

Mr. J. McCallum

Teacher web page <http://schoolnotes.com/06029/jmccallum.html>

School Email address JMcCallum@Ellingtonschools.net

Contemporary Issues

Ellington High School Mission Statement: Ellington High School prepares students to become knowledgeable, respectful citizens who value learning, integrity, personal well being, equity and diversity.

Expectations for Student Learning

Academic

EHS students will:

- Listen and view with understanding.
- Read and write effectively.
- Reason effectively, think critically, and solve problems.
- Utilize resources including media, computers, and other technologies.

Civic

EHS students will:

- Meet the responsibilities of citizenship.
- Demonstrate leadership and service to the community.

Social

EHS students will:

- Practice moral and ethical conduct.
- Affirm diversity and practice respect.
- Demonstrate skills and competencies for personal well being and growth.

Course Description: (Contemporary Issues)

Contemporary issues will be overview course pertaining to issues, events and topics that recently or currently have had an impact on the world. Issues, events and topics of discussions, debate, are derived from an international, national, and local perspective. Contemporary Issues will incorporate themes on urbanization, population, family, gender issues, education, ethnicity, race, religion, culture, groups/ organizations. As part of our studies, we will be addressing the EHS expectations for student learning academic integrity.

Goals of the Class: (Contemporary Issues)

Upon completion of this course students should be able to:

1. Recognize the important issues in the United States and world affairs.
2. Understand their rights and responsibilities as well-informed and educated citizens.
3. Use analytical and critical thinking skills, along with thinking for themselves.
4. Distinguish the difference between fact and opinion.
5. Compare and contrast events, situations, or points of view
6. Identify cause and effect when interpreting the relationship between events.
7. Take a stand by identifying an issue, deciding what they think about it, and persuasively express their position based on specific information.
8. Demonstrate their comprehension of technology through research using the Internet, primary sources and secondary sources.

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Sociology

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Course Description: (Sociology)

Sociology is comprehensive studies of human society and social interaction. Groups rather than individualism are the central focus of this course. The basics of sociology will be looked at which include its origins and founders along with the sociological perspective and investigation. Contemporary society will be studied with emphasis on culture, groups/ organizations, race and ethnicity, sex and gender, the family, education, and population/ urbanization. As part of our studies, we will be addressing the EHS expectations for student learning and academic integrity.

Goals of the Class: (Sociology)

Upon completion of this course students should be able to :

1. Understand the purpose, methods, vocabulary, and contributions of sociology.
2. Know how sociology views humans and human behavior.
3. Know what sociology seeks to accomplish and how it differs from similar social sciences. (Anthropology, psychology, philosophy, history, economics, and political science).
4. Comprehend, utilize, and apply basic sociology vocabulary and knowledge of sociology in oral discussions and written papers.
5. Understand the concepts relating to sociology.
6. Understand how social structure (culture) and group behavior impacts individuals and society.

7. Identify Values, Norms, and Cultural Shifts.
8. Recognize change agents within society (technology, multiculturalism, birthrate and age demographics, globalization and global society).
9. Apply Knowledge and concepts of sociology to the world today
10. Identify institutions that are part of social structure and explain their purpose (family, court system, mass media, politics, and religion).
11. Assess major problems of American Society.
12. Identify major sociological problems in American society (poverty, crime, prejudice, changing values, minority relations).
13. Identify possible causes of problems in American society.

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Economics

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Course Description: (Economics)

Students will learn the basic foundations of economics; along with engaging in real life economic decision making that will prepare you for a better economic future. They will look at how the use of specific resources may impact our future. Eventually they will realize that economic choices impact the allocation of scarce resources. They will learn to understand that different factors determine and cause changes in demand, supply, and market equilibrium prices. They will be able to identify how government, business, and individual investment strategies affect personal financial security. Lastly understanding the international differences in resources, productivity, and prices and how this is reflected in the basis of international trade.

Semester Topics:

- Choices & Decision Making in financial & economic markets
- Credit, Debt, and Management of Finances
- Savvy Shopping!
- Demand (graphing models)
- Supply (graphing models)
- Personal Finance
- Micro/Macro Economics (domestic & international economic events)

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Course Description: (Civics)

Through a number of activity-based units, students will learn about the U.S. Constitution, how the U.S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions. They will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy. Civics is a graduation requirement.

Semester Topics Include:

- History of Democratic Government
- The Constitution
- Executive Branch
- Legislative Branch
- Judicial Branch/Law
- Citizenship
- 2010 State Election Process
- Local Government
- Political Parties & Interest Groups

Class Format
(Contemporary Issues, Sociology, Economics, Civics)

I. Materials

A. In order for your student to have success in this class they will be expected to bring the following materials to class every day

1. Three ring binder pockets. Your notebook should have section dividers in it.
2. Standard size loose- leaf paper (No paper torn from spiral notebooks)
3. Pencil or pen (blues or black ink only)
4. Textbook. (Textbook must be covered at all times (Sociology))
5. The purchase and use of the student planner, agenda is strongly suggested.
*Projects may require additional materials.

B. I will not:

1. Loan or provide materials
2. Allow students to return to their lockers or other places to collect materials
3. Allow students to harass other students for materials
4. Allow students to share books.(unless otherwise indicated by me)

C. If your textbook is lost or stolen, you must pay for it before you are issued another textbook and you are still responsible for all class assignments.

D. If your notebook is lost or stolen, you are responsible for replacing it and all required content.

II. Grading Policy

A. Quarter grades

1. Students' grade will be determined on the bases of performance on tests, quizzes, homework, research papers, and a variety of class group projects and individual projects, class participation, preparedness, and effort. A value will be announced prior to each assignment
2. The grading scale for determining letter grades on individual assignments is as follows:
A+=97-100 A= 93-96 A-= 90-92
B+=87-89 B= 83-86 B-= 80-82
C+= 77-79 C= 73-76 C-= 70-72
D+= 67-69 D= 63-66 D-= 60-62
F= 59 or below
3. Assignments not turned will receive a value of "0" (see make up policy)

B. Semester Grade

1. As required by the school system, the semester grade will be determined as follows: 1st Quarter = 20%, 2nd Quarter = 20%, Mid-Term Exam = 10%.

III. Homework

1. Homework may be given up to at least 5 nights a week, and on some weekends. Students will also be given short and long term project assignments.
2. Students are expected to do homework independently. DO NOT COPY THE WORK OF OTHER STUDENTS. Doing so is cheating and will be dealt with as such.
3. Homework may be reading, study, and or written assignments.
4. Students will not be allowed to return to their lockers or other places to collect homework. (unless otherwise indicated by me)
5. Students will not be allowed to finish homework in class on the day that it is due, it is due. It needs to be completed before coming to class. (unless otherwise indicated by me)
6. Work that is not legible or sloppy will not be accepted, and the student will receive a zero for that assignment, until it has been complete properly.
7. ALL ASSIGNMENTS (homework, project, etc) NOT TURNED IN ON TIME, OR WHICH ARE NOT 50% COMPLETE, MAY BE GIVEN A GRADE OF ZERO.
8. Students should write down the homework assignment and make sure that they understand it before leaving class.
9. Every written assignment will not be graded; however students are expected to do all assignments. Assignments not graded should be kept in their notebook.

IV. Notebook

1. Put the following information on the front of your notebook in the upper right hand corner: your first and last name, my name (Mr. J. McCallum), class period, the class name.
2. If you would like to keep yourself organized, divide your notebook into different sections and label each section: (Notes, Vocabulary, Handouts, Graded papers) Keep papers organized in each section according to Date-- put a date and name on everything in your notebook.
3. Keep all graded and un-graded assignments, notes, handouts, and vocabulary in your notebook.
4. Notebooks may be checked at least once a week per each quarter.

V. Make - Up Work

1. All students must make up work missed due to an excused absence within 5 days of returning to school.
2. Work missed due to an unexcused absence will be given a grade of zero.
3. MAKE UP TESTS WILL NOT BE GIVEN DURING CLASS TIME. (See me to arrange a time)
4. It is the student's responsibility to do the following:
 - a. Request make up work, tests, etc.
 - b. Report for all make up after absence without being reminded by the teacher.
 - c. Make arrangements for his/her transportation.
5. MAKEUP WORK AND TESTS NOT COMPLETED WITHIN 5 DAYS OF YOUR RETURN TO SCHOOL WILL BE GIVEN A GRADE OF ZERO unless otherwise excused by the teacher.

VI. Parent Contact

1. I generally do not call parents about assignments that are not turned on time. However, since students are required to keep all assignments in their notebook, I encourage parents to check that notebook regularly for graded papers.
2. A written notice will be sent home or a phone call will be made to let you the parent know when I've assign a student after-school detention for misbehavior. Any student who does not attend will be referred to the office.
3. I will contact parents concerning repeated misbehavior and classroom disruption.
4. I encourage parents to call me if they have any question about their child's progress or to make an appointment for a conference

STUDENT SIGNATURE _____ DATE _____
PARENT SIGNATURE _____ DATE _____

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J. McCALLUM
BEHAVIOR EXPECTATIONS

1. Each student is expected to bring *required* materials to class every day.
2. Each student is expected to come to class on time. Be in the room by the time the tardy bell rings. Students who are tardy to class three times receive an absence for that class, which **counts** towards the total number of absences. For each tardy following the first three, a student receives an unexcused absence from class. These count toward the total number of absence
3. No student will receive credit for a full year course after having been absent twenty-two class periods during the school year. No student will receive credit for a half year course after having been absent eleven class periods during the school year.
4. Each student must show respect for fellow students, the teacher, and school property. No student will be allowed to disrupt the learning process of the class.
5. Each student is expected to complete ALL assignments and have them in class on time.
6. Students are expected to remain in their assigned seats.
7. Students are expected to use the restroom and get water before coming to the class.
8. Students are expected to stay awake and to participate in all classroom activities.
9. Students are expected to follow all school rules as printed in the student handbook.
10. ALL students are expected to learn and to achieve to the best of their ability!

REMEMBER all students are expected to:

- a. not eat in class or bring candy, gum, food or drink to class
- b. remain in the classroom once arriving until dismissal from class
- c. tidy up the classroom before leaving
- d. not leave the classroom without a pass
- e. not bring radios, tape players, toys, or other "nuisance items" to class
- f. not sell any items in class
- g. not fight or bicker
- h. not cheat
- i. not interrupt classroom instruction.

Student signature

Date

Parent signature

Date

STUDENT INFORMATION SHEET

1. NAME: _____ (PLEASE PRINT)
2. WHAT IS THE NAME THAT YOU PREFER TO BE CALLED BY? _____
3. BIRTH DATE: _____
4. HOME ADDRESS: _____
5. HOME PHONE _____ CELL PHONE _____
6. FEMALE PARENT OR GUARDIAN LIVING WITH YOU:
(LAST NAME) _____ (FIRST NAME) _____
7. PLACE OF EMPLOYMENT: _____
- WORK PHONE NUMBER: _____ HOURS: _____
8. MALE PARENT OR GUARDIAN LIVING WITH YOU:
(LAST NAME) _____ (FIRST NAME) _____
9. PLACE OF EMPLOYMENT: _____
- WORK PHONE NUMBER: _____ HOURS _____
10. WHAT GRADE DO YOU EXPECT TO ACHIVE THIS SEMESTER? _____
- Parent(s) Email address: _____

- Your Email address: _____

Name _____

Date _____

Before and After

Sometimes people change their minds—or opinions. Does this ever happen to you, too?

Use the graphic organizer opinion worksheet to keep track of your opinion.

Keep track of how you opinion either changes or stays the same.

1. Write the topic issue in the Debatable Issue area.
2. Fill in Part 1: (before) portion with you opinion of the issue.
3. When you finished reading both sides of the issue complete either Part 2: (after) or Part 3: (tell why).

Debatable Issue:

Part 1: Before reading this issue, these are my thought and opinions about the issue:
(Before)

Part 2: After reading about this issue, this is how my opinion has gotten stronger:
(After)

Part 3: After reading about this issue, this is how my opinion has changed:
(Tell Why)

(Sociology and Contemporary Issues)

Attending a Town Meeting / School Board Meeting

One of the bodies of “laws” that influence our daily lives are town ordinances, which are arrived at in Ellington through representative government. In order for you to experience first-hand representative government, you will have to attend a Town Meeting. Examples would be either a Board of Selectmen meeting and or / a Board of Education meeting, or any town meeting in Ellington that is open to the public is acceptable.

- See me if you’re not sure about which specific meetings you can attend.
- Using the internet to search for the town of Ellington and look for government for a listing of town meetings dates and time schedules is strongly suggested

The guidelines for writing up your town meeting experience are as follows:

1. Collect a copy of the agenda for the meeting that you are attending and have it signed by one of the officials. This agenda will help you in preparing a summary of the meeting in terms of items and decisions that were made by the board.
2. In the summary of the meeting that you attended answer each of the following prompts using the letter and heading for each section:
 - a. Summarize the nature of the public comments.
 - b. Was there a public comment portion of the meeting?
 - c. Was there anything about the meeting or items on the agenda that you did not understand? Explain
 - d. Why is it necessary for the residents of the town to become actively involved in local government / school board?
 - e. What did you learn about town government school board? Explain.

Your paper must be typed (single or double space is acceptable).

(New) Times Roman script and 12 point font.

Length of paper needs to be two pages minimum.

Please write you summary of the meeting you attended as concisely as possible.

This assignment will count as a Test Grade.

Final Due Date: _____

“Breaking Away” (1979)

A look at the three Sociological perspectives

Directions: As we view the movie “Breaking Away” record as many examples of the following theories that you see demonstrated in the movie.

Functionalist Theory	Conflict Theory	Interactionist Theory

(Contemporary Issues)

Name _____ Period _____

Summarize a Current Event Article

Directions: Choose an article to read (Article must have a minimum of **10 paragraphs**)

Article needs to be from one of three perspectives: International, National, or State (CT).

Complete the following activities.

1. Tell about the article:
 - a) What is the article's title? (put the title in quotes)
 - b) Who is the author of the article?
 - c) In paragraph form (**minimum of 7 sentences**) summarize the article by discussing and answer the questions: WHO, WHAT, WHEN, WHERE, WHY, and HOW.
2. React personally to the article. Response must be no less than **8 sentences**
You are to develop an opinion.
 - a) Do you agree or disagree with the author? (Why?)
 - b) What did you learn from this article? (be specific and use examples)
 - c) How did the article make you feel? (be sure to use an "I feel" statement)
3. To show that you understand the article that you have chosen to summarize, I want you to draw a political cartoon or picture (to the best of your ability) that captures the main idea of the article you read.

This will be a _____ weekly assignment that will count as a Test Grade. All of your summaries and response must be Typed and have a copy of the article attached when turning in this assignment. Times Roman and 12 point font.

(Contemporary Issues)

Editorial Cartoon Analysis

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

(Contemporary Issues)

Editorial Political Cartoon Analysis Project

Objective:

Analyze current issues that are occurring around the world during the past few Months (August through January of this current academic year) using political and editorial cartoons.

Criteria:

1. You must find _____ cartoon(s) from three different perspectives. (3 Total)
2. The three perspectives are International, National, and State / Local.
(International is outside the U.S., National is the U.S. (49 states) and State is the state of CT)
3. Analyze each cartoon using the listed questions below.
4. You must **Type** out each analysis and have a **Copy** of each cartoon.
5. You must cite your resource as to where the cartoon came from, along with the date that it was produced.

Materials:

Access to the internet, Newspapers, Magazines, Computer, pens, pencils, paper, and access to the library.

Grading Rubric:

Grades will be based upon the completion of the research criteria

1. All criteria requirements have been met
2. The cartoon is current and falls within the specified months
3. Paper is typed and copies of the cartoons are attached.
4. Citation of resources and date that the cartoon was produced.

Analysis Questions:

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

Due Date: _____

1. Cartoons are cited, paper is typed, cartoons meet criteria and dates _____
2. Symbols and real people are accurately identified in the cartoons _____
3. Analysis is accurate, cartoonist opinion is agreed or disagreed with _____

(Contemporary Issues)

Reaction to video requirements

You will need to have a minimum of 5 specific pieces of information for each story that is shown in the video.

Once the video is over you are to write a reaction / response to the stories using the following specific questions.

1. Do you agree or disagree with the opinion / information expressed in the story? Why or why not?
2. Explain to me in detail, citing 2 examples as to what you have learned from the story you watched.
3. After viewing the story how did it make you feel? List and discuss the emotion or emotions that you felt.

Article response assignment to be completed when you are absent from class when a video has been presented.

Find an article (article must be at least 1 full page in length) from Time / Newsweek / U.S. News and World Report, or from a magazine that you read for pleasure.

Make a Copy of the article (which is to be turned in with your response)

Read the article.

Answer the following questions:

1. Write a summary of the article. (who, what, when, where, why, and how)
2. Do you agree or disagree with the opinion / information expressed in the story? Why or why not?
3. Explain to me what you have learned from the article you read. Use specific examples.
4. After reading the article how did it make you feel?

(Sociology / Contemporary Issues)

Life Experience Project (Minimum of 5 written pages)

This project is to be something that you have never done before. “To live is to learn”. I want you to learn something new about yourself and about other people you are in contact with. The best way to do this is to take on the challenge of a new experience in your life.

Therefore

- You must pick something to experience.
- It must be something that you have never done before.
- It should be something you want to do.
- And lastly, you must do it!!!!

Ideas??? They are all around you. Open up your eyes and ears and use them. Remember, this is to be something that you have **NEVER** done before. It should be entirely new for you. It should not be anything illegal or that could place you physically at risk. This experience should also have the written approval of your parent or guardian and myself before you can start. If you cannot think of anything, ask me and I shall be more than happy to pick apart your inner most wishes and desires.

This assignment will not be so easy for many of you. In fact, it might be very difficult. This project will take a combination of time, thought and commitment. It would indeed be much easier to go out and write a five page paper.

What do I expect from you?

1. Chose an experience. Remember, it must **be something entirely new**.
2. Sign up your experience with me **at least one week before** you do it. The experience must **have my approval along with your Parent or guardian**. If you have not signed up by that date, **your experience will not be accepted**.
3. Before you do your experience, you must write down your expectations.
 - Your expectations will include everything that you expect to get out of your experience. It will include all the things you thought about prior to doing it.
 - Will I be nervous? Afraid of doing the wrong thing?
 - What will other people be saying? What do you think will happen?
 - What are the different things going through your mind?

Write down all that you can. **This must be written out first, for without your expectations your assignment will be incomplete!!**

4. **DO IT !!**

5. After you complete your experience, or during it, make or keep a record of what happened. Be as specific as possible. This is so I know what you did.

6. REACT TO YOUR EXPECTATIONS. Did your expectations, written before starting this experience, really come true? Really react!! Do not spare the words.
7. Last and most important, what did you learn **about yourself** from this experience? What did you learn **about other people?** (You must have learned something about others.) What did you learn about and from **your environment?** (Think very hard on this one.)

ALL OF THE ABOVE MUST BE COMPLETED FOR CREDIT TO BE GIVEN TO THIS ASSIGNMENT!!

When typing out your paper using the following format.

Font is "12", Double spaced, Times New Roman script.

First page – Expectations - number and list in order the expectations you have for this experience.

Next few pages – Record/description of your life experience.

Write about your experience. (**Three pages minimum**)

Next page(s) – Reaction to your expectations. Number and list your expectations for page one and write about how they were met or not met base upon your experience.

Last page(s) - What did you learn about...? Make 3 separate paragraphs using the headings Yourself, Others, and The environment.

LIFE EXPERIENCE PROJECT GRADING RUBRICS

- | | |
|---|------------------|
| A. Expectations for the experience: | 5 points |
| B. Record/description of your experience: | 10 points |
| C. Reactions to your expectations: | 15 points |
| D. What did you learn about | 15 points |
| Yourself? (+5) | |
| Others? (+5) | |
| The environment? (+5) | |

Total # of Points = 45

Approval for Sociology / Contemporary Issues Life Experience

In four to five sentences, describe the experience you would like to do:

What is the date or dates of your experience. Remember, this must be done one week in advance:

Dates: _____

Parent/Guardian Approval: _____

Teacher Approval: _____

Please note that missing a day or two of school to complete this assignment does not count as an excused absence from school.

ANALYSIS of a TV commercial

TASK: Videotape a television commercial (15-30 sec. In length). Type a one page (minimum) analysis of a TV commercial of your choice. Follow the guidelines in this document. Choose your words carefully and use as many of the words listed in this document as possible. The objective is to be complete, brief and lucid.

INTRODUCTION:

1. What kind of product is it?
 - a. Describe the product without telling us its name.
 - b. What is the target market? (The consumer who buys it)
 - c. When does it air? During which shows? Who is watching at that time? Justify your judgement of the target market.

CREATIVE and TECHNICAL ASPECTS of the commercial:

1. What is the appeal of the commercial? What is the effect of this appeal?
 - a. Are celebrities used? Who would this celebrity appeal to?
 - b. What techniques are used? Special effects, unusual situations, eye-catching colors, sounds or camera angles
 - c. Does the commercial use animals? How?
 - d. Does the commercial use cartoons?
 - e. Are there visual aspects? Color, lighting, contrast
 - f. Is music used? What kind?
 - g. Is humor used? How?
 - h. Is exaggeration used? Is it ridiculous or humorous?
 - i. Is logic used? Comparison or competition?

THE PRODUCT:

1. Why would someone buy this product or use this service?
 - What are the problem(s) and/or needs presented in the commercial?
 - a. What is the major need, desire or problem to be solved?
 - b. What is the secondary need, desire, or problem to be solved?
2. How does the ad explain or present the need(s) or problem(s) of the consumer?
 - Support each statement with facts and examples.
 - a. What facts are presented?
 - b. What examples are given?
 - c. How do images and symbols add to the effect?
 - d. What does this ad make us infer? What interpretation does this lead us to make?
3. What Does It Mean? Does the ad clarify the problem? How?
 - Give the implications of the problems/needs you discussed.
 - a. Major implication: Why should I buy this product?
 - b. Second implication.
4. How does this product really solve problem(s), satisfy desire(s) or meet need(s)?
 - Give the solutions presented in the ad and discuss their validity.



STEPS to follow in doing your TV Commercial Analysis

- STEP 1:** Set your VCR / DVR to record at a popular viewing time (Prime time), (Day time), and or (Late Night). Pick a 4 hour block of time.
- STEP 2:** Watch the video on Fast Forward mode until you see something interesting. You will waste less time operating this way.
- STEP 3:** Choose a commercial which catches your attention. Use this information in your introduction as it tells us why this ad might work. Was it a story, some music, a crazy situation or something else which caught your attention?
- STEP 4:** Watch the commercial with sound off (mute) to attend to the visual aspects. Brainstorm what you have seen. This will form part of the technical analysis.
- STEP 5:** Play the video and listen with eyes closed to pick up all the sounds on the tape. Brainstorm what you have heard (music, background sounds, etc). This will also form part of the technical analysis.
- STEP 6:** Figure out the target market (who is this commercial aimed at?) The program during which the commercial aired will give you a clue. The types of commercials will also give you clues. What kinds of products are being promoted?
- STEP 7:** Figure out the appeal of the commercial. What do they use to get people to listen to the message?
- STEP 8:** You should now watch the commercial again and see if there is anything else you have noticed and might help us understand why a company would pay big bucks to the marketing firm which created this ad.
- STEP 9:** Review the tape and see how many times the commercial is repeated during the 4 hour block of time

(Contemporary Issues/ Sociology)

Brochure Project

Purpose:

- To provide information on a current health issue while incorporating research skills and technology.

Objectives:

- To create an informational threefold brochure on a specified type of drug or disease.

Criteria:

- To come up with a definition and several street names for a specified drug/ disease that the average person would comprehend.
- Explain the short term and long term effects (if any) from the drug when taken or disease if diagnosed as having it.
- Describe (2) specific examples of physical effects from the drug or disease.
- Describe (2) specific examples of psychological effects that occur when using the drug.
- Provide a minimum of (2) pictures (including one of the specified drug or disease)
- Include a real phone number, mailing address or email address for addition information, so the individual could get additional help or assistances.
- Information needs to be written and explained to the level of a middle or elementary school age child
- All web sites and resource material used on the brochure needs to be cited on the brochure.

Materials:

- Computer and accessories (Microsoft Publisher software)
- Internet access / Library access
- Color pencils/ markers/ pencil/ pen
- Paper/ (white or colored)

Duration:

Students will have **3 days of class** time to research, prepare and complete this assignment.

Grading:

Will be based upon the completion of the listed criteria and the rubric

Drug Names to be used in creating brochure

Marijuana	Hashish	Cocaine	Crack	Nitrous Oxide
Amphetamine	LSD	Mescaline	Ecstasy	Adderal
Methamphetamine	Steroids	Inhalants	GHB	PCP
Nicotine	Ketamine	Methadone	Heroin	Prozac
Rohypnol	OxyContin	Club Drugs	Caffeine	Ritalin
Mushrooms	DXM	Alcohol	Barbiturates	
Ephedrine	Chewing Tobacco			

www.Streetdrugs.org www.Druggeducation.net www.nida.nih.gov www.Dancesafe.org www.kidshealth.org
http://www.egetgoing.com/drug_addiction/legal_drugs.asp

List of Diseases and Conditions <http://www.diseases-explained.com/>

Acne	Diabetes	Menopause
Allergic Rhinitis	DVT	Migraine
Alzheimer's Disease	Enlarge Prostate	Multiple Sclerosis
Anemia	Epilepsy	Obesity
Angina	Essential Tremor	Obsessive Compulsive Disorder
Anxiety	GERD	Osteoporosis
Asthma	Glaucoma	Otitis Media
Bipolar Disorder	Hardening of the Arteries	Panic Disorder
Breast Cancer	Heart Attack	Parkinson's Disease
Cholesterol	HIV and AIDS	Schizophrenia
Colorectal Cancer	Hypertension	Spasticity
Congestive heart failure	Incontinence	Stroke
COPD	Insomnia	<u>Testicular Cancer</u>
Depression	Irritable bowel syndrome	Thyroid Disorder

Making a Brochure: Health Project Brochure

Teacher Name: **Jason McCallum**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student appears to have little knowledge about the facts or technical processes used in the brochure.

(Contemporary Issues)

In-class videos: “Small Town Ecstasy” and “Montana Meth”

Web link for Montana Meth Project

http://www.montanameth.org/View_Ads/index.php

Writing Assignment: Video paper reaction

This video reaction paper is just what it sounds like - an opportunity for you to react to the in-class video Small Town Ecstasy that you will see and relate it to what you have been reading and discussing about in this class. This paper is due one week after the completion the viewing of the video.

You may wish, when writing a reaction paper, to include on how some personal experience of yours serves as an example of something you saw in the video, or, conversely, casts doubt on your personal perspective. You may wish to write about how the subject matter in the video has helped you think about things in a new way, or conversely, has failed to stimulate your thinking.

Please note that I am looking for a readable, coherent essay that gets to the heart of the matter, that makes clear your beliefs, opinions, and criticisms, and that in general shows that you have taken the time to critically assess the information from the video. **Of course, anything that you write in this paper is confidential.**

Format: The reaction paper should have three parts: Brief Summary, Clarification Questions and Integrative Ideas.

1. Brief Summary: In a maximum of five brief sentences, please give a summary of the video.

2. Clarification Questions: In this section, write anything you were confused regarding the video content, and note anything you believe you need to know more about in order to better understand what you saw or heard. Be as specific as you can!

3. Integrative Ideas: In this section, write anything that occurred to you about how something you saw or heard on the video relates to anything else - specifically something you have learned or discussed during this unit in class.

Please **type** your reaction; follow the guidelines listed below for the writing of your paper. Your paper should **double spaced and two full pages in length, 12 point font and Times Roman script**. Please also include a cover page that has your name, the date, and class on it.

If you would prefer to email this to me you may do so. JMcCallum@Ellingtonschools.net

C.I. / Sociology Project- Monthly Planner

Objective: To create a financial spending plan for a month. To comprehend how difficult it is to live at the poverty level on a fixed income.

Task: Your task is to plan how you are going to provide for your family with the fixed amount of income available to you. Thus, you are to prepare a monthly budget. Be specific and accurate. Your budget resources must be cited.
You must include a minimum of one page typed paper explaining your living situation / scenario.

Criteria: I. A typed out monthly budget with current and accurate information, with cited resources.
II. Minimum one page typed saturation / scenario paper along with your typed answers to the w following six questions:

1. **How would a 15% tax increase affect your standard of living?**
2. **Was there anything about creating a budget plan that you did not understand? Explain**
3. **Describe some of the benefits of making and maintaining a budget plan .Why do you think it is important or necessary for people to have a monthly budget plan?**
4. **Of the budget planning process which part do you believe was the most difficult to do and why?**
5. **Explain to me what you have learned from doing this assignment. What did you learn about poverty? Use specific examples.**
6. **After doing this assignment how did it make you feel?**

Materials: Access to a Computer and the Internet, Newspapers, Renters/Apartment Guides, Phone, Library, Pen/Pencil, Paper, and any other materials /resource/references you feel that will help you to accomplish this task

Grading: This assignment will count as a Test Grade. It will be grade upon the following Criteria:

1. All criteria requirements have been met.
2. The information presented in your monthly budget is typed current and accurate.
3. Resources are cited.
4. One page (minimum) typed scenario paper and all six questions responses have been typed.

Duration: Two weeks

Due Date: _____ **this assignment will count for Two Test Grade.**

C.I. / Sociology Project- Monthly Planner

The situation / scenario

You are the head of a family of four with two children under the age of eighteen.

Your annual income is \$ 21,027.00 after paying Federal Taxes you have \$18,655.55
(2007 data)

This allows you to spend \$1,554.62 per month on your families' expenditures.

(18,655.55 divided by 12 equals 1,554.62)

You have a Credit Card Debt of \$8,000.00 you have 60 month / (5 years) to pay this off so your minimum payment is \$ 133.33.

You will be living in a larger town / city in the state of **CT (no other states)**

This larger town / city must have mass transportation (bus, train, taxi, etc)

Your task is to plan how you are going to provide for your family with the amount of money available to you. Thus, you are to prepare a monthly budget. Be specific and accurate.

Some questions to ask yourself and to think about

How are you going to allocate your resources?

Will you have enough money to pay for everything?

Will you have to go without certain items?

Research the true / real cost for each of the expenses listed on the worksheet below.

Use the newspaper, internet.

Talk with your parents, friends living on their own, teachers.

Make inquires with people that deal with these types of expenses.

Your resources must be cited

(Web addresses, newspaper clippings, brochures, parents, copies of bills, etc.)

Here is a web site that may assist you in your completion of this project.

http://www.practicalmoneyskills.com/english/at_home/consumers/budgeting/

See worksheet below

C.I. / Sociology Project- Monthly Planner

Right click on this chart. A window will open up. Click on worksheet object. Click open to open up the excel worksheet to keep track of your spending; the math will be done automatically. Once you close that worksheet all information will be saved in this word document.

Expenses	Dollar Amount	Resource citation
Savings Account		
IRA (Individual Retirement Account)		
College Fund		
Mortgage / Rent		
Home / Renters Insurance		
Car Payment		
Car Insurance		
Medical Insurance		
Credit Card	\$133.33	
Food (breakfast, lunch, school) dinner)		
Electricity		
Heat (Gas, Oil, Electric, or Wood)		
Phone (land line) or Cell Phone		
Clothing		
Transportation (Bus, Taxi, Train, etc)		
Entertainment		
Newspaper / Magazine		
Babysitter		
Internet		
Personal Items (toiletries)		
Miscellaneous stuff		
Total Monthly Expenses	\$133.33	

World Religion Research Information Power Point project

Name: _____ Due Date _____

You are to choose a religion that is not one of the 5 major religions of the world (Christianity, Islam, Judaism, Buddhism, and Hinduism). (Unless I have approved you to use one of the 5 to do this project)

Put all of this information into a Power Point presentation

The last slide must be a bibliography with citation from at least 3 different sources

Summarize important information (Don't copy complete sentences or paragraphs).
For some religions, you will not be able to complete all sections (e.g. gods).

Requirement minimum: (7 slides), (one map), (three graphics / pictures), (three assessment questions that your peers will be able to answer based upon your presentation information)

Religion: _____
Founder/Year: _____
Religious Leader: _____
Place of Worship: _____

Region: Where did the religion begin? Where is it practiced today? (include a map)
Description of Main Beliefs: Explain these in detail.
Description of god(s): Who are they? What are their characteristics? What do they represent?
Description of Sacred Writing(s): What are the main components of this (these) text(s)?
Description of Practices: How do they worship? How do they practice their beliefs?
Description of Festivals: How, when, and why do they celebrate these festivals?
Symbols: What are they? What do they represent?

Additional Questions:

1. *Who was the founder of this religion? In what year was this religion founded?*
2. *Who are the religious leaders of this religion?*
3. *What is the place of worship of this religion?*
4. *Where did this religion begin? Where is it practiced today?*
5. *What are the main beliefs of this religion?*
6. *Does this religion have a god(s)? Describe the god(s).*
7. *What is (are) the sacred writing(s) of this religion? What do they contain?*
8. *Describe the religious practices of this religion. How do they worship? How do they practice their beliefs?*
9. *What are the religious festivals? How, when, and why do they celebrate these festivals?*
10. *What are the main symbols of this religion? What do they represent?*

List of major world religions

[\(Christianity Islam Hinduism Judaism Buddhism\)](#) [Secular/Nonreligious/Agnostic/Atheist](#) [Chinese traditional religion](#) [primal-indigenous](#) [African Traditional & Diasporic](#) [Sikhism](#) [Spiritism](#)
[Baha'i](#) [Jainism](#) [Shinto](#) [Cao Dai](#) [Zoroastrianism](#) [Tenrikyo](#) [Neo-Paganism](#)
[Unitarian-Universalism](#) [Rastafarianism](#) [Scientology](#) [Juche](#)

Groups which self-identify as part of Christianity include (but are not limited to): African Independent Churches (AICs), the Aglipayan Church, Amish, [Anglicans](#), Armenian Apostolic, [Assemblies of God](#); [Baptists](#), [Calvary Chapel](#), [Catholics](#), Christadelphians, [Christian Science](#), [the Community of Christ](#), the [Church of Jesus Christ of Latter-day Saints](#) ("Mormons"), Coptic Christians, [Eastern Orthodox churches](#), Ethiopian Orthodox, Evangelicals, Iglesia ni Cristo, [Jehovah's Witnesses](#), the Local Church, [Lutherans](#), [Methodists](#), Monophysites, Nestorians, the New Apostolic Church, Pentecostals, Plymouth Brethren, [Presbyterians](#), the [Salvation Army](#), [Seventh-Day Adventists](#), Shakers, Stone-Campbell churches (Disciples of Christ; [Churches of Christ](#); the "Christian Church and Churches of Christ"; the International Church of Christ); Uniate churches, [United Church of Christ/Congregationalists](#), the Unity Church, Universal Church of the Kingdom of God, Vineyard churches

The following groups **are religions**, but have not been included in this list of major religions primarily for one or more of the following reasons: They are not a distinct, independent religion, but a branch of a broader religion/category. They lack appreciable communities of adherents outside their home country. They are too small

Mandeans, PL Kyodan, Ch'ondogyo, Wonbulgyo, Vodoun, Seicho-No-Ie, Falun Dafa/Falun Gong, Taoism, Confucianism, Roma

http://www.adherents.com/Religions_By_Adherents.html

Religion Power point Project

Teacher Name: **Jason McCallum**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the Power point are accurate.	99-90% of the facts in the Power point are accurate.	89-80% of the facts in the Power point are accurate.	Fewer than 80% of the facts in the Power point are accurate.
Writing - Mechanics	Capitalization and punctuation are correct throughout the Power point.	Capitalization and punctuation are correct throughout the Power point after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the Power point even after feedback from an adult.	There are several capitalization or punctuation errors in the Power point even after feedback from an adult.
Attractiveness & Organization	The Power point has exceptionally attractive formatting and well-organized information.	The Power point has attractive formatting and well-organized information.	The Power point has well-organized information.	The Power point's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the Power point seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	Student can accurately answer all questions related to facts in the Power point and to technical processes used to create the Power point.	Student can accurately answer most questions related to facts in the Power point and to technical processes used to create the Power point.	Student can accurately answer most questions related to facts in the Power point and to technical processes used to create the Power point.	Student appears to have little knowledge about the facts or technical processes used in the Power point.

Liberal vs. Conservative Views Internet Assignment

Directions: Continuing with our discussion on what sets liberals and conservatives apart, I want you to take a closer look at this political ideology. You will be completing 3 steps as a part of this internet assignment.

Step 1: Visit each of the following websites and determine what political ideology the site is expressing (liberal or conservative or moderate). Cite examples from the website which support your reasoning.

Sites: Gun Control: www.nraila.org
 Labor Unions: www.aflcio.org/home.htm
 Civil Liberties: www.aclu.org/index.html
 Immigration: www.immigrationforum.org

Step 2: Using a web search (Google will do) find how liberals and conservatives stand on the following issues. You might also look at this web address. (www.studentnewsdaily.com)

ISSUE	Conservatives stand	Liberals stand
Immigration		
The War on Terror		
Death Penalty		
Taxes		
Health Care		
Sustaining the Economy		

Step 3: Based on this research formulate a general synopsis to describe what liberals and conservatives stand for. Try to make some generalizations that would help to describe the platform of the Republican and Democratic parties.

(Sociology) Gender chapter 11

Data Collection Assignment: Gender Training

These data collection assignments have two purposes. They are designed to (1) give you firsthand experience with gender issues in everyday life (2) provide you with experience conducting and describing sociological research. Please complete alone or with no more than 2 other students.

Choose Option A, B, or C.

Option A - Children's stories:

Choose 2-3 children's stories and describe the process by which you chose them.

They can be storybooks, children's novels, or fairy tales.

1. Describe how girls/women and boys/men are portrayed in these stories.
2. Do these portrayals convey a stereotyped image of girls/women or boys/men? Why or why not?
3. For one of the stories, switch the gender of the characters and record the effect of that switch on the story.
For example, is the story still plausible?
4. What did you learn from this rewriting?
5. Discuss your overall findings.

Option B: Children's toys:

Go to a major toy store (e.g., Toys R Us, Target, Wal-Mart, Kmart).

Spend about an hour examining the toys and packaging and making notes about the extent to which you observe evidence of stereotyping and gender specific messages.

1. Describe the store and your results, answering the following questions.
2. Is there a girls' and boys' section of the store? Does it vary by age?
3. What kinds of toys are stocked in each section?
4. In your analysis, consider colors (e.g., pastels, black, red), pictures of boys or girls on the packaging, and specific indications of gender.
5. How would you characterize boys' toys? What were their most common attributes? How would you characterize girls' toys? What were their most common attributes? What percentage of toys would you consider "gender-neutral"? Which ones were they?
6. If a clerk asks if you'd like help, does s/he ask the sex and age of the child?

Option C - Children's TV:

Watch three hours of children's TV programming (e.g., Saturday morning cartoons).

Record which shows you watch. You might want to compare different kinds of shows, such as those geared to different ages or network, public TV, and cable shows.

1. What proportions of the characters are female?
2. Keep track of what activities characters engage in and how these do or do not fit with stereotypical gender roles.

3. Are there differences between the male and female characters in their level of aggressiveness or **prosocial** (behavior as it relates to the giving, helping and sharing for harmonious group relations acts), (e.g., helping others)?
4. Who narrates the program and the commercials?
5. Who appears in the commercials and for what products?
6. What are the themes of the commercials and programs (e.g., caring, adventure)?
7. What is their pace (e.g., fast-action, slow and pretty)?

(Sociology) Gender chapter 11

Guidelines to writing your assignment

Data collection assignments should be 2-3 pages typed double spaced using Times Roman font. The assignment should be written according to the following format:

First, write a brief introduction (one or two paragraphs) that states the purpose of the assignment.

Next, specifically describe what you did (i.e., your method). Then, state what you found, focusing on the points mentioned in the description of the assignment. Again, be specific.

Finally, draw some conclusions from your data.

What are the implications of what you found?

What did you learn?

Grading:

The data collection assignments are worth 20 points each. The points are distributed as follows:

5 points: Introduction

5 points: Method (what you did)

5 points: Results (what you found)

5 points: Conclusion and implications

For each section:

5 points = outstanding 4 points = good 3 points = satisfactory 2 points = needs substantial revision 1 point = not present

Introduction:

Contains clear and concise summary of the purpose of the assignment.

Method:

Method is clearly described sufficient detail is provided about method Rationale for method is interesting and well thought out.

Results:

Results are clearly described. All questions are answered fully with sufficient detail Observations are interesting, show thought.

Conclusion and implications:

Answers to all three of the above questions are clear and well reasoned. Observations about results are interesting
Points will be deducted for lack of clarity in writing, grammatical errors, misspellings, typos, sentence fragments, etc.

(Sociology) Gender chapter 11

**FIELD TRIP:
PUT ON YOUR SOCIOLOGIST’S HAT AND COME TO THE MALL
TO OBSERVE GENDER IN EVERYDAY LIFE**

In this exercise, you will work together in groups to explore something that we generally think of as obvious. You are to go to the Enfield Mall or Buckland Hills Mall to observe how deeply ingrained in our life gender is. Gender is so close to us, and so completely a part of our world, that we may hardly notice it. You are going to use sociological thinking to begin to see how our ideas and actions about gender are created by the society in which we live. Sociologists call this the social **construction of gender**.

INSTRUCTIONS

1. In general, groups should keep a low profile. Try to make your observations without being obvious. For example, wait until you leave the store to openly discuss a task.
2. Assign one person to write down information on the sheets. In order to stay inconspicuous, the recorder should stay outside the stores. When the other group members finish their observations and exit the store, they can relay their data to the recorder.
3. Those who enter stores should not ask salespeople for help. Respond, “I’m just looking around.”
4. Perform the tasks in the order given to avoid large numbers of students in any one store at one time.
5. The tasks must be performed as a group.

4. Compare the positioning of men and women in relation to each other in the video covers that have both. How often are men higher in the picture than women? How often are women leaning on, protected by, looking up to, or in some other way dependent upon a man? Then check the reverse.

(Sociology) Gender chapter 11

Sociology Mall Field Trip

TASK THREE: At Macy's visit the men's socks and women's socks/stockings departments.

1. What colors are available in men's socks? What are available for women's socks/stockings?
2. How much variety is available to men and to women?
3. Compare the displays and mannequins in each department. How much of the body is displayed? How much is covered in clothing?

TASK FOUR: At Macy's, visit the women's and men's fragrances departments.

1. How great is the size and variety of selection for men compared to women?
2. How many counters of fragrance are there for men and how many for women?
3. Look at the promotional displays of the men's and women's fragrance counters. What colors predominate for women and what for men? What items, themes and styles are used to promote fragrances to men? To women?
4. Who is behind the counter selling fragrances for men and women, men or women?

TASK FIVE: At the Hallmark Cards store, note the following:

1. Look at the two sections, "The Birthday Boy" and "The Birthday Girl". What color are the girl's cards? What color are the boy's? What are the girls portrayed in the cards doing? What are the boys doing?
2. Look through several birthday cards for Mom and compare them to cards for Dad. What are the main differences?

TASK SIX: Observe several restaurants/food stands in the mall. Note the number of females/males who are (a) workers at the front of the restaurants, and who is in back behind the front counter workers or (b) managers. (If you see someone who is working the front counter but obviously a manager, count her/him as a manager.) Fill in the table.

	Males	Females
Front Counter		
Back counter workers		
Managers		

(Sociology) Gender chapter 11

TASK SEVEN: Each group is to generate and do a task of your own, like the ones above that demonstrates the importance of gender at the mall. Write it up, with your findings. (Examples would be men and ladies footlocker (Buckland), Victoria Secret, A and F, etc)

TASK EIGHT: What stores at the mall do you think are the least affected by gender?

- 1.
- 2.
- 3.

(Sociology) Gender chapter 11

MALL EXERCISE REACTION SHEET

What did you learn about gender from this field trip? (Write at least one paragraph.)

What did you learn about thinking like a sociologist in everyday settings? (Be specific and write at least one paragraph.)

Do you have any recommendations for improvement of this exercise?

Genocide Unit Culminating Writing Prompts (contemporary issues)

Based upon what we have talked about in this unit on Genocide, answer the following questions.

1. What are some of the causes of genocide?
2. Pick one of the Genocides we discussed and identify the murdered group and address the question: Why were they targeted?
3. In your opinion can genocide be prevented? Why or why not? Be sure to support your answer.
4. List and identify some similarities or differences that you have observed about the different types of Genocides we have discussed.
5. Looking specifically at Darfur, what do you think will be the affects of Genocide on the countries future generations?
6. What are some of the long lasting affects of Genocide and ethnic cleansing on the children who somehow manage to survive?
7. After World War II and the Holocaust, two phrases frequently heard were “**Never Again**” and “**We didn’t know.**” Apply both of these phrases to Darfur. From the knowledge you gained from this unit, what conclusions do you draw when you apply these phrases to the events in Darfur and the international response to it?
8. In your opinion what actions can be taken by you or the government to prevent Genocide from occurring?
9. In your opinion is there anywhere in the world right now which could potentially be ripe for Genocide? Name the place and explain why you think that it has the potential for a type of Genocide to occur.

All answers are to be typed Times Roman, with 12 point font.

In class Genocide Group Discussion questions

In small groups discuss the following prompts; be sure to address each bullet.

1. The raping of the women is being used as a tool of war. The tactic of raping women has occurred in the recent Genocides in Bosnia, Kosovo, Rwanda and Darfur.
 - Why have government and military officials carrying out ethnic cleansing and Genocide adopted the rape of women as part of their actions?
 - What does the rape of the women do to the families?
 - How does it affect the society?
 - How does this suggest women and girls are viewed by their attackers and society?
 - How does being a victim of rape – a tool of war impact a woman’s future life in that society even if she survives the rape and the war?
 - In your opinion what if anything can be done to end the use of rape as a tool of war?
 - How have the women of Darfur who have been raped attempted to avoid the added consequences of being an innocent victim of this violence?

2. The Janjaweed chanted their slogan in preparation for attacking the Darfurian villages. The slogan is “Kill the slaves.” In Rwanda, the perpetrators chanted “Kill the cockroaches” before attacking their victims.
 - Why do leaders of ethnic cleansings and genocides adopt and encourage the use of such slogans?
 - How does it influence the attitudes of the people carrying out the attacks on their victims?
 - How does the use of such slogans attempt to rob the victims of their humanity in the eyes of the perpetrators?
 - How do they use these slogans and dehumanizing labels to justify what they are doing? Give other examples of words and slogans used to describe victims of other genocides.
 - Explain how the power of language has and can become a part of a campaign of genocide and ethnic cleansing. Offer examples from daily life in your own society of such use of language to attempt to justify violence by one person or group against another.

3. After World War II and the Holocaust, two phrases frequently heard were “**Never Again**” and “**We didn’t know.**”
 - Apply both of these phrases to Darfur. From the knowledge you gained about Genocide, what conclusions do you draw when you apply these phrases to the events in Darfur and the international response to it?

4. In your opinion what actions can be taken by you or the government to prevent Genocide from occurring?

Be prepared to share your groups discussed responses.

Darfur: How you can help links and additional information

- Build your community of concern for Darfur: participate in Tents of Hope:
www.tentsofhope.org
 - Find a Darfur advocacy group in your community or start your own: search for groups at www.savedarfur.org
 - Learn about Students Taking Action Now in Darfur's SEAL campaign to pressure President Bush to Act: www.standnow.org/campaigns/seal
 - Learn about the ENOUGH and Genocide Intervention Network Project to make Darfur a campaign issue: www.askthecandidates.org
 - Students: start a STAND chapter to raise awareness at your school. Register your chapter at www.standnow.org
 - Raise your voice in support of Darfur related legislation: call the 1 800 GENOCIDE hotline for legislative alerts (hotline developed by Genocide Intervention Network)
 - Read Enough report, "Echoes of Genocide in Darfur and Eastern Chad"
(http://www.enoughproject.org/reports/darfurechoes_20070905.php)
 - Read March 2, 2008 NY Times Article: "Scorched Earth Strategy Returns to Darfur"
(www.nytimes.com/2008/03/02/world/africa/02darfur.html)
 - Learn about Dream for Darfur (www.dreamfordarfur.org)
 - Learn about the campaign to divestment from companies funding the Sudanese Government—Sudan Divestment Task Force <http://www.sudandivestment.org/home.asp>
- If you want to learn more about the background of the conflict, and for educational resources please visit www.thedevilcameonhorseback.com/action/learn

Website links:

<http://www.cnn.com/>

<http://www.foxnews.com/>

<http://www.msnbc.msn.com/>

<http://www.nytimes.com/>

<http://online.wsj.com/public/us>

<http://www.usatoday.com/>

<http://www.time.com/time/>

<http://www.usnews.com/usnews/home.htm>

<http://www.msnbc.msn.com/id/3032542/site/newsweek/>

<http://www.hartfordcurrant.com/>

<http://www.boston.com/news/globe/>

<http://www.latimes.com/>

<http://www.nationalgeographic.com/>

<https://www.cia.gov/cia/publications/factbook/index.html>

<http://www.gohrw.com/gopages/index.html>

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