2015 CP American Government

Spring Semester Unit 1: Legislation and Media Bias

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| Jan.- | 21 W | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | Proposed Rules HandoutClass Rules Agreement |
|  | 22 Th | Forced-Choice Concluded The Legislative Process: Form Constituent Groups & Legislative Groups; Get 2 Legislative Leaders | Proposed Rules Handout  |
|   | 23 F | Q: OUHSD Policies: Homework and Grades | Homework (BP 6154) and Student Achievement (BP 5121) <http://www.ouhsd.k12.ca.us/about/schoolboard/boardpolicies.htm> |
|   | 26 M | Legislative Groups: Discuss and Refine Your Rules (*Leaders take them home to type/copy*) | - |
|  | \*27 TLate | Constituent Group Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) Intro. to Parliamentary Procedure  | *Leaders distribute class set of Proposed Rules* |
| - | 28 W | Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)Count and Re-Count Votes | (Bring Finalized Rules with vote preference markings)**Class Contracts Due Today** |
|  | 29 Th | Q: Texas, Textbooks, State Standards, No Child Left Behind, and YOU!**BRING Magruder’s!!!** | New York Times Article on Texas Curriculum Changes:<http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0> |
|   | 30 F | Q: “Bad Textbooks”**Film (excerpt): The Revisionaries****BRING Magruder’s !!!** | New York Review of Books: “How Texas Inflicts Bad Textbooks on Us” <http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/?pagination=false> |
| \*\*\* | 2 M | **Groundhog Day! NO SCHOOL** | - |
| Feb. | 3 T | 2nd Amendment Spin + Pics+ Corporate Influence & Plastics\***BRING Magruder’s !!!** | Californiawatch: “Plastics Industry Edited Environmental Textbooks”<http://californiawatch.org/environment/plastics-industry-edited-environmental-textbook-12123> |
|  | 4 W | Capitalism, Socialism & Communism**BRING Magruder’s !!!** | 1. MAG pp. 685 – 664
2. MAG pp. 666 - 670

 C. MAG pp. 672 - 676 |
|  | 5 ThOPENHAUS | Q: Bias in News Media**A Final Day of Magruder’s!****Film: No More Kings** | FAIR.org: “How to Detect Bias in News Media” : <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> |
|  | \*6 FMin.Day | Media Analysis Practice: **End of Summer** featuring Topical Focus, PoV, Bias, and Propaganda | **-** |
|  | 9 M | What Gets Taught in Schools, and What Gets Covered in Media**Film: Bag It! - 1** | California’s Plastic Bag Ban: <http://www.bloomberg.com/news/articles/2014-06-30/california-grocers-lobby-for-first-state-plastic-bag-ban>and the Referendum against it:<http://www.sacbee.com/news/politics-government/capitol-alert/article5122236.html> |
|  | 10 T | Corporate Media vs. Non-Corporate Media**Film: Bag It! - 2** | Disgusting Consequences: <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans> & Fox News: Bag Ban Kills<http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year>  |
|  | 11 W | Reportage vs. OpinionBig Q: Plastic Bag Bans (*all 6 articles*)\* | Washington Post: Plastic Bags Making People Sick? Perhaps Not. <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/> |
|  | 12 Th | **Film: Outfoxed**Manipulation Techniques in T.V.:Memos, Silencing Dissent, Chirons, News Alerts, Unequally Matched Guests, Bullying and Distortion; Uninformed ViewersQ: Effects of Media on Knowledge | Fox & MSNBC: Uninformed<http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/> and<http://www.businessinsider.com/study-watching-fox-news-makes-you-less-informed-than-watching-no-news-at-all-2012-5?utm_source=slate&utm_medium=referral&utm_term=partner> |
|  | 13 F | Unit I Review: Legislation & Media Bias – Concepts & Terms | - |
| \*\*\* | 16 M | **Presidents’ Day! NO SCHOOL!** |  |
| **Feb.** | 17 T | **Unit I Test: Key Terms, Concepts, and Media Analysis** | - |

2015 CP American Government

Spring Semester Unit 2: A History From the Election of 2000, through to Global Climate Destabilization

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| \*\*\* | 16 M | **Presidents’ Day! NO SCHOOL!** |  |
|  | 17 T | **Unit I Test: Key Terms, Concepts, and Media Analysis** | - |
| **Feb.** | 18 W | **Map Activity -**  The Diverse Geography, Ethnicity, & Religion of the Middle East *focus on the main idea presented in each map* | Vox: 40 Maps that Explain the Middle East, focus on Maps 11, 13, 14, 15, 23, 28, 32, 34, & 36.<http://www.vox.com/a/maps-explain-the-middle-east> |
|  | 19 Th | Lecture 1 – Iran, Afghanistan, and Iraq: From 1953 to 2000 | - |
|  | 20 F | Lecture 2 – Iran, Afghanistan, and Iraq: From the 2000 Election to now | - |
|  | 23 M | **Film: Unprecedented 1**Q: Zinn’s 2000 Election and the War on Terrorism **Film:**  | Zinn: Ch. 25 from A People’s History of the United States: “The 2000 Election and the ‘War on Terrorism’ (pp. 675 – 682, *handout*) |
|  | \*24 TLate | **Unprecedented 2** | “The Connection Between Iraq and 9/11” <http://www.aljazeera.com/indepth/spotlight/the911decade/2011/09/201197155513938336.html> |
|  | 25 W | Propaganda in the MediaVisual, Aural, and Textual Analysis - **Film: Hijacking Catastrophe (Introduction)** | “In Your Lifetime” Study Questions + One Possible Reference: Mother Jones: War Timeline (use the “search” function) <http://www.motherjones.com/bush_war_timeline> |
|  | 26 Th | Iran, Afghanistan, and Iraq in 21st century US Foreign PolicyQ: 9/11 & Iraq **(NO NOTES)****Film: Hijacking Catastrophe –** **(Half Hour Version)** | Prepare the “In Your Lifetime” Questions. **No Notes Quiz** |
|  | 27 F | Examining anti-Bush Propaganda:**Film: Hijacking Catastrophe –** **(Full Hour Version)** | - |
| Mar. | 2 M | Bias & Three More Propaganda Techniques: “False Equivalency, Assertion, and Repetition”**Film (excerpts): G. L. B.** | - |
|  | \*3 TLate | **Q: Years of Living Dangerously 1**Global Inter-Connection**YoLD: Episode 2:** (in class) | Home Viewing: **Years of Living Dangerously, Episode 1**[**https://www.youtube.com/watch?v=brvhCnYvxQQ**](https://www.youtube.com/watch?v=brvhCnYvxQQ) |
|  | 4 W | **YoLD Episode 2**Forest Fires and Palm Oil(in class, concluded) | *-* |
|  | 5 Th | Putting it All Together:Unit 2 Review | - |
|  | \*6 FRally | **Unit 2 Exam: Political Vocabulary, Media Analysis, & Your Lifetime in History** |  |

“In Your Lifetime” Study Questions:
Clinton’s Impeachment, the 2000 Election, 9/11, the Iraq War, Obama’s America & the Arab Spring (v. 2014/2015)

1. A. What did Glass-Steagal regulate before it was dismantled under Clinton? B. What was prevented by the Defense of Marriage Act, signed by Clinton in 1996?

2. A. What initially led to the questioning of Clinton by the Congress? B. What crime was Clinton actually charged with in his impeachment?

3. A. Which branch of Congress initiated Clinton’s impeachment and which party controlled that portion of Congress? B. Which branch of Congress tried Clinton and which party controlled that portion of Congress?

4. Name the two main presidential candidates in the 2000 election and the party each was associated with. For a bonus point, name the third candidate and the party he was associated with.

5. A. Which presidential candidate won the most votes in 2000? B. Who won the presidency in 2000 and what determined their victory?

6. A./B. Name the two major branches of Islam, and, for extra credit, name the third significant branch which, although never a majority, has had a significant philosophical impact on Islam.

7. A. The majority of the Afghanis are from which branch of Islam? B. The majority of the Iraqi people are from which branch of Islam?

8. A. The majority of the Saudis are from which branch of Islam? The majority of the Iranian people are from which branch of Islam?

9. A. Osama bin Laden was from which branch of Islam? B. Saddam Hussein was from which branch of Islam?

10. A. Characterize the relationship between Saddam Hussein and Osama bin Laden – or articulate their views on religion and political power. (B.) Explain why their relationship had those characteristics.

11. A. In what nation did the CIA arrange to overthrow their democratically elected president and install a dictatorship in 1953? B. What nation overthrew their US-backed dictator, took more than 50 Americans hostage for 444 days, and declared a fundamentalist Islamic Republic in 1979?

12. A. With what nation was Iraq at war from 1980 to 1988? B. Who sold anthrax, bubonic plague, and other biological and chemical weapons to Iraq during that time (1980 – 1988).

13. A. To what nation did the Reagan administration sell weapons in order to fund terrorist actions in Latin America? B. Against what Latin American nation did the Reagan administration arm terrorists with weapons in spite of Congress’ express laws passed forbidding the sale of weapons to terrorists in the region?

14. A. Fundamentalist Islamic rebels in Afghanistan declared and carried out a holy war (jihad) against what nation from 1979 to 1989? B. What nation was primarily responsible for arming and training the Afghan fundamentalist rebels (mujahideen)?

15. A. When were the second set of terrorist attacks on the twin World Trade Towers in New York ? (Give the date: Month, Day, Year.) B. Approximately how many people died in the attacks that day?

16. A. How many terrorists died in the 9/11 hijackings? B. Approximately how many people died of anthrax in the following weeks?

17. A. The majority of the 9/11 terrorists were from what country? B. How many of the 9/11 hijackers were from Iraq? C. How many from Afghanistan?

18. A. What group did GW Bush force out of Iraq in the week immediately prior to the US led invasion in 2003? B. What was the Bush administration’s initial stated justification for the invasion?

19. A. Approximately how many US soldiers died in the US invasion and occupation of Iraq? B. Approximately how many civilian Iraqi deaths have been documented by the US in the decade since the invasion and occupation? (Round your statistics to the nearest significant digit.) C. Bonus point: approximately how many US soldiers have died in Afghanistan since we invaded over a decade ago?

20. Who was Jessica Lynch and why was she important in the “War on Terror”? B. Who was Valerie Plame and why was she important? In the “War on Terror”?

21. What and where is Guantanamo and why is it important in the “War on Terror”? B. What and where is Abu Ghraib and why is it important in the “War on Terror”?

22. A. The economic collapse of 2007 (The Great Recession) was triggered by the collapse of what particular “market”? B. Who had been in charge of Federal Reserve from 1987 – 2006?

23. A. In the presidential elections of 2008, who were the Republican candidates for president and vice-president? B. In the presidential elections of 2008, who were the Democratic candidates for president and vice-president?

24. A. What was the name of the private who in 2010 leaked videos of US helicopter pilots killing innocent civilians to Wikileaks and later gave Wikileaks thousands more military documents? B. What was the name of the chief of Wikileaks who was accused of rape and has been forced to stay in hiding in the Ecuadorean embassy in London for several years?

25. A. In 2010, two weeks before a fruit seller burned himself alive as a protest against the government, the US diplomatic files on the corruption of this country’s government were published via Wikileaks. What country was it? B. One month later a significant batch of diplomatic cables about a neighboring country were released on Wikileaks, ultimately leading to insurrection, civil war, and the death of the dictator of the nation. What was the name of the dictator and what country was he from?

26. A. In 2011 the government of this North African nation shut down all internet access in order to try to suppress the popular uprising which eventually removed the “president” of the country from power. Which country was this? B. The president of this Middle-Eastern nation repeatedly ordered his troops to kill peaceful protesters over a period of several months, ultimately triggering a bloody civil war which continues to this day. Which country is this?

27 A. In 2011 a massive earthquake triggered a tsunami which struck a nuclear power plant, producing a nuclear disaster which is still ongoing today and is expected to take years to clean up. What country was this in? B. In 2013 the air pollution from this country was so great it sparked national popular protests and has led to the greatest increase in CO2 emissions into the atmosphere in human history. What country is this?

28. A. In June 2013, this young computer expert released classified government documents which proved the US was spying not only on foreign enemies but on allies and the American people. He fled to China then Russia to avoid US retaliation. What is his name? B. Scientists at NOAA have estimated that for the Earth’s climate to stay relatively stable, the CO2 in the atmosphere needs to remain under 350 parts per million. In April of 2014, what was the ppm of CO2 recorded in the northern hemisphere?

Unit 1 & 2 Vocabulary:

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| CivicPunitiveLegislative ActionExecutive VetoJudicial ReviewConstituentsParliamentary Procedure Motion Seconding Discussion Voice Vote Hand VoteTopical Focus vs. Point of ViewSigns of Bias  Unreliable or Biased Sources Skewed Points of View Double Standards Lack of Diversity Unchallenged Assumptions Use of Stereotypes Loaded Language Lack of Context Headlines vs. Stories Placement of IssuesPropaganda intended to alter views or actions of the target audience can be identified with a particular ideology, product, or organization relies primarily on psychological or emotional manipulation of the targetCorporate vs. Non-Corporate MediaReportage vs. OpinionCynicism and Fatalism | From “The Revisionaries” American Exceptionalism Texas schoolboard separation of church and stateFrom “Greedy Lying Bastards” False Equivalency Assertion Repetition LobbyingFrom “Unprecedented” Affirmative Action Felon Purge List hand recountFrom “Hijacking Catastrophe” neo-conservatives Office of Special Plans unilateralism Dick Cheney Donald Rumsfeld Paul WolfowitzFrom “Bag It!” American Chemistry Council Great Pacific Garbage PatchPropaganda Techniques (“Outfoxed”): Guiding MemosSilencing DissentChironsNews AlertsMoving GraphicsPatriotic GraphicsUnequally Matched GuestsBullyingDistortion |

2014 CP Unit 3: The Declaration of Independence and the Articles of the Constitution

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|  | 9 M | “Professional Development Day” | - |
| Mar. | \*10 TLate | Test ReviewLecture: From the Norman Conquest to the Second Continental CongressQ: Historical Background | MAG: pp. 626 – 630 + 28 - 39 |
|  | 11 W | Declaration of Independence: The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | Bring [Declaration](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | 12 Th | Declaration of Independence: Complete the 1st Sentence +Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml)Bring Dictionaries!!! |
|  | 13 F | Declaration of Independence: Meaning of the Justification | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml) **+****Bring Rough Draft** of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|   | 16 M | Declaration of Independence: [The Gripes](http://www.bornemania.com/gov/declaration/gripes.shtml) and the [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament | **Study** [**Questions**](http://www.bornemania.com/gov/declaration/justification.shtml) **Due** |
|  | 17 TLate | Introduction and Overview to the ConstitutionQ: Beginnings of the Constitution  | MAG: pp. 44 – 58 + 64 - 70 |
|  | 18 W | Preamble of the Constitution Q: House and Senate – Race & the Census | MAG: pp. 8 – 10 Article I: sec. 1 – 4 + Amendments 16 and 17 |
|  | 19 Th | Q: Legislative Mechanics and Powers & Corporate Influence**Film: I’m Just a Bill** | Article I: sec. 5 – 7 |
|   | 20 FRally | Q: Powers of Congress | Article I: sec. 8  |
|  | 23 M | Q: Congress, States, and PeopleGay Marriage & Marijuana**Film: G. L. B.: “Lobbying”** | Article I: sec. 9 – 10 Article IVAmendments 9 – 10 |
| \*\*\* | 24 T | Q: The Presidency: Electoral College & What a President Can Do  | Article II + Amendments 12, 20, 22, and 25 |
| \*\*\* | 25 W | Q: The Judiciary **Film: Drugs & The Supreme Court (ACLU)** | Article III + Amendment 11  |
| \*\*\* | 26 Th | Q: Amending the Constitution; Supremacy Clause & Religious Tests | Articles V – VII +Amendments 18 & 21MAG pp. 72 - 77 |
| \*\*\* | 27 F | **Unit 3 Test: Declaration & Articles Vocabulary** | - |
|  |  | **Spring Break: Mar.30 – Apr. 3** | Over Spring Break, watch the 1 hr. Dutch Documentary “Panopticon” – it’s subtitled so you will be reading, mostly:<http://topdocumentaryfilms.com/panopticon/> |

Unit 3 Vocabulary (The Declaration):

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| **Background to the Declaration:**Magna Carta (1215) Jamestown (1607)English Bill of Rights (1689)Royal (Crown) ColoniesCharter vs. Proprietary ColoniesBicameral legislatureKing George IIIFrench & Indian War (7 Years’ War)Intolerable Acts (Sugar, Stamp, Tea…)1st Continental Congress2nd Continental Congress**First Sentence of the Declaration**assumeamongpowers of the earthseparate & equal stationentitleimpel**Concepts in the Declaration:**sovereigntyDeismTrans-AppalachiaNaturalizationHessians**The Conclusion of the Declaration**:BrethrenUnwarrantableJurisdictionEmigrationNativeMagnanimityConjuredKindredDisavowCorrespondenceConsanguinityRectitudeAbsolvedAllegianceCommerceDivine Providence |  **Declaration of Independence**:(Justification Paragraph)1. self-evident2. endowed3. unalienable4. Rights5. instituted6. deriving7. just8. Consent9. Ends10. alter11. abolish12. effect13. Prudence14. dictate15. transient16. Causes17. accordingly18. hath shewn19. disposed20. suffer21. sufferable22. to right23. accustomed24. Train25. Usurpations26. invariably27. Object28. evinces29. Design30. reduce31. absolute Despotism32. Sufferance33. constrains34. absolute Tyrrany35. States36. candidNote: Other Vocabulary in the Declaration (particularly in the final paragraphs) may be tested |

Unit 3 Vocabulary (The Constitution):

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| **Preamble****Article I:**House of RepresentativesSenatecensus (“enumeration”) gerrymanderimpeachmentpro temporeoath or affirmationconcurrenceindictmentquorumfilibusterveto & pocket vetoveto overridenaturalizationcopyrightappropriationsWrit of Habeas CorpusBill of Attainderex post facto lawdirect vs. indirect tax**Article II:**electoral collegecompensationvacanciesSenate confirmationstate of the union address**Important Historical Figures:**Jim JeffordsTom WatsonCharles Sumner & Preston Brooks | **Articles III – VII:**original jurisdictionappellate jurisdictionex-post facto lawwrit of habeas corpusbills of attaindercorruption of bloodextraditionrepublican governmentERA (Equal Rights Amendment)constitutional amendmentssupremacy clauseno religious test**The Amendments:**Establishment clauseFree Exercise clausesearch and seizuregrand jurydouble jeopardyself-incriminationdue processeminent domaincivil vs. criminal trialsbailcruel & unusual punishmentequal protectionsuffrageincome tax**Important Court Cases**Gobitis & BarnetteNewdowCitizens UnitedHobby Lobby Case |
| From “Hot Coffee”:From “A Civil Action”: | From “The Supreme Court”:From “Lily Ledbetter”: |

**2014 CP Unit 3 – The Amendments to the Constitution and the Environment**

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| Apr. | 6 M | Introducing the Cast of Characters: Oliver North & Chuck Robb**A Perfect Candidate – 1** | - |
|  | \*7 TLate | Campaign Tactics: Advertisements, Smear Campaigns, Debates, Fund-Raisers and Endorsements**A Perfect Candidate – 2** | - |
|  | 8 W | What it Takes to Get Elected (vs. What it Takes to Govern)**A Perfect Candidate - 3** | - |
|  | 9 Th | Amendment 1 - Religion: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance | Amendment 1The Pledge:<http://www.ushistory.org/documents/pledge.htm> |
|  | 10 F | Amendment 1 & 7: Assembly/Petition –Tort Reform **Film: Hot Coffee** | **Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case?* |
|  | 13 M | My StoryQ: Tricks of the Trade | “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse”<http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  | \*14 TLate | **YoLD Episode 3**: (in class)Super Storm Sandy (skip intro) | - |
|  | 15 W | **YoLD Episode 5**: (in class)Christie and Inslee (skip intro)What a Governor Can Do | - |
|  | 16 Th | Amendment 1 & 7: Petition**Film: A Civil Action - 1** | - |
|  | 17 F | Amendment 1 & 7: Petition**Film: A Civil Action – 2** | **-** |
|  | 20 M | Amendment 1 & 7: Petition**Film: A Civil Action – 3** | **-** |
|  | 21 T | Amendments 4 – 8: Q: Privacy, Search and Seizure and the (Former) Rights of the Accused**BRING IN 1984** | Read: Amendments 4 – 8 +Watch the 1 hr. Dutch Documentary “Panopticon” – it’s subtitled so you will be reading, mostly:<http://topdocumentaryfilms.com/panopticon/> |
|  | 22 W | Nationalization of Bill of Rights, Naturalization, Equal Protection & Due Process Redux + Limon vs. Kansas **Film: Unconstitutional** | The 14th Amendment Limon vs. Kansas Summary:<http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background> |
|  | 23 Th | Suffrage: Race, Class, Gender, Age (and Washington D.C.)**Film: Lily Ledbetter** | Amendments: 13, 15, 19, 23-24 & 26 Lily Ledbetter v Goodyear<http://www.oyez.org/cases/2000-2009/2006/2006_05_1074> |
|  | 24 F | **YoLD Episode 6** (in class)Fracking and Methane (skip intro) | - |
|  | 27 M | State vs. Federal Government **Film: Gasland II - 1** | - |
|  | \*28 T**CST** | The Empire Strikes Back**Film: Gasland II - 2** | - |
| \* | \*29 W**CST** | Regulatory Capture Perfected**Film: Gasland II - 3** | - |
|  | \*30 Th**CST** | **Review ALL the Constitution** | - |
| May | 1 F | **Unit 4 Test (Principles & Concepts)**  | - |

**2015 AP/CP Spring Final Unit – 1984**

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| May | 4 M | Introduction to 1984:How to Read & What to Study | - |
| - | \*5 T*Late* | Euphemism and Entertainment | One: I - II |
|  | 6 W | The Value of History | One: III - IV |
| **AP****Eng** | 7 Th  | Political Uses of Language | One: V + Appendix |
|  | 8 F | Privacy and Paranoia   | One: VI - VIII |
|  | 11 M | Sex and Control | Two: I - IV |
| **AP Gov** | 12 T | Terrorism | Two: V - VIII |
|  | 13 W | **Film: If A Tree Falls – 1**From Environmental Awareness to Radicalization | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 - 42 |
|  | 14 Th | **Film: If A Tree Falls – 2**Sabotage and Doublethink | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 43 - 61 |
|  | 15 F | **Film: If A Tree Falls – 3**Prosecution/Persecution**Intro to: “War is Peace”** | - |
|  | 18 M | War is Peace – **Big Quiz** | Two: IX - Chapter 3: "War is Peace" |
|  | 19 T | Q: Eisenhower’s Farewell Address**Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address – Parts X and X only[http://en.wikisource.org/wiki/Eisenhower%27s\_farewell\_address\_(press\_copy](http://en.wikisource.org/wiki/Eisenhower%27s_farewell_address_%28press_copy)) |
|  | 20 W | **Film: Why We Fight - 2** | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 21 Th | **Film: Why We Fight - 3** | Two: X - Three: I |
|  | 22 F | Imprisonment without Rights | Three: II |
| \*\*\* | 25 M | Memorial Day – NO SCHOOL |  |
|  | 26 T | Absolutism and Relativism | Three: III - VI |
|  | 27 W | **Film: Ghosts of Abu Ghraib 1** | - |
|  | 28 Th | **Film: Ghosts of Abu Ghraib 2** | **-** |
|  | \*29 FRally | Semester Q & A Review | - |
| June | 1 M | The Children’s Story | **Evaluations Due** |
|  | 2 - 4 +9 T | **Senior Finals +** **Graduation: Thursday the 12th** | - |

Unit 3 Vocabulary

**“If a Tree Falls”**:

Earth Liberation Front

Earth First!

National Forest Service

Working within the system

Working outside the system

Arson

Bail

Plea-deal

Definitions of “terrorism”

“eco-terrorism”

old growth forest

heritage trees

clear-cutting

**“Why We Fight”** (see separate film guide)

**“Ghosts of Abu Ghraib”:**

Donald Rumsfeld

John Yoo

Officer Darby

The Milgram “Obedience” Experiment

US State Department Definition of Torture

Rules of Engagement

“Intel”

**Two Day Sub Plan**

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| AP | 5 M | **Tapped Out - 1** | Scientific American, Knoblauch: “Plastic Not-So-Fantastic”<http://www.scientificamerican.com/article.cfm?id=plastic-not-so-fantastic&print=true> + Moyers 5-minute video clip:<http://billmoyers.com/2013/05/17/moyers-moment-2001-david-rosner-and-gerald-markowitz-on-manipulating-science/> |
| AP | 6 T*Late* | **Tapped Out - 2** | New York Times: “Wells Dry, Fertile Plains Turn to Dust”<http://www.nytimes.com/2013/05/20/us/high-plains-aquifer-dwindles-hurting-farmers.html?pagewanted=2&_r=0&ref=science&pagewanted=print> |

**One Day Emergency Substitute Syllabus**

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|  | X  | **Acidification of the Oceans****Q: The Acid Test** | Film: The Acid Test - <http://vimeo.com/9431503> |