

Ten-Tab Vocabulary Notebook Foldable Template

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| <p>©2008, DINA, www.dinah.com</p> <p>Unit 1</p> <p>Title: One Connecting Themes used in Global Studies Vocabulary Terms</p> | Conflict/Change |
| | Culture |
| | Governance |
| | Human Environmental Interactions |
| | Location |
| | Movement/Migration |
| | Production, Distribution, and Consumption |
| | Time |
| | Change and Continuity |
| | Location |

Unit 1 Connecting Themes used in Global Studies Worksheets

Name _____ Period _____ Date _____

Monday

Sponge/Warm up:

*Describe a conflict or disagreement with your best friend.

The student will understand when there is conflict between or within societies, change is the result.

EQ: How does conflict with your friends; change your friendship?

EQ: What conflicts have you experienced in your life and what change occurred?

EQ: Why is there change when you have conflict between or within societies?

EQ: Why does change always follow conflict?

All work must be kept in classroom binder for correct don't take home

Unit 1 Connecting Themes used in Global Studies Worksheets

Name _____ Period _____ Date _____

Ticket out the Door-completed paragraph with 5 to 6 completed sentences:

My Big Move to Paul D West MS

Unit 1 Connecting Themes used in Global Studies Worksheets

Name _____ Period _____ Date _____

Tuesday

Sponge/Warm up:

***In your own words define Culture.**

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions and government of that society.

EQ: What are the elements of culture?

EQ: What are the characteristics of your society's culture?

How does religion affect culture?

EQ: Why do societies have cultural conflict?

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Name _____ Period _____ Date _____

EQ: What cultural conflicts have you seen within your school and the United States?

EQ: How can government actions (i.e. laws) affect the culture of a society?

Ticket out the Door- students rate themselves: how are you doing so far? (last section on 6.1 Guided Practice)

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Name _____ Period _____ Date _____

Wednesday

Sponge/Warm up:

***What is the name of your school government?**

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

EQ: In what way do the rules in sports get more complex at different levels (from midget football to the NFL)

EQ: How has your school responded to your growth as an individual society?

EQ: Why do you think society has changed as government become more complex?

EQ: How does government react when complex societies interact or combine?

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Name _____ Period _____ Date _____

Thursday

Sponge/Warm up

***In your own words define environment?**

The student will understand that humans, their society, and the environment affect each other.

EQ: How does society adapt to its environment? (I.e. foods you eat clothes you wear, jobs, etc.)

EQ: Why would a society change its environment?

EQ: What are the consequences (positive and negative) of human environment interaction?

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Name _____ Period _____ Date _____

EQ: How have you experienced human environment interaction?

Check for understanding of theme and how students relate to theme

Exit ticket out the door-completed note taking guide placed in notebook or folder.

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Name _____ Period _____ Date _____

Friday

Sponge/Warm up:

What other places in the United States have you lived?

The student will understand that location affects a society's economy, culture, and development.

EQ: What affects how your family makes/earns income?

EQ: Contrast your lifestyle (i.e. jobs, house, and entertainment) depending on where in Georgia you currently live or where in the United States/World you have lived?

EQ: How does location affect the economy, culture, and development where you live?