Social Studies Curriculum Guide

GSE FIRST GRADE

*BOLD* text indicates *Prioritized Standard*

March 2017
**Grade/Course: Grade One – American Heroes**

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</table>
Standards: H1a,b; G1d; CG1; E1; E2; E3
2 weeks

Unit Five:
George Washington Carver

Themes and Concepts/Topics:
Contributions
• scientific research

Geographic Setting
• Tuskegee University

Character
• perseverance

Everyday Life
• uses of the peanut

Economic Choices
• goods/services – agriculture
• scarcity/choice
• producers/consumers

Standards: H1a,b; G1d; CG1; E1; E2; E3
2 weeks

Unit Six:
Ruby Bridges

Themes and Concepts/Topics:
Contributions
• civil rights

Geographic Setting
• Louisiana

Character
• respect for others
• courage

Everyday Life
• separate vs. integrated

Economic Choices
• goods/services – safety
• scarcity/choice
• producers/consumers

Standards: H1a,b; G1d; CG1; E1; E2; E3
2 weeks

Unit Seven:
Theodore Roosevelt

Themes and Concepts/Topics:
Contributions
• protect the environment

Geographic Setting
• national parks

Character
• conservation

Everyday Life
• Teddy Bear

Economic Choices
• goods/services – parks
• scarcity/choice
• producers/consumers

Standards: E4
2 weeks

Unit Eight:
Personal Finance

Themes and Concepts/Topics:
Contributions
• smart spending and saving

Character
• self-discipline

Economic Choices
• costs
• benefits
Grade One
Unit 1: Our Earth, Our Home

Elaborated Unit Focus: The focus of this unit is the major topographical features of Earth and the student’s location on Earth.

GSE Standards

Geography
SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.

SS1G3 Locate major topographical features of the earth’s surface.
   a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
   b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.
   c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

Civics and Government
SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).
Grade One – Unit 1
Enduring Understandings and Unit Essential Questions

People can describe where they live in many different ways.
  • How can we describe where we live? (SS1G2)

Earth is divided into seven continents and four oceans.
  • How is Earth’s surface divided into large areas of land and water? (SS1G3a, b)

Earth has many different landforms.
  • What landforms make the United States unique? (SS1G3c)

Patriotism is a way to show respect for one’s country.
  • How do the words to *America* and *America the Beautiful* show patriotism? (SS1CG2)
Elaborated Unit Focus: The focus of this unit is Benjamin Franklin and his contributions to the American way of life.

GSE Standards

History
SS1H1 Read about and describe the life of historical figures in American history.
a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

Geography
SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.
a. American colonies (Benjamin Franklin)

Civics and Government
SS1CG1 Describe how the historical figures in SS1H1 (Benjamin Franklin) a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Economics
SS1E1 Identify goods that people make and services that people provide for each other.
SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
SS1E3 Describe how people are both producers and consumers.
Many people do things that improve life for other people.
  - How did Benjamin Franklin make life better for people in our country? (SS1H1a)
  - How did Benjamin Franklin show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
  - How was daily life for Benjamin Franklin the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
  - How did where Benjamin Franklin lived help shape his life? (SS1G1a)

Scarcity causes people to make choices about goods and services.
  - How did Benjamin Franklin make choices? (SS1E2)

People are both consumers and producers of goods and services.
  - Why did Benjamin Franklin provide goods or services that helped others? (SS1E1; SS1E3)
Elaborated Unit Focus: The focus of this unit is the lives of Meriwether Lewis, William Clark, and Sacagawea and how their teamwork contributed to the American way of life.

GSE Standards

History
SS1H1 Read about and describe the life of historical figures in American history.
a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

Geography
SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.
b. American frontier (Lewis & Clark and Sacagawea)

Civics and Government
SS1CG1 Describe how the historical figures in SS1H1a (Meriwether Lewis and William Clark with Sacagawea) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Economics
SS1E1 Identify goods that people make and services that people provide for each other.
SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
SS1E3 Describe how people are both producers and consumers.
Grade One – Unit 3
Enduring Understandings and Essential Questions

Many people do things that improve life for other people.
- How did Meriwether Lewis, William Clark, and Sacagawea make life better for people in our country? (SS1H1a)
- How did Meriwether Lewis, William Clark, and Sacagawea show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
- How was daily life for Meriwether Lewis, William Clark, and Sacagawea the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
- How did where Meriwether Lewis, William Clark, and Sacagawea lived help shape their lives? (SS1G1b)

Scarcity causes people to make choices about goods and services.
- How did Meriwether Lewis, William Clark, and Sacagawea make choices? (SS1E2)

People are both consumers and producers of goods and services.
- Why did Meriwether Lewis, William Clark, and Sacagawea provide goods or services that helped others? (SS1E1; SS1E3)
Elaborated Unit Focus: The focus of this unit is Thomas Jefferson and his contributions to the American way of life.

GSE Standards

History
SS1H1 Read about and describe the life of historical figures in American history.
   a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

   b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

Geography
SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.
   a. American colonies (Thomas Jefferson)

Civics and Government
SS1CG1 Describe how the historical figures in SS1H1a (Thomas Jefferson) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Economics
SS1E1 Identify goods that people make and services that people provide for each other.
SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
SS1E3 Describe how people are both producers and consumers.
Many people do things that improve life for other people.
  • How did Thomas Jefferson make life better for people in our country? (SS1H1a)
  • How did Thomas Jefferson show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
  • How was daily life for Thomas Jefferson the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
  • How did where Thomas Jefferson lived help shape his life? (SS1G1a)

Scarcity causes people to make choices about goods and services.
  • How did Thomas Jefferson make choices? (SS1E2)

People are both consumers and producers of goods and services.
  • Why did Thomas Jefferson provide goods or services that helped others? (SS1E1; SS1E3)
Elaborated Unit Focus: The focus of this unit is George Washington Carver and his contributions to the American way of life.

GSE Standards

History
SS1H1 Read about and describe the life of historical figures in American history.
  a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
  b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

Geography
SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.
  d. Southern U.S. (George Washington Carver)

Civics and Government
SS1CG1 Describe how the historical figures in SS1H1a (George Washington Carver) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

Economics
SS1E1 Identify goods that people make and services that people provide for each other.
SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
SS1E3 Describe how people are both producers and consumers.
Grade One – Unit 5
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
• How did George Washington Carver make life better for people in our country? (SS1H1a)
• How did George Washington Carver show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
• How was daily life for George Washington Carver the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
• How did where George Washington Carver lived help shape his life? (SS1G1d)

Scarcity causes people to make choices about goods and services.
• How did George Washington Carver make choices? (SS1E2)

People are both consumers and producers of goods and services.
• Why did George Washington Carver provide goods or services that helped others? (SS1E1; SS1E3)
Grade One
Unit 6: Ruby Bridges

**Elaborated Unit Focus:** The focus of this unit is Ruby Bridges and her contributions to the American way of life.

**GSE Standards**

**History**
SS1H1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and **Ruby Bridges (civil rights)**.

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

**Geography**
SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

d. Southern U.S. (**Ruby Bridges**)

**Civics and Government**
SS1CG1 Describe how the historical figures in SS1H1a (Ruby Bridges) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

**Economics**
SS1E1 Identify goods that people make and services that people provide for each other.
SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.
SS1E3 Describe how people are both producers and consumers.
Grade One
Unit 6: Ruby Bridges

Grade One – Unit 6
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
- How did Ruby Bridges make life better for people in our country? (SS1H1a)
- How did Ruby Bridges show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
- How was daily life for Ruby Bridges the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
- How did where Ruby Bridges lived help shape her life? (SS1G1d)

Scarcity causes people to make choices about goods and services.
- How did Ruby Bridges make choices? (SS1E2)

People are both consumers and producers of goods and services.
- Why did Ruby Bridges provide goods or services that helped others? (SS1E1; SS1E3)
**Elaborated Unit Focus:** The focus of this unit is Theodore Roosevelt and his contributions to the American way of life.

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**GSE Standards**

**History**

SS1H1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), **Theodore Roosevelt** (**National Parks and the environment**), George Washington Carver (science), and Ruby Bridges (civil rights).

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

**Geography**

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

c. National Parks (**Theodore Roosevelt**)  

**Civics and Government**

SS1CG1 Describe how the historical figures in SS1H1a (**Theodore Roosevelt**) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

**Economics**

SS1E1 Identify goods that people make and services that people provide for each other.

SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.

SS1E3 Describe how people are both producers and consumers.
Grade One – Unit 7
Enduring Understandings and Unit Essential Questions

Many people do things that improve life for other people.
  • How did Theodore Roosevelt make life better for people in our country? (SS1H1a)
  • How did Theodore Roosevelt show good character traits? (SS1CG1)

People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
  • How was daily life for Theodore Roosevelt the same as and different from ours? (SS1H1b)

The natural world and people around us shape what we do.
  • How did where Theodore Roosevelt lived help shape his life? (SS1G1c)

Scarcity causes people to make choices about goods and services.
  • How did Theodore Roosevelt make choices? (SS1E2)

People are both consumers and producers of goods and services.
  • Why did Theodore Roosevelt provide goods or services that helped others? (SS1E1; SS1E3)
Grade One
Unit 8: Personal Finance

**Elaborated Unit Focus:** The focus of this unit is the self-discipline required to make informed and reasoned decisions concerning wise spending and saving choices.

**GSE Standards**

**Economics**
SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.
Decisions about personal spending and saving are both positive and negative.
- How are decisions about spending money both good and bad? (SS1E4)
- How are decisions about saving money both good and bad? (SS1E4)
Grade One
Summary of Enduring Understandings

Unit 1: Our Earth, Our Home
• People can describe where they live in many different ways.
• Earth is divided into seven continents and four oceans.
• Earth has many different landforms.
• Patriotism is a way to show respect for one’s country.

Unit 2: Benjamin Franklin
• Many people do things that improve life for other people.
• People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
• The natural world and people around us shape what we do.
• Scarcity causes people to make choices about goods and services.
• People are both consumers and producers of goods and services.

Unit 3: Lewis and Clark; Sacagawea
• Many people do things that improve life for other people.
• People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
• The natural world and people around us shape what we do.
• Scarcity causes people to make choices about goods and services.
• People are both consumers and producers of goods and services.

Unit 4: Thomas Jefferson
• Many people do things that improve life for other people.
• People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
• The natural world and people around us shape what we do.
• Scarcity causes people to make choices about goods and services.
• People are both consumers and producers of goods and services.

Unit 5: George Washington Carver
• Many people do things that improve life for other people.
• People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
• The natural world and people around us shape what we do.
• Scarcity causes people to make choices about goods and services.
• People are both consumers and producers of goods and services.
Unit 6: Ruby Bridges
- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
- The natural world and people around us shape what we do.
- Scarcity causes people to make choices about goods and services.
- People are both consumers and producers of goods and services.

Unit 7: Theodore Roosevelt
- Many people do things that improve life for other people.
- People in the past had different kinds of food, clothing, homes, transportation, communication, and recreation from people today.
- The natural world and people around us shape what we do.
- Scarcity causes people to make choices about goods and services.
- People are both consumers and producers of goods and services.

Unit 8: Personal Finance
- Decisions about personal spending and saving are both positive and negative.
## Social Studies Skills Matrices

### MAP AND GLOBE SKILLS

**Goal:** The student will use maps to retrieve social studies information.

- **I:** indicates when a skill is introduced in the standards and elements as part of the content
- **D:** indicates grade levels where the teacher must develop that skill using the appropriate content
- **M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
- **A:** indicates grade levels where students will continue to apply and improve mastered skills

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<th>Map and Globe Skills</th>
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<th>6</th>
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<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>1. use cardinal directions</td>
<td>I</td>
<td>M</td>
<td>A</td>
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<td>A</td>
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<tr>
<td>2. use intermediate directions</td>
<td>I</td>
<td>M</td>
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<td>3. use a letter/number grid system to determine location</td>
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<td>M</td>
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<tr>
<td>4. compare and contrast the categories of natural, cultural, and political features found on maps</td>
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<td>5. use inch to inch map scale to determine distance on map</td>
<td>I</td>
<td>M</td>
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<td>6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps</td>
<td>I</td>
<td>D</td>
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<td>7. use a map to explain impact of geography on historical and current events</td>
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<td>D</td>
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<td>8. draw conclusions and make generalizations based on information from maps</td>
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<td>9. use latitude and longitude to determine location</td>
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<td>D</td>
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<tr>
<td>10. use graphic scales to determine distances on a map</td>
<td>I</td>
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<tr>
<td>11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</td>
<td>I</td>
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<tr>
<td>12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
<td>I</td>
<td>M</td>
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### INFORMATION PROCESSING SKILLS

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

- **I:** indicates when a skill is introduced in the standards and elements as part of the content
- **D:** indicates grade levels where the teacher must develop that skill using the appropriate content
- **M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
- **A:** indicates grade levels where students will continue to apply and improve mastered skills

<table>
<thead>
<tr>
<th>Information Processing Skills</th>
<th>K</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>1. compare similarities and differences</td>
<td>I</td>
<td>D</td>
<td>M</td>
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<tr>
<td>2. organize items chronologically</td>
<td>I</td>
<td>D</td>
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<tr>
<td>3. identify issues and/or problems and alternative solutions</td>
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<td>D</td>
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<tr>
<td>4. distinguish between fact and opinion</td>
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<tr>
<td>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>D</td>
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<tr>
<td>6. identify and use primary and secondary sources</td>
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<td>D</td>
<td>D</td>
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<td>7. interpret timelines</td>
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<td>8. identify social studies reference resources to use for a specific purpose</td>
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<td>9. construct charts and tables</td>
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<tr>
<td>10. analyze artifacts</td>
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<tr>
<td>11. draw conclusions and make generalizations</td>
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<tr>
<td>12. analyze graphs and diagrams</td>
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<td>13. translate dates into centuries, eras, or ages</td>
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<td>14. formulate appropriate research questions</td>
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<td>15. determine adequacy and/or relevancy of information</td>
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<td>16. check for consistency of information</td>
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<td>17. interpret political cartoons</td>
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