



Social Studies eLearning Guide – Week 8

World Geography: Global Migration

- Students will explore migration around the globe, focusing on voluntary vs involuntary migration, refugees, and the impact technology has on migration.

World History: WWII and the Global Balance of Power, Part 2

- Students will understand the timeline of the major events of WWII, including Japan's role and the Asia-Pacific Theatre, the atomic bomb, Anti-Semitism and the Holocaust. Students also will learn how and why the League of Nations and the UN were created.

US History: The End of the Cold War, Part 2

- Students will understand events that occurred after the Cold War and global problems that arose. Students also will define and explain the differences between free trade and protectionism.

Government: State and Local Governments

- Students will compare and contrast state and local governments. They also will compare the Texas state government with another state, and then explore differing opinions on a local issue.

Economics: Is College Worth It?

- Students will decide whether paying for college is worthwhile; will it benefit them in the end? Students will read differing opinions, choose a side, and write an argument using evidence.

World Geography - WEEK 8

Objectives

- Students will review push/pull factors and apply their knowledge to a variety of situations in different time periods and cultures.
- Students will understand the difference between voluntary and involuntary migration and how each impacts societies.
- Students will study the characteristics and impact of refugee populations.
- Students will explore the impact that technology has had on migration.
- Students will synthesize information from texts and videos in order to draw conclusions about migration.

Essential Question

- Has global contact and migration created a culturally united or divided world?

For Parents

- Have your student read the texts and/or watch the videos and take notes.
 - The texts may need to be read more than once for full understanding.
 - You may also allow your student to use a dictionary or online resource (such as <https://www.britannica.com>, [history.com](https://www.history.com)) to look up words or concepts they may not know.
- After reading, have your student answer the questions as a check for understanding.

For Students

- **Task 1:** Motivation Behind a Move - Vocab Chart
 - **Reading** for task
- **Task 2:** Voluntary and involuntary Migration - Comparative Chart
 - **Reading** for task
- **Task 3:** Refugee Populations - Comparative Chart
 - **Reading** for task
- **Task 4:** Technology - Change Over Time Chart
 - **Reading** for task
- **Task 5:** Global Migration
- **Task 6:** Open Ended Response - Has global contact and migration created a culturally united or divided world?
 - **Reading:** Unity vs. Division
 - Optional **further reading** to support response

Resources

- Video Segments for further learning, if needed: Log in to Discovery Ed through itsLearning to watch videos.
 - **Immigration Waves** (3:45)
 - **Refugees Flee Burma and Vietnam** (1:19)
 - **Civil War and Genocide in Rwanda** (2:05)
 - **The Earliest Human Migration** (4:56)
 - **Road and Highways** (5:43)
 - **How Railroads Affect Our Lives** (2:11)
 - **How Airplanes Affect Our Lives** (2:32)

AP Resources

- **AP Human Geography Shmoop - Login Instructions** for SBISD students. All students have a free account with Shmoop.
- Create an account or log into **AP Students** to complete the exam practice.

World History - WEEK 8

Objectives

- Students will synthesize information and create a timeline of major events of WWII, including Japan's role and the Asia-Pacific Theatre, as well as the atomic bomb.
- Students will understand the role that Anti-Semitism played in WWII and the meaning of the Holocaust.
- Students will understand how and why the League of Nations and the UN were created.

Essential Question

- How did the outcome of World War II change the global balance of power?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- **Task 1:** Timeline of WWII
 - **Reading** for Task 1
- **Task 2:** Great Minds (the Atomic Bomb)
- **Task 3:** Anti-Semitism and The Holocaust
 - **Reading** for Task 3
- **Task 4:** The UN and League of Nations
 - **Reading** for Task 4
 - **Visual** for Task 4
- **Task 5:** Putting it all together
 - Use the readings from Weeks 7 and 8 to complete the diagram

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBC Teach channel](#)

AP Resources

- [AP World History Khan Academy](#) - Khan Academy - Create a **free account** to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP World History Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

US History - WEEK 8

Objectives

- Students will understand global events that occurred after the Cold War and the challenges they created.
- Students will define and explain the differences between free trade and protectionism.

Essential Question

- What issues did the end of the Cold War resolve? What global challenges emerged when it ended?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on lined paper, they may print the assignments and complete them on paper, or they record their ideas on a Google Doc or Word doc.
- *Note: For Google Docs included in the tasks, students will need to print or make an electronic copy of the document for their personal use.*

For Students

- **Tasks 1-6:** Each Reading has a row on the chart. Fill in each row as you complete your reading.
 - **Task 1 Reading:** Persian Gulf War
 - **Task 2 Reading:** Somalia
 - **Task 3 Reading:** The Balkans
 - **MAP** of the Breakup of Yugoslavia
 - **MAP** of the UN Involvement in Bosnia
 - **Task 4 Reading:** Israel and Palestine
 - **Task 5 Reading:** Terrorism
 - **Task 6 Reading:** NAFTA
- **Task 7:** Free Trade vs. Protectionism

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBCTeach channel](#)

AP Resources

- [AP US History Khan Academy](#) - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP US History Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

Government - WEEK 8

Objectives

- Students will examine the state of Florida to better understand the duties of local governments.
- Students will compare and contrast state and local governments, using Texas and Florida as examples.
- Students will explore differing opinions on a local issue and draw conclusions about the importance of multiple perspectives on a local issue.

Essential Question

- In what ways do state and local governments mirror the federal government? In what ways are they different?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- **Task 1:** Duties of Local Government - Florida Case Study
 - [Reading](#) for Task 1
 - [Note Sheet for Tasks 1-4](#) - As you read each selection, add to the Venn Diagram
 - Resources to compare Florida's government to Texas'
 - [Office of TX Governor](#)
 - USAGov - [Texas](#)
 - Encyclopedia Britannica - [Texas Government](#)
- **Task 2:** The Amendment Process
- **Task 3:** Local Governments
 - [Visual](#) for Task 3
- **Task 4:** Obligations and Services
- **Task 5:** Examining Multiple Perspectives on Local Issues *(To watch the video, access Discovery Ed in itsLearning through the Clever link.)*

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBC Teach channel](#)

AP Resources

- [AP US Government and Politics](#) Khan Academy - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP US Government and Politics Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.

Economics - WEEK 8

Objectives

- Students will analyze documents that examine whether or not paying for college is worthwhile - will it benefit in the end?
- Students will read differing opinions and choose a side.
- Students will write an argument using evidence from the documents they have analyzed.

Essential Question

- Is college worth it?

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Students will read and complete the activities provided.
- Students may record their answers and ideas on paper, they may print the assignments and complete them there, or they can record their ideas on a Google Doc or Word doc.

For Students

- **Task 1:** The Hook
 - [Check your answers](#)
- **Task 2:** Background Essay
 - [Check your answers](#)
- **Task 3:** Documents A-C
 - [Check your answers](#)
- **Task 4:** Documents D-E
 - [Check your answers](#)
- **Task 5:** Documents F-H
 - [Check your answers](#)
- **Task 6:** Document Based Question

Resources

- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBC Teach channel](#)

AP Macroeconomics Resources

- [AP Macroeconomics Khan Academy](#) - Create a [free account](#) to access the full course.
 - NOTE: Each Khan Academy module includes instructional videos, a check for understanding and a summary page. Students may read or print the summary page first, then watch the videos if further explanation is needed.
- [AP Macroeconomics Shmoop](#) - [Login Instructions](#) for SBISD students. All students have a free account with Shmoop.
- Create an account or log into [AP Students](#) to complete the exam practice.