**High School Social Studies Assignment Two**

**This assignment is *strongly* aligned to the standards.**

This Teacher Notes document provides instructional support for implementing the strongly aligned assignments to the [*KAS for Social Studies.*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf) To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [High School Example Two Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_Assignment_Review_Protocol_2.pdf) for this assignment.

It is important to note that the assignment(s), indicated throughout the Teacher Notes with shaded boxes, and related resource(s) represent one example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in[Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [High School Social Studies 2 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_Assignment_Review_Protocol_2.pdf)

**Overview:**

In this assignment, students must investigate labor systems between 1300-1888 to determine methods used to extract labor from people for the purpose of expanded production at cheaper prices. To understand the creation of such systems, students explore a supporting question around incentives, which are the rewards or punishments which influence the choices of individuals. To understand themselves and how incentives act on people in the modern world, students will investigate how similar incentives are still impactful within modern systems of production through a compelling question. After their investigation of incentives guided by a supporting question, students will communicate their analysis by constructing an argument and designing an action plan. Thus, completing this assignment will enable students to understand the past and what decisions of the past account for present circumstances while using historical thinking skills to confront today’s problems.

| **Compelling Question:** How does the desire for inexpensive goods lead to unintended consequences? |
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*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888? |
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***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

* HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.
* HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.
* HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.
* HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.
* HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
* HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.

**Sources:**

* CrashCourse. (2013). *The Atlantic Slave Trade: Crash Course World History #24*. <https://www.youtube.com/watch?v=dnV_MTFEGIY>
* Chocolate Class. (2019) *One Thousand Years of Sugar: The Transition from Medicine and Elite Consumption, to Everyday Life in Great Britain*.Chocolate Class*.* <https://chocolateclass.wordpress.com/2019/03/15/one-thousand-years-of-sugar-the-transition-from-medicine-and-elite-consumption-to-everyday-life-in-great-britain/>.
* Earls, Averill. (2020, January 19). *Bittersweet: Sugar, Slavery, Empire and Consumerism in the Atlantic World. [audio podcast].* Dig: A History Podcast*.* <https://digpodcast.org/2020/01/19/bittersweet-sugar-slavery-empire-and-consumerism-in-the-atlantic-world/>.
* Godoy, M. (2015). *Tea Tuesdays How Tea + Sugar Reshaped the British Empir*e.National Public Radio. <https://www.npr.org/sections/thesalt/2015/04/07/396664685/tea-tuesdays-how-tea-sugar-reshaped-the-british-empire>.
* Rice, A. (n.d.). *The economic basis of the slave trade*. Revealing Histories*.* <http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/the-economic-basis-of-the-slave-trade.html>.
* Econlib.org. Editors. (2019). *Incentives.* The Library of Economics and Liberty*.* <https://www.econlib.org/library/Topics/College/incentives.html>.

**Task Aligned to the Supporting Question:**

| Gather information and evidence from credible sources and use appropriate evidence to construct a claim to answer this supporting question, “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”  In order to answer the supporting question, be sure to do the following:   * Demonstrate your understanding of how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888. * Include your evaluation of how individuals respond to incentives in the decision making process. |
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**Task Aligned to the Compelling Question:**

| How does the desire for inexpensive goods lead to unintended consequences?  **Part One:** Construct an argument to answer the following compelling question: “**How does the desire for inexpensive goods lead to unintended consequences?**” Gather information and evidence from credible sources and use appropriate evidence to construct claim(s) and counterclaim(s) to answer the compelling question.  **Part Two:** Based on your argument to the compelling question, investigate your slavery footprint using <http://slaveryfootprint.org/>. Using this knowledge, identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. Be prepared to share your response through meaningful discussions and democratic discourse. In your discussions, respect diverse opinions related to the problems that result from the unintended consequences of desiring goods at low prices.  **Part Three:** Engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how you can address a local, regional or global problem that results from the unintended consequences of desiring goods. |
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