



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Abbotsford School District #34	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Michelle Krack	<b>Date Developed:</b> April 2018
<b>School Name:</b> Abbotsford Virtual School	<b>Principal's Name:</b> Brad Hutchinson
<b>Superintendent Approval Date (for School Districts only):</b> Dec. 5, 2018	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> Dec. 1, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Criminology 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours
<b>Course Code:</b> YSSC-2A	

**Board/Authority Prerequisite(s):** Students should have completed Social Studies 10 prior to enrolling in this course

**Special Training, Facilities or Equipment Required:** It is recommended that educators have a background experience in the correctional or criminal justice system and/or previous experience teaching courses involved with law and social justice.

**Course Synopsis:** This course explores the field of criminology and its related professions. Students will a) research and analyze explanations for crime including the behavioural, psychological, and environmental factors; b) explore the various types of crime and their consequences for society; and c) investigate how crime and criminals are handled by the criminal justice system. Students develop answers to the following questions: Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

**Goals and Rationale:**

1. Students will gain an understanding of the Canadian justice system and the role the penal system plays within it.
2. Students will understand how crime affects all parties (criminal, victims, and community) involved including aspects of physical and mental health.
3. Students will gain an understanding of the factors (behavioural, psychological, and environmental) that affect crime rates in society.
4. Students will gain an understanding of various methods of punishment and their effectiveness in the Canadian justice system.

Currently, the BC Ministry of Education does not offer Criminology courses to students. This course creates an opportunity for students to explore topics relevant to them that can be applied to future education in careers such as corrections, probation, justice law, crime scene investigations, law enforcement and cyber crime.

**Aboriginal Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students will learn how the environment, surroundings and personal health can be affected by various types of crime.
- Learning involves recognizing the consequences of one's actions. Students will examine the consequences of the choices that we make as a society and the direct impact it has on their land and within their community. Students will also explore the penal system and how penalties are determined by the courts. Impacts of behaviour modification based on punishments for crime will also be examined.
- Learning involves generational roles and responsibilities. Students will compare and contrast the past and future of Criminology in this course and the role that society plays in deterring or promoting criminal activity (societal conditions, laws and beliefs).
- Learning recognizes the role of indigenous knowledge. Students will investigate the role of indigenous knowledge in the ever increasing Indigenous population in the prison system and the implementation of restorative action as a viable act of restitution.

### BIG IDEAS

Social, physical and environmental conditions have an impact on crime rates.	Criminology includes a wide range of sciences as they relate to law, criminal behaviour and treatment.	Criminology focuses on understanding and preventing criminal behaviour and its societal patterns.	The legal system affects the economic well-being, physical and mental health of individuals and families.
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### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>● <b>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions</b></li> <li>● <b>Assess and compare the significance and impact of legal systems or codes (significance)</b></li> <li>● Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>● <b>Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)</b></li> <li>● Assess the development and impact of legal systems or codes (cause and consequence)</li> <li>● <b>Explain and infer multiple perspectives on legal systems or codes (perspective)</b></li> <li>● <b>Make reasoned ethical judgments about legal systems or codes (ethical judgment)</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● <b>Criminology Terminology, statistics and research methods</b></li> <li>● <b>Biological and psychological explanations for crime</b></li> <li>● <b>Environmental and social conditions that affect crime</b></li> <li>● <b>Violent crimes and crimes against property</b></li> <li>● <b>White-collar, corporate &amp; Public Order crimes</b></li> <li>● <b>Criminal case process including:</b> <ul style="list-style-type: none"> <li>○ <b>stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions)</b></li> </ul> </li> <li>● <b>Enforcing the Law &amp; the nature of the courts</b></li> <li>● <b>Overview of punishment &amp; corrections including:</b> <ul style="list-style-type: none"> <li>○ <b>probation, parole, effects on society, and the controversy of the death penalty</b></li> </ul> </li> </ul>

## Big Ideas – Elaborations

- **Social, physical and environmental conditions have an impact on crime rates:** including explanations for crime (biological, chemical and hormonal theories), and contributors to criminal activity (social structures and conditions, inequality and power, and social transition and rapid change).
- **Criminology includes a wide range of sciences as they relate to law, criminal behaviour and treatment:** including the branches of biology, neurology, sociology, psychology, psychiatry, political science and economics; different research methods these branches may use, types of crime each branch of science focus on (violent, property, occupational and corporate, public order)
- **Criminology focuses on understanding and preventing criminal behaviour and its societal patterns:** including: social conditions and societal beliefs concerning penalization (death penalty, juvenile vs adult crimes)
- **The legal system affects the economic well-being, physical and mental health of individuals and families:** including victim impacts, impacts of penalties on a criminal's mental health and behaviour modification (house arrest, community service, incarceration, probation), financial impacts of incarceration on society

## Curricular Competencies – Elaborations

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions:**
  - Sample activities:
    - Examine and explain how to resolve a legal issue in an area of civil law, such as rental agreements, employment, or separation.
    - Investigate which legal resources are available in the community to help people deal with a selected legal issue, including how to represent themselves in court or in front of a tribunal.
    - Research alternative methods and strategies to resolve conflicts before they become legal problems
    - Assess different types of evidence and how to determine bias, reliability, and relevance in a source of evidence.
    - Conduct a mock trial or debate to judge a legal case or issue.
- **Assess and compare the significance and impact of legal systems or codes (significance)**
  - Sample activities:
    - Assess the significance of the Constitution Act, 1982, and the Canadian Charter of Rights and Freedoms to human rights in Canada.
    - Analyze the role of global dispute resolution institutions and agencies in international human rights and economic development issues.
    - Assess the role of the judiciary as a constitutional check on legislative power.
    - Analyze the role of the International Court of Justice (the World Court) at The Hague in cases involving human rights abuses.
    - Determine the importance of key legal principles, cases, social forces, and events in the evolution of law.
    - Assess the impact that a law, court decision, or legal principle has on legal structures and/or the lives of citizens.
    - Assess the impact of social and/or political forces on the development of law.
- **Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change):**
  - Sample activities:
    - Compare and contrast different views on the role of the correctional system in Canada.
    - Analyze how and why laws, justice system structures and practices, legal precedents, and legislative agendas change over time.

- Analyze forces that reinforce continuity and factors that have both short-term and long-term effects on legal systems and the administration of justice.
- **Explain and infer multiple perspectives on legal systems or codes (perspective)**
  - Sample activities:
    - Analyze whether Canadian laws regarding the rights of minority groups evolved because of, or in spite of, popular support for change.
    - Analyze legal principles such as fairness, justice, equality, the presumption of innocence, and the rule of law by examining a variety of legal issues, controversies, and cases.
- **Make reasoned ethical judgments about legal systems or codes (ethical judgment):**
  - Sample activity:
    - Investigate ways the legal system has been used in the past to maintain inequalities.
- **Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment):**
  - Sample activities:
    - Assess cases in which the legal system has made rulings on human rights, and evaluate the extent to which these decisions advanced or infringed on the rights of those affected.
    - Consider how laws affect society and how society affects laws.
    - Examine the roles of the different branches of government in the development of law in Canada and how laws affect or accommodate different groups.

## Content – Elaborations

- **Criminology Terminology, statistics and research methods:**  
Sample topics: similarities and differences between criminologists, criminalists, and criminal justice professionals, criminal intent
- **Biological and psychological explanations for crime**  
Sample topics: phrenology and somatotyping, pollution and hormones, psychoanalytic theory, modeling theory, and self-control theory
- **Environmental and social conditions that affect crime including: disorganization theory, strain theory, conflict theories, and radical criminology**  
Sample topics: negative labeling, inequality, power, and the physical environment influence crime
- **Violent crimes and crimes against property:**  
Sample topics: homicide, assault, robbery, larceny, burglary, and arson
- **White-collar, corporate & Public Order crimes:**  
Sample topics: occupational, corporate crime and organized crime
- **Criminal case process including: stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions):**  
Sample topics: criminal justice system, including deterring crime and punishing those who break the law, the juvenile court process vs. the adult criminal case process
- **Enforcing the Law & the nature of the courts:**  
Sample topics: selection and role of police officers, community policing, court system structure
- **Overview of punishment & corrections including: probation, parole, effects on society, and the controversy of the death penalty:**

Sample topics: different types of facilities and the history of the correctional system, other forms of punishments, including probation and alternative sanctions

### Recommended Instructional Components:

- **Direct instruction through**
  - Videos (see Resource list with links)
  - Notes describing criminology and how it is considered interdisciplinary, when a crime may be excused, crime statistics and research methods, explaining biological and psychological theories of crime including body type, chemical, hormonal and weather. Profiling and modeling are also discussed, social disorganization & strain theories are explained and Environmental conditions are considered along with differential opportunity theory which covers how individuals have easier access to illegal opportunities, Violent Crimes and crimes against property, crimes against persons, Robbery, Larceny, Burglary, Arson, white collar, corporate and public order crimes, occupational & organized crime, public order crime, criminal case process, justice system goals, stages of the criminal justice process, sentencing, juvenile justice, Enforcing the law and the nature of courts, selecting police officers, the courts, Trials, Overview of punishment and corrections, History of corrections, custody and prisoners, Parole, alternative, punishments to incarceration.
  
- **Video Review -**
  - **what is crime**  
<https://www.youtube.com/watch?v=Xu8hRjjZ3Qs>
  - **how it is related to deviance but yet different**  
<https://www.youtube.com/watch?v=BGq9zW9w3Fw>
  - **Biological Theories of Crime: Overview & Features** <https://study.com/academy/lesson/biological-theories-of-crime-overview-features.html>
  - **Psychological Theories of Crime: Assumptions & Weaknesses**  
<https://study.com/academy/lesson/psychological-theories-of-crime-assumptions-weaknesses.html>
  - **The social Control Theory of Criminology**  
<https://study.com/academy/lesson/the-social-control-theory-of-criminology-origins-development.html>
  - **The Social Learning Theory of Crime**  
<https://study.com/academy/lesson/the-social-learning-theory-of-crime.html>
  - **Crimes against Property**  
<https://study.com/academy/lesson/crimes-against-property-definition-cases-examples.html>
  - **Crime against Persons**  
<https://study.com/academy/lesson/crimes-against-persons-definition-examples.html>
  - **White collar crime**  
<https://study.com/academy/lesson/what-is-white-collar-crime-definition-statistics-examples.html>
  - **Organized Crime**

<https://study.com/academy/lesson/what-is-organized-crime-definition-history-examples.html>

○ **Criminal Justice System**

<https://study.com/academy/lesson/the-history-development-of-the-us-criminal-justice-system.html>

○ **Court system**

<https://study.com/academy/lesson/the-court-system-trial-appellate-supreme-court.html>

○ **Public Law Enforcement**

<https://study.com/academy/lesson/public-law-enforcement-levels-agencies.html>

○ **Stages of the criminal Trial**

<https://study.com/academy/lesson/stages-of-the-criminal-trial-from-voir-dire-to-verdict.html>

○ **History of Corrections**

<https://study.com/academy/lesson/history-of-corrections-its-impact-on-modern-concepts.html>

○ **Probation & Parole**

<https://study.com/academy/lesson/probation-parole-overview-history-purposes.html>

- **Interactive instruction through** – quizlet & Socrative & Padlet & Flashcard stash where students can gain a better understanding of the terminology
- **Analysis Activity** showing an understanding of the concepts covered.
- **Student reflections- in a discussion forum, students will reflect on the following questions/statements:**
  - Why do you think people are so fascinated by crime and criminals? What is it about people like Ed Gein or about crime/law television and movies that we find interesting? 2. Why do you think more people don't commit crime? What stops most of us from engaging in criminal behavior?
  - What is crime? What is deviance? What are norms? What are the different types of norms? What is criminology? What is a criminalist? How do actus reus and mens rea relate to crime? What research methods do criminologists use to study crime?
  - What is social structure and how does it relate to crime? Why are some neighborhoods prone to crime regardless of the people living there? How do aspects like social change, cultural values, and social conditions affect crime? What effects do negative labels have on individuals and offenders? How do power and inequality influence laws and crime?
  - What is a crime against persons? What are the legal categories of homicide? Why is robbery classified as a crime against persons? What is a crime against property? What are the costs of property crimes?
  - What are white-collar, corporate, organized, and public order crimes and how do they differ from each other? What are the different types of occupational crime? What are some examples of corporate crimes? What solutions have been proposed for controlling organized crime? Why is there controversy over how to handle public order crimes?
  - What is the criminal justice system? What are the goals of the criminal justice system? What stages do criminal cases go through? Why do some criminal cases not enter the system or go through all of the stages? How does the juvenile case process differ from the adult case process?

- What are the competing models of the criminal justice system and what implications does each have? What factors influence police decisions? What is community policing and does it deter crime? What occurs during a typical criminal trial? Does the death penalty deter crime and is it a just punishment?
  - How do jails differ from prisons? What is the cost to society of institutional sentences? What is parole? Why is probation used in some cases? What alternative sanctions are used instead of incarceration?
- **Practical Application –**
    - Rubric - Research project (Research methods used to study crime) where students will be required to examine at 2 unique methods used to study crime. They will describe the method and process for each and then compare and contrast them including the pros and cons to each one.
    - Research Review of Crimes Data (pdf review)
    - Research Review - [Exploring the Mind of a Killer](https://www.ted.com/talks/jim_fallon_exploring_the_mind_of_a_killer?language=en) [https://www.ted.com/talks/jim\\_fallon\\_exploring\\_the\\_mind\\_of\\_a\\_killer?language=en](https://www.ted.com/talks/jim_fallon_exploring_the_mind_of_a_killer?language=en)
    - Research Review - [Angry Kids & Stressed out Parents](https://www.cbc.ca/doczone/episodes/angry-kids-stressed-out-parent) <https://www.cbc.ca/doczone/episodes/angry-kids-stressed-out-parent>
    - Research Review – [Rehab for Terrorists](https://www.ted.com/talks/steven_pinker_on_the_myth_of_violence) [https://www.ted.com/talks/steven\\_pinker\\_on\\_the\\_myth\\_of\\_violence](https://www.ted.com/talks/steven_pinker_on_the_myth_of_violence)
    - Research Review – [Cyber Crime](https://www.ted.com/talks/james_lyne_everyday_cybercrime_and_what_you_can_do_about_it) ([https://www.ted.com/talks/james\\_lyne\\_everyday\\_cybercrime\\_and\\_what\\_you\\_can\\_do\\_about\\_it](https://www.ted.com/talks/james_lyne_everyday_cybercrime_and_what_you_can_do_about_it)),  
Definition of [Cybercrime](https://study.com/academy/lesson/what-is-cyber-crime-definition-types-examples.html) <https://study.com/academy/lesson/what-is-cyber-crime-definition-types-examples.html>
    - Research Review – [The real CSI](https://www.pbs.org/video/frontline-the-real-csi/) <https://www.pbs.org/video/frontline-the-real-csi/>
    - Research Review – [A death in St. Augustine](https://www.pbs.org/wgbh/frontline/film/death-in-st-augustine/) <https://www.pbs.org/wgbh/frontline/film/death-in-st-augustine/>
    - Research Review – [The Anthrax Files](https://www.pbs.org/video/frontline-the-anthrax-files/) <https://www.pbs.org/video/frontline-the-anthrax-files/>



Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

<b><u>Summative Curricular Competency</u></b>	<b><u>Formative Curricular Competency</u></b>	<b><u>Content</u></b>	<b><u>Evidence collected</u></b>	<b><u>Success Criteria (what proficient looks like)</u></b>
<p>Ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions</p>	<p>Compare &amp; contrast the various explanations and types of criminal activity using investigation &amp; peer group discussions</p>	<p>Biological and psychological explanations for crime</p> <p>Environmental and social conditions that affect crime</p> <p>Violent crimes and crimes against property</p> <p>White-collar, corporate &amp; Public Order crimes</p>	<p>Table Analysis Comparison chart</p>	<p>Student asks a variety of relevant questions related to the topic.</p> <p>Student identifies the legal concepts and can provide a relevant and detailed analysis of the issue.</p> <p>Student provides elaborations detailing the various types of crime and behavior.</p>

<p><b>Assess and compare the significance and impact of legal systems or codes (significance)</b></p> <p><b>Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change)</b></p> <p><b>Assess the development and impact of legal systems or codes (cause and consequence)</b></p>	<p><b>Investigation into local community programs, court system and other programs associated with Criminology</b></p>	<p><b>Violent crimes and crimes against property</b></p> <p><b>White-collar, corporate &amp; Public Order crimes</b></p> <p><b>Overview of punishment &amp; corrections including: probation, parole, effects on society, and the controversy of the death penalty</b></p> <p><b>Criminal case process including: stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions)</b></p>	<p><b>Interview or overshadowing/volunteer experience</b></p>	<p><b>Student can compare different legal systems and evaluate their effectiveness in deterring criminal activities.</b></p> <p><b>Student can provide a detailed analysis of how legal systems have changed and stayed the same over time in relation to processing criminal cases.</b></p> <p><b>Student can provide a reasoned assessment of the impact a legal system has had on deterrence and criminal codes.</b></p> <p><b>Student demonstrates the insights gained from an investigation and includes a variety of information on the legal system.</b></p>
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<p>Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p> <p>Explain and infer multiple perspectives on legal systems or codes (perspective)</p>	<p>Recognize and examine the various changes overtime of the legal system and its relationship on society</p> <p>Examine the flow of the legal system and how it relates to other societal systems</p>	<p>Criminology Terminology, statistics and research methods</p> <p>Criminal case process including: stages of a criminal case (entry into the system, prosecution, sentencing, corrections, and diversions) Overview of punishment &amp; corrections including: probation, parole, effects on society, and the controversy of the death penalty</p>	<p>Group Mock trial setup – past, present or future</p>	<p>Student will thoroughly explain the steps within the legal system.</p> <p>Student will give a reasoned justification for differing legal perspectives and will provide logical inferences as to why those differing perspectives exist.</p> <p>Student will explain assess the different perspectives that are present in any criminal investigation.</p>
<p>Make reasoned ethical judgments about legal systems or codes (ethical judgment)</p>	<p>Conduct inquiry to develop and understand context of issues</p> <p>Engage with peers to investigate ethical issues within the study of criminology and its subsections</p>	<p>Enforcing the Law &amp; the nature of the courts</p> <p>Overview of punishment &amp; corrections including: probation, parole, effects on society, and the controversy of the death penalty</p>	<p>Peer Discussion &amp; inquiry of moral/ethical past, present and possible future concerns &amp; self reflection</p>	<p>Student will provide a reasoned explanation and judgement about the effectiveness of legal systems and codes in Canada.</p>

## Learning Resources:

Course Resource - [www.quizlet.com](http://www.quizlet.com), [www.padlet.com](http://www.padlet.com), [www.flashcardstash.com](http://www.flashcardstash.com)

## Video Resources

1. [what is crime](#)
2. [how it is related to deviance but yet different](#)
3. [Biological Theories of Crime: Overview & Features](#)
4. [Psychological Theories of Crime: Assumptions & Weaknesses](#)
5. [The social Control Theory of Criminology](#)
6. [The Social Learning Theory of Crime](#)
7. [Crimes against Property](#)
8. [Crime against Persons](#)
9. [White collar crime](#)
10. [Organized Crime](#)
11. [Criminal Justice System](#)
12. [Court system](#)
13. [Public Law Enforcement](#)
14. [Stages of the criminal Trial](#)
15. [History of Corrections](#)
16. [Probation & Parole](#)

<https://www.thoughtco.com/psychological-explanations-of-deviant-behavior-3026268>

<https://www1.udel.edu/chem/C465/senior/fall00/GeneticTesting/enviro.htm>

<http://www.personalityresearch.org/papers/jones.html>

<https://www.ccja-acjp.ca/pub/en/>

<https://www.utpjournals.press/loi/cjccj?expanded=59>

[https://uk.sagepub.com/sites/default/files/upm-binaries/83271\\_Chapter\\_1.pdf](https://uk.sagepub.com/sites/default/files/upm-binaries/83271_Chapter_1.pdf)

[http://www.jaishankar.org/Stockholm\\_Crim\\_Symposium12\\_summary.pdf](http://www.jaishankar.org/Stockholm_Crim_Symposium12_summary.pdf)

## **Additional Information:**

*Sample objectives to support inquiry with students:*

1. What is Criminology and how does it relate to other disciplines?
2. What are some research methods that criminologists use to study crime?
3. What are the different types of violent crimes and crimes against property?
4. What are differences between occupational and corporate crimes?
5. What are the controversies over public order crimes and their enforcement?
6. What are the possible solutions for controlling organized crime?

*Sample objectives to support inquiry with students:*

1. What social conditions factor into crimes such as burglary?
2. What are the reasons for and against the death penalty and what impact does research show it has on society?
3. What is the criminal justice system?
4. What are the goals of the criminal justice system?
5. How does the juvenile criminal case process differ from the adult criminal case process?
6. How did the criminal justice system begin?

*Sample objectives to support inquiry with students:*

1. What are the alternative sanctions, such as house arrest and community service?
2. What are the costs of correctional institutions to society?
3. What are the costs of crimes like larceny and impact on community?
4. What are the costs of white-collar and corporate crimes to society?
5. What is probation and why it is used.
6. What are the conflicting models toward crime and criminals in the criminal justice system?
7. ([Broken system: Why is a quarter of Canada's prison population Indigenous?](#))

**Rubrics and templates: (see below)**

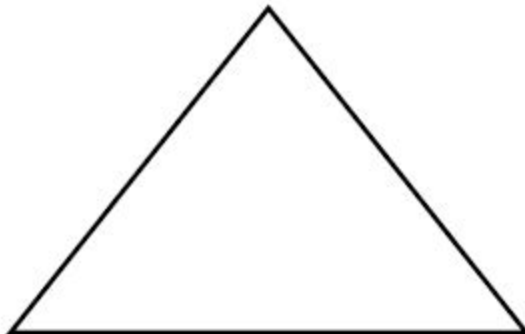
## Cause and Consequence

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Event or trend:**

Decide what individuals, groups, and social forces were involved, then consider to what extent they influenced the event or trend. Place an X inside the triangle to indicate the extent to which the event/trend was influenced by these three factors. The closer the X is to one of the three factors, the more you think that factor was influential.

**Relevant Social Forces or Conditions:**



**Individuals involved:**

**Groups involved:**

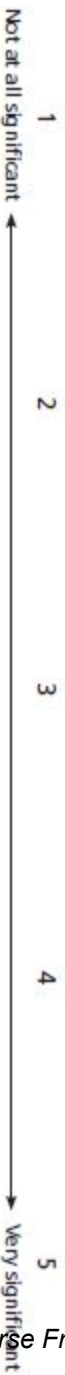
**Explanation:** Why did you place the X where you did? What role did each of these factors play?

**Student activity sheet**

Name: \_\_\_\_\_

**Ranking historical significance**

Rank the events in order of their historical significance. Give reasons for each rating as well as your final ranking.



Criteria	Event: 1 2 3 4 5 Evidence:	Event: 1 2 3 4 5 Evidence:	Event: 1 2 3 4 5 Evidence:	Event: 1 2 3 4 5 Evidence:
How notable it was at the time				
How widespread and lasting the consequences were				
How symbolic of historic issues or trends it is				
<b>Ranking (1 through 4):</b> 1st – most significant 4th – least significant	<input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>	<input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>	<input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>	<input type="checkbox"/> 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/> 4 <sup>th</sup>

Event: \_\_\_\_\_ is MOST significant because:

Event: \_\_\_\_\_ is LEAST historically significant because:

**Identifying important causes and consequences**

Identify three causes and three consequences that you deem to be important. Give each cause and consequence a rating and then provide evidence for its importance below.

<b>Causes</b>	1	2	3	4	5
	Not at all Important ←————→ Very Important				
	1	2	3	4	5
	Reasons:				
	1	2	3	4	5
	Reasons:				
	1	2	3	4	5
	Reasons:				
<b>Consequences</b>	1	2	3	4	5
	Not at all Important ←————→ Very Important				
	1	2	3	4	5
	Reasons:				
	1	2	3	4	5
	Reasons:				
	1	2	3	4	5
	Reasons:				