GED Social Studies
Focus Sheet: Lesson 1

FOCUS:
• Overview of GED Social Studies Course
• Early Settlement of North America and Early Civilizations
• Keeping a timeline
• Using a map
• Vocabulary
• Comprehension skill: Main Idea

SKILLS:
• Interpret information & identify main idea
• Identifying implications from a map
• Locating events on a timeline, sequencing
• Using vocabulary in context
• Developing evidence to support a theory
• Drawing conclusions

MATERIALS:
• Course Outline
• Contemporary’s GED: Social Studies
  Chapter 1: Main idea, pp. 27 - 41
  Pretest, pp. 1 - 24
• Worksheet: Lesson 1
• Prehistoric timeline hand-out

SCANS Standards:
• Workplace Competencies
  Resources C1
  Information C5, C6, C7
• Foundation Skills
  Basic Skills – F1, F2, F3
  Thinking Skills – F10, F12

SITE FACILITATOR TASKS:
• Send enrollments
• Encourage students to create & use a timeline
• Assign pages Contemporary’s GED: Social Studies and worksheets
GED Social Studies
Worksheet: Lesson 1

I V O C A B U L A R Y

_____ 1 Latitude  a) belonging to the era before recorded history
_____ 2 Longitude  b) a proportion that compares a map to the land it represents
_____ 3 Century  c) a system of intersecting lines that allow a spherical object to be represented on a plane
_____ 4 Globe  d) a period of time characterized by particular events and people
_____ 5 Projection  e) lines that encircle the globe, converging at the North and South poles
_____ 6 Scale  f) shows the relationship between historical events on a time continuum
_____ 7 Legend  g) period of time equaling 100 years
_____ 8 Era  h) lines that encircle the globe parallel to the equator
_____ 9 Timeline  i) a table that gives key information explaining a map
_____ 10 Prehistoric  j) a sphere representing the earth

T I M E  Z O N E S:
1. Look at the map of world time zones below and find London, Great Britain. Great Britain is on UTC, which stands for Universal Time coordinator. Find where you live and calculate the time difference between your time zone and UTC. If it is 19:08 UTC, what time is it where you live? What time is it in New York City? In Tokyo? In Paris? In Honolulu? (HINT: 19:08 hours = 7:08 PM. & 7 AM would be 7:00 hours)
WORLD MAP OF TIME ZONES (Standard Time Zones, 2003)

TIME ZONES OF THE CONTIGUOUS U.S.
GED Social Studies
Worksheet: Lesson 1
Answer Key

I. VOCABULARY

h 1 Latitude a) belonging to the era before recorded history
c 2 Longitude b) a proportion that compares a map to the land it represents
g 3 Century c) a system of intersecting lines that allow a spherical object to be represented on a plane
i 4 Globe d) a period of time characterized by particular events and people lines that encircle the globe, converging at the North and South poles
c 5 Projection e) shows the relationship between historical events on a time continuum
b 6 Scale f) period of time equaling 100 years
i 7 Legend g) lines that encircle the globe parallel to the equator
f 8 Era h) a table that gives key information explaining a map
i 9 Timeline i) a sphere representing the earth
a 10 Prehistoric j) a period of time equaling 100 years

TIME ZONES:
1. If 7:08 in Great Britain (19:08 UTC), then the following is true:
   • 2:08 PM Eastern Time (New York City, Washington D.C.)
   • 1:08 PM Central Time (Chicago)
   • 12:08 PM Mountain Time (Denver)
   • 11:08 AM Pacific Time (Los Angeles, Spokane)
   • 10:08 AM in Anchorage
   • 9:08 AM in Honolulu
   • 4:08 AM in Tokyo
   • 8:08 PM in Paris
2. According to the above passage, the Bering Strait Theory is supported by the similarities in the mythology of
   b) the Northwest Coast Indians and the Koryak

3. The main idea of the above passage is that
   b) there are many similarities between the cultures on both sides of the Bering Strait.

**Timeline**
Place the following events in order on the attached timeline. You might want to make you own timeline, incorporating other events from history.

1. 12000 BC: Clovis migrate from Asia throughout North America
2. 300 - 900 AD: Mayan civilization flourishes
3. 800-1400 the Mound Builders of the Mississippi River characterized by trade and an organized socio-religious culture called the Southeast Ceremonial Complex.
4. 1000 AD: Lief Erickson explores parts of North America, especially Newfoundland and Greenland.
5. 1100-1300 Pueblo live in cliffside “apartment houses”
6/7 1200: Aztecs conquer the Toltecs. By 1600, their capital is larger than any European city of it’s time.
8. 1275: Marco Polo explores China
6/7 1200-1530: The Incas dominated the west coast of South America building a road system that covered hundreds of miles.
LESSON 1: EARLY AMERICAN HISTORY TIMELINE

Note: The activities of Leif Ericksson & Marco Polo took place over a 25-30 year period.
EARLY AMERICAN HISTORY
LESSON 1: TIMELINE ANSWER KEY

- Clovis migration
- Mayan civilization flourishes
- Mound Builders of the Mississippi River
- Aztec civilization
- Leif Ericksson explores NA
- Marco Polo explores China
- Pueblo
- Inca civilization
GED Social Studies
Focus Sheet: Lesson 2

FOCUS: European Exploration of the New World
• Vocabulary
• History: Time line
• Geography: map of exploration routes
• History: Middle Ages, Crusades, Marco Polo, Prince Henry of Portugal, life on a sailing ship, Early Spanish settlements
• Global Connections, Chapter 10, pp. 283 - 301

SKILLS: • Identifying key words & phrases
• Application of knowledge
• Develop an understanding of the cause & effect, relation of events and implications
• Locate historical events on a time line
• Applying ideas from a map or illustration
• Form a conclusion based on the map & historical information

MATERIALS: • Contemporary’s GED: Social Studies, Chapter 10, Global Connections pp. 283 - 301
• Early Explorers Worksheet
• Websites:
  http://www.pbs.org/ (Do a search for Vikings)
  http://www.korcula.net/mpolo/

SCANS Standards:
• Workplace Competencies
  Information C5
  Systems C15
  Interpersonal C9
  Foundation Skills
• Basic Skills Standards F1, F2, F3, F5
  Thinking Skills: F7 – F10

SITE FACILITATOR TASKS:
• Enroll students for this semester & send forms to instructor
• Distribute texts & encourage students to take pretest & work in the text