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Comparative Government

Please review the FAQs and [contact](#) us if you find a problem.

Credits: 1

Prerequisite: World History, Early American History

Recommended: 11th or 12th

Test Prep: [American Government](#), will need to do some additional study on the political parties, the Senate and House, and Departments of the US Government

Course Description: The first half of the year is a study of American government with an emphasis on the Constitution, the ultimate law of the land. Students will use primary sources including speeches, photographs, laws, Supreme Court opinions, the Declaration of Independence, Constitution, Bill of Rights, and other documents to draw their own conclusions about rights and liberties. Students will be expected to reflect on how a government's structure and decisions impact the country's culture. The second half of the year we will be looking at different countries including Russia, China, Great Britain, Nigeria, Iran, and Mexico and their varying governments including communism, socialism, and theocracy. A final project will look at the impact of government on culture. Throughout the course the students will also be learning political and physical world geography. Grading will be on quizzes, essays, a variety of assignments, as well as a midterm and final exam.

Note: This is our high school "Geography and Cultures" course. The first half of the year draws from [Documents of Freedom](#). The second half of the year draws from Georgia Virtual Learning [AP Comparative Government](#) course. Because this is based on an AP course, I think it could be listed as an honor's course on a transcript.

Day 1 (*)

1. (*) Print out your [first quarter](#) grading sheet or use the [Excel version](#).
2. The first half of the year we'll be learning about American government. It's an example of a representative government, where the people vote on those who will represent them in government to make the decisions about the laws of the country.
3. You've already studied American history, so you know America's beginnings. We're going to focus on the "Documents of Freedom" and learn about the structure of US government and how you can participate in the great American experiment.
4. [The Unique Idea of the American Constitution](#) – Read this article as an introduction to the course. The second half of the year, we'll be looking at other types of governments and how they affect the people living under them.

5. Governments and cultures reflect each other. America's culture is very individualistic. We believe individuals are important, have a voice, matter. We believe the people give the government power. We have the "American Dream" where you can work hard and build a successful life for yourself.
6. Under governments such as communism, the individual loses value. The individual doesn't have a similar dream. What they are working for is the good of the "state," not for the good of themselves and their family.
7. Americans are losing site of how special America is. As Americans lose their belief in the one true God, they are losing their belief in our very foundation. What happens when a foundation isn't secure? ([Matthew 7:24-27](#))
8. So here we go, America's foundation...
9. Read this [introduction](#). Write down all the blue words and your version of their definition. I'll assign the "explore readings" on other days.
10. Record 13 points for 13 definitions.

Day 2(*)

1. (*) Answer the questions in this [worksheet](#). Always answer questions in complete sentences.
2. Read about [Civic Virtue and Our Constitutional Government](#). Continue your list of blue words and definitions.
3. Record 7 points for 7 definitions.
4. Write in the answers to this [worksheet](#).
5. Now read through this [list of virtues](#). Choose three and write about a person who exemplifies that quality (from history, literature, or contemporary) and why/how they do.
6. Read the [introduction to primary and secondary sources](#). You don't need to write any definitions.

Day 3

1. Read this introduction to the [foundations of American Government](#).
2. Write the words and definitions.
3. You are going to have a midterm exam (Day 90) on the states, capitals, abbreviations, and landscapes of America. Every day, as much as you need to, use these links to learn and practice.
 - Learn [states, capitals, landscapes](#) through level 7.
 - Learn [states, capitals, cities, abbreviations](#).
 - Race someone – [capitals and abbreviations](#).
 - Take the time to look at them all today, so you know what's available. Some days will be shorter than others, and I'll mention it's a good time to work on it. Take advantage of them to practice these things. If you don't really know them at all, then take a little time each day to work on learning them.
1. If you aren't in America, feel free to just learn the major cities using that second link. Learn your own country's cities, mountains, lakes, regions, etc. Scroll down to look for "US major cities."

2. However, learning about America's government is a useful thing. We will be learning about other governments this year as well, but you should make sure you know the structure of your country's government and how laws and elections work there.

Day 4

1. Read about the [Declaration of Independence](#). You don't need to write definitions.
2. Take the quiz at the bottom of the page.
3. Record up to 4 points.
4. Listen to the [Declaration of Independence](#).
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 5

1. Write a short description for each thing on the [list](#) about how it is related to the Declaration of Independence. Use any resource and what you have read so far.
2. Here's the [Declaration](#).
3. Record up to 24 points for 24 answers.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 6(*)

1. Use the [Declaration](#).
2. (*)Write what you think are the [key ideas](#) of each section.
3. Read the [answer key](#).
4. Record up to 14 points for 14 complete answers. (They don't have to match, but they should hit on something similar.)
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 7

1. Follow the directions to choose the most [important words and phrases](#) and answer the questions at the bottom of the page (in complete sentences).
2. Record up to 16 points for 8 answers in 8 complete sentences. The sentences should restate the question. You shouldn't need to read the question in order to understand the answer.
3. Read about the [founders and slavery](#) and follow the directions to write a short paragraph.
4. Record up to 5 points for a paragraph answering the question on the founders' beliefs on slavery.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 8

1. Read the [essay on slavery](#).
2. Write a paragraph, at least 12 sentences, on how America reflects the ideals of the Declaration. Read the [directions](#) here.
3. Record your score for your paragraph out of 12, for up to 12 purposeful sentences.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 9(*)

1. Read "[Justice for All](#)."
2. Read excerpts from these famous documents and look for ways that they promote justice and protect people. (*)Print [this page](#) or create your own chart to compare the documents. For the last question, try to find four ideas.
 - o [Magna Carta](#)
 - o [The Mayflower Compact](#)
 - o [The Petition of Right](#)
 - o [English Bill of Rights](#)
1. Check your [answers](#). Answers won't be exact but should hit on similar ideas. Record up to 20 points. (1 point for each square filled in and up to 4 for four ideas for the last answer)
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 10

1. Read this excerpt from [John Locke's Second Treatise on Civil Government](#).
2. Read this excerpt from [Montesquieu's The Spirit of the Laws](#).
3. (*)Print this page or just write your own lists of how they wanted to [promote and protect liberty](#). Then write a paragraph comparing and contrasting their views.
4. Check your [answers](#). Answers will not be exact but should touch on the same ideas.
5. Record up to 15 points. (up to 10 points for 10 points listed in the chart, up to 5 points for 5 sentences that include points that both compare and contrast the authors.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 11(*)

1. Read this introduction to the [Constitution](#).
2. On Day 12 you will need to complete a summary overview of the [Constitution](#).
3. (*)You will be filling out this [chart](#) on its content and purpose. (Don't worry about the directions on the page about finding your quotation.)
4. Start reading the Constitution today so that you can take your time and work to understand it.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 12

1. Finish reading the [Constitution](#).
2. Finish filling in this [chart](#) on the content and purpose of the Constitution.
3. Record up to 32 points for 32 squares filled in.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 13

1. Read about [equal and inalienable rights](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 5.
4. Today's a good day to work on these things. Use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#). Make sure you know the States names, locations, capitals, abbreviations, the main cities, and the info in the landscape section.

Day 14(*)

1. Read these excerpts from [Locke's Treatise and Hobbe's Leviathan](#).
2. (*)Answer the [questions](#) on the page and fill in the chart. Answer the questions at the bottom of the page in complete sentences.
3. Record up to 20 points. Score up to 2 points for each complete answer.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 15

1. Read about [Popular Sovereignty and the Consent of the People](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 4.
4. Read the [excerpts](#) from Locke, Hobbes, and Rousseau.
5. [Compare and contrast](#) them using the Venn Diagram. Answer the question at the bottom of the page.
6. Check your [answers](#).
7. Record up to five points for having something accurate filled in for each space on the diagram and for answering the final question appropriately.
8. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 16

1. Read about the [Rule of Law](#) and watch the two videos on the page. Do me a favor and on the second video. Don't click on play. Move your mouse to 12 seconds into it and click there to begin it.
2. Take the quiz at the bottom of the page.
3. Take the [test](#).

4. Check your [answers](#).
5. Record your score out of 23.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 17(*)

1. Read through the [Bill of Rights](#), the first ten amendments, additions to the Constitution.
2. (*) Put the amendments in your own words. Write complete sentences. [1-5](#) , [6-10](#)
3. Record up to 20 points for completing the assignment.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 18

1. Play the [Bill of Rights](#) game.
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 19

1. Read the article on pages 4 and 5 about "[Why a Bill of Rights?](#)"
2. Answer the 5 critical thinking questions at the end of the article. (There are five question marks.)
3. Check your answers on [page 17](#).
4. Record up to 10 points for complete answers (though don't have to be exact).
5. Choose a state and study its [facts/stats](#). What stands out to you? What observations do you make?
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 20

1. Read about this [Supreme Court case](#).
2. Read the [majority opinion](#).
3. Read the [minority opinion](#).
4. [Follow the directions](#) to give your legal opinion: write an essay, using examples, proving your point.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 21

1. Use the Bill of Rights (on page 7 of the pdf) to answer the [scenario questions](#) on pages 8-11.
2. After answering the questions, read the outcomes of each case on pages 12 – 15.
3. On page 17 check your answers.
4. Record up to 16 points for 16 correct answers.

5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 22

1. Read about the [purpose of government](#).
2. Write a paragraph explaining what the purpose of government is and how you see it meeting and failing to meet its purpose either in your own country or in another.
3. Record up to 10 points: 1 intro, 1 conclusion, 2 points for purpose, 3 points for showing how it meets its purpose, 3 points for showing how its failed to meet its purpose.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 23 (*)

1. Read about the [role of government](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 3.
4. Write at least three notes for each Article on how it limits government.
 1. [Articles of the Constitution](#)
 2. [Worksheet\(*\)](#)
 3. [Answer Key](#)
1. Record up to 21 points for up to 3 notes on each of seven Articles.
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 24

1. Read about the [balance of power](#) and watch the video at the bottom of the page.
2. Take the quiz at the bottom of the page.
3. Record your score out of 3.
4. Play [Branches of Power](#).
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 25

1. Read about the [republican government](#).
2. Take the quiz.
3. Record your score out of 3.
4. Answer these questions in complete sentences.
 1. What is wrong with democracy?
 2. Why was it important to establish a representative government?
1. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 26

1. Read about [due process of the law](#).
2. Take the quiz.
3. Record your score out of 3.
4. Read this essay on the [rights of the accused](#).
5. Read the [Amendments](#) about their rights.
6. You'll be working on an assignment about these cases and rights on Day 27.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 27 (**)

1. (*) [Summarize](#) each of these four cases.
 1. [Board of Education of Pottawatomie v. Earls](#)
 2. [Gideon v. Wainwright](#)
 3. [Mapp v. Ohio](#)
 4. [Miranda v. Arizona](#)
1. Record up to 8 points for four summaries.
2. *Choose one to complete of the cases to complete this [report](#) on.
3. Record up to 10 points for the ten sections to complete.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 28(*)

1. Read about the [structure of government](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 4.
4. (*) Describe the [powers of the executive branch](#).
5. Check your [answers](#).
6. Score up to 10 points for ten descriptions of power.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 29 (*)

1. Read about [civil liberties](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 2.
4. Read this essay on Lincoln and [habeas corpus](#).
5. (*) Answer these [questions](#).
6. Check your [answers](#).
7. Record your score out of 6, 2 points for each answer.
8. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 30 (*)

1. Read the [introduction to the case](#).
2. (*) Then choose sides and use that sheet to decide how the Constitution supports or doesn't support your case. Here's a [worksheet](#) for this activity.
3. Check your [answers](#).
4. Write your court opinion on the case. Who do you think is right and why.
5. Record up to 10 points for an answer in a complete paragraph.
6. Read the [ruling](#) on the case.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 31

1. Read about [state and local government](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 3.
4. Use the essay to help you answer the [questions](#) at the end of it.
5. Check your [answers](#).
6. Score up to 2 points for each answer. Number four is actually 5 questions, 10 points. The total is 16 points.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 32

1. Read about [communities](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 2.
4. Write a paragraph about how the American system of government affects the culture in a community. How a government is set up determines what its citizens believe are their rights and responsibilities which affects how they think and act.
 - o [Culture](#): the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action
1. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 33

1. Read about the [responsibilities of citizenship](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 2.
4. Use this [worksheet](#) and try to come up with five ideas in each column.
5. Record up to 15 points for 15 responses. This will be scored out of 10, so there is potential for extra credit.
6. Here are [answers](#) for when you are finished.
7. Take the unit [test](#).
8. Check your [answers](#).

- Record your score out of 25.
- As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 34

- Read the introduction to the [tradition of rights](#).
- Define natural rights, inalienable rights, and the consent of the governed.
- Record up to 3 points for 3 definitions.
- Watch this [video](#) on civil rights and civil liberties.
- As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 35

- Read about [ancient republics and European charters](#).
- Answer the question at the bottom of the page.
- Watch this [parable](#). It's from a writing by Plato in his book about government, justice, and truth.
- How does its ideas apply today?
- As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 36

- Read about the [colonial experience with government and economics](#).
- Take the quiz at the bottom of the page.
- Record your score out of 2.
- Read more about [religious freedom](#).
- As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 37 (*)

- Read this essay on the [free exercise of religion](#).
- Answer the questions at the bottom of the page in complete sentences.
- This is worth 6 points.
- Write definitions of toleration and liberty.
- This is worth 4 points, 2 points for each definition.
- Take each [quote](#) and decide if it is an example of religious toleration, religious liberty, or both.
- (*) You can use this [worksheet](#) if you like.
- This is worth 16 points.
- Check your [answers](#).
- Record your score out of 26 points.
- If you are interested, here is a [letter from Washington](#) to a Hebrew congregation.

12. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 38

1. Write a paragraph on how a government's policies on religious liberty and religious toleration would affect a country's culture.
 - [Culture](#): the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action
1. Today is a good day to use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 39

1. Read about the [ratification debate](#).
2. Answer the quiz questions at the bottom of the page.
3. Record your score out of 2.
4. What's the big deal? Why is there debate over the Constitution? What's the fear?
5. Read these [excerpts from Patrick Henry speeches](#). (He's the one famous for his "Give me liberty, or give me death!" speech.)
6. Read the first excerpt in front of an audience-with passion!
7. Complete the critical thinking activity on the second page. For number 2, explain your answer.
8. Record up to 2 points for each answer for a total of ten points.
9. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 40

1. Read about the [Bill of Rights](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.
4. Here's a [Crash Course video](#) on the history of this period.
5. How does federalist verses anti-federalist or strong vs. weak national government affect a person's life at home, how would it affect your culture?
 - [Culture](#): the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action
1. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 41

1. Read about [early challenges to America's government](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 3.
4. What did Jackson think was the goal of Southern leaders? (last quote on the page)

- I hate being cynical, but you need to be aware when a leader is trying to rile people up over some issue. Is he or she just seeking power for themselves? What's the real motivation?
1. Read about the changes to the Constitution as [slavery ended and reconstruction began](#).
 2. Take the quiz.
 3. Record your score out of 3.
 4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 42*

1. You are going to read the 10th, 13th, 14th, and 15th Amendments and court cases related to them.
2. *First, mark you opinions on "[equal protection](#)."
3. Read the [Amendments](#) and answer the questions.
4. Check your [answers](#).
5. Record up to to 14 points, 2 points for each answer.
6. Read the [court case summaries](#) and answer the questions.
7. Check your [answers](#).
8. Record up to 10 points, 2 points each answer.
9. Redo the opinion worksheet. Use a different color or underline the numbers instead of circling them this time. Have your opinions changed? Why? In what ways?
10. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 43

1. Read about [incorporation](#).
2. Answer the question at the bottom of the page.
3. Answer the [questions](#) on Madison and incorporation.
4. No answers for this one. Score 2 points for each answer written in complete sentences.
5. Record your score out of 14.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 44

1. Read about [the progressive era and the socialist party](#).
2. Take the quiz at the bottom of the page.
3. Record your score out of 3.
4. Read these [quotes](#) and decide if they represent the views of the Founders or the views of Progressives.
5. Check your [answers](#).
6. Record your score out of 8. (potential for extra credit)
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 45

1. Read the Amendments by [the Founders and the Progressives](#).
2. Answer the critical thinking questions. You'll receive up to four points for each numbered question.
3. Check your [answers](#).
4. Record up to 24 points.
5. Today's a good day to practice for your midterm on Day 90.
 - Learn [states, capitals, landscapes](#) through level 7.
 - Learn [states, capitals, cities, abbreviations](#).
 - Race someone – [capitals and abbreviations](#).

This is the end of the first quarter. Figure out your grade for the quarter. Your goal is an A. If you don't have an A, look at where you are losing points and decide what you can do about it. Hold onto your paragraphs, essays, tests, and some of the written assignments. You'll want to keep a record of this course.

Day 46(*)

1. (*) Print out your new grading sheet for the [second quarter](#) or use the [Excel](#) version.
2. Read about [rights and the New Deal](#).
3. Answer the questions at the bottom of the page.
4. Record your score out of three.
5. Listen to FDR give his [Second Bill of Rights](#).
 - Here they are [written](#).
1. What do you think? Are these things he lists rights? Should they be guaranteed by the government? Write a paragraph.
2. Record up to 10 points. Score 2 points each for intro and conclusion sentences, and up to 6 points for three detail sentences giving your reasons and examples.
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 47

1. Read about Johnson's "[Great Society](#)."
2. Answer the question at the bottom of the page.
3. [Listen to Johnson](#) introduce his "Great Society."
4. Use the excerpts to [answer the questions](#).
5. Use the first page to [check your answers](#).
6. Record up to 12 points. Score two points for each appropriate answer in a complete sentence.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 48

1. Read about the [modern debate on rights](#).

2. Answer the question at the bottom of the page.
3. Do you understand why it's so complicated deciding what's a right and what's not, where to draw the line?
4. Answer the [questions](#).
5. Check your [answers](#).
6. Record up nine points. Score up to three points for each answer.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 49

1. Read about [rights and responsibilities](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.
4. Answer the [questions](#) about the Supreme Court case.
5. Check your [answers](#).
6. Record up to 9 points. Score up to three points for each answer.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 50

1. Take the [test](#) for [this unit](#).
2. Check your [answers](#).
3. Record your score out of 28.
4. Write about rights and responsibilities. How does our government's structure affect what we view as our rights and responsibilities and how does that shape a people's culture, how they think and act?
 - Score up to 5 extra credit points for 5 reasoned sentences or a five-sentence paragraph with at least three reasons.
1. Today's a good day to practice for your midterm on Day 90.
 - Learn [states, capitals, landscapes](#) through level 7.
 - Learn [states, capitals, cities, abbreviations](#).
 - Race someone – [capitals and abbreviations](#).

Day 51

1. Read the short introduction to the new unit on [liberty and equality](#).
2. Read about [diversity](#) as an American value.
3. Do you see diversity as being part of America's culture? When does America's culture embrace or not embrace diversity?
4. Read about the [Little Rock Crisis](#) and answer the questions.
5. Check your [answers](#).
6. Score up to 2 points for the first four and up to 4 points for question five.
7. Record your score out of 12.

8. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 52

1. Here are several primary sources. That means first-hand information. It's not being interpreted by anyone. Photographs, speeches, documents, autobiographies, and maps are some examples of primary sources. Look at them, answer the questions, decide how the Constitution applies to each, and think about the connection between them.
 1. [photographs](#)
 2. [telegrams](#)
 3. [executive order](#) (That's a law the president passes without Congress.)
 4. [Eisenhower speech](#) excerpts ([video](#) of the whole thing)
1. Write at least three sentences talking about connections and the Constitution.
2. Check your [answers](#).
3. Record your score out of 25. Score up to 2 points for each of eleven answers and a point for each sentence.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 53

1. Read about William Penn and the Founders' views on respect for religious beliefs and answer the questions.
 1. [Essay on William Penn](#)
 2. [Founders](#)
1. Check your [answers](#).
2. Respond to these quotes.
 1. "We should begin by setting conscience free. When all men of all religions... shall enjoy equal liberty, property, and an equal chance for honors and power... we may expect that improvements will be made in the human character and the state of society." (John Adams)
 2. "In republics, the great danger is, that the majority may not sufficiently respect the rights of the minority." (James Madison)
1. Record your score out of 18, up to 2 points for each answer and for each quote response.
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 54(*)

1. Read about [Native Americans](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.
4. How do you think having this history affects the culture (the beliefs, ideas, values) of Native Americans today?

5. (*)Here's your assignment. It's due at the end of Day 55. You will fill out this [chart](#) on the Constitutional principals surrounding some of America's dealings with the Native Americans. Below are the primary source documents you'll need.
 - [Constitution](#)
 - [Andrew Jackson – First Annual Message](#)
 - [The Indian Removal Act](#)
 - [Andrew Jackson Second Annual Message](#)
 - [Supreme Court cases](#)
 - [Treaty of New Echota Excerpts](#)
1. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 55

1. You will finish filling out this [chart](#) on the Constitutional principals surrounding some of America's dealings with the Native Americans. Below are the primary source documents you'll need.
 - [Constitution](#)
 - [Andrew Jackson – First Annual Message](#)
 - [The Indian Removal Act](#)
 - [Andrew Jackson Second Annual Message](#)
 - [Supreme Court cases](#)
 - [Treaty of New Echota Excerpts](#)
1. Check your [answers](#).
2. Record your score out of 16.
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 56

1. Read about [slavery and the Constitution](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 57

1. Read about the Contitution and the [Civil War and reconstruction](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 3.
4. Define federalism.
5. Read [Andrew Johnson's First Annual Message](#) and answer the question.
6. Check your [answer](#).
7. Record up to 5 points: 2 for the definition and 3 for the critical thinking question.

8. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 58

1. Read about the [Civil Rights Movement](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.
4. Read about [Martin Luther King, Jr. and the Declaration](#) and answer the critical thinking questions.
5. No answers – score up to 2 points for each complete, thoughtful answers.
6. Record your score out of 8.
7. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 59(*)

1. Go through these primary sources and answer the questions.
 - o [Jim Crow Laws and Brown v. Board](#)
 - o (*) [Documents Summary Table](#) to fill out
 - o [State and Federal Law](#)
 - o [Plessy v. Ferguson Opinions](#)
 - o [Images of Segregation](#)
 - o [Segregation Laws Map 1953](#)
 - o [Court Cases Brown and Brown II](#)
 - o [Supreme Court Decision](#)
1. Check your [answers](#).
2. Record up to 26 points: 16 points for what's in the answer key and 10 points for each line on the documents table.
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 60

1. Assess the role played by the Supreme Court as the protector of individual rights against the tyranny of the majority in *Brown v. Board of Education*. (Assignment from Documents of Freedom)
2. Write a paragraph, at least 12 sentences.
3. Record up to 12 points. You must include specific details, not just your opinions.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 61

1. Read about [votes for women](#).
2. Answer the questions at the bottom of the page.
3. Record your score out of 2.

4. Paraphrase these [Suffrage Amendments](#). Make sure you are writing in complete sentences.
5. Record up to 6 points, 2 points for each.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 62

1. Read about [women's rights in the late 20th century](#) and answer the question at the bottom of the page.
2. Today's a good day to practice for your midterm on Day 90.
 - Learn [states, capitals, landscapes](#) through level 7.
 - Learn [states, capitals, cities, abbreviations](#).
 - Race someone – [capitals and abbreviations](#).

Day 63

1. Read about [liberty and equality today](#). Watch the video at the bottom of the page and answer the questions.
2. Record your score out of 3.
3. Take the unit [test](#).
4. Check your [answers](#).
5. Record your score out of 15.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 64

1. Go through these two court cases and answer the questions. Here's the [Constitution](#) as a reference.
 - [Case Backgrounds](#)
 - [Bakke Opinions](#)
 - [Grutter Opinions](#)
 - [Gratz Opinions](#)
1. Check your [answers](#).
2. Record your score out of 28, up to 2 points for each answer.
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 65

1. Read about [citizens in communities](#).
2. What does it mean to be a good citizen?
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 66

1. Read about [federalism](#).
2. What are examples of federalism.
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 67

1. Read about [elections](#).
2. What are negative effects of elections?
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 68

1. Read about [political parties](#) and watch the video.
2. Summarize the [Founders' ideas](#) on citizens.
3. Check your [answer](#).
4. Record your score out of 5.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 69

1. Read about [voting](#) and watch the videos.
2. Answer the questions about the [political cartoon](#).
3. Record your score out of 6, up to 2 points for each question.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 70

1. Read about [civil discourse and petitioning](#).
2. Read about [Edward R. Murrow](#) and answer the questions.
3. Check your [answers](#).
4. Record your score out of 8, up to 2 points per answer.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 71

1. Read about [volunteerism](#).
2. How does a culture of volunteerism affect a community?
3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 72

1. Read about the [virtue required of citizens in a free society](#).

2. How do you and your family live up to the “required virtue” of a citizen? Where could/should you be doing something differently? Do you think a country can survive if it has such a requirement of its citizens?
3. As needed, use these links to study America’s political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 73

1. Read the introduction to the new unit on [economy](#).
2. There are ten large quotes on the page. In your own words write what each is saying.
3. Record up to 10 points for 10 quotes.
4. As needed, use these links to study America’s political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 74

1. Read about [making economic decisions](#).
2. Solve the [economic problem](#). Answer the questions. These don’t have answers. This is just for you to think, so think these through.
3. Record up to 10 points for 5 complete answers.
4. As needed, use these links to study America’s political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 75

1. Read about [prices and values](#).
2. This assignment is due on Day 76.
 - Read [excerpts](#) from *I, Pencil*.
 - Write a five paragraph essay based on one of these [prompts](#).
1. What are the costs/value of doing this today or putting it off until tomorrow?
2. As needed, use these links to study America’s political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 76

1. Write or finish writing your essay.
 - Read [excerpts](#) from *I, Pencil*.
 - Write a five paragraph essay based on one of these [prompts](#).
1. Here’s a [rubric](#) you can use for grading for a total possible of 20 points. Record your score.
2. As needed, use these links to study America’s political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 77

1. Read about [economics systems](#) and watch the video.
2. Read about [free economics and prosperity](#).

3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 78

1. Read about [entrepreneurship](#).
2. What freedoms and rights make successful entrepreneurship possible?
3. What restrictions and unprotected rights would keep entrepreneurs from being successful?
4. Record up to 4 points for 2 thoughtful answers.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 79

1. Read about [taxes and regulations](#).
2. Go through this on [analyzing taxes and regulations](#).
3. Who benefits from tariffs?
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 80

1. Read about [philanthropy](#).
2. What are some reasons the Founders thought individuals and not governments should take care of others in need?
3. Record up to 2 points for up to two reasons.
4. Today would be a good day to practice these: [through level 7](#), [Seterra](#), [race](#).

Day 81

1. Read about [saving and investing](#).
2. What are ways America's economic policies affect American culture? For instance, in other countries it's not believed that if you work hard it will pay off and you can be successful. In America we do believe hard work does pay off. We believe you can be successful if you just work hard enough.
3. Write a paragraph.
4. Record up to 10 points. Score 2 points each for intro and conclusion sentences, and up to 6 points for three detail sentences giving your reasons and examples.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 82

1. Read about [international relations](#).
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 83

1. Read about [war and the separation of powers](#).
2. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 84

1. Read about [cases related to the War on Terror](#) and answer the questions.
2. Check your [answers](#).
3. Record up to 8 points. Score up to 2 points for each answer. The first question has three parts.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 85

1. Read about the [president as commander in chief](#).
2. There are three questions at the end of the last paragraph. Answer them.
3. Record up to 6 points for three thoughtful answers.
4. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 86

1. Read about [international trade](#).
2. Define free trade and protectionism.
3. Record up to 4 points. Score up to 2 points for each definition.
4. How do those things affect countries?
5. Record up to 8 points. Score up to 2 points for each of two ways free trade affects countries and two ways protectionism affects countries.
6. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 87

1. Read about the [United Nations](#) and watch the video.
2. Look through this list of [universal human rights](#). Answer the first and last questions at the top of the first page.
3. Check your [answers](#).
4. Record up to 4 points, 2 points for each question.
5. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 88

1. Read about the [challenges of American citizenship](#).
2. Do you think of being an American citizen as being a "challenge?"

3. As needed, use these links to study America's political and geographical landscape: [through level 7](#), [Seterra](#), [race](#).

Day 89

1. Write an essay on American culture and how it is influenced by its government. It must have at least five paragraphs.
2. Here's a [rubric](#) for grading this. You may complete it on Day 90. Day 90 is also your midterm. Be prepared to answer questions about those things you've been practicing.
 - Learn [states, capitals, landscapes](#) through level 7.
 - Learn [states, capitals, cities, abbreviations](#).
 - Race someone – [capitals and abbreviations](#).
1. Record up to 30 points. There are 20 points on the rubric, plus up to 10 points for convincing your audience of the connection between government and culture.

Day 90

1. Finish your essay on American culture and how it is influenced by its government if you haven't already. It must have at least five paragraphs.
2. Here's a [rubric](#) for grading this. You may complete it on Day 90. Day 90 is also your midterm. Be prepared to answer questions about those things you've been practicing.
3. Record up to 30 points. There are 20 points on the rubric, plus up to 10 points for convincing your audience of the connection between government and culture.
4. Take your midterm. (If you aren't in America and didn't study the American geography links, complete [this](#). Record your percentile score. You could have someone quiz you on your countries geography and cities and use that for half your score.)
 - [Complete this](#) and write down your percentile score.
 - [Complete this](#) and write down your percentile score.
 - [Complete this](#) and write down your percentile score.
 - [Complete this](#) and write down your percentile score.
 - Total those percentiles and divide the total by 16.
 - [Complete this](#) and write down your percentile score.
 - Divide the score by 4.
 - [Complete this](#) and write down your percentile score.
 - Divide the score by 4.
 - [Complete this](#) and write down your percentile score.
 - Divide each of the score by 4.
 - Add together all those divided scores.
 - Bonus: [Complete this](#) and [this](#) and write down your percentile scores.
 - Add five points for any bonus score of 100%. Add 4 points for any bonus score of 95% or higher. Add three points for any bonus score over 90%. Add two points for any bonus score over 85%. Add 1 point for any bonus score over 80%.
1. Record your score out of 100. (There's potential for a score of 110.)

Day 91(*)

1. (*)Print your [third quarter](#) grading sheet or use the [Excel version](#).
2. We're now moving onto the rest of the world. We'll look at some different countries, their governments, their cultures, and you'll be learning geography at the same time.
3. Read about [nationalism](#).
4. Write a definition of nationalism. Where can you see a nationalistic attitude today in America?

Day 92

1. Read about [ideology on page 4](#) and how government and culture intersect.
2. Complete the assignment. Take two pieces each of Chinese and Russian propaganda and explain the propaganda. What does it show? What is it saying? How is it trying to influence ideology and culture, the beliefs people hold.
 - [Chinese](#)
 - [Chinese](#)
 - [Soviet](#)
 - [Soviet](#)
1. Record up to 8 points. Score up to two points for each one.

Day 93

1. Do the [matching activities on page two](#) to help yourself learn the terms on page one.
2. Here are the [key terms](#) as well. Work on understanding these terms. Search online if you need help understanding a term.
3. Explain legitimacy to someone.

Day 94

1. Copy the [sentences on page 5](#) with the answers in the blanks.
2. Also write the definitions of the five types of non-democratic rule: Monarchy, Theocracy, Military, One Party, illiberal regime. (Scroll down to see these.)
3. Then list the [five political ideologies on page seven](#) with a short definition of each.

Day 95*

1. Our first country is Russia.
2. Read about [Putin and Russia](#). How is its authoritative government?
3. *Draw Russia on the [map](#) and mark its capital. Write up the information asked for on the bottom of the page.
4. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)

Day 96

1. Work on learning the terms on [page 2](#).
 - The list of [terms](#) is on page 1.
 - I've linked the key terms above as a pdf. I suggest printing out these terms and holding onto them. The key terms from every unit, when included as a pdf, will make up a portion of your final exam as a multiple choice test.
1. You aren't going to be responsible for everything here, but educate yourself.
 - [continents](#)
 - [mountains](#)
 - [oceans, seas, lakes](#)

Day 97

1. Read an [overview history of Russia](#).
2. Complete this assignment on the former Soviet Union.
 - [Russia Then and Now Map Assignment](#)
 - Here's a [map](#) to help you find the 15 former Soviet countries.
 - Here's a [link](#) to practice to learn them.

Day 98

1. Read about [Putin's key institutions on page 4](#).
2. Complete the [Russian government essay](#).
3. You can use links on page 4, such as [Wikipedia](#), as well as other research. This is due on Day 98.

Day 99

1. Finish your essay and [score it out of 40 points](#).

Day 100

1. Do the [Chechnya assignment on page 5](#).
 - Write an [essay](#) that explains how the conflict in Chechnya began and why it has continued for more than 10 years. Through your research, do you find that Russia has a legitimate claim to Chechnya?
 - You can use links on the page, such as [NPR](#), and do your own research.

Day 101

1. Finish your [essay](#) and score it out of 50 points.

Day 102

1. Read these comparisons of economic systems.
 - capitalism, communism, socialism — [one](#), [two](#)
1. Read [page 6](#) on the comparison of communism and free market.
2. Write a five-paragraph essay contrasting communism and free market economies. This is due on Day 102.

Day 103

1. Finish your essay.
2. Record your score out of 25 points. Score up to 5 points for each paragraph, scoring points for organization and content.
3. Review the [key terms](#) on page 2.
4. If you have time, work on learning [European countries](#), [capitals](#).

Day 104

1. Go through the [questions](#) and activities on page 9.
2. Read a [current events](#) article on Russia.

Day 105

1. Complete this [chart](#) for Russia. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
2. Record up to 11 points for 11 answers.

Day 106

1. Draw Great Britain on the [map](#) and mark its capital. (You can use your same map page from Day 95.) Write up the information asked for on the bottom of the page.
2. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)
1. Work on learning [European countries](#), [capitals](#).

Day 107

1. Read through the timeline of [Great Britain history](#) (not each link, just the timeline) Then click on modern history. There's lots to read. What big change happened to Great Britain since the second half of the 20th century?

Day 108

1. Work on learning [European countries](#), [capitals](#).
2. Also go through [cities](#), [bodies of water](#), and [rivers](#). Go through until you get them all, but you don't have to memorize all these.

Day 109

1. Complete this [assignment](#) on public (comprehensive schools) vs. private schools (public or independent schools). Be careful of the terminology. The British terms, and what you'll see when you're reading, are in the parentheses.
 - Comprehensive school links on the site: [one](#), [two](#), [three](#)

- Public/Independent schools: [one](#), [two](#), [three](#)
1. Record up to 19 points.
 2. How would the school system affect government, society, culture?

Day 110

1. Complete the [assignment](#) on the welfare state.
 1. There are links on the page to help with the assignment: [one](#), [two](#), [three](#).
2. Record up to 13 points for 13 answers.

Day 111

1. Can you answer the [questions](#) on page 7?
2. Review the key terms for this unit using page 2.

Day 112

1. Complete this [chart](#) for Great Britain. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
2. Record up to 11 points for 11 answers.

Day 113

1. Work on learning the [key terms](#) for the next unit on [page 1](#).
2. Use [page three](#) to work on the terms.

Day 114

1. Read page four about the [rule of law](#) in the countries we'll be learning about and complete the activities until they are all correct.
2. Continue through page five on the party system and the paragraph on page six on interest groups.

Day 115

1. Review your key terms with the activities on [pages 2 and 8](#).
2. Work on learning [European countries](#), [capitals](#).

Day 116

1. Draw China on the [map](#) and mark its capital. (You can use the same map you've already printed.) Write up the information asked for on the bottom of the page.
2. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)
1. Work on learning Asia's [countries](#) and [capitals](#).

Day 117

1. Work on learning the [key terms](#) using [page 1 and 2](#).
2. You can also give another pass at learning Asia's [countries](#) and [capitals](#).

Day 118(*)

1. (*) Work on filling in answers in the [China Impact of the Past](#). Read this through first so you know what you are looking for.
2. Read an [overview of China's history](#). Click on each of the main headlines.
3. Use [page three](#) as well for some brief history overviews.
4. Record up to 13 points, one half point for each answer filled in from what you found. Your score will be out of ten, so there is potential for extra credit.

Day 119

1. Read [page 4](#) about key institutions in China and the hierarchies in leadership.
2. Click on the orange dots and read through the development of [China's legal system](#).
3. Take a brief look at this [Who's Who](#).
4. Skim this overview of [China's government structure](#).

Day 120

1. Read this article to get a sense of China's "[spy culture](#)."
2. Here's how [capitalists](#) are taking advantage of it.
3. When my parents taught English in China around 2008, they were always watched. It was reported who they talked to, and then those people got visits asking them what my parents had said. They knew when my parents got on a bus and where they went.
4. How would government policies of reporting on others affect a culture? Write your response.
5. Record up to 5 points for a thoughtful response written in complete sentences.

Day 121

1. Read through [page 5](#) on political culture.
2. Read about [internet censorship in China](#).
3. Read a [current article](#) about it.

Day 122

1. What is this [cartoon](#) showing/saying?
2. Find six [political cartoons](#) and state what they show and what they say about China's government and culture OR make your own political cartoon about China.
3. Record up to 12 points. Score up to two points for telling both what they show and what they say.
4. Work on learning Asia's [countries](#) and [capitals](#).

Day 123

1. Work on learning Asia's [countries](#) and [capitals](#).

2. Go through Asia's [cities](#).
3. Work on learning [European countries](#), [capitals](#).
4. Also go through [cities](#).
5. Learn the countries and capitals! Cities are a bonus, but an educated person knows where these cities are!

Day 124 (*)

1. Read through [page 6](#) on "Patterns of Interaction" and upheavals in China.
2. Complete the [Tienanmen Square Worksheet](#).
 - Here are some links on the Tienanmen Square Massacre: [one](#), [two](#), [three](#), [four](#).
1. Record up to 20 points for 20 completed answers.

Day 125

1. Read [page 7](#) about how Hong Kong and Taiwan connect to each other.
2. Read about [China's economy](#).
3. Read a [current event's article](#) on China's economy.
4. Questions for thought from page 7.
 - Is there a middle way between a capitalist and communist economy?
 - How did Deng use capitalistic ideas to reform economic policies in China?

Day 126

1. Review the key terms by using the crossword puzzle on [page 9](#).
2. Do the six review question sets linked at the bottom of page 9 and keep track of how many you got right and wrong.
3. Score up to half a point for each correct answer. Record your score out of 15.
4. Work on learning Asia's [countries](#) and [capitals](#).

Day 127

1. Complete this [chart](#) for China. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
2. Record up to 11 points for 11 answers.

Day 128

1. Work on learning the key terms on [page one](#) and use the activity on page 2 to practice with them.
2. If you are able to, watch the presentation on page 2 about citizens, society, state.
3. You can also keep working on learning the countries and capitals of the world.
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).

Day 129

1. Why are there protests? Go through [page 3 and 4](#).

2. List major social movements or political violence in Russia, Great Britain, and China and what were the causes.
3. Record up to 12 points for 6 examples, each named with a reason given.
4. Work on learning Asia's [countries](#) and [capitals](#).
5. Work on learning [European countries](#), [capitals](#).
6. Work on learning South American [countries](#) and [capitals](#).

Day 130

1. Go through [pages 5 and 7](#). What is Civil Society? What causes it to function or not function? What in Russia, Great Britain, and China allows for it or doesn't allow for it?
2. Record up to 10 points for 5 thoughtful answers.
3. Work on learning Asia's [countries](#) and [capitals](#).
4. Work on learning [European countries](#), [capitals](#).
5. Work on learning South American [countries](#) and [capitals](#).

Day 131

1. Draw Mexico on the [map](#) and mark its capital. (You can use the same map you've already printed.) Write up the information asked for on the bottom of the page.
2. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)
1. Work on learning South American [countries](#) and [capitals](#).

Day 132

1. Work on learning the [key terms](#) on [page 1](#).
2. Read through [page 3](#) on the impact of the past with a basic timeline.
3. Work on learning South American [countries](#) and [capitals](#).
4. Start working on completing this [worksheet](#). It's due on Day 133. You can print an [outline map](#) of [Mexico](#). You don't need to do it with a Paint program.

Day 133

1. Finish the [worksheet](#).
2. There are 46 blanks. Score a half a point for each blank filled in.
3. Score up to 2 points for answering the final question.
4. Score up to 5 points for 5 things labeled on a map.
5. Record your score out of 30.

Day 134

1. Complete the worksheet on [key political institutions](#).
 - Use the links on the page: [one](#), [two](#), [three](#), [four](#).

1. There are twenty blanks.
2. Record your score out of 20.

Day 135

1. Read [page five](#) about Mexican political culture.
2. Read about the [Mexican student movement](#).
3. Answer the questions on the page (also below).
 - In what ways are Mexican voices heard politically?
 - How does the patron-client system affect voter behavior in Mexico?
 - In what ways has Mexican political participation been characterized by revolution and protest?
 - How did this massacre change the political culture of Mexico?
 - In what ways was this incident the beginning of the end for the PRI?
1. Record up to 10 points for 5 thoughtful answers.

Day 136(*)

1. (*)Print the [fourth quarter](#) grading sheet or use the [Excel version](#).
2. Go through page [8 review](#).
3. Review the key terms with page 2.
4. Work on learning South American [countries](#) and [capitals](#).

Day 137

1. Complete this [chart](#) for Mexico. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
2. Record up to 11 points for 11 answers.

Day 138

1. Work on learning the [key terms](#) on [pages 1 and 2](#).
2. Work on learning [African countries](#) and [capitals](#).
3. Go through [page 3](#) on democracy.
4. What is a democracy?
5. Record up to 5 points for five written points on democracy.

Day 139

1. Go through the market economy and ethnic and cultural politics on [pages 4 and 5](#) and go through page 7 as well.
2. Work on learning Asia's [countries](#) and [capitals](#).
3. Work on learning [European countries](#), [capitals](#).
4. Work on learning South American [countries](#) and [capitals](#).
5. Work on learning [African countries](#) and [capitals](#).

Day 140

1. Complete these questions on command versus market economies.

- You will be answering the questions and completing the chart. You won't be doing the groups and sharing directions, just complete the questions and chart. When it says paragraphs, they don't have to be big.
 - This is due on Day 141.
1. Here are the worksheets to use. Look through them all before you begin.
 - [Excerpts from the Constitution of the USSR](#)
 - [Economics-Related Clauses in the Market and Command Economies Chart](#)
 - [Characteristics of Command and Market](#)

Day 141

1. Complete these questions on command verses market economies.
 - You will be answering the questions and completing the chart. You won't be doing the groups and sharing directions, just complete the questions and chart. When it says paragraphs, they don't have to be big, just a few sentences.
1. Here are the worksheets to use.
 - [Excerpts from the Constitution of the USSR](#)
 - [Economics-Related Clauses in the Market and Command Economies Chart](#)
 - [Characteristics of Command and Market](#)
1. Check your [answers](#).
2. Record your score out of 26.

Day 142

1. Complete the [comparative project](#), writing an essay on the development of Russia and China. Read the directions carefully. You'll score everything half of what is written.
 - [chart](#)
 - [World Bank data](#)
 - [civil liberties](#)
 - [nation master](#)
1. This is due on Day 144.

Day 143

1. Complete the [comparative project](#), writing an essay on the development of Russia and China. Read the directions carefully. You'll score everything half of what is written.
 - [chart](#)
 - [World Bank data](#)
 - [civil liberties](#)
 - [nation master](#)
1. This is due on Day 144.

Day 144

1. Finish and score your [project](#).

2. Record your score out of 50.

Day 145

1. Draw Nigeria on the [map](#) and mark its capital. (You can use the same map you've already printed.) Write up the information asked for on the bottom of the page.
2. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)
1. Work on learning [African countries](#) and [capitals](#).

Day 146

1. Work on learning the [key terms](#) on [pages 1 and 2](#).
2. You will be tested on these as part of your final.
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).

Day 147

1. You are going to write about a [500 word history of Nigeria](#).
 - You don't need to record an audio. You could though. You could instead make it into a power point, website, video, or any other form you are comfortable with.
 - Include a record of your sources.
1. This is due on Day 149. The audio score will be your score for the quality of the visual/sound of your project.

Day 148

1. Work on your [project](#). Your goal is about 500 words and a well-done project of your choosing to present the information.

Day 149

1. Finish your [project](#) and present it to an audience.
2. Have them score your project according to the rubric.
3. Divide your score in half and record it out of 50. Add two points if you included your sources. Subtract two points if you didn't! Read and follow directions!

Day 150

1. Complete the [worksheet](#) on the Nigerian government.
2. Use [page 4](#) on institutions in Nigeria.
 - [Democracy in Nigeria](#)

- [Sham Democracy](#)
 - [History of Coups](#)
1. Score up to 10 points for the chart, and 5 points for each of the other four questions.
 2. Record your score out of 30.

Day 151

1. Go through [pages 5 and 6](#) on ethnic groups and go through the quizzes to learn.
2. You will be tested on these as part of your final.
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).

Day 152

1. Answer the questions on the [worksheet](#) about oil in Nigeria.
2. Score up to 5 points for each answer.
3. Record your score out of 10.

Day 153

1. Can you answer the questions on [page 8](#)?
2. Complete this [chart](#) for Nigeria. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
3. Record up to 11 points for 11 answers.

Day 154

1. You will be tested on these as part of your final.
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Be prepared.

Day 155

1. Work on learning the [key terms](#) by using [pages 1 and 2](#).
2. Review your key terms from each unit (from Day 91 on). They will be on your final.

Day 156

1. Go through [pages 3 and 4](#) on economic performance and social welfare.
2. Write two paragraphs summarizing what each page shows about the comparison between the countries: one on economic performance and one on social welfare.
3. Record up to 10 points, 5 points for each paragraph, for including a clear comparison of what was shown on the page.

Day 157

1. Go through [page 5](#) on women's issues and rank the countries and write why you ranked them that way.
2. Here are links you can use: [one](#), [two](#), [three](#), [four](#).

Day 158

1. Go through [pages 6 and 8](#) on the environment and review.
2. Learn the countries described as the [Middle East](#).

Day 159

1. Draw Iran on the [map](#) and mark its capital. (You can use the same map you've already printed.) Write up the information asked for on the bottom of the page.
2. Here are some links to look up countries.
 - [world fact book](#)
 - [library of congress](#)
 - [worksheet map](#)
 - [BBC country profiles](#)
 - [Economist](#)
1. You will be tested on these as part of your final. When you are able, work on these.
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).

Day 160

1. Work on learning the [key terms](#) on [pages 1 and 2](#).
2. All of the key terms are linked in the course as pdfs. Study them to prepare for your final.

Day 161

1. Complete the history of [Iran worksheet](#).
2. Here are some links you can use.
 - [history of Iran](#)
 - [Persian culture](#)
 - [Iran history](#)
1. Score up to one point for each block in the chart, five points each for the questions, and two points each for the identifications.
2. Record your score out of 28.

Day 162

1. Complete the [worksheet](#) on the political structure of Iran. (This is from [page 4](#) where there is some information as well.)
2. Here are some links you could use: [one](#), [two](#).
3. Score up to 2 points for each answer.

4. Record your score out of 12.

Day 163

1. Go through [page 5](#) on ethnic groups in Iran.
2. Write a short news story (who, what, where, when, why, how) on the Iran hostage crisis.
 - [ABC news](#)
 - [6 Things You Didn't Know](#)
 - [NBC News](#)
1. Score up to two points for each point of the questions to answer (who, what...)
2. Record up to 12 points for your news article.

Day 164

1. Go through [page 6](#) on conflict.
2. Write a paragraph explaining the Iran/Israel conflict. Here are some links: [one](#), [two](#), [three](#).
3. Record up to 5 points for a well written paragraph: intro, 3 details, conclusion.

Day 165

1. Go through the review questions on [page 9](#).
2. Complete this [chart](#) for Iran. You don't need to print and use the chart, but you do need to answer the questions. You can search for the answers.
3. Record up to 11 points for 11 answers.

Day 166

1. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
2. Research culture in the country. How has the government shaped culture?
3. Write a report to answer the question. This is due on Day 179. It should be *at least* 7 paragraphs, exploring different areas of culture.
4. You'll need to also be studying your key terms and your countries and capitals.
5. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 167

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?

4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 168

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 169

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 170

1. Continue your report and study.

2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - o Work on learning Asia's [countries](#) and [capitals](#).
 - o Work on learning [European countries](#), [capitals](#).
 - o Work on learning South American [countries](#) and [capitals](#).
 - o Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 171

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - o Work on learning Asia's [countries](#) and [capitals](#).
 - o Work on learning [European countries](#), [capitals](#).
 - o Work on learning South American [countries](#) and [capitals](#).
 - o Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 172

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - o Work on learning Asia's [countries](#) and [capitals](#).
 - o Work on learning [European countries](#), [capitals](#).
 - o Work on learning South American [countries](#) and [capitals](#).
 - o Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 173

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 174

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 175

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).

1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 176

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 177

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 178

1. Continue your report and study.
2. Choose one of the countries that we've focused on besides America. You get ten extra credit points for choosing Nigeria, Iran, or Mexico.
3. Research culture in the country. How has the government shaped culture?
4. Write a report to answer the question. This is due on Day 179. Here's how you'll be [scored](#). Make sure you have these things!
5. You'll need to also be studying your key terms and your countries and capitals.
6. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).

- Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 179

1. Finish your report and study.
2. [Score](#) your report out of 30. Double it. Add 10 points if you chose Mexico, Iran, or Nigeria.
3. Record your score out of 60.
4. You'll need to also be studying your key terms and your countries and capitals.
5. Countries and capitals:
 - Work on learning Asia's [countries](#) and [capitals](#).
 - Work on learning [European countries](#), [capitals](#).
 - Work on learning South American [countries](#) and [capitals](#).
 - Work on learning [African countries](#) and [capitals](#).
1. Key Terms: [one](#), [two](#), [three](#), [four](#), [five](#), [six](#), [seven](#), [eight](#), [nine](#).

Day 180

1. Complete your final.
2. Record your score out of 50 for the [multiple choice](#) part of the test. (I entered all of the key terms linked in the review into a testing program. It will randomly choose 50 of them to give you. If you happened to get a repeat word, it's because it was on more than one list, though I tried to spot and remove repeats.)
3. Complete these activities and record your percentage score for each.
 - Asian [countries](#) and [capitals](#).
 - European [countries](#) and [capitals](#).
 - South American [countries](#) and [capitals](#).
 - African [countries](#) and [capitals](#).
 - Total these scores and divide the total by four.
 - Record your score out of 100.