



Modern Issues: Connecting Past and Present

Academy for Urban Leadership Mission Statement:

- **To employ an educational design and experience that merges the highest standards of academic excellence while fostering convictions and commitment to social and economic justice.**

Course Description:

- **Throughout this course students will be examining various socio-political issues that exist at the core of the modern day United States. Students will develop and use historical inquiry skills to discover the origins of these issues, connecting past and present. In order to meet AUL's mission statement, a special focus will be placed upon the concept of activism across United States history. Students will be engaged in rigorous debate, examine various perspectives and attempt to develop solutions to these issues. Students will also be able to engage in modelled activism and gain a greater understanding of our democracy.**



Title of Unit	Foundations of Our Government	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	6 weeks
Developed By	Robert Berentes		

Identify Desired Results (Stage 1)

Content Standards

- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3
 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 6.1.8.A.3.b
 - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c
 - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.g
 - Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b
 - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



This course will require students to examine various socio-political issues that affect the modern world. In order for students to effectively analyze and research these issues they must understand the framework of the system in which they exists. In this unit, students will discover the reasoning behind the Declaration of Independence and examine the process by which our nation was founded. Understanding the creation and implementation of the Constitution is critical to examining that various issues and themes that are pervasive throughout United States History.

Related Misconceptions

- | | |
|---|--|
| <ol style="list-style-type: none">1) How does one accomplish change in society?2) How can historical events inform activists' actions?3) What methods can activists use to create social change?4) What are the obstacles that groups face in their struggle to achieve social change? | <ol style="list-style-type: none">1) Why did we declare our independence?2) How is the Constitution considered a "living" document?3) What did John Adams mean when he said, "We are a nation of laws, not of men"?4) Why did we make |
|---|--|



- The Bill of Rights was not a part of the original Constitution
- Most voters today would not have the right to vote under the original Constitution
- While the word God appears in the Declaration of Independence, it does not appear in the Constitution of the Bill of Rights
- Concepts like public education, workers rights and many other rights we take for granted were not a part of the original Constitution
- Many people believed that slavery did not play a role in the founding of the nation, yet it was a major point of debate among some architects of the Constitution and became a source of compromise.

- 5) Should groups work within the system to create change or work from outside in order to force a desired change?
- 6) How have American women impacted social and political issues globally?
- 7) Why do we have laws?
- 8) Why do we make compromises?
- 9) Why has the Constitution lasted more than 200 years?
- 10) Why do laws need to change or evolve?
- 11) How is the world now different from the world then? How is it the same?

compromises when writing the Constitution?

- 5) How do we amend the Constitution?
- 6) Why was the Constitution created to be amended?

Knowledge

Students will know...

Skills

Students will be able to...



- Why the Declaration of Independence was written and signed.
- How the Constitution was constructed
- The Bill of Rights
- System of checks and balances
- How amendments to the Constitution are passed

- Explain how amendments to the Constitution are made.
- Explain how the Constitution is considered a living document.
- Construct a classroom constitution
- Collaborate to achieve a common goal
- Analyze primary and secondary sources
- Justify responses with textual evidence

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **PT#1: Agree or Disagree?**

- Students will be asked to stand in the center of the room and respond to a YES or NO question. Once students have moved to their respective sides of the room, each one will be asked to present reasoning for their choice. One position will go at a time.
- For example, all of the yes students will give their reason first. While this is occurring, the students on the opposite side of the room will listen and consider their arguments carefully. Before each student on the NO side of the room responds, they will have to identify the YES student that provided the most persuasive argument and why they believe that to be the best.
- Students should be allowed to change sides throughout the activity, but must justify their shift. This is a good activity to open up controversial issues and asks students to justify their opinions.

- **PT#2: Let's Compromise!**

- Students will be divided up into four separate groups. They will be given a copy of the Bill of Rights. Students will be instructed that only 7 of the 10 rights can remain and each group must select their 7.
- Once this is completed, combine the 4 groups into 2 separate groups. Explain that only 5 rights can remain and the inclusion of each right must be supported and justified.
- Once both groups are done, allow them to present their selections and rationale. If there are any differences between the two, have each group select three students as a delegation.
- Three students from each group will meet in the middle and discuss which rights should remain, and which should be excluded. Once the delegations have reached a compromise, both groups must vote to ratify the compromise.

- **PT#3: Classroom Constitution**

- Students will be asked to establish a Classroom Constitution. Individual students will come up with 2 rules that they believe will ensure a positive, safe and productive classroom environment. Students will share their ideas with the teacher, who will organize them into a master list. Repeat rules will be eliminated or altered into a more concise statement.
- Students will then be presented with rules one at a time and offered the opportunity to argue for or against it. Once all arguments have concluded, the class will be asked to vote. In order for a rule to pass, two-thirds of the class must vote in the affirmative.
- This process must continue until there are only ten remaining rules. The class must be UNANIMOUS in its vote to ratify this final Constitution. At any point, the teacher reserves the right to veto the document and return it to the class for alterations.



Other Evidence

- Students will provide oral responses to various discussion questions.
- Students will be quizzed on the Bill of Rights
- Guided viewing worksheets
- Exit tickets
- Think-Pair-Shares
- KWL Charts
- Chapter/Section Assessments

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- OPTIONAL: John Adams (HBO)
 - Use episode one and two of this series to guide students through the three phases of the unit.
 - Generate discussions around scene in the series, such as the Boston Massacre and the trial as well as the debate over independence.
 - PHASE #1: The Declaration of Independence
 - Refer to PT#4
 - PHASE #2: The Constitution
 - <https://www.usconstitution.net/constkids.html>
 - Refer to PT#1-3
 - PHASE #3: Our Government
 - Newsela Text Set: Branches Of Government
 - <https://newsela.com/text-sets/17569>
 - Throughout this course students are going to be examining various socio-political issues, including immigration and civil rights. Before delving into this unit, explain this to students, let them know what they should expect in the year to come. In addition to this, tell them to constantly think about what is going on in the world around them and to try to find connections between what we examining and those events.
 - Make sure to illustrate the connections between the Constitution and modern day issues. Make bold or controversial claims that invigorate students curiosity. Challenge students to prove you wrong or present a topic as a mystery which requires their investigative skills to solve.
 - Students will respond to short answer questions using the R.A.C.E method. This will require students to restate the question, provide their answer, cite textual evidence to support their answer and extend this answer with real world connections. This method allows for students to assess themselves using a rubric and assess one another.
 - ADDITIONAL RESOURCES:
 - Newsela: Historical Thinking Text Set, Early American History



ACADEMY FOR URBAN LEADERSHIP | CHARTER SCHOOL
A Public School

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Immigration	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	7-8 Weeks
Developed By	Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3
 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.RH.6-8.4
 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CCSS.ELA-LITERACY.RH.6-8.6
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7
 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8
 - Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9
 - Analyze the relationship between a primary and secondary source on the same topic
- 6.1.8.C.4.c
 - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted
- 6.1.8.D.4.a
 - Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Understandings

Essential Questions

Overarching Understanding

Overarching

Topical



Immigration exists at the very heart of U.S. history. From the first humans to cross the land bridge from Asia to the modern day, the concept of immigration has remained a constant theme and source of controversy. When approaching immigration, it is important to examine the intersectionality of race, religion and socio-economics.

Related Misconceptions

- 1) How does one accomplish change in society?
- 2) How can historical events inform activists' actions?
- 3) What methods can activists use to create social change?

- 1) How has the United States traditionally treated immigrants?
- 2) Why do immigrants come to the United States?
- 3) How do immigrants form the backbone of our



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- The misconception that all immigrants were treated the same and had the same experience.
- That Angel Island is the Ellis Island of the West. In fact, Angel Island was akin to a prison facility that an immigration processing center.
- That immigrants of the past seamlessly integrated with American society.
- The most recent attempt to ban immigration from certain countries is nothing new. The Chinese Exclusion Act should be highlighted and compared to the current travel ban implemented by the Trump Administration.

- 4) What are the obstacles that groups face in their struggle to achieve social change?
- 5) Should groups work within the system to create change or work from outside in order to force a desired change?
- 6) How have American women impacted social and political issues globally?
- 7) How can a person be deemed illegal?
- 8) Why do people migrate from one place to another?
- 9) How do racism and immigration intersect?
- 10) What does it mean to be a citizen?
- 11) Do advanced nations have a responsibility to care for refugees?

- economy?
- 4) Should the United States deport undocumented immigrants, why or why not?
 - 5) Should undocumented immigrants be protected by the Constitution?



Knowledge

Students will know...

- The Chinese Exclusion Act
- Various waves of immigration
- Japanese Internment
- Trump Administration Travel Ban
- Illegal Immigrant vs. Undocumented Immigrant
- Definition of citizenship
- Various key locations and terms, such as Ellis Island, Angel Island, Internment Camp, Undocumented and Refugee
- Causes of macro and micro human migration
- How race and immigration intersect

Skills

Students will be able to...

- Compare and contrast past and present United States immigration policies
- Assess the economic value of immigrants
- Justify their responses using primary and secondary sources
- Identify key terms and concepts
- Compose a persuasive essay, supported by textual evidence
- Properly cite and utilize textual evidence

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **PT#1: Would you pass?**

- Students will be given a worksheet that will ask them various questions regarding their age, family members and abilities. Students will also be assigned nationalities at random.
- Three students will be selected to serve as “Immigration Officials” and will oversee the processing of the worksheets.
- Students will be told that their scores will determine whether or not they are able to enter the United States, however the Immigration Officials will secretly be given quotas related to nationality. Despite scores, only a certain number of each nationality can be permitted into the country.
- The Immigration Officials will call each student's name, release their score and announce their immigration status.
- After the activity, allow for open discussion. Some students will be frustrated and begin to question the validity of the worksheet. This is exactly the desired result. Guide students into making connections with the Quota Acts and Chinese Exclusion.

- **PT#2: What would you bring?**

- This can be done as either a solo project or a group effort.
- Have students take a small piece of poster paper, 11x14 should be large enough.
- Instruct them to draw a grid, dividing the poster into 6 even squares. Tell students that there is an invading army on the way and that they have to flee. They can only bring 6 items with them to start their new life. Have students illustrate those items, one item for each square on the poster.
- Once this is completed, have each student or group present their selection and explain why they chose that item. Allow for classroom discussion regarding items and intent.

- **PT#3: Write a letter to the President**

- Students will be tasked with composing a letter to the President of the United States advocating for immigration reform.
- Students will be allowed to take a variety of positions across the political spectrum
- Students will be required to substantiate their persuasive arguments with historical evidence
- All evidence should be properly referenced.

- **PT #4: Compare and Contrast the Media**

- Students will look up various headlines relating to the area of study. They are encouraged to compare stories about the same topic from the following news outlets
 - Fox, CNN, Wall Street Journal, New York Times and the BBC



Other Evidence

- Vocabulary Quizzes
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
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- HOOK:
 - Middle Ground: Trump Supporters vs. Immigrants
 - <https://www.youtube.com/watch?v=G0SpzIIHEaE>
- PHASE #1:
 - European Immigrants
 - Western Europe vs. Eastern Europe
 - Perth Amboy's immigrant history
 - Refer to PT#1-2
- PHASE#2:
 - Asian Immigrants
 - Chinese Exclusion Act
 - History of the railroads and exploitation
 - Japanese Internment/Reparations?
 - Angel Island:
 - <http://www.paperson.com/hero.htm>
 - This site provides a collection of poems from the Angel Island Immigration Detention Facility that were carved into the walls
 - https://www.youtube.com/watch?v=f_EQY-0ThOM
 - This video provides a concise overview of the experiences of Angel Island and its lasting legacy for Asian Americans, particularly Chinese Immigrants.
 - Japanese Internment
 - Documentary: Time of Fear
 - <https://www.youtube.com/watch?v=38IPgQv6nR4>
 - George Takei: Why I love the country that once betrayed me.
 - <https://www.youtube.com/watch?v=LeBKBFApWnc>
- PHASE #3:
 - Hispanic Immigrants
 - Early Mexican migration
 - South American refugees
 - Dominican wave of the 1980's
 - Refer to PT#3
- PHASE #4:



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ISBN # 0-87120-313-8 (ppk)

Title of Unit	Civil Rights: African Americans	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	5-6 Weeks
Developed By	Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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- CCSS.ELA-LITERACY.RH.6-8.6
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7
 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8
 - Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9
 - Analyze the relationship between a primary and secondary source on the same topic
- 6.1.8.D.4.b
 - Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.8.D.4.c
 - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad
- 6.1.8.A.5.a
 - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.D.5.c
 - Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.D.5.d
 - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Understandings

Essential Questions



Overarching Understanding	Overarching	Topical
<p>Ever since its inception the United States has struggled with the concept of race. While the Civil War and subsequent 13th Amendment may have brought an end to the institution of slavery, it opened the door for a century of continued systematic racial discrimination. In this unit, students will draw connections between the modern day movements like Black Lives Matter, and the centuries old struggle for racial equality in the United States.</p>	<ol style="list-style-type: none">1) How does one accomplish change in society?2) How can historical events inform activists' actions?3) What methods can activists use to create social change?	<ol style="list-style-type: none">1) How did Africans come to the New World?2) Why did Martin Luther King Jr. advocate for nonviolence?3) How did Malcolm X's
Related Misconceptions		



- The 13th Amendment did not completely outlaw slavery, though it is often marketed that way. Students should focus on the prison loophole, which allows for variant of slavery to continue as punishment for a crime.
- According to recent date, there are more people of color in prisons today than there were slaves in United States during the 1800's. Understanding mass incarceration and its disproportionate effect on people of color.
- Martin Luther King Jr. was not the primary leader of the Civil Rights Movement, it's important to focus on other leaders like Malcolm X and Stokely Carmichael.
- Black Lives Matter is not designed to imply that the lives of people of color matter more than the lives of others, but rather that people of color have been valued less.
- All Civil Rights groups were not nonviolent. Students should understand that militant wings existed and still exist today.

- 4) What are the obstacles that groups face in their struggle to achieve social change?
- 5) Should groups work within the system to create change or work from outside in order to force a desired change?
- 6) How have American women impacted social and political issues globally?
- 7) How would you define basic human rights?
- 8) Why do people enslave others?
- 9) How can a government oppress racial groups?
- 10) How can nationalism and racism become intertwined?
- 11) What is racism?
- 12) How does one change society?
- 13) How does affect

- views evolve?
- 4) How did the 13th Amendment affect African Americans?
 - 5) How do racial policies of the past affect communities of color today?
 - 6) Why is the relationship between people of color and police strained in many urban neighborhoods?
 - 7) What role does law enforcement play in the history of racial oppression?
 - 8) How have African Americans overcome discrimination and systematic oppression?
 - 9) How is our current system supporting people of color?
 - 10) How is our current system harming people of color?



Knowledge

Students will know...

- How Africans came to the New World
- How the 13th Amendment allowed for various forms of institutionalized slavery to continue
- How Civil Rights activists used new technology like the television to spread their message across the country
- Why the relationships between police and communities of color continue to be in a state of tension and mistrust
- Various views of Civil Rights leaders
- How various racial policies of the past, like Jim Crow, affect communities of color today

Skills

Students will be able to...

- Compare and contrast the Civil Rights Movement of the 1950's to the Black Lives Matter Movement
- Imagine how Martin Luther King Jr. and Malcolm X would respond to modern racial tensions and injustice
- Assess the current relationship between their community and police
- Identify the following terms, individuals and concepts
 - SCLC
 - SNCC
 - MLK Jr.
 - Malcolm X
 - The Black Panthers
 - The 13th Amendment
 - Black Lives Matter
 - Institutionalized Racism
 - Discrimination
 - Jim Crow
 - Privatization
- Describe conditions faced by communities of color in the United States across various time periods
- Justify their statements with historical evidence

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT#1: Voices from the Past
 - After students have examined the various actions and views of Martin Luther King Jr. and Malcolm X, they will be tasked with writing a letter from their perspective in response to the Rodney King beating.
 - Students will have to carefully consider how their respective activist would have responded based on prior research.
 - Students will need to support their response by referencing or quoting a previous speech by their activist
- PT#2: Repairing the Relationship
 - Students will consider the long and tense history between communities of color and law enforcement.
 - Place students into groups of 4-6, half of the groups will assume the role of Community Organizers, the other half will assume the role of Local Law Enforcement
 - Have each of the groups create a list of grievances from their respective perspectives, supporting those grievances with historical information and data.
 - Once groups have that list, have them come up with possible solutions to present to the opposing side
 - Have each group present their grievances and solutions and begin a classroom dialogue regarding the topic.
- PT#3: Biographical Pamphlet
 - Have students select an activist from an approved list. Make the list large enough to avoid repeats.
 - Students will create a biographical pamphlet of the activist, listing their views, goals and major achievements.
 - Students will cite all the information on the back of the pamphlet in a reference section
- PT #4: Compare and Contrast the Media
 - Students will look up various headlines relating to the area of study. They are encouraged to compare stories about the the same topic from the following new outlets
 - Fox, CNN, Wall Street Journal, New York Times and the BBC
 - Students will compare and contrast the various versions of the stories and attempt to identify any bias within the piece. Once students have identified the bias, they should be pushed to explain how that bias may affect the reader and the county.

Other Evidence



- Vocabulary Quizzes
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
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- HOOK: The 13th Trailer
 - <https://www.youtube.com/watch?v=V66F3WU2CKk>
 - Open the unit with this trailer, allow students to discuss what they saw. Point out various aspects of the trailer
- PHASE #1: Slavery, the 13th Amendment and the Turn of the Century
 - Newsela Text Set: African-American Leaders At The Turn Of The Century
 - <https://newsela.com/text-sets/280481>
 - Various primary and secondary sources that can be used for research and writing assignments
- PHASE #2: The Civil Rights Movement
 - SNCC's Legacy
 - <https://www.youtube.com/watch?v=QZE0a5-p9pg>
 - The Sixties: The Long March to Freedom
 - This series covers the Civil Rights Movement of the 50's/60's. It is broken up into segments to allow for discussion, debate and written response.
 - Part One:
 - <https://www.youtube.com/watch?v=dsrtEm8QYvw&list=PLSuu759c4MnpWxV0ecbUtGrRqEJWuPdB&index=1>
 - Part Two:
 - <https://www.youtube.com/watch?v=PutbL4477hs&index=2&list=PLSuu759c4MnpWxV0ecbUtGrRqEJWuPdB>
 - Part Three:
 - <https://www.youtube.com/watch?v=E2kc6H64Oio&index=3&list=PLSuu759c4MnpWxV0ecbUtGrRqEJWuPdB>
 - Part Four:
 - <https://www.youtube.com/watch?v=CwrKsbFgstQ&list=PLSuu759c4MnpWxV0ecbUtGrRqEJWuPdB&index=4>



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Title of Unit	Civil Rights: Women	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	4-5 Weeks
Developed By	Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
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 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.RH.6-8.4
 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CCSS.ELA-LITERACY.RH.6-8.6
 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7
 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8
 - Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9
 - Analyze the relationship between a primary and secondary source on the same topic
- 6.1.8.D.4.b
 - Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.12.A.1.b
 - Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.D.2.d
 - Analyze arguments for new women's roles and rights, and explain why 18th century society limited women's aspirations.

Understandings

Essential Questions

Overarching Understanding

Overarching

Topical



In today's society, the struggle for equal wages and women's rights continues. In this unit, students will examine the modern women's rights movement, including what many are calling the Third Wave of feminism. Through this examination, students will investigate the origins of women's rights, their treatment throughout United States history and the intersectionality with the Civil Rights Movement of the 1950's/60's.

Related Misconceptions

- It is important for students to understand that the Equal Rights Amendment (ERA) did not pass, therefore women are not formally protected under the Constitution from workplace discrimination.
- When the nation was founded, women were considered second class citizens and did not enjoy many of the Constitutional privileges afforded by males.
- As recently as the 1960's, women were not allowed to sign checks or make any major financial decisions without the approval of their husbands.
- The Civil Rights Movement and Women's Rights Movement were not mutually exclusive and intersected on several issues.

- 1) How does one change society?
- 2) How can historical events inform activists' actions?
- 3) Why is it important to study women's history?
- 4) How can the creation of law affect the way people act?
- 5) How has our society's power structure affected gender relations?
- 6) What methods can activists use to create social change?

- 1) How has women's inequality been established/enforced throughout American history?
- 2) How have women's roles evolved and developed?
- 3) In what ways have women's rights evolved over time?
- 4) Why have women been historically excluded from political thinking and roles?
- 5) How has women's role in politics changed throughout history?
- 6) How has politics changed due to women?
- 7) How has women's body image been molded by the media over time?
- 8) What's the connection between expected societal roles for women and the level of respect/power they're issued?
- 9) How are the Civil Rights Movement and Women's Rights Movement interconnected?

Knowledge

Students will know...

Skills

Students will be able to...



- How women's roles in American life and politics have evolved since the founding of the nation
- How a patriarchal system restricted and limited women's rights
- How the media's women of portrayal has affected women's bodies and appearance throughout time
- The struggle against income inequality
- The concept of the glass ceiling

- Compare and contrast women's political and societal roles across time
- Explain how women gained the right to vote
- Justify statements using historical evidence
- Assess how women have been portrayed in United States media across time
- Discuss various social and political issues that women have faced in the past and are facing today

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Essay
 - Have students compare and contrast how society viewed women in 1918 vs how women are viewed in 2018.
 - Instruct students to use various primary sources to support their statements.
 - Students can highlight fashion, media, politics or various other social indicators.
- PT #2: Women Across the Ages
 - Place students in groups of 2-4 and have them select a female activist from an approved list.
 - Groups will research their activist and create biographical posters, highlighting their viewpoints and achievements. Once completed, students will present their activist and posters will be hung throughout the room.
- PT #3: The Rights Detectives
 - Provide students with a copy of the United States Constitution and a t-chart graphic organizer.
 - Task students with reading through the Constitution and identifying Amendments that pertain to women specifically.
 - Once they have identified the Amendments, have students organize them on the t-chart. One side should be for amendments that restrict women's rights, the other side should be for amendments that grant women's rights.
 - After they have organized the information, ask students the following questions
 - Are there more amendments restricting women's rights or granting them?
 - What does this tell you about how women have been viewed in United States society?
 - Does the Constitution guarantee equal rights for women? Why or why not?
- PT #4: Compare and Contrast the Media
 - Students will look up various headlines relating to the area of study. They are encouraged to compare stories about the the same topic from the following new outlets
 - Fox, CNN, Wall Street Journal, New York Times and the BBC
 - Students will compare and contrast the various versions of the stories and attempt to identify any bias within the piece. Once students have identified the bias, they should be pushed to explain how that bias may affect the reader and the county.

Other Evidence



- Vocabulary Quizzes
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- HOOK: Emma Watson on Feminism
 - <https://www.youtube.com/watch?v=c9SUAcNIVQ4>
 - Why is feminism considered anti-man?
 - Although Ms. Watson is British, does her argument hold true for the United States?
 - Why did she identify her male friends inability to express their feelings?.
 - ALTERNATIVE HOOK:
 - Middle Ground: Feminists vs. Non-Feminists
 - <https://www.youtube.com/watch?v=E37swRU2fs>
 - PHASE #1: The Right to Vote
 - Sound Smart: Women's Right to Vote
 - <https://www.youtube.com/watch?v=E37swRU2fs>
 - PHASE #2: Second Wave
 - The Seventies: Battle of the Sexes
 - https://www.youtube.com/watch?v=sqj_rszlpYE
 - Edit and alter video as needed
 - Documentary on Women's Liberation Movement
 - <https://www.youtube.com/watch?v=EOsLjbpHV8M>
 - The Fight For Women's Rights
 - <https://www.youtube.com/watch?v=g2CewziXoDg&t=16s>
 - Women's Liberation Movement
 - Roe v. Wade
 - E.R.A
 - PHASE #3: Modern Day (Third Wave)
 - EQUAL PAY ACT OF 1963/LILLY LEDBETTER FAIR PAY ACT OF 2009
 - https://www.eeoc.gov/eeoc/publications/brochure-equal_pay_and_ledbetter_act.cfm
 - Title IX



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Title of Unit	Climate Change	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	4-5 Weeks
Developed By	Robert Berentes		

Identify Desired Results (Stage 1)

Content Standards

- CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2
 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3
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- CCSS.ELA-LITERACY.RH.6-8.7
 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8
 - Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9
 - Analyze the relationship between a primary and secondary source on the same topic



Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Climate Change exists at the heart of many political, social and economic debates today. In this units, students will be challenged to examine the various perspectives on Climate Change as well as the science behind the concept. It’s critical for students to understand that as the climate continues to undergo a rapid transformation, the economic and political impact on their generation could be severe. Students should work to bring awareness to Climate Change and think critically to propose various solutions. The focus should be on how we affect Climate Change as individuals and as a nation, as well as how we can have a positive impact.</p>	<ol style="list-style-type: none"> 1) How does one accomplish change in society? 2) How can historical events inform activists’ actions? 3) What methods can activists use to create social change? 4) What are the obstacles that groups face in their struggle to achieve social change? 5) Should groups work within the system to create change or work from outside in order to force a desired change? 6) How have American 	<ol style="list-style-type: none"> 1) What is Climate Change? 2) Why would it be in the interest of corporations to fight against Climate Change legislation? 3) Why would it be in the interest of corporations to help stop Climate Change? 4) Why did the United States originally sign the Paris Agreement? 5) Why did President Trump leave the Paris Agreement? 6) How can Climate Change be prevented? 7) Does the United States have a responsibility to
Related Misconceptions		



<ul style="list-style-type: none"> • There are many people that believe that Climate Change does not exist and that it is a political invention. • Students may believe that they will not see the effects of Climate Change in their lifetime • Students may not fully understand the micro and macro economic effects that Climate Change can have on their lives • Students may not understand the global ramifications of Climate Change and how it can directly influence immigration and national security 	<p>women impacted social and political issues globally?</p>	<p>lead Climate Change global activism? Why or why not?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	
<ul style="list-style-type: none"> • How Climate Change affects the U.S. economy • How industrialization contributed to Climate Change • Why the United States signed the Paris Agreement and why it withdrew • The various consequences of Climate Change 	<ul style="list-style-type: none"> • Assess the economic impact of climate change • Imagine what the world be like if climate change continued on its current trajectory • Justify their response to climate change • Recommend actions the United States government can take to prevent climate change • Compare and contrast the United States response to climate change with the response of other world powers • Identify key terms related to climate change 	
<p align="center">Assessment Evidence (Stage 2)</p>		
<p>Performance Task Description</p>		



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **PT #1: The Fight For Resources**
 - This activity will require the class be divided up into 6 groups and some materials. For this example, the material that we will use are crayons. Students should envision that the crayons represent food, water and various other resources to live.
 - Group 1 and 2 will receive enough crayons so that each student has 4
 - Group 3 and 4 will receive enough crayons so that each student has 2
 - Group 5 and 6 will receive enough crayons so that each student has 1
 - Throughout this exercise begin limiting the resources of each group slowly, due to natural disaster or climate change factors. Encourage students to come up with solutions.
 - The ending of this activity should always end with the “economic collapse” of the final group, with students being frustrated and realizing that the situation has become futile.
 - Once students have drawn their conclusions explain the parallels between this activity and Climate Change
- **PT #2: Convince Me!**
 - For this activity the instructor will take on the role of the CEO of a major corporation. Students will be tasked with convincing the CEO to adopt more green technology and help reverse the effects of Climate Change. In order for students to successfully complete this task they must use relevant economic and historical data to justify their argument. The presentation should be conducted using Google Slides.
- **PT #3: Greetings from 2200!**
 - Students will pretend that they have been transported to Perth Amboy in the year 2200. They will compose a letter to their friends and family that can be sent back in time. The letter should describe the condition of Perth Amboy, New Jersey and the greater United States in the event that Climate Change continued unchecked. At this point, students should have a firm understanding how Climate Change can affect the geography and economics of a nation. In the letter, students should explain to their family how they can make a difference to prevent the future which they have been transported to.
- **PT #4: Socratic Seminar**
 - Create an inner and outer circle. Students in the inner circle will be driving the discussion while students in the outer will take on the coaching role. Students can be rotated at appropriate times.
 - This can be used to address the economic impacts of Climate Change. Students should be provided with rubrics so they understand how they are being graded. The learning targets should be clear and concise.



Other Evidence

- Vocabulary Quizzes
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- HOOK: The Hot House Earth
 - https://www.youtube.com/watch?v=pUl_j70rlKY
 - PHASE #1: What is Climate Change?
 - National Geographic and Bill Nye
 - <https://www.youtube.com/watch?v=EtW2rrLHs08>
 - PHASE #2: The Economics and Consequences of Climate Change
 - Forest Fires
 - <https://www.youtube.com/watch?v=a0heBE3IuOw>
 - Discovery News: What Countries Will Be Underwater?
 - <https://www.youtube.com/watch?v=1ilC2ODaWSY>
 - Wall Street Journal: Super Storm Sandy
 - <https://www.youtube.com/watch?v=KeaG1jRLIBw>
 - Carbon's Casualties
 - A New York Times series exploring how climate change is displacing people around the world
 - <https://www.nytimes.com/interactive/2016/multimedia/carbons-casualties.html>
 - Rising Sea Levels
 - Use Google Earth to explore various regions where sea levels may pose a serious danger. These locations may include the following:
 - Perth Amboy, Santo Domingo, New York City and Boston.
 - See PT #1 and 2
 - PHASE #3: The Future of Climate Change
 - See PT #3



Title of Unit	Globalization	Grade Level	7th
Curriculum Area	Modern Issues: Connecting Past and Present	Time Frame	4-5 Weeks
Developed By	Robert Berentes		

Identify Desired Results (Stage 1)

Content Standards

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 - Cite specific textual evidence to support analysis of primary and secondary sources.
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- CCSS.ELA-LITERACY.RH.6-8.9
 - Analyze the relationship between a primary and secondary source on the same topic

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



We live in a Global Society. The internet signaled the dawn of a new age, which was further progressed by the advent of social media. News now travels at rapid speeds, people across the globe can become easily connected and activist movements in one region of the world can quickly become a global phenomenon. In addition to this, economies have become intertwined with one another to create a global economy. It is essential for students to understand the origins of this globalized world and how to navigate it. This unit will focus on the development of the Global Society, Global Economy and how all the concepts examined this year intersect on the global stage.

Related Misconceptions

- The world is no longer easily separated by national boundaries
- Students may be unaware that they are part of a greater global society
- Students may not be aware of the global economic impact that social media has had
- It may be hard for students to envision a less globalized society since they were raised in a post social media world
- Many students may not realize that in a globalized society, what affects one part of the world can now easily affect another

- 1) How does one accomplish change in society?
- 2) How can historical events inform activists' actions?
- 3) What methods can activists use to create social change?
- 4) What are the obstacles that groups face in their struggle to achieve social change?
- 5) Should groups work within the system to create change or work from outside in order to force a desired change?
- 6) How have American women impacted social and political issues globally?

- 1) What do we mean by Global Society?
- 2) How are you apart of the Global Society?
- 3) How has economics played a role in globalization?
- 4) How has social media played a role in globalization?
- 5) Is globalization good for the United States? Why or why not?
- 6) How can globalization benefit economically impoverished nations?
- 7) How can globalization adversely affect the United States?
- 8) How are immigration, climate change and the advancement of civil rights linked to globalization?



Knowledge

Students will know...

- The definition of Globalism, Globalization and the Global Society
- How they function as a part of a greater Global Society
- The role social media has played in various domestic and global movements
- The pros and cons of Globalization
- The connections between Globalization, immigration, Climate Change and social activism like the Civil Rights Movement
- The power and functionality of a global economy

Skills

Students will be able to...

- Collaborate to accomplish a common goal
- Compare and contrast global cultural and economic influences
- Design posters to teach other students about cultural exchange
- Identify key terms related to globalism
- Imagine the world without social media
- Explain how social media plays a role in global activism
- Justify their responses with evidence

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Socratic Seminar
 - Create an inner and outer circle. Students in the inner circle will be driving the discussion while students in the outer will take on the coaching role. Students can be rotated at appropriate times.
 - This can be used to address the economic and social impacts of globalization. Students should be provided with rubrics so they understand how they are being graded. The learning targets should be clear and concise.
- PT #2: Compare and Contrast the Media
 - Students will look up various headlines relating to the area of study. They are encouraged to compare stories about the same topic from the following news outlets
 - Fox, CNN, Wall Street Journal, New York Times and the BBC
 - Students will compare and contrast the various versions of the stories and attempt to identify any bias within the piece. Once students have identified the bias, they should be pushed to explain how that bias may affect the reader and the country.
- PT #3: Immigration and Globalism
 - Students should be encouraged to think back to the Immigration Unit. They will examine various aspects of American culture and life, drawing connections between their current status in America and the cultures from which they were adapted.
 - Students can use this information to create posters which can be hung throughout the school. This encourages students to enrich themselves in multicultural learning.
 - This will help students understand that Globalism is not a new concept and that America has been at the center of a global society for a very long time.

Other Evidence

- Vocabulary Quizzes
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- PHASE #1: What is Globalism?
 - Globalization I - The Upside: Crash Course World History #41
 - <https://www.youtube.com/watch?v=5SnR-c0S6Ic>
 - PHASE #2: A Global Society
 - Social Media and Global Activism
 - PBS News Hour: How online social movements translate to offline results
 - https://www.youtube.com/watch?v=_DT0c1uMOIU
 - Global Society: Definition & Concept Lessons
 - <https://study.com/academy/lesson/global-society-definition-lesson-quiz.html>
 - This site offers a plethora of lessons and video/interactive resources to help students to understand the concept of global societies.
 - Global Cultures Text Set
 - <https://newsela.com/text-sets/17421>
 - PHASE #3: A Global Economy
 - Globalization and Trade and Poverty: Crash Course Economics #16
 - <https://www.youtube.com/watch?v=9MpVjxxpExM>
 - The Third Industrial Revolution: A Radical New Sharing Economy
 - <https://www.youtube.com/watch?v=QX3M8Ka9vUA>
 - This documentary excellently connects Climate Change and the Global Economy. Combine this with a viewing questionnaire and socratic discussion for the best results.
 - PHASE #4: Globalism, good or bad?
 - Globalization II - Good or Bad?: Crash Course World History #42
 - https://www.youtube.com/watch?v=s_iwrt7D5OA
 - Debate
 - Students will debate the merits and shortcomings of a Globalization.
 - YEAR CLOSING: The Pale Blue Dot
 - <https://www.youtube.com/watch?v=EWPFmdAWRZO>
 - Discuss the video and its ramifications



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