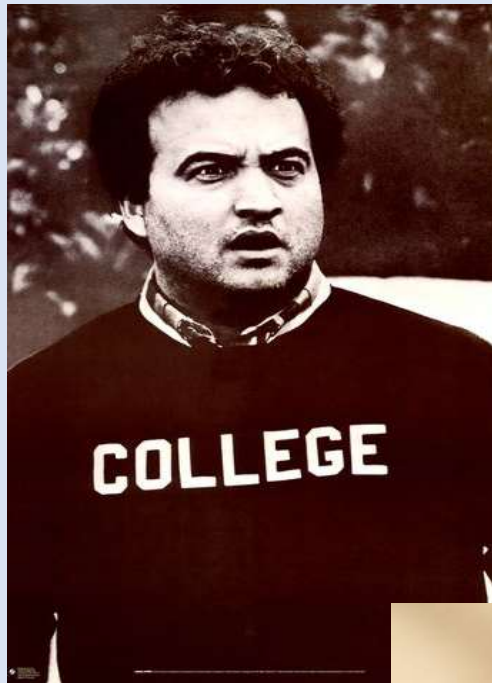
- 1-2





# In Our World Today

Would have a  
**College Education**  
• **Less than 1!**



In addition **15** are  
Obese  
and **26** Smoke





# Debrief: In Our World Today

Directions:

- ✓ With your Partner what were the 3 most shocking statistics? Why?
- ✓ Analyze the data. What did we learn?

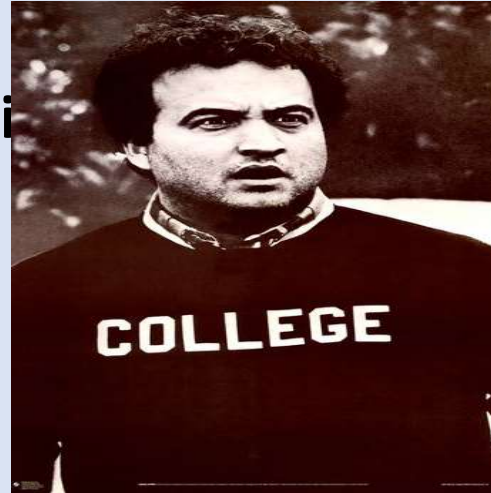


# In Our World Today

Would have a **College Education**

- **Less than 1!**

In addition **15** are Obese  
and **26** Smoke

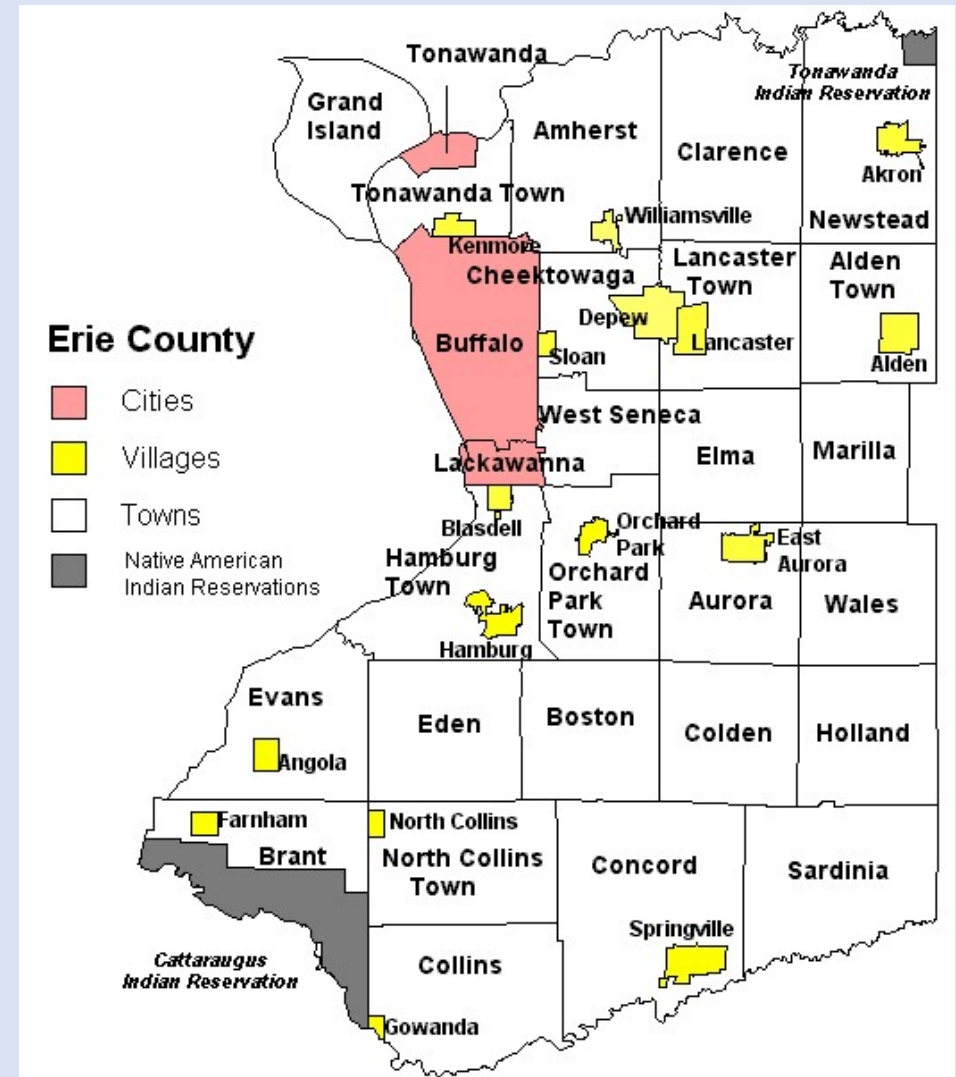


When we consider our world  
from such an incredibly  
compressed perspective, the  
need for **both tolerance and  
understanding** becomes  
glaringly apparent!!!!



# Can You Get Me to Your House????

- ✓ First List the Roads
- ✓ Second Explain the Roads with Turns involved
- ✓ Third Describe with Depth include every detail possible



# Mr. Meetze's



*This Ain't Middle School  
No More? Huh?????*

### *"Mr. Meetze's Rules for Successful Writing"*

Mr. Meetze

GH 9

Below are the basic rules that all students will be required to use for all classroom assignments in order to become high school level writers and importantly improve writing proficiency. Since writing is a skill, students must constantly work to improve their ability to think and write at a higher level through repetition and editing. Be sure to use **Mr. Meetze's Rules** as your checklist before you turn in your written assignments.

**Rule #1** All Writing in this course needs to be done in

**Rule #2** Writing \_\_\_ sentence is not enough to explain concepts with **any depth** or **substance**. In this course you need to write as much as possible to reach the level of depth necessary for high school success.

- Intro & Conclusion Paragraphs are a minimum of \_\_\_\_ Sentences.

- Body Paragraphs are a minimum of \_\_\_\_\_ sentences each.

**Rule #3** Words that you are not allowed to use in your writing include the following...

**Rule #4** Write as if you are writing to an **Adult, Supervisor,** or a **future College Professor**. Try not to write as you would Text, Chat, or Talk to your friends in everyday conversation including...

**Rule # 5** Be as Specific as Possible when you write. **No \_\_\_\_\_!**

**Rule #6** You are Not Allowed to \_\_\_\_\_ the \_\_\_\_\_  
***EVER!! NEVER EVER!!!!***

**Rule #7** After you write a sentence if you can ask yourself a question you did Not Enough.

An example... Napoleon was the Emperor who led France to a Golden Age.  
(Brainstorm any Questions you can ask yourself to increase your depth in your paragraph)

**Rule #8** Be sure when you end a Sentence be sure the Next Sentence \_\_\_\_\_ or \_\_\_\_\_ to the previous one. If you wish to achieve Analysis and reach the proper Depth necessary your writing should not sound as if your making a long grocery list.



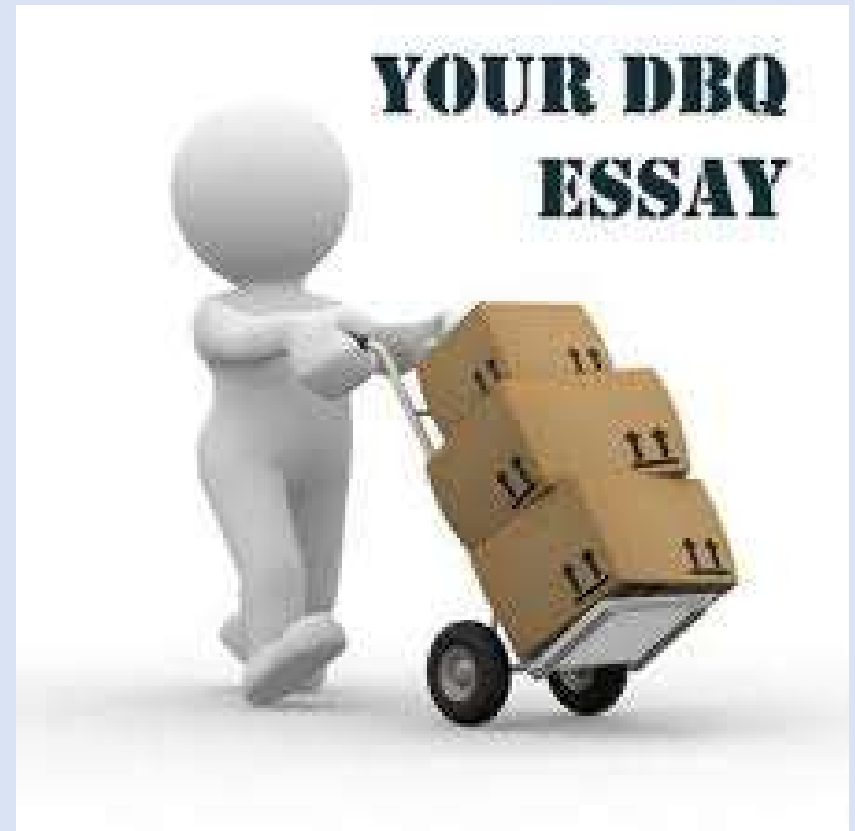
# Mr. Meetze's Rules for Writting

The AP World Final Exam consists of the following ...

- ✓ **55 Stimulus Based Multiple Choice Questions.**
- ✓ **3 Short Answer Questions chosen from 4 Options**
- ✓ **1 Document Based Essay Question (5 Paragraphs)**
- ✓ **1 Long Essay Question Chosen from 3 options on the same theme**

Since writing is a skill, students must constantly work to improve there ability to think and write at a higher level.

- ✓ The following are 'rules' we will use for all classroom assignments in order to become a proficient college level writer.



# Rule #1



All Writing in this course  
needs to be done in

- Complete Sentences

# Rule #2



Writing 1 sentence is not enough to explain concepts with **Any Depth or Substance**. In this course you need to write as much as possible to reach the level of depth necessary for high school success.

- ✓ Intro & Conclusion Paragraphs are a minimum of 4-5 Sentences.
- ✓ Body Paragraphs are a minimum of 7-10 sentences each.

# Rule # 3

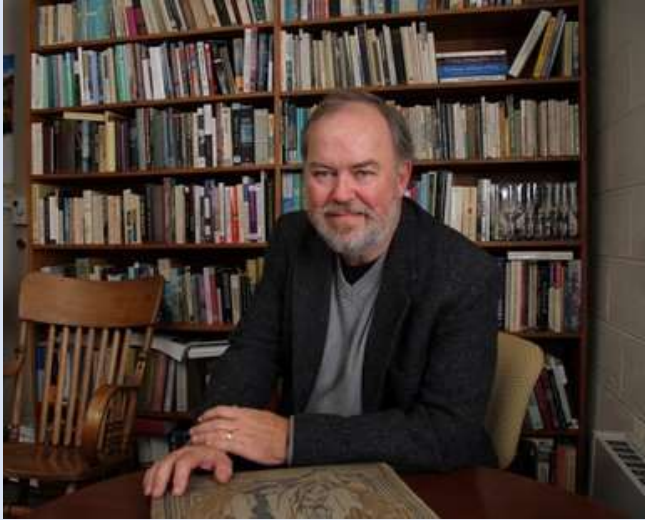


Words that you are not allowed to use in your include the following...

- ✓ I, It, He, She, They, We, Us, Things, Stuff, I Think, I Feel, and
- ✓ Also (especially when beginning a sentence)



# Rule # 4



- ✓ Write as if you are writing to an **Adult, Supervisor, or a future College Professor.**
- ✓ Do not write as you would Text, Chat, or Talk to your friends in every day conversation.
- ✓ Examples) **IDK, Like, Sorta, Did Things, Stuff**

## Rule # 5



Be as Specific as Possible when you write.

**No FLUFF! EVER!!!!!!**

# Rule # 6



You are Not Allowed to ....

✓ Restate the Question

✓ ***EVER!! NEVER EVER!!!!***

***Mr. Meetze Why???????***

# Written Response Scoring

5,4,3,2,1 Rubric

## GENERIC SOCIAL STUDIES ESSAY RUBRIC

**5 = 100**

- Shows a clear and deep understanding of the topic;
- Addresses all aspects of the task.
- Shows an ability to analyze, compare, and contrast issues and events.
- Writes a cohesive, cogent essay that uses a rich array of detail.
- Summarizes key arguments and points made in the essay.
- Includes a strong introduction and conclusion.

**4 = 80**

- Understands the topic and explains it.
- Discusses most aspects of the task. Topic is supported with accurate facts, examples, and details, but may be somewhat uneven in treatment.
- Analyzes issues and events.
- Writes a well-developed essay that includes many details.
- Includes a good introduction and conclusion.



3 = 60

- Presents an acceptable explanation of the topic.
- May fail to address all aspects of the task. Minimal factual errors may be present.
- Is able to analyze issues and events, but not in any depth.
- Writes a coherent essay with some detail.
- Restates the theme in introduction and concludes with a simple restatement of the task.

2 = 40

- Attempts to address the topic, but uses vague and/or inaccurate information.
- Develops faulty analysis of topic.
- Narrative goes off on tangents; essay lacks focus.
- Has vague or missing introduction and/or conclusion.

1 = 20

- Shows limited understanding of the topic; omits concrete examples. Details are weak or nonexistent.
- Lacks an analysis of the issues and events beyond stating vague and/or inaccurate facts.
- Strings random facts together in a weak narrative that lacks focus.
- Has no introduction or conclusion.

# Rule # 7

After you write a sentence if you can ask yourself a question you did ...

## ✓ Not Write Enough.

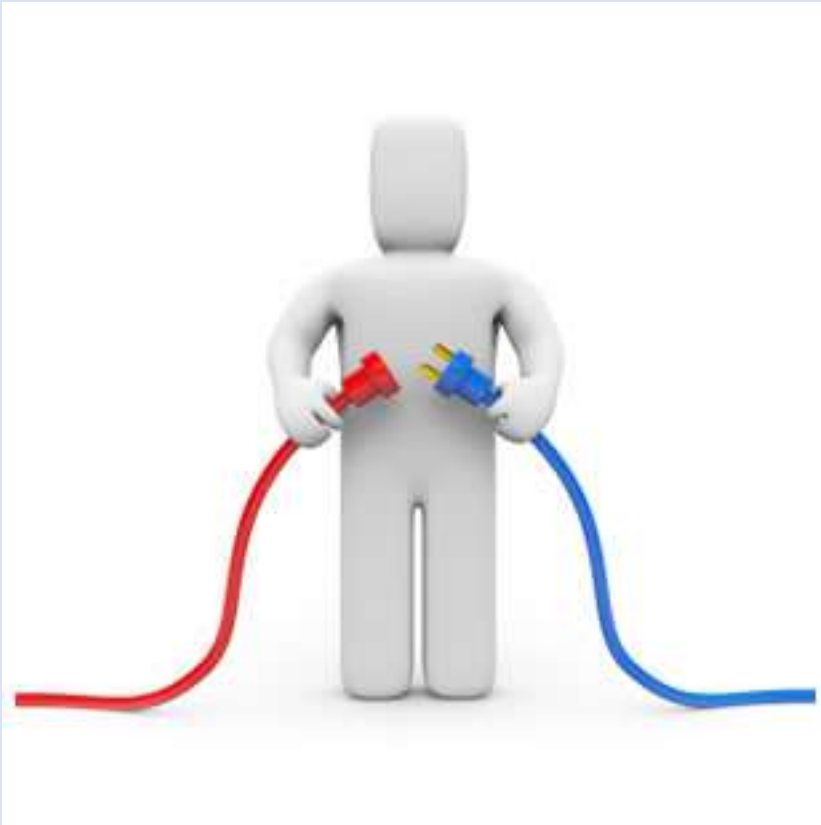
An example Sentence...

‘Napoleon was the Emperor who led France to a Golden Age’.

✓ (Brainstorm any Questions you can ask yourself to increase your depth in your paragraph)



# Rule # 8



Be sure when you end a Sentence be sure the Next Sentence **Links or Connects** to the previous one.

- ✓ if you wish to achieve Analysis and the reach the proper **Depth** you shouldn't not sound as if your making a long grocery list. be making a Long Laundry list.

# AP World Seminars



Seminar Guide



# Seminar: Self Grading Rubric

40 points Your Notes

30 points  
Section 2

2. Speaking/  
Reasoning

- Demonstrates understanding of the questions raised the seminar
- Cites evidence to backup opinions/conclusions expressed in the seminar
- Makes insightful comments on questions raised in seminar
- Challenges opinions of others with appropriate backup of evidence
- Considers many sources beyond his/her own in expressing opinions/conclusions in seminar

5 points  
Section 3

3. Listening

- Pays attention to all students who are contributing to seminar
- Uses other student responses or expands on other student responses
- Records ideas which are significant from other student responses

5 points  
Section 4

4. Conduct

- Respectful to other students and their opinions/conclusions
- Asks for points of clarification from student, seminar leader, or teacher
- Avoids speaking too long or repetitiously
- Uses appropriate language
- Avoids creating distractions

Total =80 Points

**On the Back of  
Your Seminar Notes**

**First- Grade  
yourself in  
Categories 2-4**

**Second-  
Defend your Final  
Position in a  
Minimum of 7  
Sentences**

**(5,4,3,2,1 Regents  
Exam Grading Scale  
= 20 pts)**

### Rights, Responsibilities and Skills of Dialogue

For true dialogue to occur it needs to take place within a protective environment of mutually accepted rights and responsibilities, rooted in two fundamental values: respect for the human person and trust in the process of dialogue. Dialogue works best when the participants are willing to develop certain skills that facilitate the process.

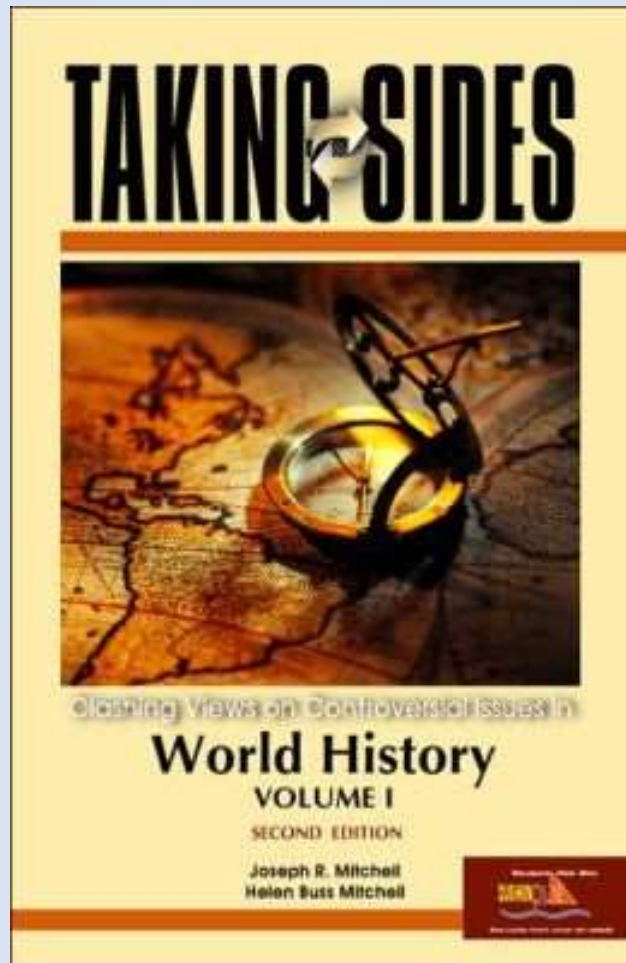
Rights	Responsibilities	Skills
1. Each person has the right to define him/herself without being labeled by others	1. Each person must be willing to seriously question his/her assumptions about "the other"	1. Each person should be able to evaluate and articulate his/her own attitudes, values and positions on issues within the context of his/her tradition.
2. Each person has the right to express his or her beliefs, ideas and feelings	2. Each person must allow others the same right of self-expression that s/he expects for him/herself.	2. Each person should learn how to temporarily set aside his/her own views and feelings in order to be more sensitive to what the other is saying.
3. Each person has the right to ask questions that help him/her understand what someone else has said.	3. Each person should ask questions that respect the other's right of self-definition, even in times of conflict or disagreement.	3. Each person should learn how to respond to questions in ways that help others understand.
4. Each person has the right not to change or be coerced to change.	4. Each person must accept the others as equal partners in the dialogue, and acknowledge the dignity of the traditions represented	4. Each person should learn to deal with different points of view while maintaining his/her own integrity.
5. Each person has the right to expect that what is said will be held in confidence.	5. Each person must agree to hold what others say in confidence.	5. Each person should learn to deal with others from a position of mutual trust, based on an expectation that others come to the dialogue in a spirit of honesty and sincerity.



### Comparison of Dialogue and Debate

Dialogue is collaborative: the sides work together.	Debate is a type of fight: two sides oppose each other to prove each other wrong.
Dialogue builds a learning relationship between people.	Debate builds a competitive relationship between people.
Dialogue encourages the participants to identify questions and goals they could share.	Debate encourages each side to articulate its own questions and goals.
In a dialogue the goals are finding common ideas and new ideas.	In a debate the goals is winning with your own ideas.
In a dialogue everyone contributes to solving a problem.	In a debate one person and viewpoint wins, the other is dismissed.
In a dialogue you believe that many solutions might exist, and that different people have parts of the best solutions.	In a debate you believe that there is one solution, that you have it, and other solutions are not considered.
In a dialogue you are sensitive to each other's feelings, hopes, and ideas.	In a debate you do not care about the feelings hopes and ideas of others.
In a dialogue you contribute your best ideas to be improved upon.	In a debate you contribute your ideas and defend them against challenges.
In a dialogue you listen to each other to understand and build agreement.	In a debate you listen to each other to find flaws and disagree.
In a dialogue you search for the good parts of other people's ideas.	In a debate you search for search for weaknesses in other people's ideas.
In a dialogue you may consider new ideas and even change your mind completely.	In a debate you do not admit you are considering new ideas and you must not change your mind, or you lose.
Dialogue encourages you to evaluate yourself.	Debate encourages you to criticize others.
Dialogue promotes open-mindedness, including an openness to being wrong.	Debate creates a close-minded attitude, a determination to be right.
Dialogue encourages you to see all sides of an issue.	Debate encourages you to see only two different sides of an issue.
Dialogue invites keeping the topic open after the	Debate, by creating a winner and a lose, discourages

# Seminar # 1 Did Homo Sapiens Originate from Africa?



Step 1 Summarize Yes

Step 2 Summarize No

## Discussion Questions:

1. Is the Out of Africa Theory Scientific Fact
2. How Can One Balance Science and Religion
3. Does Creationism have a Valid Point in the Modern World
4. Where Do You Stand?



# Seminar: Self Grading Rubric

Seminar Topic = \_\_\_\_\_ Name: \_\_\_\_\_

Written Response: 1<sup>st</sup> Choose a side. 2<sup>nd</sup> Analyse with depth the argument you are supporting. Minimum of 7-10 Sentences

<u>Seminar Grading Rubric</u>	
100 pts	
	Student / Teacher
Quality & Depth of Notes	(40) _____ / _____
Speaking & Reasoning	(30) _____ / _____
Listening	(5) _____ / _____
Conduct	(5) _____ / _____
Subtotal	(80) _____ / _____
Written Portion (5,4,3,2,1 Scale)	
	(20) _____ / _____
<b>Total</b>	<b>(100)</b> _____ / _____

## On the Back of Your Seminar Notes

**First-** Grade yourself under students in Depth of Notes, Speaking, Listening, & Conduct then Sub Total the score out of 80 points

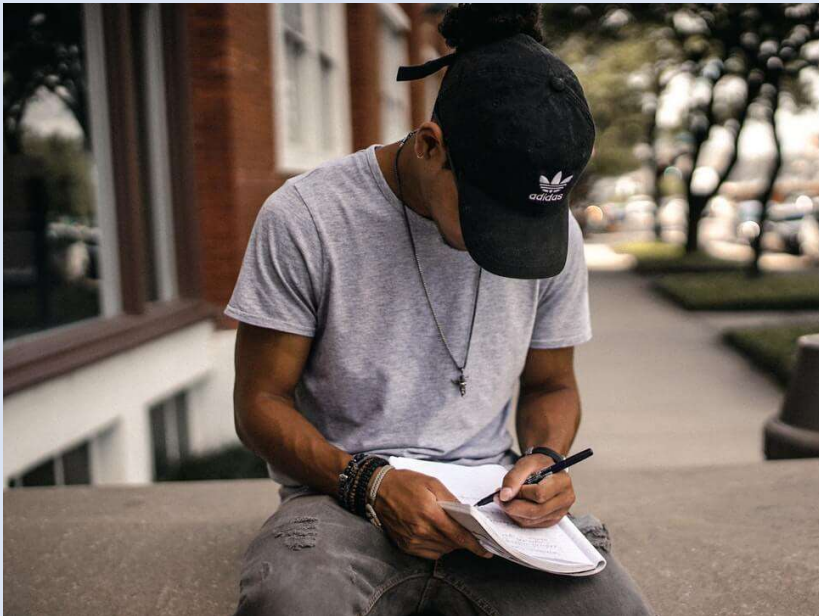
**Second-** Defend your Final Position on the Seminar in a Minimum of 7 Sentences using data to support your conclusion

**5,4,3,2,1 Regents Exam Grading Scale = 20 pts**

# Social Studies Skills...Intro to AP

## Question?

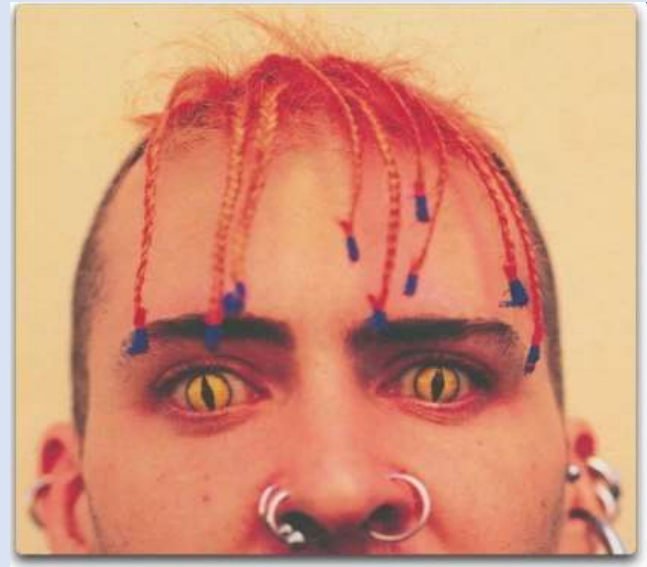
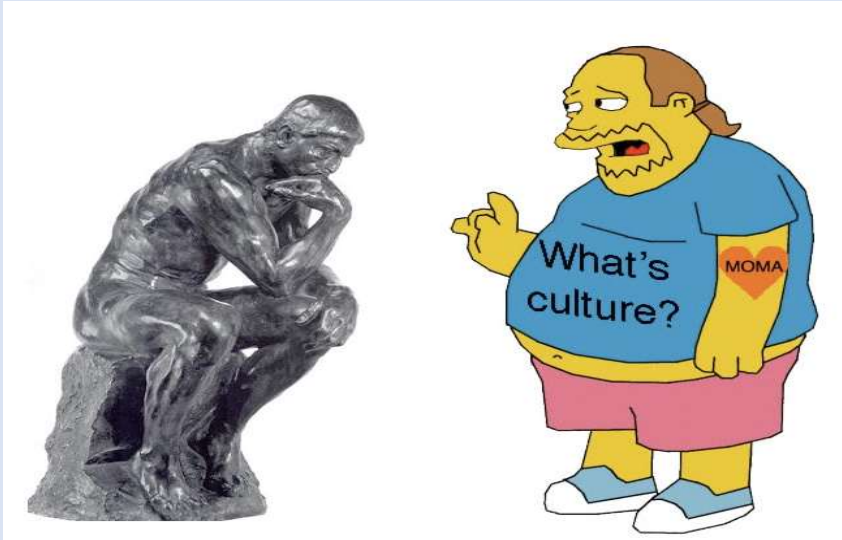
How do you Take Notes??



## 5 Ways to Take Notes...

- ✓ Outline Method
- ✓ Cornell Method
- ✓ Mind Map Method
- ✓ Flow Method
- ✓ Write on the Slide Method

# Lets Go.....What is Culture?



## Define the Term **Culture**

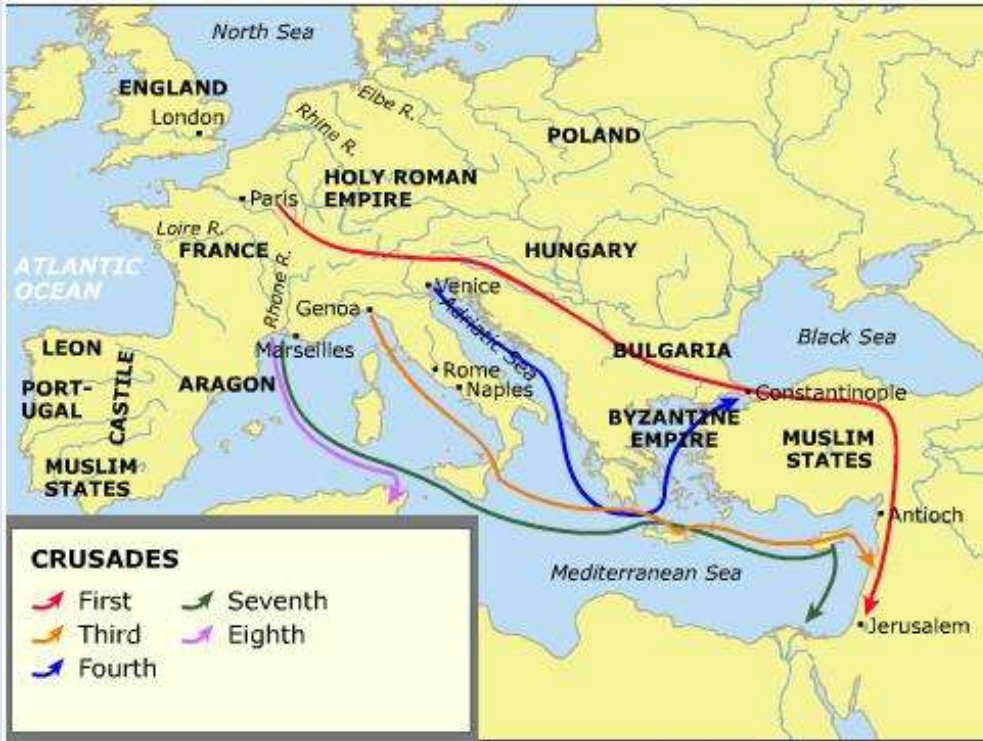
- ✓ Ones Way of Life

Brainstorm as many Examples of 'Characteristic's that make up ones 'General' Culture that your group can in 1 minute

- ✓ Characteristics include...Customs, Clothing, Economic Systems, Education, Employment, Food / Diet, Holidays, Government, Language, Leisure Activities, Marriage Ceremonies, Music, etc....

# Why Do Cultures Change Throughout History?

## The Top 3 Causes of Cultural Change



### #1 WAR

How and Why does **War** help lead to Cultural Change throughout a society?



# Why Do Cultures Change Throughout History?

## The Top 3 Causes of Cultural Change



### #2 Technology or... (make a Definition with your Partner)

- ❖ Technological advances have helped to Shrink existing geographic barriers turning the world into a **'Global Village'** which has helped lead to...?????
- ❖ Unfortunately the use of Technology can also **Weaken Traditional Values** and **Beliefs** by...?????

# Why Do Cultures Change Throughout History?

## The Top 3 Causes of Cultural Change



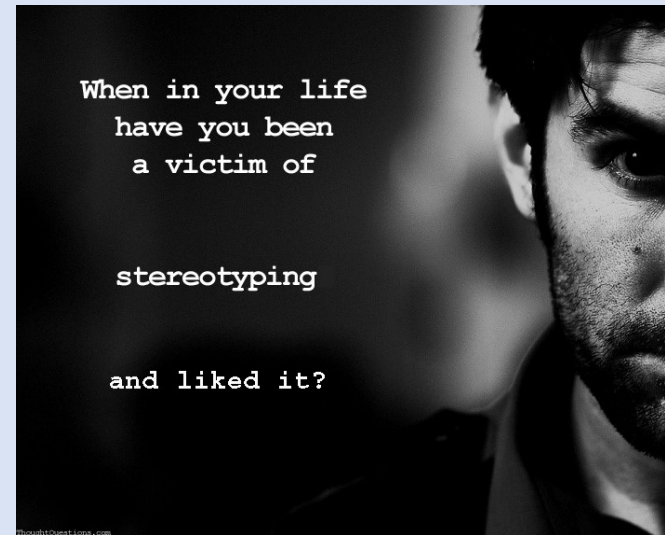
PS150554, Segregation at McDonald's. Women queue on the left section, Men on the right. - May 2000 - Riyadh, Saudi Arabia.  
© Copyright Photographs by Duffield Jones 64 Stockwell Park Rd. London SW9 0DA Tel 020 7734 0108 www.duffieldjones.com



### # 3 Cultural Diffusion (C.D.)

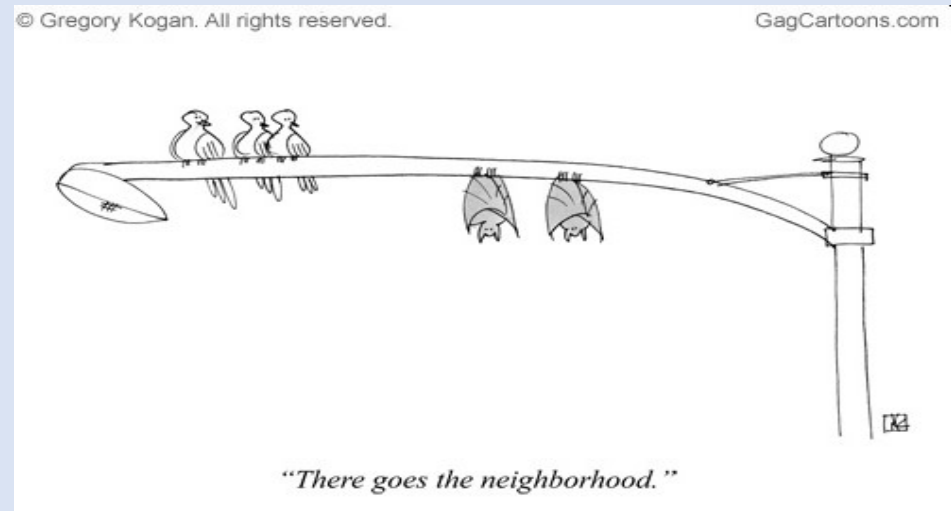
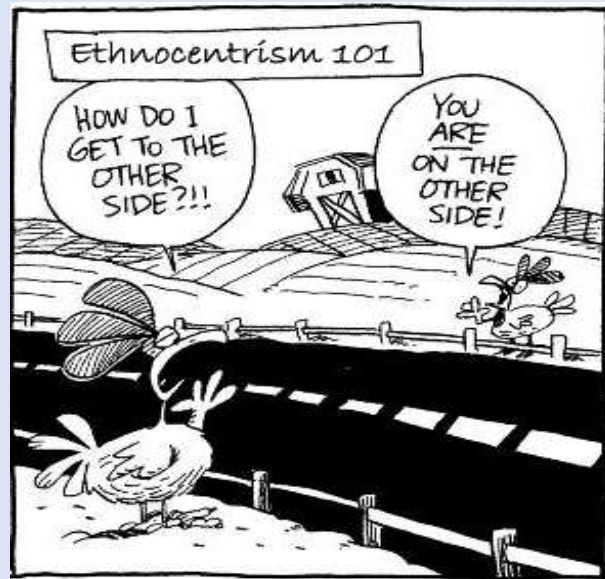
❖ is the Blending of 2 or more Ways of Life which join together leading to the expansion of ideas and possibly a new way of life

# How People 'Deal' with Other Cultures



Remember....Many cultures throughout the world today are tolerant and understanding of other people's personal ways of life. However some cultures unfortunately may choose to understand and deal other peoples ways of life through **Stereotyping** (thoughts), **Prejudices** (feelings), **Discriminating** (actions), **Ethnocentrism**, and numerous other **Negative** **Ism's**.

# How People 'Deal' with Other Cultures



## Ethnocentrism

➤ You believe your Way of life or Culture is superior to another people's

## 'Negative Ism's' (List 5 types of ism's)

➤ Racism, Sexism, Religion, Ethnic Groups, Sexual Preference

➤ Pure Hatred due to these beliefs



# Geography vs. Topography



## **Define Geography**

- The Study of People, their Environment, and its' Resources

## **Define Topography**

- The Study of the Earth's Surface Features as well as other Planets and Moons

# World Continents & Oceans



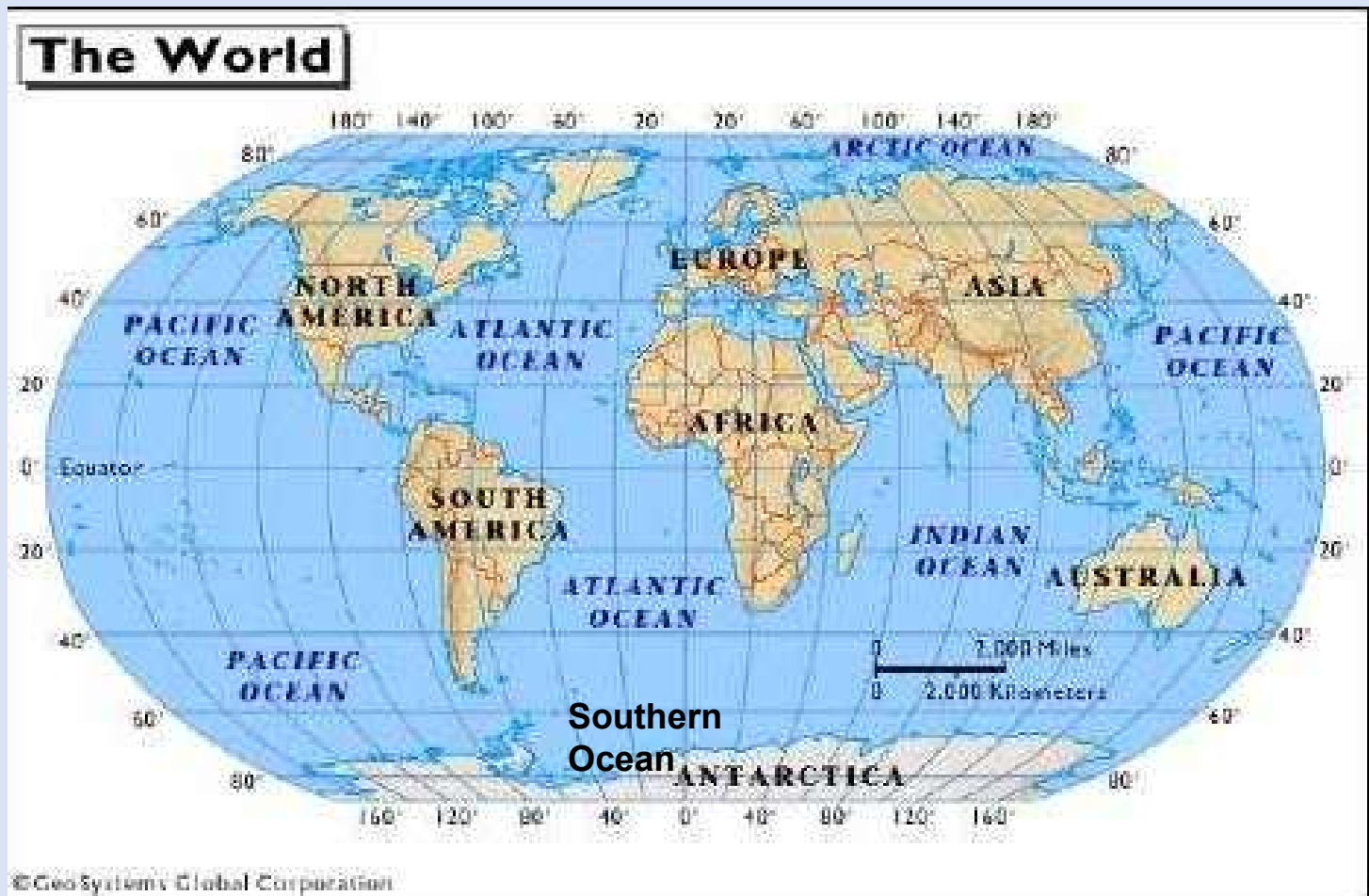
- ✓ What is a Continent? How Many are there?
- ✓ What is an Ocean? How Many are there?
- ✓ You have 1 minute to Label the Map titled Continents and Oceans.

# World Continents



# World Oceans

7 Continents & 5 Oceans





# Cultural Regions Map



Review the following Definitions with a Partner: **Culture** and a **Region**

**Question:** What does a Cultural Region Map Display??  
What can we determine when we view this type of map?

# Cultural Regions Map



Review the following Definitions with a Partner: **Culture** and a **Region**

**Question:** What does a Cultural Region Map Display??  
What can we determine when we view this type of map?

# Political and Physical Maps

## Where in the World????

AP World

Mr. Meetze

**Continents and Oceans Map Directions:** What is a Continent? How many are there? What is an Ocean? How many are there? Label the Map

**Cultural Region Map Directions:** What is a Cultural Region? Give an Example. Label the Map

Latin America	Sub-Saharan Africa	Middle East	South Asia	East Asia
South East Asia	Western Europe	Eastern Europe and Former USSR		

**Physical Feature Map Directions:** Using an atlas or your books atlas (pgs. 573, 575, 577, 579, and 580) label the following physical features on the world map

Ural Mts.	Black Sea	Gulf of Mexico	Yellow River
Himalayan Mts.	Caribbean Sea	Persian Gulf	Tigris River
Andes Mts.	Caspian Sea	Bay of Bengal	Amazon River
Pyrenees Mts.	Mediterranean Sea	<i>Suez Canal*</i>	Euphrates River
Alp Mts.	North Sea	<i>Tundra*</i>	Indus River
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Atlantic O.	Yellow Sea	Sahara Desert	Rio Grande River
Pacific O.	Baltic Sea	<i>Pampas*</i>	Yangtze River
Indian O.	Arabian Sea	Gobi Desert	Mekong River
Southern O.		Panama Canal	Ganges River

*\* In class we will add the italic features \**

**Political Map Directions:** Using an atlas or you book atlas on pgs. 570-571 label the following countries on the world map

U.S.A	Canada	Cuba	Mexico
Argentina	Columbia	Brazil	S.Africa
Congo	Sudan	Rwanda	Somalia
Kenya	Ethiopia	Libya	Egypt
S.Arabia	Kuwait	Iran	Iraq
Israel	Pakistan	India	Bangladesh
Vietnam	Indonesia	Philippians	China
N.Korea	S.Korea	Japan	Russia
Ireland	United Kingdom.	France	Spain
Germany	Poland	Italy	Norway
Sweden	Finland	Mali	Ghana

25 points Each Map  
(total 50 pts. for  
Enrichment Check)

I will give you the  
Italicized Features in  
Class

Political Map due???

Physical Map due???

# Who is Mr. Help????



**Question: 'Mr. Help'** would like to know if you know the **5 Themes of Geography** and can give a specific world-wide example of each theme listed



# Theme #1 Movement

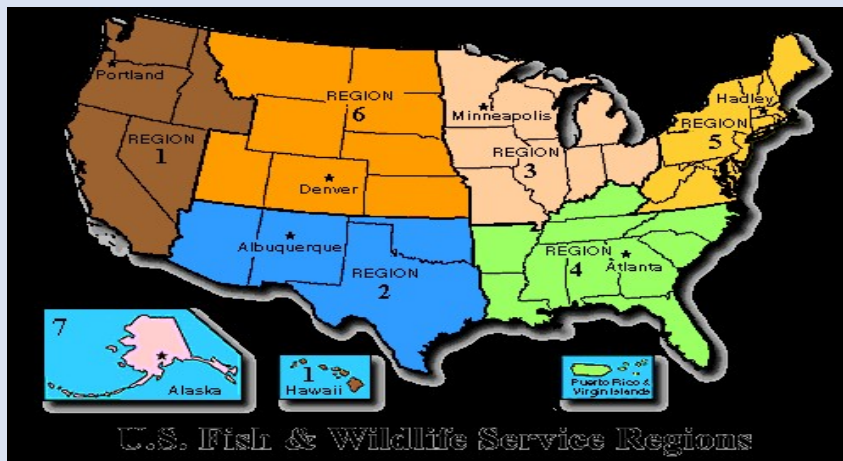


**Movement** of people includes both forms of ***Migration*** and ***Immigration*** which leads to movement of people, things, such as goods, as well as communications the movement of ideas



- ✓ People can **Migrate** or move from region to region
- ✓ People can **Immigrate** or move to a country to permanently settle there

# Theme #2 Region



A **Region** is an area grouped together by specific characteristics.

- ✓Regions can be grouped by a Government, Physical Characteristics, or a Specific Function
- ✓Region Examples include...

# Theme #3 Interaction between Humans and the Environment

How do **Humans** interact with their **Environment**?

- This is about the relationship between people and their environment, or how they work together.

*'Remember that Man can interact with his environment by...' (3 ways)*

- ✓ **Change** the Environment
- ✓ **Control** the Environment
- ✓ **Adapt** to the Environment

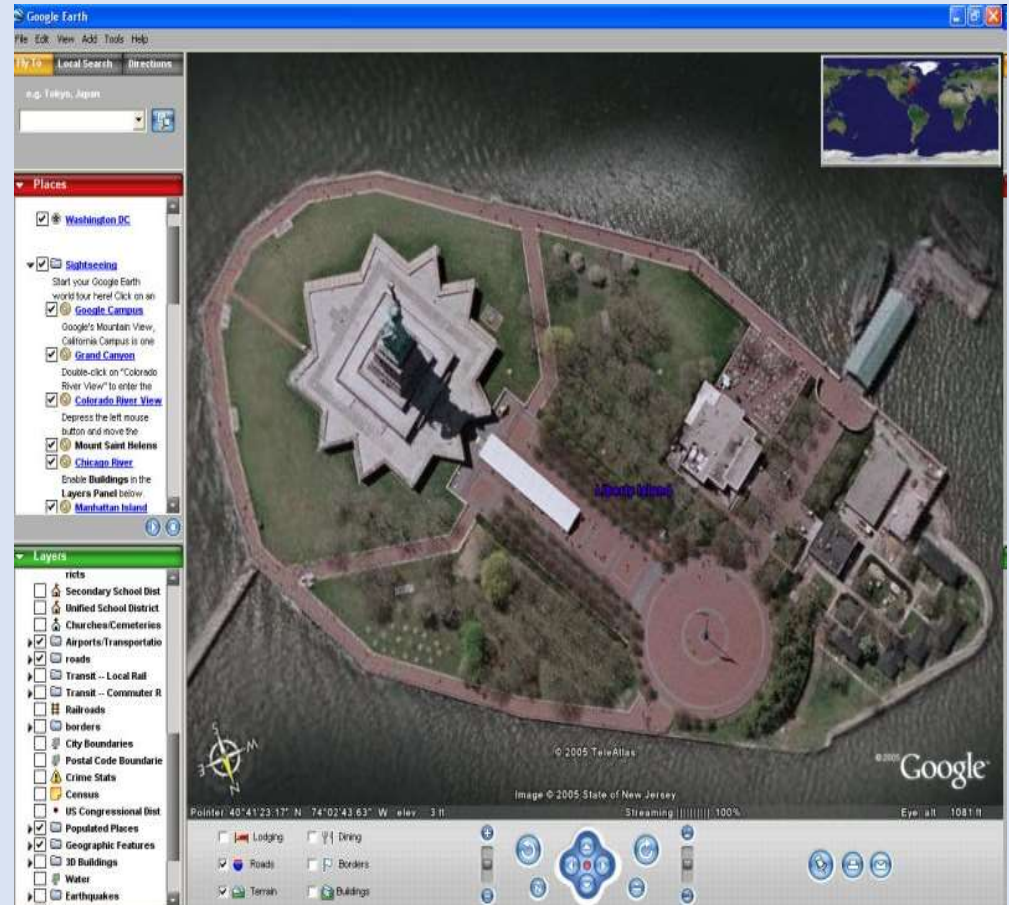




# Theme #4 Location

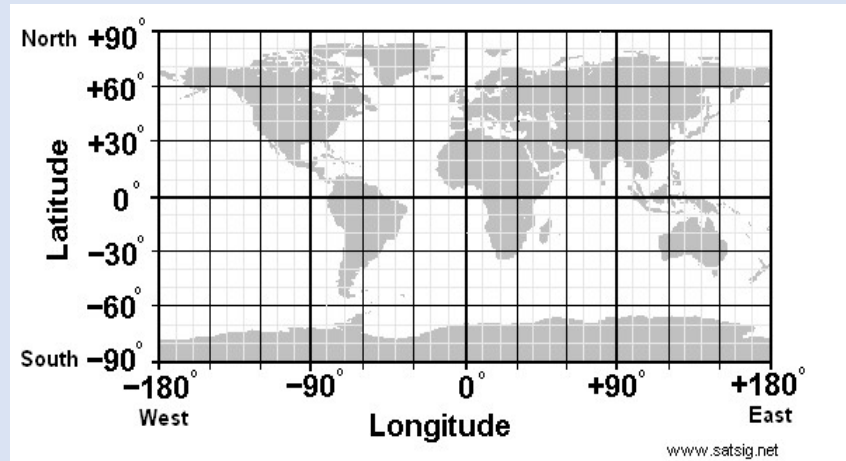
What does one's **Location** actually determine?

- ✓ Location deals with an objects' general or specific position anywhere on the planet.
- ✓ Using the Lines of **Latitude** and **Longitude** every position on the Globe can be located.





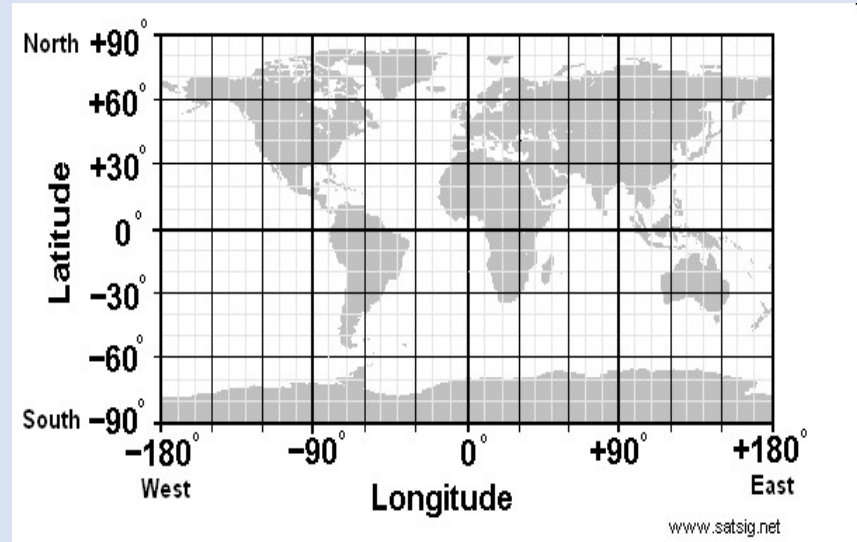
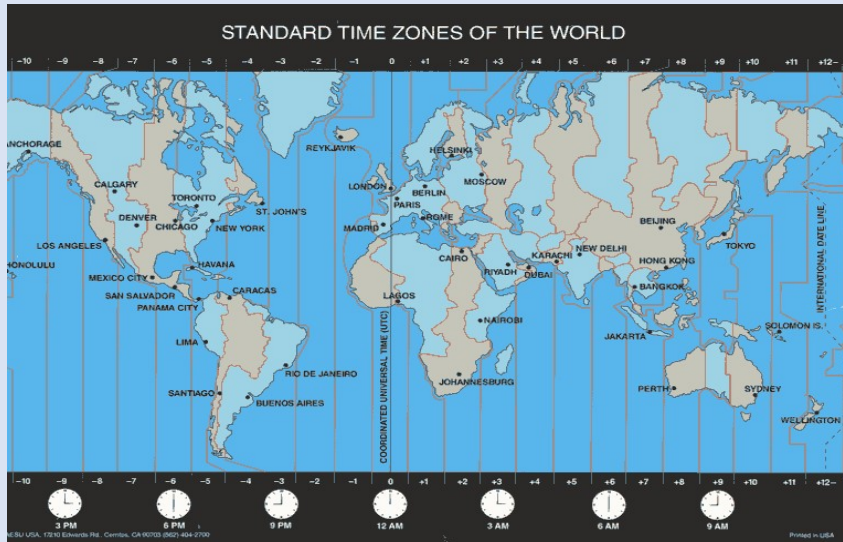
# Theme #4 : Lines of Latitude



Latitude lines travel West to East but measure the distance you are located North or South of the Equator

- Using Latitude your **Relative Climate** can be determined
- As you move toward the Equator the Climate becomes...
- As you move toward the Poles the Climate becomes...

# Theme # 4 Lines of Longitude



Longitude lines travel North and South but measure the distance West and East of the Prime Meridian.

- ✓ Using Longitude you can determine your Time Zone
- ✓ As you travel West your time Zone decreases
- ✓ As you travel East your time Zone increases

# Theme #5 Place

Give an example of both a Natural and Man-Made **Place**...

- ✓ Physical differences, or *characteristics*, include things that occur naturally, such as mountains, rivers, type of soil, wildlife, climate etc.
- ✓ Human differences, or *characteristics*, are things that have changed due to people, such as roads and buildings, how people live and their traditions.



# Review: Who is MR. HeLP????



**Review:** Partner Up: Identify the 5 Keys of Geography  
**M, R, H&E, L, and P** and can give a specific world-  
wide example of each theme listed.



# Political and Physical Maps

## Where in the World????

AP World

Mr. Meetze

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Southern O.		Panama Canal	Ganges River

*\* In class we will add the italic features \**

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S.Arabia	Kuwait	Iran	Iraq
Israel	Pakistan	India	Bangladesh
Vietnam	Indonesia	Philippines	China
N.Korea	S.Korea	Japan	Russia
Ireland	United Kingdom.	France	Spain
Germany	Poland	Italy	Norway
Sweden	Finland	Mali	Ghana

25 points Each Map  
(total 50 pts. for  
Enrichment Check)

I will give you the  
Italicized Features in  
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Political Map due???

Physical Map due???

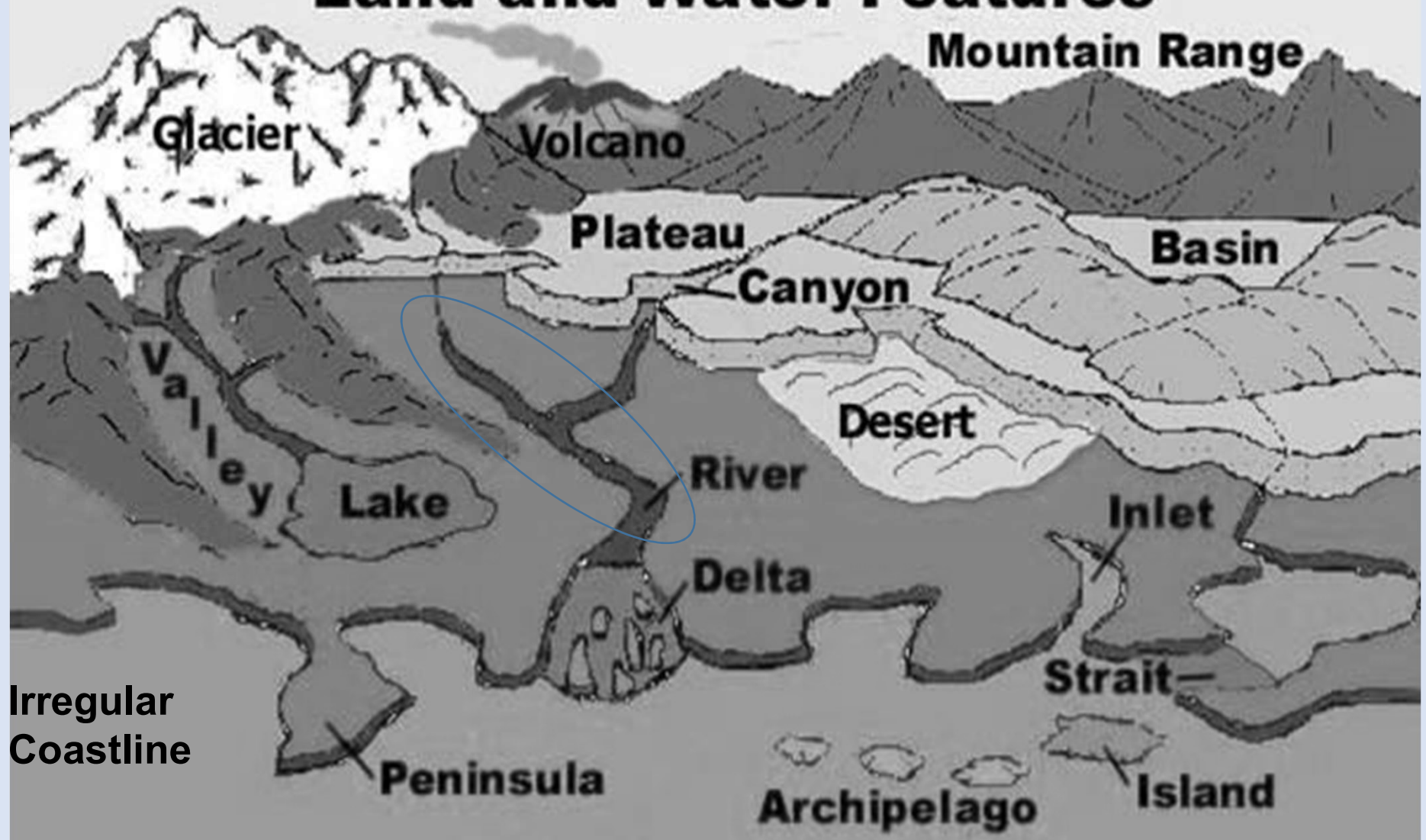
# Topography



Review: Define **Topography**

- ❖ Activity: Part I-For each feature create a working definition & give an example of physical feature not found in the United States

# Land and Water Features



Not Pictured: A **Regular Coastline** (Opposite of an Irregular Coastline)

An **Isthmus** (Similar to Strait but on Land)

Circle= A **River Valley** relates to the land itself not depth



# Topography Part II



Part II- Explain how the feature could influence the following physical features with the ability to **Trade**, **Travel**, **Culturally Diffuse (C.D.)**, develop **Farming**, provide **Protection**, and **Communication** would **Increase** or **Decrease**



# Regular Coastlines



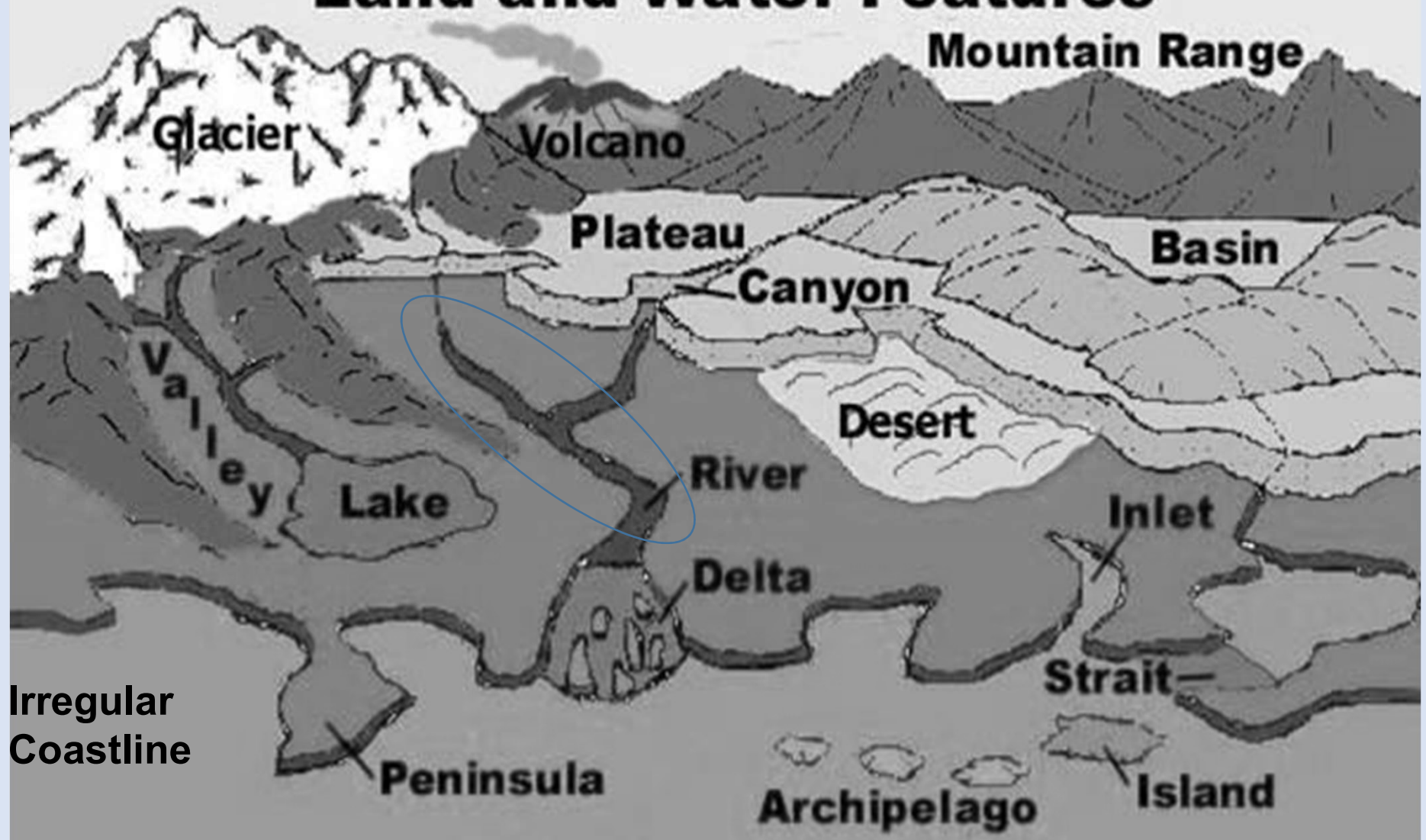
- Smooth Lacks Natural Ports
- Ex) Middle of Africa
- Decrease Trade, Travel, Cultural Diffusion
- Increase Protection

# Irregular Coastline



- Jagged, has Natural Ports
- Ex) Western Europe, Great Britain
- Increase Trade, Travel, Cultural Diffusion;
- Decrease Protection

# Land and Water Features



Not Pictured: A **Regular Coastline** (Opposite of an Irregular Coastline)

An **Isthmus** (Similar to Strait but on Land)

Circle= A **River Valley** relates to the land itself not depth

# Desert



- Area that lacks consistent rainfall
- Ex) Sahara, Antarctica
- Increase? T,T, CD \* If you have \_\_\_\_ & \_\_\_\_, **Protection?**
- Decrease? Farming except for Oasis or \_\_\_\_\_



# Archipelago



- Chain of Islands
- Ex) Japan, Philippian Islands
- Increase? T,T, CD (for themselves), Protection
- Decrease? Communication

# Island



- Land Surrounded by Water
- Ex) Cuba, Madagascar, Sicily
- Increase? T,T, CD (for themselves), Protection
- Decrease? Communication

# Isthmus



- Narrow Strip of Land Connecting 2 Larger Strips of Land like a Land Bridge
- Ex) Panama
- Increase? Trade, Trade, Travel, Cultural Diffusion
- Decrease? Protection

# Strait



- Narrow Channel of Water Connecting 2 Larger Bodies of Water
- Ex) Bering (Arctic to Pacific), Gibraltar (Atlantic to Med)
- Increase? Trade, Trade, Travel, Cultural Diffusion
- Decrease? Protection



# Sea



- Larger than a lake smaller than an Ocean
- Ex) Arabian, Baltic, Black, Caspian, North
- Increase? T,T, CD
- Decrease? Protection

# Plain



- Fertile, Flat Land
- Ex) Great Northern Plain (France to Poland), Ukraine
- Increase? T,T,CD, Farming, Population
- Decrease? Worst Protection, Flooding?

# Mountains



- Rugged, Steep Land form
- Ex) Alps, Andes, Himalayas, Pyrenees
- Increase? Protection
- Decrease? Trade, Travel, C.D., Communication
- Leads to **Cultural Diversity** or ....??

# Peninsula



- Area of Land Surrounded by Water on 3 Sides
- Ex) All of Europe, Greece, Italy, Iberian (Spain), India, Korea
- Increase? T,T,CD, Protection?
- Decrease?



# Rivers & River Valleys



- Large Stream which empties into something else
- Ex) Amazon, Euphrates, Mekong, Yellow, Yangtze, Nile, Indus, Ganges, Danube, Po
- Increase? T,T,CD, Fertile, Population
- Decrease? Protection

# Delta



- Mouth of a River
- Ex) Amazon, Nile
- Increase? Trade, Travel, CD, Farming, Population
- Decrease? Protection

**\*\* ALL EARLY CIVILIZATIONS BEGIN IN RIVER VALLEYS\*\***      WHY?  
(Brainstorm 3 Reasons with your Group)

# Political and Physical Maps

## Where in the World????

AP World

Mr. Meetze

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Vietnam	Indonesia	Philippines	China
N.Korea	S.Korea	Japan	Russia
Ireland	United Kingdom.	France	Spain
Germany	Poland	Italy	Norway
Sweden	Finland	Mali	Ghana

25 points Each Map  
(total 50 pts. for  
Enrichment Check)

I will give you the  
Italicized Features in  
Class

Political Map due???

Physical Map due???

# Take out a Half Sheet of Paper

## Topographical Features Quiz (20pts)



I will give you 3-4 Features. Number and leave room in-between

- ✓ 1 Point- Create a Working Definition of the P.F.
- ✓ 2 Points- Does the P.F. INCREASE the ability to **Trade, Travel, Culturally Diffuse (C.D.)**, develop **Farming**, provide **Protection**, and **Communication**
- ✓ 2 Points- Does the P.F. DECREASE the ability to **Trade, Travel, Culturally Diffuse (C.D.)**, develop **Farming**, provide **Protection**, and **Communication**



## Comparing Political and Economic Systems



Democracy and totalitarianism are diametrically opposed forms of government. Whereas democracy institutionalizes the political ideals of equal rights, popular participation and civic control, totalitarianism enshrines the idea that the will of the leader is law, that the power of the state must be total and that enemies of the people must be liquidated. Historically, although totalitarianism has depended on its capacity to mobilize huge masses of people, it has nevertheless been a form of dictatorship, since there are no guarantees for individual rights or for the masses to participate in the political process.

### Democratic Political Systems

Many countries today claim to be democracies, but if the citizens are not involved in government and politics, they are democratic in name only. Some governments are more democratic than others, but systems cannot be considered truly democratic unless they meet certain criteria:

- Freedom of speech, the press, and religion. Democracies in general respect these basic individual liberties. No government allows absolute freedom, but democracies do not heavily censor newspapers and public expression of opinions.
- Majority rule with minority rights. In democracies, people usually accept decisions made by the majority of voters in a free election. However, democracies try to avoid the "tyranny of the majority" by providing ways for minorities all kinds to have their voices heard as well.
- Varied personal backgrounds of political leaders. Democracies usually leave room for many different types of citizens to compete for leadership positions. In other words, presidents and legislators do not all come from a few elite families, the same part of the country, or the same social class.
- Free, competitive elections. The presence of elections alone is not enough to call a country a democracy. The elections must be fair and competitive, and the government or political leaders cannot control the results. Voters must have real choices among candidates who run for public office.
- Rule by law. Democracies are not controlled by the whims of a leader, but they are governed by laws that apply to leaders and citizens equally.
- Meaningful political participation by citizens. By itself, a citizen's right to vote is not a good measure of democracy. The government must respond in some way to citizen demands. If they vote, the candidate they choose must actually take office. If they contact government in other ways — writing, protesting, phoning — officials must respond.

The degree to which a government fulfills these criteria is the degree to which it can be considered democratic. Examples of such governments include Great Britain Parliamentary System, France's Semi Presidential System, Japan's Constitutional Monarch, and the United States Republican form of government.

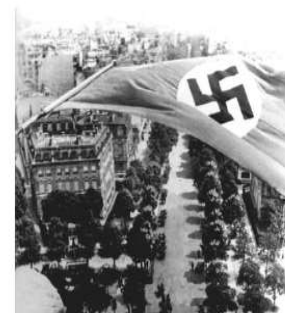
## Comparing Political and Economic Systems

### Totalitarian

One ruler or a small group of leaders have the real power in authoritarian political systems. Authoritarian governments may hold elections and they may have contact with their citizens, but citizens do not have any voice in how they are ruled. Their leaders do not give their subjects free choice. Instead, they decide what the people can or cannot have. Citizens, then, are subjects who must obey, and not participants in government decisions. Kings, military leaders, emperors, a small group of aristocrats, dictators, and even presidents or prime ministers may rule authoritarian governments. The leader's title does not automatically indicate a particular type of government.



Authoritarian systems do not allow freedoms of speech, press, and religion, and they do not follow majority rule nor protect minority rights. Their leaders often come from one small group, such as top military officials, or from a small group of aristocratic families. Examples of such regimes include China's Communist People's Republic, Venezuela's Dictatorship, Saudi Arabia's Absolute Monarchy, North Korea's Military Leadership, and in the past Germany's Nazi and Italy's Fascist Governments



# Politics, Why Do We Need It?



When we deal with Politics we are dealing with the workings of Government Systems.

- ✓ **Brainstorm at least 8 Reasons We Need Government or 8 Policies that All Governments Provide.**
- ✓ **Examples Include....**An Amount of Control over the Population, Economic Systems, Law/Order, Protection, Rules, Stability, Structure, etc.
- ✓ Societies Lacking Government are Considered to have **Anarchy** or...



# 2 Types of Governments



## **Democratic Governments**

- ❖ Created for the People, by the People, with power derived from the People



## **Totalitarian Governments**

- ❖ Created by a small group of People who consolidate the power into a few individuals or group

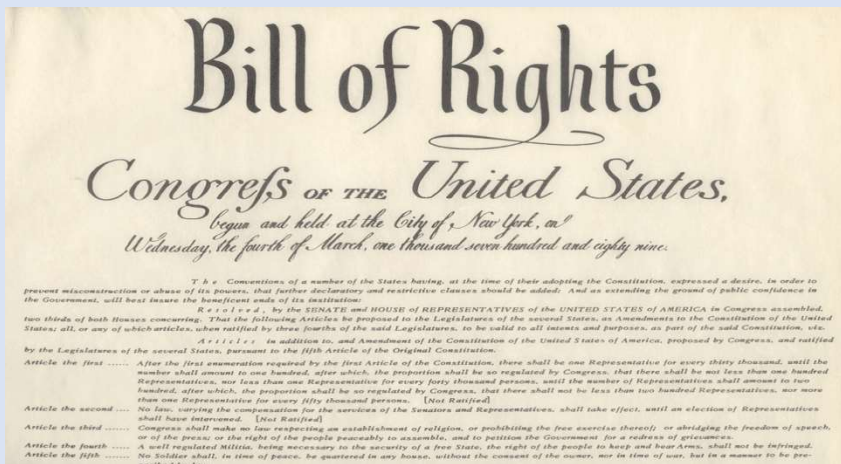
# 2 Types of Democracies

1. Direct Democracy
2. **Representative Democracy**
  - A. Republic
  - B. Parliamentary System





# General Characteristics of ALL Democracies



## 1. People Participate Ex)

- ✓ Voting, Run for Office, Petition, Protest, etc.

## 2. Written Bill of Rights Ex)

- ✓ 1<sup>st</sup> Expression, 2<sup>nd</sup> Arms, 5<sup>th</sup> Remain Silent, etc.

## 3. Other (Assumed) Freedoms Ex)

- ✓ Education, Leisure, Occupation, Travel, etc.

# 5 Types of Totalitarian Governments

1. **Communism** or...
2. **Dictatorship** or...
3. **Monarchy** or...
4. **Military Government** or...
5. **Nazism / Fascism** or...



# General Characteristics of ALL Totalitarian Governments



## 1. **People Participate however...**

Ex)

- ✓ Can Vote but..., Can Petition or Protest but..., etc.

## 2. **Bill of Rights however...**

Ex)

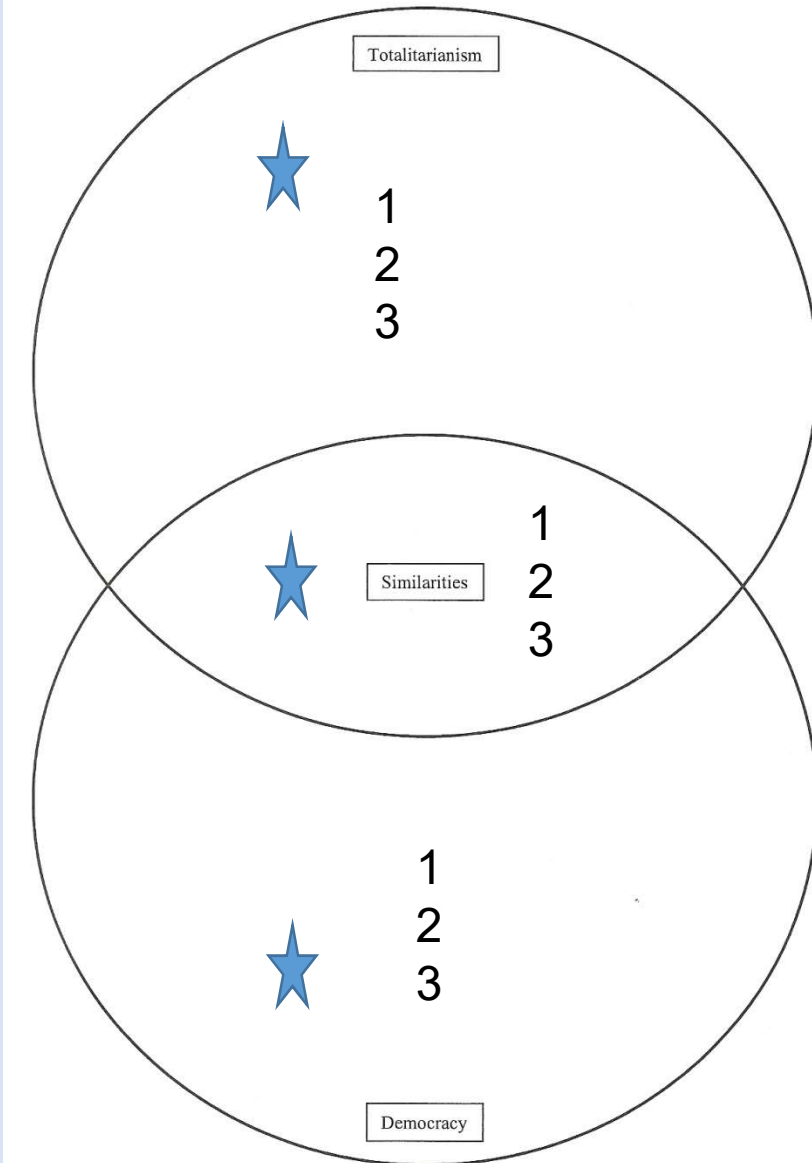
- ✓ Not Written Down, Doesn't Apply to All People Equally, Can Speak Out but..., etc.

## 3. **Other (Non- Assumed) Freedoms ...**

Ex)

- ✓ Government determines your Education, Leisure, Occupation, Travel, etc

## Totalitarianism vs. Democracy



Quiz Time Kids!!!  
Yeah!!!



In your Supplemental  
Pack.

Identify 3 Characteristics  
for each portion of the  
Diagram.

Use Bullets



# Honors: Government & Cows

- ❖ **PURE ANARCHY:** You have two cows. Either you sell the milk at a fair price or your neighbors try to take the cows and kill you.
- ❖ **FEUDALISM:** You have two cows. Your lord takes some of the milk.
- ❖ **PURE DEMOCRACY:** You have two cows. Your neighbors decide who gets the milk.
- ❖ **REPRESENTATIVE DEMOCRACY:** You have two cows. Your neighbors pick someone to tell you who get the milk.
- ❖ **BUREAUCRACY:** You have two cows. At first the government regulates what you can feed them and when you can milk them. Then it pays you not to milk them. Then it takes both, shoots one, milks the other and pours the milk down the drain. Then it requires you to fill out forms accounting for the missing cows.
- ❖ **DICTATORSHIP:** You have two cows. The government takes both and drafts you.
- ❖ **RUSSIAN COMMUNISM:** You have two cows. You have to take care of them, but the government takes all the milk.
- ❖ **FASCISM:** You have two cows. The government takes both, hires you to take care of them and sells you the milk.

# Economics Made Easy



**Part I:** Close Read the Economic Article and Highlight the Key Points. With your group Brainstorm what you know about the following topics

1. Create a working definition of the terms **Capitalism, Economic Systems, Factors or Means of Production, Incentives, Profit Motive, and Scarcity.**
2. List all the items you would need (be general) if you were to begin any type of Business.
3. Explain the '**Laws of Supply and Demand**'. Are the laws effective in a country like the United States? Why or Why not?
4. In **Totalitarian Governments** do those countries use the '**Laws of Supply and Demand**'? Why or Why not? If not what do they use?

## Economics Made Easy Reading

### What are Economic Systems?

An **Economic System** is a system of production and exchange of goods and services as well as allocation of resources in a society. It includes the combination of the various institutions, agencies, entities (or even sectors as described by some authors) and consumers that comprise the economic structure of a given community. A related concept is the mode of production. The study of economic systems includes how these various agencies and institutions are linked to one another, how information flows between them, and the social relations within the system (including property rights and the structure of management).

**Figure 1.2** The Factors of Production



### All Economic Systems determine...?

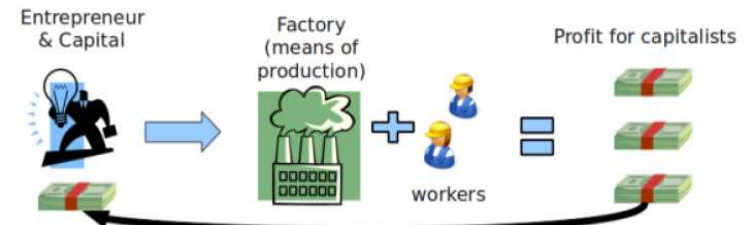
As an entrepreneur and as an economic agent, there are three basic economic questions you should ask when deciding how to use scarce resources:

#### A. What to Produce?

In a true **Command economy**, what to produce is determined by a central economic authority. In a true free market, what to produce is determined by individual choices. However, most nations fall somewhere between a true command economy and a true **Free market** and production is determined by a mixture of central planning and individual choices. For example, in the United States, while the production of some foodstuff is determined by supply and demand, others, such as sugar and milk, are subsidized by the government. All businesses must decide what to produce given **limited resources**. While a society must decide how much food and shelter to produce to satisfy the population, a business must decide how much of each goods or services to produce.

## Economics Made Easy Reading

Because of **scarcity**, by producing A, you must forgo the production of B, thus incurring an opportunity cost. You choose to produce, hopefully, the product or service that brings the highest benefits relative to costs. However, as the organization gets bigger and more complicated and as the number of choices increases, so will the difficulty in answering this question.



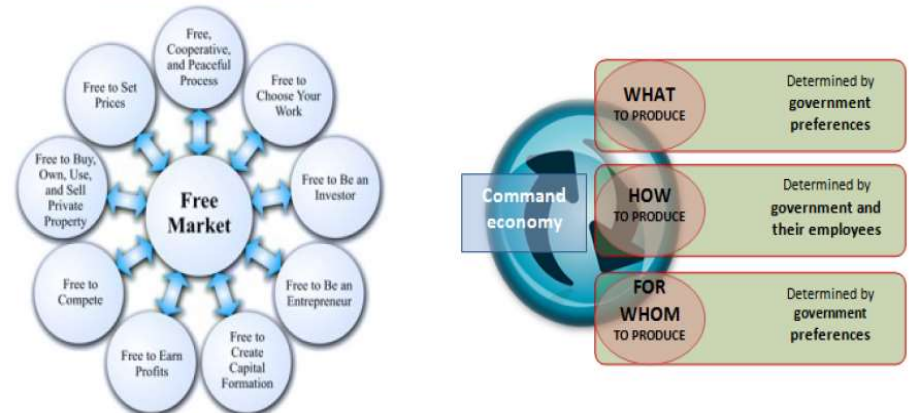
#### B. How to Produce?

There are many ways to produce a good or service of equal quality. As an entrepreneur, it is important to have a clear understanding of all your alternatives. Should the business produce all the goods and services it sells by itself or will it bring in outside contractors? Should the production take place domestically or should it be outsourced to another country? Should the production be labor intensive or capital intensive?

#### C. For Whom to Produce and /or Where to Sell?

All goods and services are produced for somebody to consume. In a free market, who gets what is determined by who is able to afford what at a price determined by supply and demand. As an entrepreneur, this question should be addressed in the same line of thought as "what to produce?" Who are your customers? Will your targeted customers be able to afford the product? Are there enough of them to support your business?

#### The Characteristics of a Free Market





## **Economics Pre-Test**

**Directions:** Choose the response that best answers the question in regards to economics.

- 1.) All basic economic decisions are based on
  - A. the desire for profit
  - B. needs and wants
  - C. religious beliefs
  - D. cultural traditions
- 2.) Trade and fertile land allowed the first civilizations to emerge near
  - A. mountains
  - B. deserts
  - C. river valleys
  - D. plains
- 3.) Hunting and gathering and subsistence agriculture are characteristics of a
  - A. traditional economy
  - B. market economy
  - C. command economy
  - D. mixed economy
- 4.) The system of exchange prior to the use of money is known as
  - A. feudal system
  - B. caste system
  - C. encomienda system
  - D. barter system
- 5.) One way to expand production is through the development of
  - A. new technologies
  - B. war conflict
  - C. a plantation system
  - D. urbanization



6.) In almost every society, the problem of scarcity must be dealt with because

- A. goods are distributed evenly
- B. farmers tend to overestimate their crop yield
- C. governments tend to overspend on the military
- D. resources are limited

7.) Interaction of different societies through trade can result in

- A. cultural evolution
- B. cultural diversity
- C. cultural adaptation
- D. cultural diffusion

8.) The British policy that benefitted the mother country at the expense of the American colonies was known as

- A. feudalism
- B. mercantilism
- C. manorialism
- D. communism

9.) What economic complaint of the American colonists caused their desire to revolt against the British?

- A. illegal search and seizure
- B. human rights violations
- C. unfair taxation
- D. the Boston Massacre

10.) What is the name of the economic system based on the law of supply of demand and private ownership of business?

- A. capitalism
- B. communism
- C. socialism
- D. mercantilism

# What are Economic Systems?



**Definition: All Economic Systems** determine how to use **Scarce or Limited Resources** to Satisfy the Basic **Needs and Wants** of the Population based on their own **Means or Factors of Production**.

# The Factors of Production?



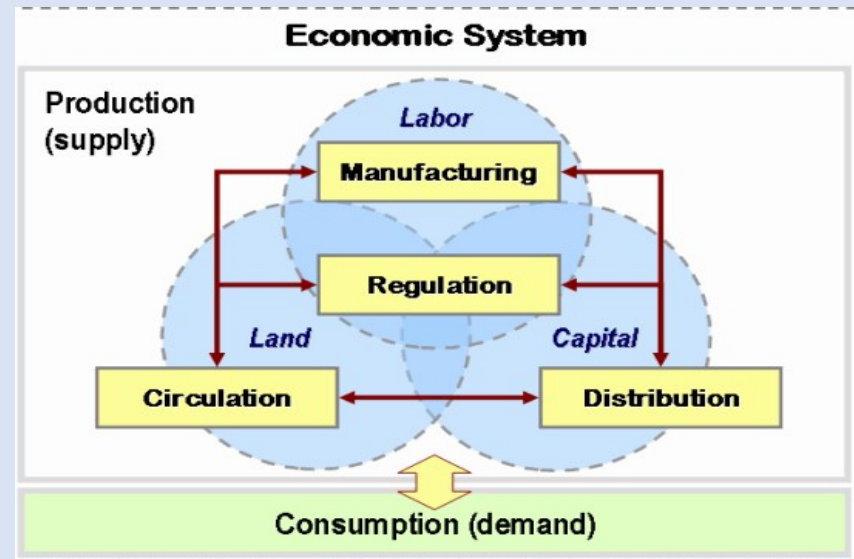
What are the '**Means or Factors of Production**'?

✓ **Answer:** What you need to Produce Goods or Service.

Examples of **Factors of Production** include...

✓ Capital or \$, Communication Systems, Labor Source, Land, N. Resources, Transportation Systems, etc.

# All Economic Systems Determine...



When starting a Business for the first time What 3 Questions Should Be Answered???

1. What Good and Services to Produce?
2. How to Produce the Product or Service; specifically what 'Factors of Production' are needed and the specific amount?
3. \* Where to Sell the product \*?



# However.... In Traditional Economic Systems



**Question?** If People Lacked \$, How did Traditional Systems fulfill their needs and Wants???

**1. Subsistence Farming** or Growing only enough for yourself to survive

**2. Bartering** or Trading a good or service for another good.

**3. (Brainstorm)** What other possible ways could people acquire goods and services in a **Traditional Economy**?



# 2 Types of Economic Systems

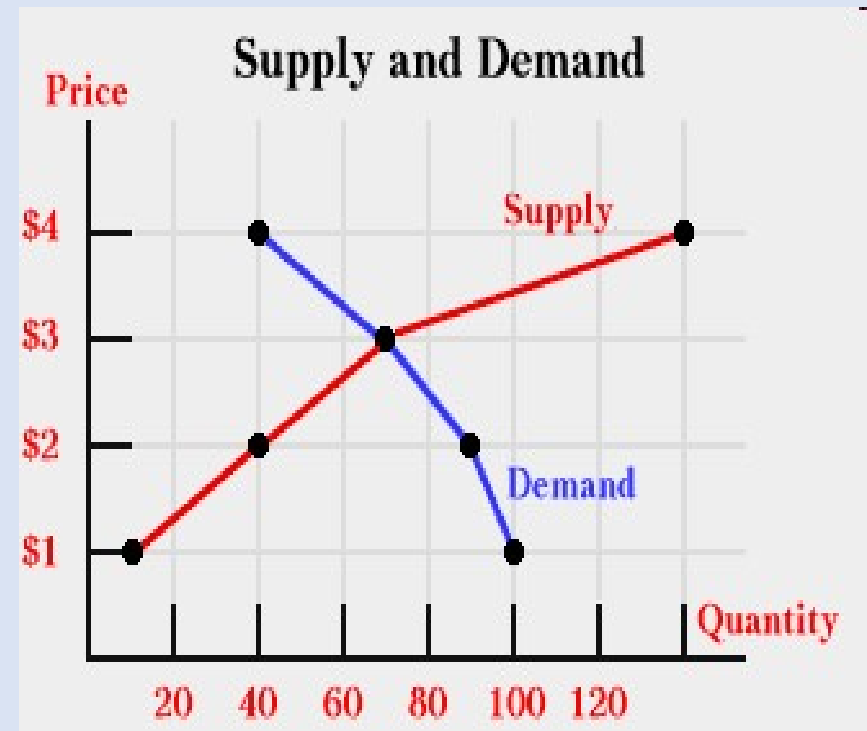


## Free Market Economy or 'Capitalism'

Based on the idea that owners create a business in order to make a Profit or money known as **Profit Motive**

# Free-Market Economy

- In **Capitalism** People Decide what to produce, how to produce and when to produce based on the Natural Laws of **'Supply and Demand'**



- Explain the basic Concept of **'Supply and Demand'** within your Group

# Free- Market Economy



- In **Capitalism** business is **privately owned** leading to a **Variety of Goods** produced by many Companies



- Therefore **Competition** is **high** causing many business to fail



# Free- Market Economy



○ In **Capitalism** Owners are motivated by **Profit**

➤ Will lure potential customers with **Incentives** or \_\_\_\_\_ including...

# Free- Market Economy



- Due to the intense **Competition** amongst many similar businesses in a Capitalistic System

- Buyers should receive **High Quality Goods** with **Reasonable Prices**. Examples include...

# 2 Types of Economic Systems



## **Command Economy or a 'Planned Economy'**

Based on the idea that the government knows best and can determine how to use the Factors of Production better than the population.

# Command Economy



- In a **Planned Economy** the Government Decides what to produce, how to produce and when to produce based on the Natural Laws of themselves!



- ✓ Explain the basic Concept of **Not** having '**Supply and Demand**' regulating your economy within your Group



# Command Economy



- In a **Planned Economy** each business is Government owned. Therefore there is No Variety of Goods since there is only 1 Central Company



- ✓ Due to a **Lack of Competition** the consumer will not have many options including..

# Command Economy



- In a **Command Economy** the Government is still motivated by **Profit** ✓ Will lure potential customers with **Non-Incentives** including...

# Command Economy



- As a consumer the lack of competition amongst business should lead to **Low Quality Goods** with **Un-Reasonably High Prices**



- ✓ Additionally consumers will see **Long Lines** and **Shortages** of even the most necessary items

# Castle Learning Log In

## Directions:

- Go to Mr. Meetze's Website. Scroll to the left side. Locate the Castle Learning Link and click on it.
- Your Password is the following...



- Your ID is Lastname, 1<sup>st</sup> 2 initials of First Name, graduation year followed by @ student.ktufsd.org
- Example: meetzemi93@student.ktufsd.org
- Your Password is your Kenton Log in or it will ask you to create a new one.