

## Week Five: Unit 1 Review

**Weekly Focus:** Response with Evidence

**Weekly Skill:** Short Answer Response with Evidence

**Lesson Summary:** This week students will have a chance to formalize their thoughts concerning Unit One's material by taking a review quiz. They will also write a short answer response to a question. Students will use previous readings, research, and writings to help inform this response.

**Materials Needed:** Unit 1 Quiz-Part I, Unit 1 Quiz-Part II, half sheets of colored paper, pencils, pens, and tape

**READINGS:** Christopher Columbus Bios, Olympics, Forms of Governments, Emperor Taizong Excerpt

**Objectives:** Students will be able to...

- Read a map and answer comprehension questions concerning it
- Understand and create a timeline
- Critically analyze and write responses regarding material previously read in class
- Write a short answer response in which they cite specific textual evidence to support an informed analysis of a text

**Common Core Standards Addressed:** RH.11-12.1, RH.11-12.8, WHST.11-12.1

**Notes:**

Please be sure to read instructions for the Quiz. There are two parts. Part II requires brief explanation of instructions and the type of evidence that is required.

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### Activities:

#### Warm-Up/Review: Preparation

Time: 10 minutes

Remind students that today they will be taking a review quiz and writing a short answer response using information we've been studying the past four weeks. Allow students to gather and review notes and material and to ask any questions that they might have.

**Note: If the majority of your students have not been here consistently this unit, feel free to choose to skip Part I and go to the next activity, Quiz Part II. Part II can be stretched out if you choose to focus on that activity alone. See the options for extending Quiz Part II below.**

#### Quiz Part I

Time: 50 minutes

- 1) Have students get into groups of three. Then, have them take the formal quiz-Part I. (This is called a "quiz" because it is a review of material. However, students can treat it like another worksheet and work together on it in their groups.) They may use all notes, articles, and research that they have collected over the course of this unit. Students will have **40 minutes** to complete Part I.
- 2) Review quiz answers to Part I as a large group.

**Break: 10 minutes**

#### Quiz Part II

Time: 35 minutes

- 1) Hand out Part II and go over the instructions and the question on page 2. **Before** students read and complete Part II individually, walk through the writing frame they can choose to use for the evidence-based response. Go through each fill-in-the-blank sentence, and ask what kind of information they might use to complete each one. Especially point out the quotation marks—requiring a direct quote—as well as the fact that they will need to provide two pieces of evidence in support of Oklahoma Daily, and one piece of evidence that recognizes the counter-argument ("Even though..."). Recognizing counter-arguments is very important for GED 2014. Give students **25 minutes** to do the formal quiz-Part II.

- 2) Review quiz answers to Part II as a group

**Optional:** Collect Part II answers and offer brief comments on the evidence selected from the articles. Return papers to students next week.

#### Options for extending this activity for the entire class:

1. Read through the article together, focusing on comprehension of the ideas.
2. Give students a little extra time to write their responses. Even though the test will only allow 25 minutes for reading and comprehending, that task may not yet be suitable for your level

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of students.

3. Have students swap essays after the allotted time for writing and critique one another's writing based on the following criteria:
  - a. Does he/she directly quote from the article? Is it properly in quotation marks?
  - b. Are the other sentences paraphrases in his/her own words?
  - c. Does the paragraph make sense?
  - d. Does he/she choose a side?

### Creating a Class Story Timeline

**Time: 15 minutes**

- 1) Hand out half-sheets of colored paper.
- 2) Have students think about a very important event that happened in their lives (it should be one that they are willing to share). Have students write the date of this event at the top of the sheet in bold marker (can be year or year and month only if they don't remember the exact date).
- 3) Underneath the date, have students write one paragraph about what happened on this date and why it was important to them.
- 4) While students are writing, draw a line across the board. Put the year 2012 at the end of it. When students are finished writing, have them place their "event" on the timeline, making sure to keep the events in order.
- 5) When everyone's event has been posted, give students a few minutes to get up and look at everyone's event description.
- 6) Finally, ask the students how looking at the timeline gives us a "story" about our class. What kind of students infer about their GED class and its members based on only the timeline's information?

### Extension Activity: Teaching a Timeline

**Time: 60 minutes**

If your class is in a larger school setting, have GED students teach another class what they've learned about timelines. Then, have them lead this class in building their own "class story timeline." Be sure to ask your coordinator and/or partner classroom teacher well in advance about implementing this lesson.

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### Unit 1 Social Studies Quiz-Part I

**Directions:** You will have 40 minutes to complete the questions below. Be sure to read all directions for each section. You may use any notes that you have taken in class, as well as readings that you've kept.

#### **I. Matching**

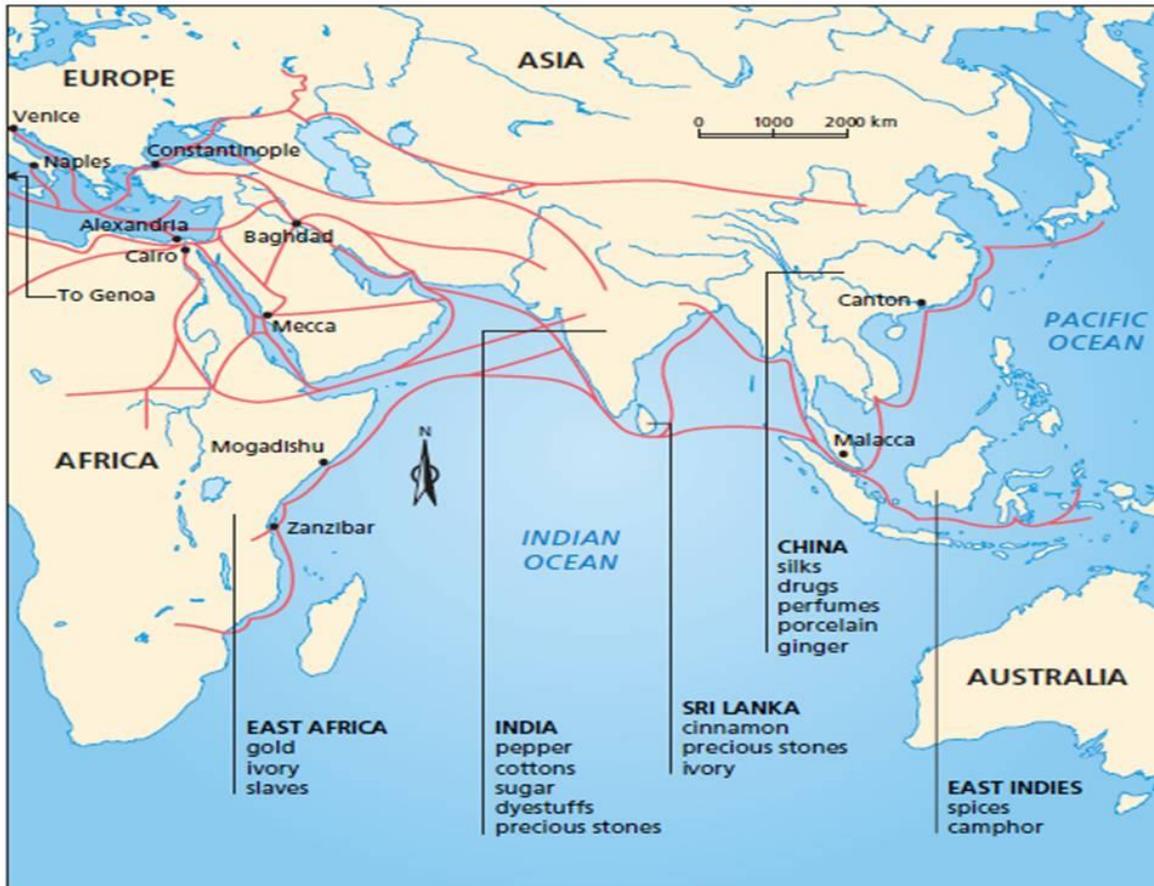
*Write the correct letter next to each corresponding description. You may use each letter only once. Some letters will not be used.*

- a. Timeline \_\_\_\_\_ Place where the Olympics originated.
- b. Silk Road \_\_\_\_\_ Before Common Era.
- c. C.E. \_\_\_\_\_ The time period in which we are currently in. Also sometimes referred to as A.D.
- d. B.C. \_\_\_\_\_ Rule by one, usually a king or a queen. The position is inherited.
- e. B.C.E. \_\_\_\_\_ Rule by a small group of people.
- f. Oligarchy \_\_\_\_\_ "Father" of the modern olympics.
- g. Monarchy \_\_\_\_\_ A system of trade routes that connected East, South, and Western Asia with countries Europe and the Mediterranean and European world as well as parts of Africa.
- h. Democracy \_\_\_\_\_ Type of government in which leaders are elected by popular vote.
- i. Greece
- j. France
- k. Pierre de Coubertin

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**II. Reading a Map:** *Examine the map below and then answer the questions that follow.*

### Silk Road Trade Routes



- 1) What country traded ginger along the Silk Road?
- 2) Roughly how many kilometers was it to travel between Mogadishu and Zanzibar?
- 3) What city listed on the map is the farthest north on the Silk Road?
- 4) Based on the map above, what can you infer about the methods of travel used along the Silk Road?

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**III. Short Answer About In-Class Reading:** *Write a one paragraph response to each question. Be sure to write in complete sentences and include a topic sentence, supporting details with evidence (taken from your reading and writing over this unit), and a concluding sentence.*

**1)** What was the Silk Road and why was it considered so important?

**2)** What are two types of government? Compare and contrast them.

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### Unit 1 Social Studies Quiz-Part II

#### **IV. Short Answer Analyzing and Responding to an Argument with Evidence**

**Directions:** You will have 25 minutes to complete the question below. Be sure to read all both passages first, then answer the question below, using the template provided as your guide.

##### **Banned Books:**

Banning books is a process in which free access to certain book titles is taken away. In many instances, schools have decided to remove certain books from their libraries because they have contained material that is considered “inappropriate” for younger readers.

*From: The Oklahoma Daily Tuesday, August 28, 2012*

*Our View: Every citizen has the right to read — say “no” to banning books.*

“Brave New World” by Aldous Huxley. “The Great Gatsby” by F. Scott Fitzgerald. “The Lord of the Rings” by J.R.R. Tolkien. “To Kill a Mockingbird” by Harper Lee. All are easily labeled as literary classics, and many schools consider each essential to a student’s education. They are all also on the list of most frequently banned books.

This week is Banned Books Week, a national celebration of the freedom to read. Since 1990, more than 10,000 book challenges have been recorded by the American Library Association, including 348 in 2010. A challenge to a book is a formal complaint asking that a book be removed from circulation or curriculum. Challenges are made to public schools and their libraries, as well as to public libraries.

Oklahoma saw three documented challenges in 2010 alone — one, against “The Bermudez Triangle” by Maureen Johnson, was successful. But fewer than 25 percent of challenges are reported and recorded, according to the American Library Association.

Of course, some of these books do contain disturbing themes, sexual content, vulgar language, gay and lesbian themes or racial tension — the features that most frequently inspire a challenge to a title. But how else can an author deal with serious cultural and historical issues? Outside of these titles, how are students supposed to learn about these very real (and yes, sometimes disturbing)

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facets of American life? We cannot imagine a better way for students to understand racial conflicts than by reading “To Kill a Mockingbird.”

Great books aren’t meant to be easy and harmless. The best books challenge. They force readers to look at the world in a new way, they expose readers to different ways of life and they teach essential truths about what it means to be human.

So no, not every book is right for every reader. But it is a parent’s job to decide that — for their child, not every child. Banning a book limits the access of the entire community. This kind of censorship denies the freedom of individuals to choose for themselves, implying an “I know what’s best for you” attitude that the U.S. cannot afford to tolerate.

Not every book that is banned has literary merit, of course — also on this year’s most-banned list are the “Twilight” saga by Stephenie Meyers and the “Captain Underpants” books by Dav Pilkey. But the same principle applies. Parents have a right to control how their child is raised. But everyone else has a right to read.

**Question:** What position does the *Oklahoma Daily* take concerning whether or not books should be banned? Use evidence from the article to support your response.

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### Evidence-Based Response

According to the Oklahoma Daily, banning books is \_\_\_\_\_.

The article states, " \_\_\_\_\_  
\_\_\_\_\_."

One reason that the editorial gives in support of its position is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Another reason the editorial gives in support of its position is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

Even though others believe that banning books \_\_\_\_\_

\_\_\_\_\_, the Oklahoma

Daily editorial board says \_\_\_\_\_

\_\_\_\_\_.

Overall, the Oklahoma Daily's editorial board believes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

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### CHRISTOPHER COLUMBUS

**EXCERPT #1 TAKEN FROM *LIES MY TEACHER TOLD ME EVERYTHING YOUR AMERICAN HISTORY TEXTBOOK GOT WRONG* BY JAMES W. LOEWEN TOUCHSTONE BOOKS, 1995, PAPER.**

Christopher Columbus introduced two phenomena that revolutionized race relations and transformed the modern world: the taking of land, wealth, and labor from indigenous peoples, leading to their near extermination, and the transatlantic slave trade, which created a racial underclass.

On his first voyage, Columbus kidnapped some ten to twenty-five Indians and took them back with him to Spain. Only seven or eight of the Indians arrived alive, but along with the parrots, gold trinkets, and other exotica, they caused quite a stir in Seville. Ferdinand and Isabella provided Columbus with seventeen ships, 1,200 to 1,500 men, cannons, crossbows, guns, cavalry, and attack dogs for a second voyage.

When Columbus and his men returned to Haiti in 1493, they demanded food, gold, spun cotton-whatever the Indians had that they wanted, including sex with their women. To ensure cooperation, Columbus used punishment by example. When an Indian committed even a minor offense, the Spanish cut off his ears or nose.

Disfigured, the person was sent back to his village as living evidence of the brutality the Spaniards were capable of.

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### Excerpt #2 taken from [www.kidsfront.com](http://www.kidsfront.com)

Christopher Columbus was born in Genoa, Italy. He was the oldest of five children in his family. His father was a wool weaver. He helped his father with the weaving, but he always wanted to sail the seas. Columbus wanted to find a short way to get to the Indies by ship.

He tried for eight years to get King Ferdinand and Queen Isabella to supply him with ships and money. Finally they agreed, but he made more demands.

He wanted to be made a knight, admiral of the Ocean Sea. He wanted to be the viceroy and governor general of all lands he would discover. Also he wanted one-tenth of everything he found of value in the new lands. He even boldly told them he wanted all of this in writing. This was rather brave of him because they could have had him killed because of his demands

They finally agreed and he got three ships ready to sail. The Santa Maria and two smaller ships, the Pinta and the Nina. He took enough food for a year. In four months he was ready to sail. They left Spain on August 3, 1492. They made one stop, and then sailed on towards the west. After many days, the sailors were ready to turn around and start back home.

"Just three more days," he said. "Then if we don't see land, we'll turn around and go back home."

Two days later they saw land; an island Columbus named San Salvador. He thought he had found the Indies and called the people he saw there "Indians". When they got to Cuba, he thought he was in China. The world was a lot larger than he thought.

Columbus did not become rich as he had hoped. At the end of his life he only had a pension the king and queen had given him because he was the first to reach the New World. He spent the last few months of his life in bed because of the pain of arthritis.

Columbus not only discovered a New World, but he led the way for other explorers.

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### THE OLYMPICS

#### COUBERTIN: FATHER OF THE MODERN OLYMPICS

(EXCERPTED FROM OLYMPIC-LEGACY.COM [HTTP://WWW.PE04.COM/OLYMPIC/ATHENS1896/COUBERTIN\\_1896.PHP](http://www.pe04.com/olympic/athens1896/coubertin_1896.php))

The story of the revival of the Olympic Games is very much the story of Pierre de Coubertin, the undisputed father of the modern Olympics. Coubertin almost single-handedly revived the Olympic Games and created the Olympic Movement, and spent most of his life nurturing it to the place of international prominence it now holds.

Pierre Fredy, Baron de Coubertin, was born on January 1, 1863. Young Pierre, whose father was an artist and mother a musician, was raised in cultivated and aristocratic surroundings. Growing up, Coubertin was intensely interested in literature, education, and sociology. At the tender age of 17, his deep interest in education became sharply focused on the problem of widespread apathy still crippling his fellow Frenchmen, a decade after their demoralizing defeat in the Franco-Prussian War. He concluded that education—the development of the individual—was the key to the future of society.

His travels led him to the conclusion that athletic exercise was of great value in the intellectual development and upbringing of young people. He observed, "Competing for a place on an athletic team developed qualities of character, whereas the attitude in French schools was that games destroyed study."

*LATER IN HIS LIFE, COUBERTIN WROTE, "PEACE...COULD BE THE PRODUCT ONLY OF A BETTER WORLD; A BETTER WORLD COULD BE BROUGHT ABOUT ONLY BY BETTER INDIVIDUALS; AND BETTER INDIVIDUALS COULD BE DEVELOPED ONLY BY THE GIVE AND TAKE, THE BUFFETING AND BATTERING, THE STRESS AND STRAIN OF FIERCE COMPETITION."*



**Above:**  
Pierre de Coubertin as  
a young man

#### A BRIEF HISTORY OF THE ANCIENT OLYMPIC GAMES

(EXCERPTED FROM OLYMPIC-LEGACY.COM [HTTP://WWW.PE04.COM/OLYMPIC/OLYMPIA/INDEX.PHP](http://www.pe04.com/olympic/olympia/index.php))

The ancient Olympic festival, from which we derive the Olympic games of today, was a pivotal force in ancient Greece. Its recorded history spans more than a millennium—from 776 BC to AD 392, a total of 293 Olympiads. The Games developed gradually, mirroring the rise of classical Greek culture. The ancient Olympics were based on a philosophy of balance between physical/athletic and spiritual/moral development that was a cornerstone of Greek democracy. As the ideals and political forces that inspired the Games began to deteriorate, so did the festival. Under Roman rule, the Olympics experienced a renaissance, but in a form not true to its original spirit. Finally, by decree of the Christian emperor Theodosius I, the Games were abolished in AD 393.

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### SARAH ATTAR IS FIRST SAUDI ARABIAN WOMAN IN OLYMPIC TRACK AND FIELD

Associated Press in London, [guardian.co.uk](http://guardian.co.uk), Wednesday 8 August 2012 13.12 EDT

#### **US-resident college athlete finishes a distant last in 800m heat but attracts standing ovation as she crosses finish line**



(Saudi Arabia's Sarah Attar competes in the women's 800m heats at the Olympic Stadium.  
Photograph: Gabriel Bouys/AFP/Getty Images)

Sarah Attar finished last and more than a half-minute slower than her nearest competitor in a women's 800m heat in the Olympic Stadium on Wednesday, yet hundreds of spectators rose to give her a standing ovation as she crossed the finish line.

For the first woman from [Saudi Arabia](#) to compete in track and field at the Olympics, the principle was more important than the performance. Covered in clothing from head to toe, except for her smiling face poking out from her hood, Attar made her debut five days after a Saudi judoka became the ultra-conservative country's first female competitor at any Olympics.

"This is such a huge honor and an amazing experience, just to be representing the women," Attar said. "I know that this can make a huge difference."

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The 19-year-old Attar ran 800m in 2min 44.95sec but to her, the time wasn't the point. Her mother is American and her father is Saudi. She has dual citizenship, was born in California and runs track at Pepperdine University near Los Angeles. Attar wanted to represent Saudi Arabia at the Olympics as a way of inspiring women.

"For women in Saudi Arabia, I think this can really spark something to get more involved in sports, to become more athletic," she said. "Maybe in the next Olympics, we can have a very strong team to come."

This year, under pressure from the International Olympic Committee, Saudi Arabia broke its practice of fielding male-only teams by entering Wojdan Ali Seraj Abdulrahim Shahrkhani in judo and Attar in track and field. Saudi Arabia is one of three Islamic countries, along with Qatar and Brunei, that brought female athletes for the first time, making this the first Olympics in which every national team includes a woman.

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### FORMS OF GOVERNMENT

#### TYPES OF ANCIENT GOVERNMENT

(Taken from: *Ancient History* <http://suite101.com/article/forms-of-government-in-ancient-greek-city-states-a84980>)

#### **The emergence of political systems during the Archaic period led to a variety of different forms of governance among the many city states in Ancient Greece.**

Ancient Greek systems of government took many forms during the *Archaic* period, 750-500 BCE. Because the Greek city-states were self-governing entities and not bound together by any type of central control or an empire, as in other ancient civilizations, various different governing formats developed independently and allowed for experimentation and change. Some scholars maintain that the variance of governing systems may have eventually led to Greek domination by outside forces, beginning with Philip of Macedonia's conquests following the Peloponnesian War.

#### TYPES OF ANCIENT GREEK GOVERNMENT

The rise of *tyrannies* may have begun in Argos. The negative connotation associated with the *tyrannos* (tyrant) was not initially apparent. Tyrants may have evolved out of an earlier form of one-man rule known as the *basileus*, which also bore religious connotations. Pheidon of Argos transitioned from this position to that of tyrant in order to thwart attempts by the aristocrats in forming an oligarchy. [1] Athens, associated with *democracy*, attempted rule by tyranny in 632, the most notorious known as Draco.

Democracy refers to the power (*kratos*) of the people (*demos*). In Athens, however, only 10% of the people were considered citizens and able to participate fully in the political structure. Participation was based on land ownership (property) which opened up the democratic form to charges of elitism. As a result of Solon's reforms, the Ekklesia or Assembly was open to all adult male citizens. Athenian democracy, unlike today, was direct democracy.

Some city-states favored *monarchy*. Sparta actually had two kings that acted as a check against each other (perhaps like the system of Consuls in the Roman Senate). Sparta also featured a people's Assembly, the *Appella* or *Demos*, which met once a month. Participation was limited to male citizens thirty years of age and older. The Appella voiced, quite literally, the judgment of the people. In today's court systems, the Appeals Courts, at least in name, may be traced to this term.

*Oligarchies* represented another form of government. In these city-states, governance rested with an elite group of men, an aristocratic committee of wealthy community leaders that facilitated daily government. The term refers to rule by the "few" (*oligoi*). Their members considered themselves the "best men," a term from which "aristocrat" is derived. Government functions were divided, in terms of individual responsibilities.

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### ***Excerpts from Emperor Taizong on Effective Government*** **How a Ruler Should Act**

(taken from <http://afe.easia.columbia.edu/>)

A country cannot be a country without people and a ruler cannot be a ruler without a country. When the ruler looks as lofty and firm as a mountain peak and as pure, bright, and illuminating as the sun and the moon, the people will admire and respect him. He must broaden his will so as to be able to embrace both Heaven and earth and must regulate his heart so as to be able to make just decisions. He cannot expand his territory without majesty and virtue; he cannot soothe and protect his people without compassion and kindness. He comforts his relations with benevolence, treats his officials with courtesy, honors his ancestors with filial respect, and receives his subordinates with thoughtfulness. Having disciplined himself, he practices virtue and righteousness diligently. This is how a ruler should act.

**About:** The passage above was written by an Emperor during the Tang Dynasty. Li Shimin reigned as Taizong, second emperor of the Tang dynasty (618-907), from 626 until his death in 649. An energetic ruler, Tang Taizong had played a major part in the military campaigns that brought his father (Li Yuan, Tang Gaozu, r. 618-626) to the throne as the first emperor of the Tang dynasty. Having eliminated his two competitors for the throne (his brothers Li Jiancheng and Li Yuanji) in an ambush at the capital city's Xuanwu Gate in 624, Li Shimin forced his father into retirement in 626 to take the throne for himself. As the second emperor of the Tang dynasty, Li Shimin gave shape to the administrative structure of the empire. The text was written in 648, near the end of his reign, and was meant to serve as advice to his heirs.