

HISTORY/GEOGRAPHY

Measuring and Mapping: Time

1940-1960 America

- Innovations
- Global Superpowers
- Thanksgiving through the Years

The Story of Jordan

The Story of India

The Story of Japan

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

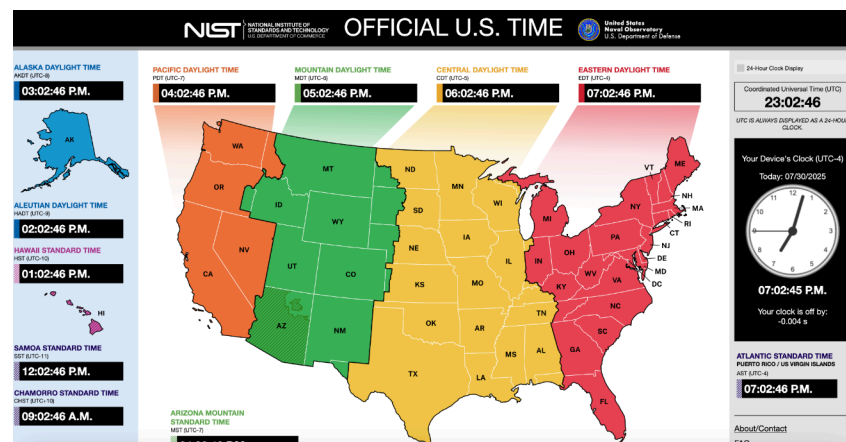
1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

1.9 People have many economic wants and needs, but limited resources with which to obtain them.

Time

A. PRESENT: *The History of Time Story.*

As we just learned, the story of time is fascinating. And equally fascinating is how we keep time and how time has developed. We just learned about mapping a few weeks ago, but did you know that we also map time every day... in fact every second? Here is a photo of the NIST - the National Institute of Standard Time. Let's take a look...



You can see that this Time Center operated out of the Naval Observatory is the official time keeper of the United States. It is overseen by our Department of Defense. The NIST makes sure that in each of our Time Zones, we have the correct time of day. This is vitally important since all of our SYSTEMS - trains, computers, airlines, stock market, etc. use this to denote time.

	<p>1.9a Scarcity means that people's wants exceed their limited resources.</p> <p>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p> <p>1.9c People use tools, technologies, and other resources to meet their needs and wants.</p> <p>1.10 People make economic choices as producers and consumers of goods and services.</p> <p>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.</p> <p>1.10d People make decisions about how to spend and save the money that they earn.</p> <p>2.8 Communities face different challenges in meeting their needs and wants.</p> <p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</p>	<p>Let's play around with this... if it's 7 in the morning in California, what time is it here in New York? What if we try Hawaii? What time is it now in Hawaii, the 50th U.S. state?</p> <p>It's important to know that humans created TIME. If you are in space, there is no time. Yes, it could take us 5 light years to get to another place in the Universe, but it is still a measurement we created.</p> <p>B. PRESENT: Time Zone work in Small Groups</p> <p>See AEC Film Here: https://members.tshanywhere.org/curriculum/sun-and-earth/</p> <p>C. PRESENT: BCE/CE Timeline</p> <p>See AEC Film Here: https://members.tshanywhere.org/curriculum/films-timelines/</p> <p>This is one of my favorite materials in the classroom - it's the BCE/CE Timeline and it's used so we understand where we are in years. I recently showed you the Black Strip, so you all know that humans have operated during a very small portion of the earth's history. Within that small portion, our human ancestors hadn't yet started marking the years that passed.</p> <p>1. Remember the Sumerians from our math and language stories? They were the first group of people to begin keeping track of their years in 2,700 BCE (show).</p>
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	<p>3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p> <p>3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p> <p>3.10a Communities around the world produce goods and provide services.</p>	<ol style="list-style-type: none"> 2. Around that time the Egyptians crafted a 365 day year based mostly on when the Nile would flood so they could protect their communities. 3. The Romans in 45 BCE created a calendar that included a leap year (explain). 4. Dionysius Exiguus (525 AD) devised our system of using AD for after the death of Christ, which we still use as the 0 (zero) mark and BC to indicate before Christ. This has now been mostly converted to BCE (before the common era) and CE (common era). 5. When we study history, we usually study it <i>chronologically</i>. Or in the order of how things happened. We do this because humans are <i>adaptive</i>. We should do things better or with more skill this year, than we did five years ago. So human time shows the <i>progression</i> of our species. <p>D. LEARNER WORK OF NECESSITY: CREATE a documentation area in the classroom displaying work..</p> <ol style="list-style-type: none"> 1. Choose a place in the world and choose TWO different dates. For instance, you could choose Japan in 1234 and Japan in 1960. Write/Draw a one-page report comparing and contrasting what the differences are between the two time periods. <p>E. PRESENT: The Clock.</p> <p>See AEC Film Here: https://members.tshanywhere.org/curriculum/the-clock/</p>
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		<ol style="list-style-type: none"> 1. The Clock (Dividing the Day into Hours) <ul style="list-style-type: none"> • Reading digital and analog clocks by the hour (i.e. 4:00, 7:00, 12:00) 2. Clock (Dividing the Hour into Minutes) 3. Reading digital and analog clocks in 5-minute increments (i.e. 5:15, 3:25, 6:50) Utilize the 5 chain to make the connection between counting by 5's and reading an analog clock. 4. The Clock (Linear Clock: A.M./P.M.) 5. The Clock (Dividing the Hour into Minutes) <ul style="list-style-type: none"> • Review reading times that are even hours. • Review reading times where the minute is a 5-minute increment (i.e. 5:15, 3:25, 6:50). • Reading the clock to the nearest minute (i.e. 4:27, 5:56, 11:29) <p style="text-align: center;"><u>America</u></p> <ol style="list-style-type: none"> A. PRESENT A 35-PICTURE TOUR OF 1940-1960 America. Laying out these pictures remember to include the dress, appliances, innovations (below), landscapes and housing of America during this time. <ol style="list-style-type: none"> 1. Innovations in the 1940s. <p>Whenever there is a downturn in the economy (define) of a country - like the Great Depression we learned about recently - there is usually a spring forward. Meaning that countries and people tend</p>
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		<p>to come back stronger than they were before because of how much they learned from the event.</p> <p>Some will say that the 1940s (show on timeline) was the most important decade in the 20th century (make sure to go back and explain - using the timeline - why we label the 1900s the 20th century).</p> <p>In the 1940s, America came out of World War II - when many countries fought. This is called a World War and we have two in the modern era. When we did, much like the 1920s when we came out of WWI, we wanted to do better. And so we invented more than we could have imagined.</p> <p>(In addition to photos, try to have the ACTUAL object available in its original form from the 1940s).</p> <p>The RESULT of all these inventions was that humans could do more, faster. This has been the <i>trajectory</i> (define) of all humans... to IMPROVE.</p> <p>2. LEARNER WORK OF NECESSITY:</p> <p>Choose ONE invention from the list below or find your own. DRAW your INVENTION in its original form, research the inventor and most importantly write a paragraph about how the world was better or worse AFTER the invention.</p> <p>Make certain to create an INVENTIONS OF THE 1940s display in the classroom.</p> <ol style="list-style-type: none"> Color TV. The Agualung. The first mobile phone. The microwave. And Velcro.
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B. PRESENT: Global Relations in the 1960s.

Do you remember that the British ruled America and America fought for its freedom in the late 18th century (show on Timeline)? This was a remarkable time because once that happened America began to not only become the benchmark for liberty and justice, inspiring many more revolutions, it also began to grow as an *ECONOMIC SUPERPOWER* (define).

Here are the Economic Superpowers in 1970, 1995 and 2020:

SOCRATIC DISCUSSION: What is happening in 1970?



SOCRATIC DISCUSSION: What is happening in 1995?



SOCRATIC DISCUSSION: What is happening in 2020?



SOCRATIC DISCUSSION: What is about to happen in 2028?



Let's think about this in smaller terms.

(Choose one Learner - here, we'll call her Emily).

You are a good person. You do most things right everyday. You are kind, you are productive and you are concerned about treating people fairly and respecting other people's opinions as long as they do no harm. Emily isn't perfect, she just errs on the side of being good.

		<p>(Emulate a make-believe person - in the first year of TSH, the 4th-6th graders named the person who broke all the rules Beatrice - she was an invisible marker of what they shouldn't do and it became a running joke - "Don't want to be like Beatrice!")</p> <p>Here is Beatrice, she is the opposite. She makes fun of people, takes their lunch, forces them through being mean, to do her work for her.</p> <p>Now, let's say all of us need to eat lunch. Who would you want in charge of the lunchroom? Emily or Beatrice?</p> <p>If you look at this in a global sense (have a globe available in front of you), there are countries who fight for freedom and justice and there are countries who do not think that is important. America has written plain and simple in our Constitution that individuals have rights and those rights cannot be violated. Do you remember some of those rights?</p> <p>(Stop and go through the Bill of Rights. Use an actual copy of the Constitution)</p> <p>We also have something called the Articles of the Constitution. This makes certain that no one section or BRANCH of the government gets too powerful. And as you remember there are THREE BRANCHES of the government.</p> <p>(Stop and read some of these)</p> <p>There are other countries that do not value liberty and justice. It is important to remember that it is often NOT the people of the country that feel this way - it's the GOVERNMENT that might have taken over and set these laws without the people's permission.</p> <p><u>When you look at the first GLOBAL ECONOMY MAPS - would it be wise to know what the countries stand for and how their government runs if we are going to be dependent on them?</u></p>
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Since we are studying Asia this year - let's compare North Korea and the United States. We already know about the U.S. and our laws and formation, but what about North Korea?

- North Korea is a Totalitarian State. It is ruled by one family - the Kim Dynasty - and they have control over all people.
- There is no freedom of speech or of the press. The government controls all access to the Internet.
- You do not get a trial if you are suspected of doing something wrong. You go directly to a political prison.
- Citizens in North Korea cannot travel within their country freely and the government will sometimes relocate you without your permission.
- Here are some photos:







So let's now think about oil. Oil runs our entire world. Even though we are moving to cleaner forms of energy - solar and battery powered - we still use oil to power just about everything from the trucks that deliver our food to the plastic we see everywhere (yes, plastic is made from oil). Oil is

important for heat in the winter also. Yes, we need to eliminate our dependence on OIL and PLASTICS because they are doing harm to our planet, but in just looking at what will happen today in your life:



So, let's think about something, who would you want to have control over oil in the world: the United States or North Korea? Who would you want to have control of your lunch room, Emily or Beatrice?

Again, it's not that the United States is perfect - we have lots of work to do! But we are always working to improve people's lives vs looking to control people's lives.

By the 19th century (show on Timeline), America has enough power to be the #1 country in terms of economics - that means more money flowed in and out of America than any other country. We came out of the Great Depression by the 1940s (show); we had started to invent incredible things in the 1940s and 50s. In the 1960s we made our mark as the keeper of freedom and justice in the world.

		<p>1. LEARNER WORK OF CHOICE. Choose ONE of the following:</p> <ul style="list-style-type: none"> Choose a PRESIDENT from 1940 to 1968. WRITE a SHORT biography about them but pay particular attention to something they did with regard to other countries and keep the peace globally. Choose a COUNTRY in Asia or Oceania. What are we dependent on them for? And what type of government do they have? DRAW and EXPLAIN. <u>NOTE TO EDUCATORS:</u> Be careful to guide the Learners away from events like the Vietnam War where the violence is too gratuitous for this development stage. Cuban Missile Crisis. Peace Corp or the fact that the world moved from being a high-majority of democracies to authoritarian states are good topics. <u>BRITANNICA or WORLD BOOK give the best non-violent recaps of events in the 1960s.</u> <p>C. PRESENT: Thanksgiving through the Years</p> <p>One of the most treasured holidays in America is Thanksgiving. There are no gifts, no trees with ornaments, no red hearts and candied eggs. It is simply a holiday for being... together as Americans and as families.</p> <p>Lower and Upper Elementary: Read the book <i>Thankful</i> by Elaine Vickers. A book about gratitude at this time of year.</p> <p>Here is our story in pictures:</p> <p>The first Thanksgiving was said to be a feast of tribal Americans and new settlers in 1621 (show on Timeline). The settlers would have perished if not</p>
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