Social Studies Curriculum

Grade 12
Course Description

This course is designed to introduce students to the anthropological study of different cultures, including ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings. We will explore ways of trying to understand the worldviews and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated.
### Anthropology

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Anthropology, Human Evolution, and the Origins of Culture</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Culture and Society</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Sex, Gender and family Kinship Groups</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Social stratification, Class, Race, Ethnicity, and Racism</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>Religion, Myth, Magic</td>
<td>6 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
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<tr>
<th><strong>Career Ready Practices</strong></th>
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<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong> Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
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<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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| ● Extra time for assigned tasks  
● Adjust length of assignment  
● Timeline with due dates for reports and projects  
● Communication system between home and school  
● Provide lecture notes/outline | ● Extra Response time  
● Have students verbalize steps  
● Repeat, clarify or reword directions  
● Mini-breaks between tasks  
● Provide a warning for transitions  
● Reading partners | ● Precise step-by-step directions  
● Short manageable tasks  
● Brief and concrete directions  
● Provide immediate feedback  
● Small group instruction  
● Emphasize multi-sensory learning | ● Teacher-made checklist  
● Use visual graphic organizers  
● Reference resources to promote independence  
● Visual and verbal reminders  
● Graphic organizers |

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<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
</table>
| ● Computer/whiteboard  
● Tape recorder  
● Spell-checker  
● Audio-taped books | ● Extended time  
● Study guides  
● Shortened tests  
● Read directions aloud | ● Consistent daily structured routine  
● Simple and clear classroom rules  
● Frequent feedback | ● Individual daily planner  
● Display a written agenda  
● Note-taking assistance  
● Color code materials |
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

Geography, People, and the Environment

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.2.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

D. History, Culture, and Perspectives

6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.


6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

English Language Arts & History/Social Studies Grades 11-12 Common Core Standards

Key Ideas and Details:
RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Text Types and Purposes:

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

Production and Distribution of Writing:
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Research to Build and Present Knowledge:

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
<table>
<thead>
<tr>
<th>Grade: 12th</th>
<th>Unit: 3 7 Weeks</th>
<th>Topic: Sex, Gender and family Kinship Groups</th>
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<tbody>
<tr>
<td><strong>CCCSS</strong></td>
<td>RH.11-12.1, RH.11-12.3, RH.11-12.4, RH.11-12.6, WHST.11-12.1, WHST.11-12.4, WHST.11-12.5, WHST.11-12.9</td>
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<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
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Examine the societal and cultural differences of gender roles in literature, family, and the workplace. (Division of labor, compatibility of tasks, economical considerations, physical characteristics, and childcare). Considerations and/or the expendability of men.

**Standard:**
RH.11-12.6

<table>
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<tr>
<th>Would you expect female – male differences in personality to disappear in a society with complete gender equality in the workplace?</th>
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<td>Under what circumstances would you expect male – female differences in athletic performance to disappear?</td>
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<tr>
<td>What conditions make the election of a female head of state most likely?</td>
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**Gender Roles and Fairy Tales:** In groups of 2 students will select a traditional fairy tales and identify the traditional gender roles. Students will then rewrite a modern fairy tales and update the gender role according to modern society.


**Journal:** Rewrite this quote in your own words “I have not lived as a woman. I have lived as a man. I've just done what I damn well wanted to, and I've made enough money to support myself, and ain't afraid of being alone.”
— Katharine Hepburn


**Happily Ever After and Gender Roles:** [http://hilo.hawaii.edu/academics/hohonu/documents/Vol07x07HappilyEverAfter.pdf](http://hilo.hawaii.edu/academics/hohonu/documents/Vol07x07HappilyEverAfter.pdf)

**Film:** Write and make a short film that depicts traditional love stories such as Romeo and Juliet but uses nontraditional gender roles. The film should be no longer than 3-5 minutes.
| **Appraise the custom of marriage in various societies and its modern day implications (Marriage is a socially approved sexual and economic union usually between two people that is presumed to be more or less permanent and that subsumes reciprocal rights and obligations between the two spouses and between the spouses and their children)** | **Will it remain customary in our society to marry?**  
Why do you think it will or will not?  
Do you think extended-family households will become more common in our society? Why?  
Why is polyandry so much less common than polygyny?  
Has the definition of marriage changed because of gay marriage legislation in the US, UK, and Canada. | **Article Analysis:**  
*After Kinship and Marriage, Anthropology Discovers Love*  
**Gallery Walk:** Students will be broken up into groups of 3-4 and assigned marriage customs in a particular country: United States, Poland, Japan, China, Kenya, India, and Saudi Arabia. Each group will create a poster depicting the typical dating and marriage customs in their assigned country. Students will view each poster and evaluate using a peer rubric.  
**Tibetan Marriage and Polyandry:**  
http://www.case.edu/affil/tibet/tibetanSociety/marriage.htm  
**The Guardian Polygamy in Russia:**  
**NY Times Report Finds Shift Toward Extended Families:**  
http://www.nytimes.com/2010/03/19/us/19family.html  
**Oxford Style Debate:**  
Should individual states have the right to ban gay marriage?  
**Journal:** In your own  
**Princeton University Incest Taboo:**  
http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Incest_taboo.html  
**ELA:** Should society, the government, or family put limits on which people can marry? Write a one page persuasive essay. |
|---|---|---|---|---|
| **Examine universal taboos with respect to marriage and sex (Every society tells people whom they cannot marry, whom they can marry, and sometimes even whom they** | **Why is incest a universal taboo?**  
Why do societies put limits on marriage? | **ELA:** Explain fraternal polyandry and the reasons why it is practiced in the Tibetan and Nepalese highlands. Are there any problems with this sort of arrangement? Advantages? Write a 5-paragraph essay. |
| **Standard:**  
WHST.11-12.9  
http://www.nytimes.com/2010/03/19/us/19family.html | **ELA:** Should society, the government, or family put limits on which people can marry? Write a one page persuasive essay. |


| Examine the role of geography in the establishment of households by newly married couples (95 percent of the world’s societies have some pattern of residence whereby the new couple settles within or very close to the household of the parents) i.e. Patrilocal residence: The couple lives with or near the husband’s parents (67 percent of all societies). (1) Matrilocal residence: The couple lives with or near the wife’s parents (15 percent of all societies). (2) | What other things about our society would change if we practiced other than neolocal residence? | Triple Venn Diagram: Compare and contrast Patrilocal, Neolocal, and Matrilocal residence patterns.  

Sex and Marriage Residence Rules: [http://anthro.palomar.edu/marriage/marriage_5.htm](http://anthro.palomar.edu/marriage/marriage_5.htm) | ELA: How would your life change if you moved 3,000 miles away from your family? |
Bilocal residence: The couple lives with or near either the husband’s parents or the wife’s parents (7 percent of all societies). (3) Avunculocal residence: The son and his wife settle with or near his mother’s brother (4 percent of all societies).

**Standard:**
RH.11-12.3
6.2.12.B.6.a,

| Compare and contrast traditional and modern family units. |
| How is a family defined? Are there certain societal norms associated with family? What are the societal and cultural implications of family? | **Journal:** Rewrite the quote below in your own words: It is not flesh and blood but the heart which makes us fathers and sons. ~Johann Schiller |
| **Prezi:** Create a presentation that illustrates your own personal definition of family. | **FAMILY:** VARIATIONS AND CHANGES ACROSS CULTURES
http://www.wwu.edu/culture/georgea.htm |
| **UN University Social Change and the Family:**
http://archive.unu.edu/unupress/unupbooks/uu13se/uu13se02.htm | **ELA:** Compare and contrast the traditional American family with that of the traditional family unit in China. This essay must include an introduction, body, and conclusion. |
| Evaluate the three main types of affiliation with kin. (i.e. unilineal descent, ambilineal descent, and bilateral kinship) | How do different societies define kinship?  
Do hierarchies exist within kinship groups?  
How does a kinship impact relationship among humans? | **Music Video:** Write an original song and create a music video to post to YouTube. The goal of this project is to illustrate the three main types of affiliation with kin.  
**Art Project:** Create a family tree using an artistic medium. | **The Nature of Kinship:** [http://anthro.palomar.edu/kinship/kinship_2.htm](http://anthro.palomar.edu/kinship/kinship_2.htm)  
**UCLA What is Kinship?** [http://www.sscnet.ucla.edu/anthro/faculty/read/PDF_Files/Papers/Read_WhatIsKinship.PDF](http://www.sscnet.ucla.edu/anthro/faculty/read/PDF_Files/Papers/Read_WhatIsKinship.PDF) | **ELA/Technology:** Create a PowerPoint or a Prezi on the three main types of affiliation with kin. Be sure to include an analysis comparing and contrasting the three types.  
|---|---|---|---|---|
| Compare and contrast dating rituals in North America, Europe, Asia, Africa, and the Middle East. | Why is courtship a part of modern society?  
How has technology/social media transformed dating?  
Have societal norms been replaced with new modern dating norms? | **Venn Diagram:** Compare and contrast dating in the US and India.  
**Journal:** Do you think that most people will meet their significant other online in 2100? Why or why not? | **The Price of Marriage in China** [http://www.nytimes.com/2013/03/10/business/in-a-changing-china-new-matchmaking-markets.html?pagewanted=all&_r=0](http://www.nytimes.com/2013/03/10/business/in-a-changing-china-new-matchmaking-markets.html?pagewanted=all&_r=0)  
**Youth In The New, Trendy Middle East Break Dating Taboos** [http://www.huffingtonpost.com/2009/03/24/youth](http://www.huffingtonpost.com/2009/03/24/youth) | **ELA:** Watch the following video embedded into the website (watch first 12 minutes, Vice News, Dating in China).  
[http://shanghaiist.com/2014/02/02/watch-vice-hits-up-marriage-market.php](http://shanghaiist.com/2014/02/02/watch-vice-hits-up-marriage-market.php)  
Students write a 2-3-page paper comparing |
Trace associations or interest groups that have the following characteristics in common: (a) some kind of formal, institutional structure exists; (b) some people are excluded from membership; (c) membership is based on commonly shared interests or purposes; and (d) there is a clearly discernible sense of mutual pride and belonging.  
**Standard:**  
RH.11-12.6  
6.1.12.B.2.a  
6.3.12.D.2

| Trace associations or interest groups | How could young people who might join gangs be encouraged not to? | **Journal:** What are some groups that have membership rules and rituals associated with them?  
Many formerly unisex associations have opened their membership to the opposite sex. What might be the results of this change? | **Gangster Anthropologist:** [http://www.psmag.com/education/gangster-anthropologist-46354/](http://www.psmag.com/education/gangster-anthropologist-46354/)  
**Why Do Youth Join Gangs?** [http://www.ojjdp.gov/jibbulletin/9808/why.html](http://www.ojjdp.gov/jibbulletin/9808/why.html) | **ELA/Journalism:** Interview several members that area a part of a group and ask them at least five questions regarding their sentiments on the group. Write a 3-4-page summary and 7-10 minute presentation to class.

- Chinese dating with dating customs in the United States.
Unit 3 Vocabulary

<table>
<thead>
<tr>
<th>Polyandry</th>
<th>Bilateral kinship</th>
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<tr>
<td>Polygamy</td>
<td>Matrilocal residence</td>
</tr>
<tr>
<td>Social stratification</td>
<td>Bilocal residence</td>
</tr>
<tr>
<td>Unisex</td>
<td>Patrilocal residence</td>
</tr>
<tr>
<td>Unilineal descent</td>
<td>Kinship</td>
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<tr>
<td>Ambilineal descent</td>
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Choose 1

Unit Project (Suggested)

**Research Paper:** 7-8 double-spaced pages, regular font (this is 12 pt Times) (roughly 2,000 words). Do not exceed 8 pages. These Choose one of the following topics:

Gender and Nature: Write an essay about gender and nature, keeping in mind that just as our ideas about gender are culturally shaped and varied, so too are our ideas about nature (you can discuss scientific and religious theories about human nature and the natural world more generally). Organize your essay around a discussion of how particular gender ideologies have been naturalized - explained and legitimated through appeals to a biological and/or divine nature - and with what effects (see especially Hubbard, Fausto-Sterling, Kapsalis, Ehrenreich and English, the 2 readings on infant care, Eugenides).

Unit Project (Suggested)

Students in groups of 3-4 will produce a multimedia project that utilizes at least three modes of communication, such as a video presentation, the use of social media, PowerPoint, blog, vlog, Prezi etc. to create an interactive discussion that is to last 15-20 minutes per group. Students must present information on a given culture’s norms and customs related to marriage.
Gender Acquisition: Individuals learn gender - to identify as a girl or boy/woman or man, and to be able to act in gender appropriate ways. But children (and adults) do not always conform to these lessons completely, or consistently. Drawing from our readings (Hubbard, Eugenides, Collier, etc.), although one example may come from your own observations of a society, discuss four (4) examples that illustrate different modes of gender acquisition - through socialization (emulating adult or media examples; elicitation, or being treated in gendered ways; education) and ritual (e.g., rites of passage). Evaluate each particular example in terms of how it's supposed to work (and what it's meant to convey about gender), and how it seems actually to work (or not) in practice. What means of gender acquisition seems to you to be most powerful? Why?

Gender and Labor: Write an essay discussing how gender relations are, in part, formed, reproduced, and contested in labor relations. Possible theses to develop could begin with - but are not restricted to - the following foci: a contrast between how gender and labor are organized in agrarian versus wage labor societies; a discussion of gaps between ideologies and social realities (lived experiences) of gender and labor in either agrarian or wage labor societies; how gender and labor relations have also been informed by - and reproduced - ideologies about race historically. Your arguments should engage the arguments and data of at least three authors (e.g., Collier Ehrenreich and English, Rapp, Nakano Glenn, Romero, Freeman, Weston, McDowell).