

<b>SOCIAL STUDIES</b>
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**Grade:** K

**Academic Standard:** K.1 (History)

**Academic Standard Indicator:** K.1.2

**Standard Description (Academic or Indicator):** Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.

**Suggestion for Integrating International**

**Content:** Have students explore stories about leaders or former leaders of other countries, such as Indira Gandhi, Queen Elizabeth, and Nelson Mandela. Students who have lived in other countries may want to share stories of those national leaders. **Extension:** Have students discuss different holidays around the world, such as Women’s Day in China, or Children’s Day in Hong Kong and Japan..

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**Grade:** K

**Academic Standard:** K.1 (History)

**Academic Standard Indicator:** K.1.3

**Standard Description (Academic or Indicator):** Chronological Thinking. Identify and order events that take place in sequence.

**Suggestion for Integrating International**

**Content:** Have students identify events in the school day as ‘first’, ‘next’, or ‘last’. For practice, list the day’s classroom activities in the same way. Next, have students place events, such as special holidays from other cultures, in order on a calendar. **Examples:** Chinese New Year (China); Eid al-Fitr (Islam); Yom Kippur (Judaism); Diwali (Hinduism); Ching Ming Festival (China); Cinco de Mayo (Mexico); Hanukkah (Judaism); Christmas (Christianity).

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**Grade:** K

**Academic Standard:** K.2 (Civics and Government)

**Academic Standard Indicator:** K.2.3

**Standard Description (Academic or Indicator):** Functions of Government. Give examples of classroom and school rules and

explain the importance of following these rules to ensure order and safety.

**Suggestion for Integrating International**

**Content:** While comparing school rules at their school with rules at a school in the remote village of Korphe in Pakistan, have students consider how school rules help all students. **Extension:** Have the students create rules for different schools in various countries. **Suggested resource:** *Listen to the Wind* by Greg Mortenson and Susan Roth (Dial, 2009), about schools in Pakistan.

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**Grade:** K

**Academic Standard:** K.3 (Geography)

**Standard Description**

Students learn that maps and globes are different representations of the Earth’s surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.

**Suggestion for Integrating International**

**Content:** Teacher should prepare a list of ethnic restaurants in the community and then lead students to discover the languages, cultural traditions, and/or religions that are usually associated with those ethnic foods. Identify on a global map the typical national or regional origins of those ethnic foods.

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**Grade:** K

**Academic Standard:** K.3 (Geography)

**Academic Standard Indicator:** K.3.2

**Standard Description (Academic or**

**Indicator):** The world in spatial terms. Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.

**Suggestion for Integrating International**

**Content:** Have students discuss continents and countries. Then have them locate various continents or countries on a world map and globe. Discuss the basic differences between maps and globes.

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**Grade:** K

**Academic Standard:** K.3 (Geography)

**Academic Standard Indicator:** K.3.5

**Standard Description (Academic or Indicator):** Physical Systems. Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Suggestion for Integrating International Content:** Have students discuss why people wear different kinds of clothing in different seasons. Compare the clothes a student would wear in a colder region, such as northeast Siberia in Russia, with what s/he would choose to wear in a warmer region, such as Tamale in the northern part of Ghana. **Extension:** Have students research and design clothes they would wear in designated regions of the world. They could also write or talk about what clothes they would pack if they were traveling to certain regions of the world. **Extension:** Conduct a narrated fashion show for other classes and/or parents.

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**Grade:** K

**Academic Standard:** K.4 (Economics)

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International Content:** Emphasize the need to communicate with, work with, and respect workers from other countries. Invite guests, such as parents, who have international work experiences to share customs and traditions from world areas with which they are familiar.

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**Grade:** K

**Academic Standard:** K.4

**Standard Description (Academic or Indicator):** Students explain that people do different jobs and work to meet basic economic wants.

**Suggestion for Integrating International**

**Content:** Have students find tags on their clothes to see where the clothes were made. Make a class list of the different countries represented. Then discuss with the students that people in those countries are making these clothes as their work to support their families.

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**Grade:** K

**Academic Standard:** K.4 (Economics)

**Academic Standard Indicator:** K.4.1

**Standard Description (Academic or Indicator):** Explain that people work to earn money to buy the things they want and need.

**Suggestion for Integrating International**

**Content:** Explain that people work to buy various goods or services they need or want. Then have students compare the economic wants of a family in a prosperous country to those of a family in a third-world country. **Example:** Compare the purchases of an average family in the U.S. to one in Haiti. **Suggested resource:** *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann and Paul Kennedy (Sierra Club Books, 1994).

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**Grade:** K

**Academic Standard:** K.4 (Economics)

**Academic Standard Indicator:** K.4.3

**Standard Description (Academic or Indicator):** Explain why people in a community choose different jobs.

**Suggestion for Integrating International**

**Content:** Have students share what types of work their parents do and affirm the need for different jobs here in the U.S. Then have students identify different jobs in other countries. **Extension:** Discuss the need to communicate with, work with, and respect workers from other countries. Invite guests with international work experience to describe those jobs to the students.

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**Grade:** 1

**Academic Standard:** 1.3 (Geography)

**Academic Standard Indicator:** 1.3.5

**Standard Description (Academic or Indicator):** Physical Systems. Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year

**Suggestion for Integrating International Content:** With the students, make a list of weather characteristics to track. **Example:** Average daily temperature and seasonal rain fall. Have students choose a place in the world and track those characteristics for a period of time. Guide the students to draw conclusions about how the weather impacts people in different world regions. **Extension:** Compare environmental and seasonal changes across those regions.

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**Grade:** 1  
**Academic Standard:** 1.3 (Geography)  
**Academic Standard Indicator:** 1.3.7

**Standard Description (Academic or Indicator):** Human Systems. Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

**Suggestion for Integrating International Content:** Teacher should research schools in other countries through story books and web sites. Have students draw a map of their school and a map of a school in another country. Have them consider similarities and differences. **Extension:** Have students discuss how rivers, mountains, and other physical factors might play a part in the design and construction of the school. **Extension:** Have students imagine the best places for schools in different geographic locations.

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**Grade:** 2  
**Academic Standard:** 2.1 (History)  
**Academic Standard Indicator:** 2.1.1

**Standard Description (Academic or Indicator):** Identify when the local community was established and identify its founders and early settlers.

**Suggestion for Integrating International Content:** Compare past maps or globes with current ones to show global immigration patterns, from the past to the present. Have students prepare interview questions about the town's founding history and invite a local government leader or local historian to visit. Have the speaker answer the students' questions about early leaders and settlers and international influences on the local community. Students should compare those stories to current demographic trends, including international ones, and discuss how the community is the same or different over time.

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**Grade:** 2  
**Academic Standard:** 2.1 (History)  
**Academic Standard Indicator:** 2.1.2

**Standard Description (Academic or Indicator):** Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

**Suggestion for Integrating International Content:** Have students compare past world maps or globes to current maps and globes and record the changes. **Extension:** Have students track their ancestors and locate their places of origin on a map, exploring how things have changed in those places of origin since their families moved to this country.

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**Grade:** 2  
**Academic Standard:** 2.1 (History)  
**Academic Standard Indicator:** 2.1.4

**Standard Description (Academic or Indicator):** Identify and describe community celebrations, symbols, and traditions and explain why they are important.

**Suggestion for Integrating International Content:** Have students research traditional celebrations in a variety of countries. **Example:** The Lunar New Year is an important holiday in many East Asian countries. **Suggested resource:** <http://chineseculture.about.com/od/chinesefestivals/a/ChineseNewYear.htm>. **Extension:** Have students research the meaning and importance of colors in China.

**Suggested resource:**

[http://www.nationsonline.org/oneworld/Chinese\\_Customs/colours.htm](http://www.nationsonline.org/oneworld/Chinese_Customs/colours.htm).

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**Grade:** 2**Academic Standard:** 2.1 (History)**Academic Standard Indicator:** 2.1.5

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Research. Develop a simple timeline of important events in the history of the school and/or community.

**Suggestion for Integrating International**

**Content:** Have students each develop a timeline of events in his/her own life. Teacher should make available books about growing up in different countries. Then have students compare their timelines with those of the international characters in the books. **Example:** Students could compare at what age they started school versus when children from other countries begin.

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**Grade:** 2**Academic Standard:** 2.1 (History)**Academic Standard Indicator:** 2.1.5

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Research. Develop a simple timeline of important events in the history of the school and/or community.

**Suggestion for Integrating International**

**Content:** Have students investigate a Sister City in another country and make comparisons using a Venn Diagram and T-Chart. **Suggested resource:** Go to Sister Cities International at [www.sister-cities.org](http://www.sister-cities.org) and click on 'Sister City Directory' to identify U.S. and international Sister Cities.

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**Grade:** 2**Academic Standard:** 2.1 (History)**Academic Standard Indicator:** 2.1.6

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Research. Create and maintain a

calendar of important school days, holidays and community events.

**Suggestion for Integrating International**

**Content:** Have students compare calendars and holidays in other countries and discuss the similarities and differences. **Example:** Have students find and discuss countries that have different calendar systems (i.e., Japan's calendar is based on the emperor).

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**Grade:** 2**Academic Standard:** 2.2 (Civics & Government)**Standard Description:**

Students will explain why communities have government and laws, demonstrate that people in the U.S. have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

**Suggestion for Integrating International**

**Content:** Help students understand how people in the U.S. have fought for equal rights and that in much of the world, people still do not enjoy these freedoms. Use a map to locate some of these places. Have students share their feelings about this issue.

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**Grade:** 2**Academic Standard:** 2.2 (Civics & Government)**Academic Standard Indicator:** 2.2.1**Standard Description (Academic or**

**Indicator):** Foundations of Government. Explain that the U.S. government is founded on the belief of equal rights for citizens.

**Suggestion for Integrating International**

**Content:** Have student compare citizenship rights with those of another country, listing and contrasting citizenship rights for each nation. **Example:** Students can study efforts to obtain civil rights in Hong Kong. **Suggested resource:** <http://www.timeforkids.com/news/protests-hong-kong/179766>.

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**Grade:** 2

**Academic Standard:** 2.2 (Civics & Government)

**Academic Standard Indicator:** 2.2.2

**Standard Description (Academic or Indicator):** Functions of Government.

Understand and explain why it is important for a community to have responsible government.

**Suggestion for Integrating International**

**Content:** Have groups of students research and present about government functions in selected other countries. Based on what they learned and on what they think are the three to five most important things any government should do for its citizens, have students design a simple and hypothetical ‘government’ to run their school. The teacher might set acceptable boundaries for this ‘government’.

**Grade:** 2

**Academic Standard:** 2.2 (Civics & Government)

**Academic Standard Indicator:** 2.2.4

**Standard Description (Academic or Indicator):** Roles of Citizens. Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences.

**Suggestion for Integrating International**

**Content:** Have the class locate a city in the U.S. and a city (perhaps a Sister City) of comparable size and location (rural, urban, suburban) in another country. Identify the different ethnic groups of the citizenry of both cities and make a chart. Compare and contrast local traditions that each ethnic group brings to their community.

**Extension:** Have the class choose one ethnic tradition from each city and recreate it for other classes and/or parents. **Suggested resource:** Go to Sister Cities International at [www.sister-cities.org](http://www.sister-cities.org) and click on ‘Sister City Directory’ to identify U.S. and international Sister Cities.

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students write to a penpal of the international city chosen by the class, in which they describe their own town/city

and ask questions about the international city.

**Suggested resource:** <http://www.epals.com/>.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students create an international marketplace for students of other classes and/or parents, similar to Disney’s Epcot experience. Visitors will go from country to country and get a faux passport stamped. At each country’s booth, students will be prepared to answer questions, provide a one-minute overview of what is unique about their country, and stamp each visitor’s passport.

**Grade:** 2

**Academic Standard:** 2.2 (Civics & Government)

**Academic Standard Indicator:** 2.2.4

**Standard Description (Academic or**

**Indicator):** Roles of Citizens. Describe how people of different ages, cultural backgrounds, and traditions contribute to the community, and how all citizens can respect these differences.

**Suggestion for Integrating International**

**Content:** Through a community building activity, integrate the ideas of citizenship and respecting differences amongst people.

**Example:** Students can discuss the role of elderly people in the U.S. and compare it to the role of elders in countries such as China or South Korea. **Suggested Resource:** <http://theweek.com/articles/462230/how-elderly-are-treated-around-world>.

**Grade:** 2

**Academic Standard:** 2.2 (Civics & Government)

**Academic Standard Indicator:** 2.2.4

**Standard Description (Academic or**

**Indicator):** Roles of Citizens. Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences.

**Suggestion for Integrating International**

**Content:** Have students discuss and compare the different roles that international people or citizens with an international heritage play in the

community. They should identify ethnic community centers, restaurants, etc. Students can look at the United Nations Norman Rockwell Mosaic containing the Golden Rule. Help them understand that this represents people around the world. Then have students make their own mosaic that represents diverse, important people in their school and community. **Suggested resource:** <http://www.un.org/cyberschoolbus/untour/subnor.htm>.

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**Grade:** 2  
**Academic Standard:** 2.3. (Geography)  
**Academic Standard Indicator:** 2.3.1

**Standard Description (Academic or Indicator):** The World in Spatial Terms. Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

**Suggestion for Integrating International Content:** Using a giant floor map of world countries, have students locate selected countries. Then have students use the compass rose to locate countries to the north, south, east, and west of each selected country.

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**Grade:** 2  
**Academic Standard:** 2.3 (Geography)  
**Academic Standard Indicator:** 2.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Compare neighborhoods in your community and explain how physical features of the community affect people living there.

**Suggestion for Integrating International Content:** Identify some part of the world with a very different geography from the students' community. Have students compare this place with their local community and draw conclusions about how geography influences activities and lifestyles. **Extension:** Have students explore the Eurasian Steppe. **Suggested resource:** <http://www.britannica.com/EBchecked/topic/565551/the-Steppe>.

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**Grade:** 2  
**Academic Standard:** 2.3 (Geography)  
**Academic Standard Indicator:** 2.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Compare neighborhoods in your community and explain how physical features of the community affect people living there.

**Suggestion for Integrating International Content:** Have students compare the demographics of their school versus a school in another country. They should then determine the similarities and differences.

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**Grade:** 2  
**Academic Standard:** 2.3 (Geography)  
**Academic Standard Indicator:** 2.3.5

**Standard Description (Academic or Indicator):** Physical Systems. On a map, identify physical features of the local community.

**Suggestion for Integrating International Content:** Have students expand on basic information available on maps, globes, and other tools to locate and identify physical features of world locations.

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**Grade:** 2  
**Academic Standard:** 2.4 (Economics)  
**Academic Standard Indicator:** 2.4.3

**Standard Description (Academic or Indicator):** Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community.

**Suggestion for Integrating International Content:** Have students compare the workers in their community with those of another community in another country. Explain how community workers are important in each community across the globe.

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**Grade: 2****Academic Standard:** 2.4 (Economics)**Academic Standard Indicator:** 2.4.5

**Standard Description (Academic or Indicator):** Research goods and services produced in the local community and describe how people can be both producers and consumers.

**Suggestion for Integrating International**

**Content:** Have students discuss in detail the limitations of goods and services in other countries compared to the U.S. Have them brainstorm what helps people make money and purchase things. Then have students examine charts that show imports and exports in America and other countries.

**Grade: 2****Academic Standard:** 2.4 (Economics)**Academic Standard Indicator:** 2.4.8

**Standard Description (Academic or Indicator):** Explain why people trade for goods and services and explain how money makes trade easier.

**Suggestion for Integrating International**

**Content:** Have students discuss international trade, taking into consideration where we get international goods. They should analyze the similarities and differences of goods and services available in other countries compared to the U.S. **Extension:** Have students discuss the history and impact of the Silk Road. **Suggested Resource:** *The Silk Route: 7,000 Miles of History* by John Major (HarperCollins, 1996).

**Grade: 3****Academic Standard:** 3.1 (History)**Academic Standard Indicator:** 3.1.2

**Standard Description (Academic or Indicator):** Explain why and how the local community was established and identify its founders and early settlers.

**Suggestion for Integrating International**

**Content:** Have students consider why settlers came from various countries and where they have settled in Indiana. Using maps, have them

identify who (Germans, Swiss, Latinos, etc.) settled where and why (economic reasons, religious or political freedom, educational opportunities). Pinpoint areas on a map of Indiana that have higher concentrations of diverse international cultures. Create a timeline of when various immigrants brought their cultures to Indiana. **Example:** German settlement in Oldenburg, IN starting in the 1830s.

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students color code a map of Indiana to identify where settlers from various countries settled.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students create line graphs showing how Indiana's demographics have changed over time, reflecting race, ethnicity, and countries of origin.

**Grade: 3****Academic Standard:** 3.1 (History)**Academic Standard Indicator:** 3.1.5

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research. Create simple timelines that identify important events in various regions of the state.

**Suggestion for Integrating International**

**Content:** Have students create a timeline of who settled Indiana, where in the world they came from, and what traditions they brought with them. **Example:** Americans of English descent founded Indiana. Newport, Martinsville, Scottsburg, and Bedford are all towns named after English families. In the 1830's, German immigrants came and founded many towns. Towns like Oldenburg and Jasper are German towns. In the 1840's, Irish immigrants came to Indiana by the thousands. In the third wave from 1880-1920, many immigrants from eastern Europe (Poland, Romania, Hungary) came to Indiana. **Suggested resource:** <http://immigrationinamerica.org/603-immigration-waves.html>.

**Grade:** 3

**Academic Standard:** 3.4 (Economics)

**Academic Standard Indicator:** 3.4.3

**Standard Description (Academic or Indicator):** Give examples of trade in the local community and explain how trade benefits both parties.

**Suggestion for Integrating International Content:** When identifying the world in spatial terms, have students identify where their clothes came from by examining the labels. Have students complete a tally chart, representing each respective country. This activity could be expanded to labels on electronics, school supplies, toys, and other consumer products.

**Grade:** 3

**Academic Standard:** 3.4 (History)

**Academic Standard Indicator:** 3.4.4

**Standard Description (Academic or Indicator):** Define interdependence, and give examples of how people in the local community depend on each other for goods and services.

**Suggestion for Integrating International Content:** Have students check the labels of their clothes to determine where their clothing came from, or look at objects around the classroom and read where they were manufactured. Create a tally chart identifying the countries of origin and graph the results on a bar or pie chart. Alternatively, have students bring in fruit labeled with its country of origin and create a "Friendship Fruit Salad" from their contributions. All fruit, prior to being added to the bowl, can be tallied by country or region and a graph can be made to show how interdependent we are on other countries. Other recipes, such as pizza, salsa, or snacks, may also be used in this activity.

**Differentiated Instruction-Highly Able Accommodations:** Have students consider the short-term consequence or long-term impact of a particular agricultural crop becoming extinct. **Example:** The impact of farmers no longer being able to grow cotton, including how the loss of this crop impacts people on a global level and individually. **Extension:** Have students learn how to use technology to design bar graphs and

pie charts. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.2

**Standard Description (Academic or Indicator):** American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Suggestion for Integrating International Content:** Have students explore the motivation for exploration in the Indiana Territory and then other places in the world, such as India and Africa. Identify where European nations, such as France and England, sent explorers. Beyond this, discuss the implications of European settlement and how it impacted native peoples' hunting and burial lands.

**Differentiated Instruction-Special Needs Accommodations:** Have students create a timeline flipbook.

**Differentiated Instruction-Highly Able Accommodations:** Have students compare and contrast two expeditions from two separate time periods, and show results through graphs and/or diagrams.

**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.3

**Standard Description (Academic or Indicator):** The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

**Suggestion for Integrating International Content:** Have students compare the American Revolution to the French Revolution and discuss the different forms of government at that time in history. Provide a graphic organizer to assist students in visualizing the comparison between



the two revolutions. Then have them locate countries on a world map where there were monarchies and republics and consider why sometimes citizens, even today, overthrow existing governments. **Extension:** Have students research events surrounding the Arab Spring to help them understand how this has happened more recently.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students examine three major schools of thought for dealing with English rule at the time of the American Revolution – maintain the status quo, revolution, or attempting a compromise. Have students list the pros and cons of each stance and then participate in a deliberation or fishbowl activity. Students should identify reasons why we were at war again with the British in 1812. **Suggested resource:** <http://www.edchange.org/multicultural/activities/fishbowl.html>.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.4

**Standard Description (Academic or Indicator):** The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a U.S. territory to statehood.

**Suggestion for Integrating International**

**Content:** Have students look at the United Nations Declaration of the Rights of the Child, which emphasizes the importance of many rights. Have them discuss how many of these same rights appear or are implied in historical documents, such as the right to education and freedom of religion. **Examples:** U.S. Bill of Rights; Indiana Bill of Rights; rights that appear in other nation's constitutions. Highlight the idea that although these rights are agreed upon by many nations, many children still do not enjoy these rights. **Suggested resource:** *For Every Child* by Caroline Castle and John Burningham (Phyllis Fogelman Books, 2001).

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.7

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International**

**Content:** Have students examine the impact of the American Anti-Slavery Society and how it was influenced by the Anti-Slavery Society in England. Students will learn how William Wilberforce from England greatly impacted the great American abolitionist Frederick Douglass. Students will realize that slavery was not just limited to the U.S.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.7

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International**

**Content:** Have students research the Liberia Colonization Movement, including locating Liberia on a map and exploring some of the cultural aspects of Liberia. Then have students brainstorm pros and cons of freed slaves being relocated to Liberia.

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students compare and contrast a freed slave's life in America versus a freed slave's life in Liberia.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students read various primary sources from a variety of politicians and their wives during this time period and determine their stance on the use of Liberia as a destination for freed slaves. Then have students correlate the politicians' opinions with their socio-economic status and determine if there is a relationship.

**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.7

**Standard Description (Academic or Indicator):** The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

**Suggestion for Integrating International**

**Content:** Have students learn that quilts were used to convey messages to fugitive slaves on the Underground Railroad. After studying the various symbols used, have students make their own quilt design using Adrinkra symbols from West Africa.

**Differentiated Instruction-Special Needs**

**Accommodations:** Teach students songs of the era that were affiliated with the Underground Railroad such as *Follow the Drinking Gourd*. **Suggested resource:** <http://www.followthedrinkinggourd.org>.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students research how the Underground Railroad crossed international borders into Canada and compare it to the Kindertransport during the Holocaust. Determine if there are Underground Railroads today, moving immigrants across the Mexican/Arizona border, or helping battered women and children. Have students consider which social movement groups are involved in these types of efforts.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.12

**Standard Description (Academic or Indicator):** Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.

**Suggestion for Integrating International**

**Content:** Have students examine how the immigration trends in Indiana have changed over the last century. They should determine where most immigrants came from a hundred years ago compared to today and why. Then have students locate these countries on a world map and track

the journeys or routes to the U.S. **Suggested resource:** [www.statemaster.com](http://www.statemaster.com).

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students design a bar graph to depict data. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students design a double line graph to depict data. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.12

**Standard Description (Academic or Indicator):** Growth and Development: 1900 to 1950. Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.

**Suggestion for Integrating International**

**Content:** Have students discover the impact of immigrant labor on the building of major projects in the U.S. Have them read about the treatment of Chinese immigrants who worked on the railroads and about Polish and Irish immigrants. From their stories, have students explore the relationships among the different immigrant groups and discuss the different customs of these immigrant groups. **Suggested resources:** *Coolies* by Yin and Chris Soentpiet (Puffin, 2003); *Together in Pinecone Patch* by Thomas Yezerski (Farrar Straus Giroux, 1998).

**Differentiated Instruction- Special Needs**

**Accommodations:** Use graphic organizers with students to assist them in understanding the various relationships among the different immigrant groups.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.14

**Standard Description (Academic or Indicator):** Contemporary Indiana: 1950 - Present. Research Indiana's modern growth

emphasizing manufacturing, new technologies, transportation, and global connections.

**Suggestion for Integrating International**

**Content:** Have students trace the growth and changes in businesses, such as General Electric in Bloomington, and discuss the recent transfer of multiple jobs to Mexico and other countries. Then create a T-chart, brainstorming the pros and cons of moving jobs out of the U.S. Have students discuss employee salaries and benefits.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students design a poster which illustrates the various Indiana companies and products that have relocated to other parts of the world.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students participate in the Stock Market Game, looking at local stock performance. They should assess the impact these companies' failure or success might have on a global economy.

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**Grade:** 4

**Academic Standard:** 4.1

**Academic Standard Indicator:** 4.1.14

**Standard Description (Academic or Indicator):** Contemporary Indiana: 1950 - Present. Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.

**Suggestion for Integrating International**

**Content:** Have students make a timeline of the growth of Cook Inc., including the development of international sites in Denmark, Ireland, and Australia. This will demonstrate how an initially small specialized local company that fills an international medical need can become extremely successful globally.

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students conduct a data search to determine how many American-owned companies operate in other countries.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students research a career they are interested in and determine the

global locations where there are the most job opportunities.

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**Grade:** 4

**Academic Standard:** 4.1 (History)

**Academic Standard Indicator:** 4.1.18

**Standard Description (Academic or Indicator):** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research. Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

**Suggestion for Integrating International**

**Content:** Have students look at paintings by T.C. Steele and then look at other impressionist paintings by international artists, such as Monet. They should discuss the similarities among various impressionist paintings.

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. They should then write a paragraph about their favorite artist or work of art.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students take a virtual tour of the Louvre and other world renowned museums. Then they should select a local artist, such as Ray Day, and explore which European masters influenced that particular artist's work.

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**Grade:** 4

**Academic Standard:** 4.2 (Civics & Government)

**Academic Standard Indicator:** 4.2.6

**Standard Description (Academic or Indicator):** Roles of Citizens. Define and provide examples of civic virtues in a democracy.

**Suggestion for Integrating International**

**Content:** Have students research a problem that is affecting our planet, such as the growth of the Great Pacific Garbage Patch. Discuss the idea of being global citizens and how they can make a difference. **Suggested resource:** [www.mindfully.org/Plastic/Ocean/ocean.htm](http://www.mindfully.org/Plastic/Ocean/ocean.htm).

**Differentiated Instruction-Special Needs**

**Accommodations:** Have students participate in a community service project that has local and global implications.

**Differentiated Instruction-Highly Able**

**Accommodations:** Have students determine and plan out the various components of organizing a community service project that has local and global implications and then carry out the plan.

**Grade:** 5

**Academic Standard:** 5.1 (History)

**Academic Standard Indicator:** 5.1.2

**Standard Description (Academic or Indicator):** Ways of Life Before and After the Arrival of Europeans to 1610. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

**Suggestion for Integrating International**

**Content:** Using a world map, have students trace the routes explorers took from their European homelands to America, emphasizing their countries of origin. Then have students research what types of equipment they had and whether this affected their success in exploring or colonizing America. **Extension:** Have students research contributions of Native Americans to European culture/ways of life (ex: introduction of corn, potatoes, tomatoes, and squash into European diets). Conversely, have them research the ways in which Native American diets changed after the arrival of Europeans.

**Suggested resource:**

<http://classroom.synonym.com/items-did-native-americans-introduce-europeans-23627.html>.

**Grade:** 5

**Academic Standard:** 5.1 (History)

**Academic Standard Indicator:** 5.1.4

**Standard Description (Academic or Indicator):** Ways of Life Before and After the Arrival of Europeans to 1610. Locate and compare the origins, physical structure, and social structure of early Spanish, French, and British settlements.

**Suggestion for Integrating International**

**Content:** After analyzing the three main types of European settlements in America, compare and contrast these colonial settlements with other ones around the world during the same time period. **Extension:** Have students compare French colonization in America with French colonization in Africa. **Suggested resource:** [http://www.africa.upenn.edu/K-12/French\\_16178.html](http://www.africa.upenn.edu/K-12/French_16178.html).

**Grade:** 5

**Academic Standard:** 5.1 (History)

**Academic Standard Indicator:** 5.1.7

**Standard Description (Academic or Indicator):** Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region,

**Suggestion for Integrating International**

**Content:** Using a world outline map, have students color the countries of Europe the same colors as the parts of the American colonies where their people mainly settled. **Example:** Color the Netherlands the same color as parts of New York, Delaware, New Jersey, and Pennsylvania. Then have students compare and contrast the daily lives of colonists here with the people still living in their home countries.

**Suggested resource:**

<http://www.eduplace.com/ss/maps/>.

**Grade:** 5

**Academic Standard:** 5.1 (History)

**Academic Standard Indicator:** 5.1.8

**Standard Description (Academic or Indicator):** Colonization and Settlements: 1607 to 1763. Identify the early founders of colonial settlements, and describe early colonial resistance to British rule.

**Suggestion for Integrating International**

**Content:** Color code a world outline map to illustrate country of origin with corresponding American colonial settlement. **Example:** Color the Netherlands the same color as parts of New

York, Delaware, New Jersey, and Pennsylvania to show Dutch immigrants settled there in colonial times. **Suggested resource:** <http://www.eduplace.com/ss/maps/>.

**Grade:** 5

**Academic Standard:** 5.1 (History)

**Academic Standard Indicator:** 5.1.12

**Standard Description (Academic or Indicator):** The American Revolution: 1763 to 1783. Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.

**Suggestion for Integrating International Content:** Using a world outline map, have students color the different countries that helped the U.S. during the Revolutionary War and list nearby what each country contributed. Discuss why these countries might have wanted to help the U.S. and/or why they may have wanted to hinder Britain's power. **Suggested resource:** <http://www.eduplace.com/ss/maps/>.

**Grade:** 5

**Academic Standard:** 5.2 (Civics and Government)

**Academic Standard Indicator:** 5.2.5

**Standard Description (Academic or Indicator):** Foundations of Government. Describe and give examples of individual rights guaranteed by the Bill of Rights.

**Suggestion for Integrating International Content:** Have students compare and contrast the rights given to Americans in the Bill of Rights with the rights established by other countries around the world. Discuss how, in some countries, the people have very little freedom or few individual rights. Have students reflect on why civil rights and liberties vary in each culture. **Extension:** Lead a class discussion on countries with human rights limitations, like North Korea. **Suggested resource:** <http://www.hrw.org/world-report/2014/country-chapters/north-korea>.

**Grade:** 5

**Academic Standard:** 5.2 (Civics & Government)

**Academic Standard Indicator:** 5.2.6

**Standard Description (Academic or Indicator):** Functions of Government. Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

**Suggestion for Integrating International Content:** Have students compare and contrast the American election process with how leaders in other countries come into power. **Extension:** Ask students to research the election of Park Geun-hye, the first female president of South Korea. **Suggested resource:** <http://www.biography.com/people/park-geun-hye-21145475>.

**Grade:** 5

**Academic Standard:** 5.2 (Civics & Government)

**Academic Standard Indicator:** 5.2.7

**Standard Description (Academic or Indicator):** Functions of Government. Identify the three branches of the U.S. government and explain the functions of each.

**Suggestion for Integrating International Content:** Have students compare and contrast the structure of American's three branches of government, with its system of checks and balances, to the structure of other governments around the world.

**Grade:** 5

**Academic Standard:** 5.2 (Civics & Government)

**Academic Standard Indicator:** 5.2.9

**Standard Description (Academic or Indicator):** Roles of Citizens. Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.



**Suggestion for Integrating International**

**Content:** Have students track current events for a few days to identify international issues to which they believe the U.S. should respond and/or become involved. As a class activity, teach the students how to write a letter to their congressmen and congresswomen, stating their opinions. Mail the letters and have a time of sharing when students receive responses from the officials.

**Grade:** 5

**Academic Standard:** 5.3 (Geography)

**Academic Standard Indicator:** --

**Standard Description (Academic or Indicator):** Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

**Suggestion for Integrating International**

**Content:** Have students research cultural customs that reflect how people respond to their environment. **Example:** Afternoon siesta in southern Spain as a way to deal with the extreme heat of midday. **Extension:** Mongolian herding in relation to environmental factors. **Suggested resource:**

<http://www.nature.org/ourinitiatives/regions/asiaandthepacific/mongolia/#video>.

**Differentiated Instruction-Highly Able**

**Accommodations:** After examining the ways in which different cultures cope with and adapt to their environments, have students determine which mechanism is the most creative, adaptive, or effective. They can present their position in a deliberation exercise or through an essay.

**Grade:** 5

**Academic Standard:** 5.3 (Geography)

**Academic Standard Indicator:** 5.3.1

**Standard Description (Academic or Indicator):** The World in Spatial Terms.

Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

**Suggestion for Integrating International**

**Content:** When practicing the ability to locate places using latitude and longitude, assign students specific locations from around the world to find. Then allow them to pick points of interest for the class to find.

**Grade:** 6

**Academic Standard:** 6.1 (History)

**Academic Standard Indicator:** 6.1.15

**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.

Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

**Suggestion for Integrating International**

**Content:** After studying industrialization and its global impact, have students discuss the connection between technological advancements and the changes they can bring to cultures.

**Extension:** Ask students to read about Japan's rapid industrialization. **Suggested resource:** <http://web-japan.org/kidsweb/explore/economy/>.

**Grade:** 6

**Academic Standard:** 6.1 (History)

**Academic Standard Indicator:** 6.1.16

**Standard Description (Academic or Indicator):** Modern Era: 1700 to the present.

Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world

**Suggestion for Integrating International**

**Content:** Using three Power Point slides, have students create a profile (similar to a Facebook profile) of a global mover and shaker in history. The first slide should include a picture and basic biographical facts (hometown, birthday, political and religious views, education, employer, etc.). The second slide should focus on relationships



(friends, family, political allies and opponents, etc.). Finally, the third slide should be filled with one status update after another (just like those found on a Facebook news feed) which are told from the position of the chosen historical figure. Written in first person format, these should include fictionalized accounts based on actual events in the life of the historical figure.

**Example:** A status update for FDR in 1933 might read: “Played cards with Eleanor and friends tonight. As I was shuffling the cards, it struck me, ‘What this country needs is a New Deal!’”

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**Grade:** 6

**Academic Standard:** 6.2 (Civics & Government)

**Academic Standard Indicator:** 6.2.1

**Standard Description (Academic or Indicator):** Foundations of Government.

Compare and contrast major forms of government in Europe and the Americas throughout history.

**Suggestion for Integrating International**

**Content:** Have students color code a map of the western hemisphere to identify socialist, communist, and democratic governments. Then have students discuss the roles of citizens therein. **Extension:** Examine the differences between "Communism" and "Socialism." What makes a country Communist and what makes a country socialist. **Suggested resource:** <http://www.auburn.edu/~johnspm/gloss/communism>.

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**Grade:** 6

**Academic Standard:** 6.2 (Civics & Government)

**Academic Standard Indicator:** 6.2.2

**Standard Description (Academic or Indicator):** Foundations of Government.

Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

**Suggestion for Integrating International**

**Content:** Have students analyze the value and protection of the individual in ancient Greece and Rome.

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**Grade:** 6

**Academic Standard:** 6.2 (Civics & Government)

**Academic Standard Indicator:** 6.2.7

**Standard Description (Academic or Indicator):** Roles of Citizens. Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students consider what it would be like to establish their own country. As original citizens, have students explain how they might build a foundational identity, secure the country's economic and political systems, and establish foreign diplomacy. **Suggested resource:** The Canadian book *How to Build Your Own Country* by Valerie Wyatt and Fred Rix (Kids Can Press, 2009).

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.1

**Standard Description (Academic or Indicator):** The World in Spatial Terms.

Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Divide students into pairs or small groups to briefly research major thriving world cities. Have teams try to determine what helped these cities to thrive. **Example:** A good port; abundant natural resources. **Extension:** Have groups meet to pool collective research and chart the results, comparing their cities with underdeveloped areas. **Suggested resources:** Dubai before and after the oil boom. <http://www.dailymail.co.uk/news/article-2144613/Pictures-Dubai-1960s-1970s-city-fishing-settlement.html>.

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**Grade:** 6

**Academic Standard:** 6.3 3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students explore what the perfect place for them to live might be by making a wish list of factors, including urban or rural, warm or cool climate, and topography. Based on their own key factors, have students research maps of the world to find their perfect destinations.

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**Grade:** 6

**Academic Standard:** 6.3.3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students research the geography of two non-U.S. countries in the western hemisphere and compare them to the U.S.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.4

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Suggestion for Integrating International**

**Content:** Have students examine how various cultures have developed traditions and customs and expressed themselves through the years (“told their stories”). After considering what the media indicate about the characteristics of these cultures, have students tell their own stories based on what they have learned. **Extension:** Have students compare Romanian culture and customs with American culture and customs and discuss what they like, dislike, or are surprised by regarding Romanian culture. **Suggested resource:** <http://www.kwintessential.co.uk/resources/global-etiquette/romania.html>.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.3

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major physical characteristics of regions in Europe and the Americas.

**Suggestion for Integrating International**

**Content:** Have students select a folktale from another country and rewrite it by adding more detail for texture, including cultural universals. **Examples:** Shelter; food; rituals; technology; weaponry; religion; customs; superstitions; family dynamics; medical treatment; health; recreation; etc. **Suggested resource:** <http://www.pitt.edu/~dash/folktexts.html>.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.4

**Standard Description (Academic or Indicator):** Places and Regions. Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Suggestion for Integrating International**

**Content:** By studying maps to draw conclusions about the similarities of features across the world, have students explore the physical features that the U.S. shares with other parts of the world. **Example:** Have students discuss similarities and differences between the Alps and the Rockies; the northern European Plain to the Great Plains, etc.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.7

**Standard Description (Academic or Indicator):** Physical systems. Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

**Suggestion for Integrating International**

**Content:** Have students use the British Broadcast Corporation’s (BBC) world weather source to examine Earth’s weather patterns. Then assign each student a different world city to

research by using the search box provided on the site. Once students have found their respective five-day forecasts, including highs, lows, winds, and humidity, have them compare these facts with a world weather map. **Suggested resource:** <http://news.bbc.co.uk/weather/>.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.9

**Standard Description (Academic or Indicator):** **Human Systems.** Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger immigrations

**Suggestion for Integrating International**

**Content:** Have students identify current patterns of population distribution and growth in Europe and the Americas. They can place dot stickers or push pins on a map of the world to illustrate population distribution. **Suggested resource:** *If the World Were a Village* by David J. Smith and Shelagh Armstrong (A & C Black, 2004).

**Extension:** Have students research population trends in Italy and Spain and discuss how demographics affect these countries' economies. Have them propose potential solutions (i.e. immigration). **Suggested resource:**

<http://www.forbes.com/sites/joelkotkin/2012/05/30/whats-really-behind-europes-decline-its-the-birth-rates-stupid/2/>.

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**Grade:** 6

**Academic Standard:** 6.3 (Geography)

**Academic Standard Indicator:** 6.3.11

**Standard Description (Academic or Indicator):** Define the terms anthropology and archeology, and explain how these fields contribute to our understanding of societies in the present and the past.

**Suggestion for Integrating International**

**Content:** Investigate the types of policies and programs that governmental and non-governmental organizations establish to protect places of historical and cultural significance throughout the world. **Example:** Have students

research various historical sites in Central Asia and Iran like Isfahan, Persepolis, and Samarkand protected by UNESCO. **Suggested resource:** <http://whc.unesco.org/en/list/114>.

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**Grade:** 6

**Academic Standard:** 6.4 (Economics)

**Academic Standard Indicator:** 6.4.3

**Standard Description (Academic or Indicator):** Explain why international trade requires a system for exchanging currency between various countries.

**Suggestion for Integrating International**

**Content:** Have students identify businesses, products, food, and cultural elements in their community that have roots in another country. Have them look at their shirt tags to see where their clothing was made. Are different countries represented? If so, how many different ones? List them.

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**Grade:** 6

**Academic Standard:** 6.4 (Economics)

**Academic Standard Indicator:** 6.4.5

**Standard Description (Academic or Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students compare the GDP or Purchasing Power Parity using online resources such as the CIA World Factbook or data from the International Monetary Fund and the World Bank. After gathering information about a variety of countries, have students look for any correlations between GDP and per capita income, population density, life expectancy, and rank of influence based on the chart provided at the back of *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

**Suggested resources:**

<https://www.cia.gov/library/publications/the-world-factbook/>;  
<http://www.imf.org/external/index.html>.

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**Grade: 6****Academic Standard:** 6.4 (Economics)**Academic Standard Indicator:** 6.4.5

**Standard Description (Academic or Indicator):** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Suggestion for Integrating International**

**Content:** Have students research data on economic indicators from several countries in the western or eastern hemisphere. Then have the students create charts from the data to help them draw conclusions.

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**Grade: 6****Academic Standard:** 6.4 (Economics)**Academic Standard Indicator:** 6.4.7

**Standard Description (Academic or Indicator):** Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**Suggestion for Integrating International**

**Content:** Have students assume roles of international workers, from executives to blue collar laborers. Then have them answer “interview” questions posed by classmates about their respective professions. Students should answer questions based on research conducted about their workers and the countries in which they live. **Extension:** When a new country joins the European Union, it becomes easier for blue-collar workers in that country to move to a wealthier nation to seek higher pay and better living conditions. Have students research examples including Croatians moving to Poland, Romanians moving to France, Hungarians to Germany, etc. **Suggested resource:** <http://www.eurasianet.org/node/66602>.

**SOCIAL STUDIES**

**Create Your Own Suggestions for Integrating International Content**

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**Grade/Subject:**

**Academic Standard:**

**Academic Standard Indicator:**

**Standard Description (Academic or Indicator):**

**Suggestion for Integrating International Content:**

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**Grade/Subject:**

**Academic Standard:**

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**Suggestion for Integrating International Content:**