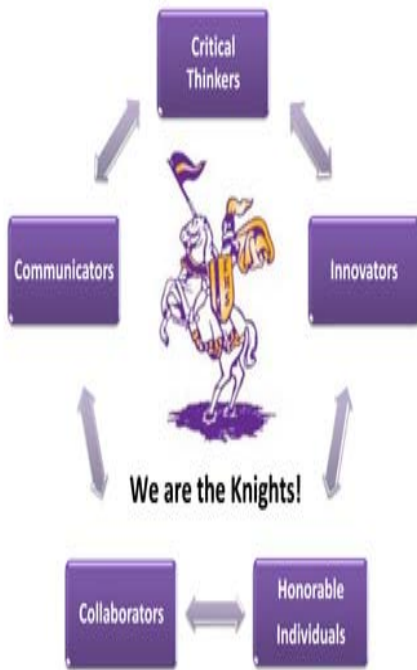


Ellington High School Core Values and Beliefs

We believe in creating a challenging academic environment. All students should gain the skills and knowledge to prepare them for a lifetime of learning in a rapidly changing global community. We expect all members of our learning community to demonstrate responsibility, integrity, respect, cultural understanding and ethical behavior.



21st Century Learning Expectations
Academic
Ellington High School Students:

- Create, perform, respond effectively
- Read effectively
- Write effectively
- Reason effectively, think critically and solve problems
- Utilize real-world digital and other technology effectively
- Collaborate effectively

Civic and Social
Ellington High School Students:

- Value and demonstrate responsibility, character, cultural understanding and ethical behavior

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 21st Century Learning Expectations.

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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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 21st Century Learning Expectations.

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, and minority relations).
13. Identify possible causes of problems in American society.

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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. As part of our studies, we will be addressing the EHS 21st Century Learning Expectations.

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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Civic and Social
Ellington High School Students:

- Value and demonstrate responsibility, character, cultural understanding and ethical behavior

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. As part of our studies, we will be addressing the EHS 21st Century Learning Expectations.

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

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Course Overview

This course examines the western and non-western world from around 350 A.D. to the present. The history of the world is a fascinating and complex story. Our discussions will encompass many aspects of the development and growth of the world. We will look at the development of our world through 7 key themes: 1. Patterns of Population, 2. Economics Networks and Exchange, 3. Uses and Abuses of Power, 4. Haves and Have-Nots, 5. Expressing Identity, 6. Science, Technology, and the Environment, and 7. Spiritual Life and Moral Codes.

An emphasis throughout this year will be placed on primary source analysis, persuasive writing, and skills to become an independent learner. This course will include CAPT practice in the area of persuasive writing which helps to prepare students for the test during their sophomore year. There will also be a research paper in which students will utilize the research and writing skills that they have been working on throughout the year. As part of our studies, we will be addressing the EHS 21st Century Learning Expectations.

**Class Format
(Contemporary Issues, Sociology, World History)**

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, Economics, and Civics)
 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
Sociology, Contemporary Issues, and World History
1st Quarter = 20%, 2nd Quarter = 20%, Mid-Term Exam = 10%.
3rd Quarter = 20%, 4th Quarter = 20%, Final 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 Name (print) _____

STUDENT SIGNATURE _____ DATE _____

PARENT SIGNATURE _____ DATE _____

Teacher web page <http://schoolnotes.com/06029/jmccallum.html>
School Email address JMcCallum@Ellingtonschools.net

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 Name (Print) _____

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: _____

(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.

Write a summary of what you saw in the video. (who, what, when, where, why, and how)

1. Be sure to address as to whether you agree or disagree with the opinion / information expressed in the story or as to whether or not you feel the person providing the information in the story is a credible source.
2. Did you find the story to have any bias?
3. How can or does this story connect to you in anyway shape or form.
4. Explain to me what you have learned from the story you watched. (Cite two specific examples)
5. After viewing the story how did it make you feel?

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. Be sure to address as to whether you agree or disagree with the opinion / information expressed in the article or as to whether or not you feel the person providing the information in the article is a credible source.
2. Did you find the article to have any bias?
3. How can or does this article connect to you in anyway shape or form.
4. Explain to me what you have learned from the article you read. (Cite two specific examples)
5. 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 inquiries 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.

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)?

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.

**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.
6. Accuracy is more important than speed. Don't rush through it. I'd rather see you skip a task than rush through them.

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

(World History)

Empires Collapse Project

Question: Although some large empires survived for a very long time, even the strongest and most organized among them disintegrated in the early centuries of the Common Era (CE). What do you think may have caused their collapse?

Project: Your group is to take the role of a news team that is reporting the demise of the _____ empire. Based on research your group will create a series of news reports or a magazine article. Your report is to include information on each of the following:

1.) A brief history of the empire.

Include geographical location, time period of empire, major religion, type of government, etc. This should serve as an introduction to the series and may be brief but concise.

2.) What are some cultural/economic/scientific contributions of the empire? This section serves to explain the importance of the empire in the course of world history.

3.) Causes of the empire's collapse. This is the main section of your news report. This section should provide answers to the question posed (see above).

Each news report must have a media presentation (time-line, artistic rendering, web, etc.)

Step one: Brainstorming (10 - 15 minutes)

There are several ways to begin the creation of your news series.

- Choose the type of news format you wish to present (newspaper articles, live broadcast, live interview, report from an archaeological dig, etc.). Assign "jobs" to each group member. Jobs may include: historical researcher, artist, writer, etc.

OR

- Research the topic then think of ways that you may create your news reports. Assign "jobs" accordingly.

OR

- Research the topic then assign jobs to create a magazine article (National Geographic, Smithsonian, etc.)

Step Two: Research

Begin by filling in the information below:

Empire:

Dates of Empire: _____ to _____

Geographical Location of Empire:

Type of Government:

Religion:

Legacy of Empire:

Important Historical Facts:

Use at least 2 sources to complete your research. Indicate the sources below:

Source 1:

Source 2:

Step 3: Story Development.

For a live news broadcast, question and answer session, live interview, etc. prepare a first draft of your questions and answers, or report that will tell the story of the empire.

For a multimedia presentation, use a storyboard, sketch, or webbing to plot out the different images and text that will tell the story of the empire.

REMEMBER: Answer the question posed. The main objective of this assignment is to provide an answer as to why empires fall.

Step 4: Revision

Using feedback from peer group, group members and the teachers, evaluate your project's adherence to the initial instructions. Are you able to state various reasons for the fall of the empire?

Turn in project.

Introduction to Han Dynasty

Era Information

Time: 206B.C.-220 A.D.

Location of Capital: Chang an, in today's [Xian City](#), [Shannxi Province](#)

Emperors: Han Wudi, Wendi, Jingdi

Replaced by: [Three Kingdoms](#)

Han Dynasty played an important role in history of China. It contributed to the Chinese culture and civilization. After Qin was overthrown by the peasants rebellion, Liu Bang and Xiang Yu were two leaders that struggled to seize the regime position of a new dynasty. They have gone against each other and at last Liu Bang defeated Xiang Yu to be the first emperor of Han dynasty. Chang'an became capital during the Han Dynasty after a short national war.

Building upon the base of [Qin dynasty](#), the new empire retained much of the Qin administrative structure but retreated a little from centralized rule by establishing vassal principalities in some areas for the sake of political convenience.

Instead of using the previous harsher and crule laws and regulation against the common people. The Han rulers modified some of the harsher aspects of the previous dynasty; Confucian ideals of government, out of favor during the Qin period, were adopted as the creed of the Han Empire, and Confucian scholars gained prominent status as the core of the civil service.

A civil service examination system also was initiated. Intellectual, literary, and artistic endeavors revived and flourished.

The Han period produced China's most famous historian, Sima Qian (145-87 B.C.?), whose *Shiji* (Historical Records) provides a detailed chronicle from the time of a legendary Xia emperor to that of the Han emperor Wu Di 141-87 B.C.).

Technological advances also marked this period. Two of the great Chinese inventions, paper and porcelain, date from Han times.

The Han dynasty, after which the members of the ethnic majority in China, the "people of Han," are named, was notable also for its military prowess. The empire expanded westward as far as the rim of the Tarim Basin (in modern Xinjiang-Uyghur Autonomous Region), making possible relatively secure caravan traffic across Central Asia to Antioch, Baghdad, and Alexandria.

The paths of caravan traffic are often called the "[silk route](#)" because the route was used to export Chinese silk to the Roman Empire. Chinese armies also invaded and annexed parts of northern Vietnam and northern Korea toward the end of the second century B.C.

Han control of peripheral regions was generally insecure, however. To ensure peace with non-Chinese local powers, the Han court developed a mutually beneficial "tributary system"

Non-Chinese states were allowed to remain autonomous in exchange for symbolic acceptance of Han overlordship.

Tributary ties were confirmed and strengthened through intermarriages at the ruling level and periodic exchanges of gifts and goods.

After 200 years, Han rule was interrupted briefly (in A.D. 9-24 by Wang Mang or a reformer), and then restored for another 200 years.

The Han rulers, however, were unable to adjust to what centralization had wrought: a growing population, increasing wealth and resultant financial difficulties and rivalries, and ever-more complex political institutions. Riddled with the corruption characteristic of the dynastic cycle, by A.D. 220 the Han Empire collapsed.

<http://www.history-of-china.com/han-dynasty/>

The fall of Ancient Rome

The fall of Ancient Rome started from about AD 190. The Roman Empire was attacked by tribes such as the Goths and the Vandals. Civil wars in parts of the empire further weakened the rule of Rome and respect for Roman law dwindled as a result.

Why was the empire attacked by fierce tribes people? Tribes such as the Goths wanted to move south into parts of Europe that experienced a better climate that would assist their farming. This could only bring them into conflict with the Romans. At about AD 190, Rome also experienced a succession of poor emperors who simply were not capable of doing the job.

The Roman Army was spread throughout Western Europe. Each part of the army had its own idea as to who should be emperor. When one part of the army succeeded in putting its own man into the position of emperor, another part of the army would fight to put its own man in power. Between AD 211 and AD 284, there were twenty-three 'soldier-emperors' - and twenty of these men were killed by rivals! Clearly law and order and respect for that within Rome itself was at fault.

In AD 284, the emperor Diocletian realized that something had to be done or Rome and its empire would disintegrate. He decided to divide the Roman Empire in two to make it easier to rule - he created the Western Empire and the Eastern Empire, each with its own leader. This split geographically was all but a north to south divide between the empire with Spain, France, England, Italy and parts of Germany forming the Western Empire and all areas to the east of this were in the Eastern Empire.

However, Diocletian faced more than just administrative problems. More and more military defenses had to be built across the whole empire. This cost money that Rome did not have. To pay for these, taxes were increased and extra coins were minted. This led to inflation causing prices to rise. Therefore, the people of Rome were less than favorable towards those who led them.

With threats from tribes in northern Europe, financial problems in Rome itself and a civilian population becoming more and more discontented, Rome could ill afford further major issues.

In AD 307, Constantine became emperor. He ruled from AD 307

to AD 337. Constantine was Rome's first Christian emperor and he is considered to have been a strong ruler.

He believed that Rome as a city was too far away from vital areas of the empire to be of value from a governmental level. Constantine, therefore, moved the capital of the empire to a new city – Constantinople. This was a new city that was built on the old city of Byzantium. Whatever the motives were, Constantine's decision was a poor one. Constantinople was much further east than Rome and firmly in the eastern empire. This left the western empire very vulnerable – though the eastern empire was hardly free from attacks.

The Ostrogoths attacked the western empire via the eastern empire. The Huns, a fierce tribe from Asia, attacked the western empire. The Franks, Visigoths, and Burgundians all made large inroads into the western empire.

The glory days of the Roman Army had passed and the Romans were forced into making deals with the tribes. The Vandals and Visigoths were allowed to live in the Roman Empire as long as they gave a promise to protect the empire from the Huns.

However, in AD 398, the leader of the Visigoths, Alaric, realized that the Roman Army was so thinly spread, that Rome itself was for the taking. Alaric moved cautiously south but in AD 410 he captured the city of Rome. The city was sacked. Roman held territory in Spain, France, northern Africa and England all fell to the various tribes that attacked them.

In AD 455, Rome was attacked again. This time the damage was done by the Vandals. The city suffered serious damage. In AD 476, the last Roman emperor in the west, Romulus Augustulus, was removed from power by Odovacar, leader of the Goths. This date is usually used by historians as the year the Roman Empire ended. However, Roman rule continued in the eastern empire for a number of years after this date - in modern Greece, Turkey, the Middle East and northern Egypt.

http://www.historylearningsite.co.uk/fall_of_ancient_rome.htm

Gupta Empire

The Gupta period marks an important phase in the history of ancient India. The long and efficient rule of the Guptas made a huge impact on the political, social and cultural spheres. Though the Gupta Empire was not as widespread as the Mauryan Empire was in India, yet the Gupta dynasty was successful in creating an empire that is significant in the history of India. The Gupta Period is also popularly known as the Golden Age of India and for the right reasons. The lifestyle and culture of the Gupta dynasty is known through the availability of various ancient coins, scriptures, inscriptions, texts, etc. belonging to that era.

The rulers of the Gupta Empire were efficient administrators who knew how to govern with a firm hand without being despotic. During this age, art and education flourished and many great discoveries were made in these fields. Aryabhatta and Varahamihira, the two great mathematicians contributed much during this period in the field of Vedic Mathematics. Aryabhatta estimated the value of "Pi" to the fourth decimal place. Algebra was developed to a great extent and the concepts of zero and infinity were found. The symbols of numbers 1 to 9 were devised which was a great contribution in mathematics. These symbols came to be known as Hindu Arabic numerals later when the Arabs too adopted them.

The Gupta Age is also known for its advances in astronomy. During the reign of the Gupta rulers, astronomers and philosophers proposed the theory that the earth was not flat but round. The theory of gravity was also propounded during this time. The astronomers made a breakthrough when they found out the different planets and started to make horoscopes based on the planetary positions. The field of medicine also advanced a lot during this time and doctors used to perform operations even during that era. Since so many discoveries and advances were made in arts, medicine, literature and science during Gupta period, it has been called the Golden Age of India.

<http://www.iloveindia.com/history/ancient-india/gupta-dynasty.html>

The Gupta Dynasty and Empire



The Gupta Empire 

India's so-called Dark Age -- from 185 BCE to CE 300 -- was not dark regarding trade. Disintegration of the Mauryan Empire and the invasions were mitigated by a continuing trade in which Indians sold more to the Roman Empire than they bought, with Roman coins piling up in India. The Kushan invaders were absorbed by India, Kushan kings adopting the manners and language of the Indians and intermarrying with Indian royal families. The southern kingdom of [Andhra](#) conquered [Magadha](#) in 27 BCE, ending the rule of the Sunga dynasty there, and it extended its power in the Ganges Valley, creating a new bridge between the north and the south. But this came to an end as Andhra and two other southern kingdoms weakened themselves by warring against one another. By the early 300s, power in India was returning to the Magadha region, and India was entering what would be called its classical age.

A Magadha raja named Chandra Gupta -- who was unrelated to the Chandragupta of six centuries before -- controlled rich veins of iron from the nearby Barabara Hills. Around the year 308 he married a princess from the neighboring kingdom of Licchavi, and with this marriage he gained a hold over the flow of northern India's commerce on the Ganges River -- the major flow of north Indian commerce. In 319, Chandra Gupta created for himself the title King of Kings (*Maharajadhiraja*), and he extended his rule westward to [Prayaga](#), in north-central India.

Ten years into his rule, Chandra Gupta lay dying, and he told his son, Samudra, to rule the whole world. His son tried. Samudra Gupta's forty-five years of rule would be described as one vast military campaign. He waged war along the Ganges plain, overwhelming nine kings and incorporating their subjects and lands into the Gupta Empire. He absorbed [Bengal](#), and kingdoms in [Nepal](#) and [Assam](#) paid him tribute. He expanded his empire westward, conquering [Malava](#) and the Saka kingdom of [Ujjayini](#). He gave various tribal states autonomy under his protection. He raided Pallava and humbled eleven kings in southern India. He made a vassal of the king of Lanka, and he compelled five kings on the outskirts of his empire to pay him tribute. The powerful kingdom of [Vakataka](#) in central India, he preferred to leave independent and friendly.

Around 380, Samudra Gupta was succeeded by his son Chandra Gupta II, and Chandra Gupta II extended Gupta rule to India's west coast, where new ports were helping India's trade with countries farther west. His rule influenced local powers beyond the [Indus River](#) and north to [Kashmir](#). While Rome was being overrun and the western half of the Roman Empire was disintegrating, Gupta rule was at the apex of its grandeur, prospering in agriculture, crafts and trade. Unlike the Mauryas, who had controlled trade and industry, the Guptas let people free to pursue wealth and business, and prosperity in the Guptan era exceeded that of the Mauryan era. Like the Cynics during Rome's golden age, a few ascetics entertained pessimistic views of life. and maintained that asceticism would benefit all of humanity. But many Indians were pursuing pleasure and enjoying life. In the cities were wealthy and middle class people who enjoyed their gardens, music, dancing, plays and various other entertainment. They enjoyed a daily bath, artistic and social activities and a variety of food, including rice, bread, fish, milk, fruits and juices. And despite religious prohibitions, the Indians -- especially the aristocrats -- drank wine and stronger alcoholic beverages.

Greater wealth accrued to those who already had wealth, and the middle class prospered. Big estates grew with the help of dependent labor and slave labor. The poor stayed poor, but apparently there was little dire want. The caste system still existed. So too did the inferior status of women. But charities abounded. The Gupta kings were autocrats who liked to think of themselves as servants to all their subjects. Hospitals offered care free of charge to everyone, rich and poor. There were rest houses for travelers along India's highways, and the capital possessed an excellent, free hospital created by the charity of the wealthy.

Although the Gupta's were more organized in their administrations, with the increase in prosperity had come a greater liberality. The cruel punishments of Mauryan times had been abolished. People no longer had to register with government authorities or carry a passport when traveling within the empire. The government operated without the system of espionage often practiced by Roman emperors and by Mauryan rulers. Law breaking was punished without death sentences -- mainly by fines. Punishments such as having one's hand cut off were applied only against obstinate, professional criminals.

Among civilians, the avoidance of killing that had been a part of Buddhism and Jainism was widely observed. Across India most people had become vegetarians, except for fish which was widely consumed in Bengal and places to its south. And unlike parts of the Roman Empire, a traveler in India had little reason to fear robbery. A visitor from China, Fa-hien (Faxian), traveled about in India for eleven years and recorded that he was never molested or robbed.

With the good times came an intellectual revival. Literature flourished, and Indians exercised their proficiency in art, architecture and mathematics. It was now that India's greatest poet and dramatist, Kalidasa, lived. He and other writers acquired fame expressing the values of the rich and powerful.

Decline and Fall

Chandra Gupta II died in 415 and was succeeded by his son, Kumara Gupta, who maintained India's peace and prosperity. During his forty-year reign the Gupta Empire remained undiminished. Then -- as was the Roman Empire around this time -- India suffered more invasions. Kumara Gupta's son, the crown prince, Skanda Gupta, was able to drive the invaders, the Hephthalites, back, into the Sassanian Empire, where they were to defeat the Sassanid army and kill the Sassanid king, Firuz.

In India, women and children sang praises to Skanda Gupta. Skanda Gupta succeeded his father in 455. Then the Hephthalites returned, and he spent much of his reign of twenty-five years combating them, which drained his treasury and weakened his empire. Skanda Gupta died in 467, and after a century and a half the cycle of rise and disintegration of empire turned again to disintegration. Contributing to this was dissention within the royal family. Benefiting from this dissention, governors of provinces and feudal chieftains revolted against Gupta rule. For awhile the Gupta Empire had two centers: at [Valabhi](#) on the western coast and at Pataliputra toward the east. Seeing weakness, the Hephthalites invaded India again -- in greater number. Just before the year 500, the Hephthalites took control of the [Punjab](#). After 515, they absorbed the Kashmir, and they advanced into the Ganges Valley, the heart of India, raping, burning, massacring, blotting out entire cities and reducing fine buildings to rubble. Provinces and feudal territories declared their independence, and the whole of north India became divided among numerous independent kingdoms. And with this fragmentation India was again torn by numerous small wars between local rulers.

<http://www.fsmitha.com/h1/ch28gup.htm>

Additional readings can be found in your textbook

Level 1- Textbook

- Han pg.95-96 Roman pg. 128-151 Gupta pg. 82-85

Level 2- Textbook

- Han pg. 87-88 Roman pg. 158-177 Gupta pg. 68

Do not use this article it is full of typos

DECLINE OF THE GUPTA EMPIRE

The last great king of the Gupta was Skanda Gupta who ascended the throne about 455 A.D. Even during the later years of Kumar Gupta's reign, the empire was attacked by a tribe called Pushyamitra but it was repulsed, and immediately after the accession of Skanda Gupta, Hunas made inroads, but they too were repelled.

However, fresh waves of invaders arrived and shattered the fabric of the Gupta Empire. Although in the beginning the Gupta king Skanda Gupta tried effectively to stem the march of the Hunas into India, his successors proved to be weak and could not cope with the Hunan invaders, who excelled in horsemanship and who possibly used stirrups made of metal. Although the Hunan power was soon overthrown by Yasodharman of Malwa, the Malwa prince successfully challenged the authority of the Guptas and set up Pillars of Victory commemorating his conquest (AD 532) of almost the whole of northern India. Indeed Yasodharman's rule was short-lived, but he dealt a severe blow to the Gupta Empire.

The Gupta Empire was further undermined by the rise of the feudatories. The governors appointed by the Gupta kings in north Bengal and their feudatories in Samatata or south-east Bengal broke away from the Gupta control. The later Guptas of Magadha established their power in Bihar. Besides, the Maukharis rose to power in Bihar and Uttar Pradesh and had their capital at Kanauj. Probably by AD 550 Bihar and Uttar Pradesh had passed out of Gupta hands. And the rulers of Valabhi established their authority in Gujarat and Western Malwa.

ANOTHER CAUSE:

After the reign of Skanda Gupta (467 AD) any Gupta coin or inscription has been found in western Malwa and Saurashtra. The migration of guilds of silk weavers from Gujarat to Malwa in AD 473 and their adoption of non-productive professions show that there was not much demand for cloth produced by them. The advantages from Gujarat trade gradually disappeared. After the middle of the fifth century the Gupta kings made desperate attempts to maintain their gold currency by reducing the content of pure gold in it. The loss of western India complete by the end of the fifth century, must have deprived the Guptas of the rich revenues from trade and commerce and crippled them economically, and the princes of Thaneswar established their power in Haryana and then gradually moved on to Kanauj.

ADDITIONAL NOTE:

The causes of the downfall or disappearance of the Guptas were basically not different from those that brought the end of many ancient and medieval dynasties. Over and above the usual causes of administrative inefficiency, weak successors and stagnant the fall of the Guptas: dynastic dissensions, foreign invasions and some internal rebellions.

DYNASTIC DISSENSIONS AND WEAK RULERS:

There is evidence to show that following the death of Kumaragupta and Skandagupta, there were civil wars and struggles for the throne. For instance, we have the successors of Buddhagupta, highlighting the rule of more than just one king. Those were Vinayagupta in Bengal and Bhanugupta in Iran.

Absence of law of primogeniture along with strong centralized authority in ancient and medieval periods led to chaos. Thus we see that the resources of the empire were frittered away in petty squabbles and wars for the throne.

Besides circumstances weakening the Gupta monarchy, the very personalities of the later Gupta Kings contributed to the ultimate fall of this dynasty. They were not only men of weak character but also some of them followed pacifism that affected other spheres of administration, particularly that of military efficiency.

FOREIGN INVASIONS:

Foreign invasions were the second major factor in the decline and disappearance of the Guptas. The invasion of barbaric tribe Pushyamitra was not the decisive. A far more important invasion was that of the White Huns, who, after settling in the Oxus valley, invaded India. They first appeared during the reign of Budhagupta. Again they reappeared under the command of Toramana who annexed a large portion of the north-western region including parts of Modern U.P. He followed by his son, Mihirakula, who became the overlord of north India. Indeed he was defeated by Yashodharman of Malwa but the repercussions of these invasions were disastrous for the Gupta Empire.

INTERNAL REBELLIONS:

As a result of the weakening of Central Authority a number of feudal chieftains, principally those of the north-western region, assumed the status of independent rulers with some names in this regard such as Maitrakas (of Kathiawar), Panivarajaks (of Budhdhelkhand), Unchkalpas, Laxman in Allahabad. Etc.

After the reign of Buddhagupta, the status of certain, governors of North Bengal and Yamuna - Narmada area around Magadh too assumed independence and became to be known as the later Guptas.

By far one of the most important rebellions was that of Yashodharman of western Malwa who became independent and established his kingdom. He defeated Mihirakula and seems to have made extensive conquests from the Himalayas to Brahmaputra. However, his empire did not last very long. Nevertheless, it set a pattern for other feudal chieftains, who in due course, broke away from Central authority.

Last but not least, we might note that the change in the Gupta polity from one of militancy to that of pacifism greatly affected the composition of the empire. We do have instance some of the later Gupta kings who changed from Hinduism to Buddhism and this was reflected in the total military inefficiency of the later Guptas.

<http://www.civilserviceindia.com/subject/History/prelims/gupta-age5.html>

Additional readings can be found in your textbook

- Level 1- Textbook
- Han pg.95-96
- Roman pg. 128-151
- Gupta pg. 82-85

- Level 2- Textbook
- Text pages:
- Han pg. 87-88
- Roman pg. 158-177
- Gupta pg. 68

Website links:

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

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

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

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

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