

DIOCESE OF KALAMAZOO SOCIAL STUDIES CURRICULUM FOR GRADES 6-8

Catholic Social Teaching: Solidarity and Option for the Poor and Vulnerable

Strand	Historical
Standard	Time and Chronology
Benchmarks	<ul style="list-style-type: none"> • Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world. (6, 7, 8) • Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585-1763), Revolution and the New Nation (1754-1815), Expansion and Reform (1801-1861 and Civil War and Reconstruction (1850-1877. (8) • Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each. (6, 7, 8) •
Sample Activity/ Assessment Tasks	<p>Students research areas most affected by hunger and create a world map to illustrate the disparity of resources.</p> <p>Students research current famines in the world, trace their origins and join in international relief efforts.</p> <p>Students construct timelines showing the growth and development of the automobile industry in Michigan.</p> <p>Students trace the events leading to the Revolutionary War.</p> <p>Students construct multiple tier timelines devoted to the economic, social, and economic events that lead to America’s Independence.</p> <p>Students will use index cards to recreate visual timelines of United States History.</p> <p>Students form groups to role-play the eras of U.S. history as they participate in a “History Day”.</p> <p>Students portray the Bill of Rights through modern scenarios and videotape with props and spoken parts</p> <p>Students prepare presentations on an aspect of the Civil War with 8-10 slides and 2 photos downloaded from the internet.</p> <p>Students research contemporary conditions in other countries and identify their causes.</p>
Materials/ Resources	<p><u>We the People</u> by Center for Civic Education (818-591-9321)</p> <p><u>The Blue and the Gray</u></p> <p><u>Junior Scholastic</u></p> <p><u>American History Simulations</u> by Teacher Created Materials</p> <p>Carver, George Washington. <u>Up from Slavery</u>.</p> <p><u>Excerpts from slave narratives</u> (click on 10.Solomon Northrup)—describes the working conditions of slaves on a Louisiana cotton Plantation (1853)</p> <p>http://vi.uh.edu/pages/mintz/primary.htm July 2000</p>

Catholic Social Teaching: Solidarity

Strand	Historical
Standard	Comprehending the Past
Benchmarks	<ul style="list-style-type: none"> • Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction. (8) • Identify and explain how individuals in history demonstrated good character and personal virtue. (6, 7, 8) • Select conditions in various parts of the world and describe how they have been shaped by events from the past. (6, 7, 8) • Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history. •
Sample Activity/ Assessment Tasks	<p>Students devise ways communities can reduce discrimination</p> <p>Students write diaries from the viewpoint of a Native American, Colonist, or British Soldier describing the settling of America.</p> <p>Students research and write reports, which include personal opinions and reactions to historical figures.</p> <p>Students select conditions, discover information and discuss.</p> <p>Students complete extensive research using historical biographies, visuals, and movies to explore WWII and its effects.</p> <p>Students write a one page eye witness account of what happened in Gettysburg in July of 1863 from the North’s point of view, focusing on use of accurate data. Then students write a one-pate editorial response from a Southern perspective.</p> <p>Students write a diary from the perspective of either an older native of South Africa who suffered under apartheid or that of a government official who has worked for the country for many years. Have five entries: one from 1970, 1980, 1991, 1999. Pair with a partner and from the opposite side and discuss how life has shaped the present condition for these people.</p>
Materials/ Resources	<p><u>My Brother Sam is Dead</u></p> <p><u>History Speaks-Bill of Rights</u> by Teach and Learn Company</p> <p><i>Local Newspapers</i></p> <p><u>Eyes on the Prize</u> by Juan Williams</p> <p>National geographic video. (Producer) 1992. <u>South Africa: After Apartheid</u>. Washington, D.C.</p> <p>Attenborough, Richard. (Producer) 1982 <u>Ghandi</u>. [Film] Available from Goldcrest Films, Palo Alto, California</p>

Catholic Social Teaching: Solidarity and Call to Family, Community and Participation

Strand	Historical
Standard	Analyzing and interpreting the past
Benchmarks	<ul style="list-style-type: none"> • Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the era of Reconstruction. (8) • Analyze interpretations of major events selected from African, Asian, Canadian, European, and Latin American history to reveal the perspective of the authors. (6, 7, 8) • Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered. (6, 7, 8) • Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction. (8)
Sample Activity/ Assessment Tasks	<p>Students discuss concentration camps during WWII.</p> <p>Students compare past information about Christopher Columbus to new information and create a perspective writing on Columbus.</p> <p>Students use information from current newspapers to relate to changes.</p> <p>Have students write a primary source document , such as what they did over the weekend. Have peers read the report and write a secondary source report. Compare accounts and explain what might account for differences..</p> <p>Illustrate from history- “There are two sides to every story.”</p> <p>Students take a position from history: “All men are created equal” in the United States in 1776” Explain why or why not? Then—students take a position from the present day, “All men are created equal” in the United States today” Explain why or why not?</p>
Materials/ Resources	<p><u>Jackdaws Primary Sources</u></p> <p><u>Survival in Auschwitz</u> by Prime Levi</p> <p><u>Sadaka and the Thousand Paper Cranes</u></p> <p>“The Box,” a poem by Kandrew Lascelles</p>

Catholic Social Teaching: Life and Dignity of the Human Person

Strand	Historical
Standard	Judging Decisions from the Past
Benchmarks	<ul style="list-style-type: none"> • Identify major decisions in Michigan and the United States history prior to the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action. (8) • Identify major decisions in the history of Africa, Asia, Canada, Europe, and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action. • Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity. (6, 7, 8) • Select historic decisions and evaluate them in the light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. (8) •
Sample Activity/ Assessment Tasks	<p>Students identify areas of need and work with the Catholic Relief Services to give assistance Students.</p> <p>Students learn Democratic Core Values and use newspaper articles to identify which one is illustrated.</p>
Materials/ Resources	<p><i>Catholic Relief Services</i> www.catholicrelief.org</p> <p>Indian removal http://www.pbs.org/weta/thewest/wpages/wpgs620/removal.htm July 2000</p> <p><u>The Nystrom world atlas</u>. (1999). Chicago: Nystrom.</p>

Catholic Social Teaching: Dignity of Work and the Rights of Workers and Option for the Poor and Vulnerable

Strand	Geographic
Standard	People, Places, and Cultures
Benchmarks	<ul style="list-style-type: none"> • Locate and describe the diverse places, cultures, and communities of world regions. (6, 7) • Describe, and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions. (6, 7) • Explain why people live and work as they do in different regions. (6,7, 8)
Sample Activity/ Assessment Tasks	<p>Students share a meal that simulates unequal distribution of food in the world and share their reactions.</p> <p>Students research information and locate some major world regions on maps.</p> <p>Students explain the influence of geographical landforms, climate, and environments on the cultural development of world regions.</p> <p>Students play “Bingo” with maps.</p> <p>Students make comparison charts of the characteristics of major world cultures.</p> <p>Students design travel brochures describing the major characteristics of an assigned country.</p> <p>Students complete in depth research of all aspects of a country and present at an “International Festival”.</p> <p>Students identify the resources that contribute to the occupations in the regions.</p> <p>Students use graphic organizers to determine location, climate, and culture of different regions.</p> <p>Students write paragraphs explaining the characteristics of an assigned region.</p> <p>Students create a mural of the region they are currently studying with pictures and symbols which represent the culture and compares this region with at least one other one.</p>
Materials/ Resources	<p><u><i>Around the World in Eighty Days</i></u> by Jules Verne</p> <p><u><i>Digging to the Past</i></u> by W. John Hackwell</p> <p>Nystrom world Atlas, (1999). Chicago: Nystrom.</p>

Catholic Social Teaching: Care for God's Creation

Strand	Geographic
Standard	Human/Environment Interaction
Benchmarks	<ul style="list-style-type: none"> • Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions. (6,7, 8) • Locate major ecosystems, describe their characteristics, and explain the process that created them. • Explain the importance of different kinds of ecosystems to people. (6, 7) • Explain how humans modify the environment and describe some of the possible consequences of those modifications. (6. 7) • Describe the consequences of human/environment interactions in several different types of environment. (6, 7)
Sample Activity/ Assessment Tasks	<p>Students make maps of the disappearing rainforests and display in the hall along with suggestions for solutions.</p> <p>Students compare maps and photographs of the physical environment of major world regions.</p> <p>Students describe the processes that act on the physical environment such as tectonic plates, gravity, freezing and thawing, erosion, etc.</p> <p>Students use world climate maps to show areas of vegetation and precipitation maps to show relationship.</p> <p>Students participate in “Adopt a Rainforest” Program</p> <p>Students draw pictures to show ways people adapted to the environment.</p> <p>Students research maps of selected countries to show changes over a long period of time and identify changes due to human actions.</p> <p>Students explore and explain the consequences of WWII on the country's environments.</p>
Materials/ Resources	<p>Antartic Treaty map http://www.opanal.org/ENGLISH/NWFSZ/Antmapon.htm June 2000</p> <p>United States Coral Reef Task Force. http://www.coralreef.gov July 2000</p> <p>Tropical rainforest in Suriname http://www.euronet.nl/users/mbleeker/surinmae/suri-eng.html July 2000</p>

Catholic Social Teaching: Care for God’s Creation

Strand	Geographic
Standard	Location, Movement and Connections
Benchmarks	<ul style="list-style-type: none"> • Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations. (6, 7) • Explain how governments have divided land and sea areas into different regions. (6, 7, 8) • Describe how and why people, goods and services, and information move within world regions and between world regions. (6, 7, 8) • Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences. •
Sample Activity/ Assessment Tasks	<p>Students explain the division of land and sea areas by the various countries’ governments.</p> <p>Students write short essays explaining the movement of people, goods, and services.</p> <p>Students create a visual aid to explain the connection between the United States and the Middle East regarding oil.</p> <p>Students write two letters, one to each of the presidents of the two Koreas, and present their view and reasons as to the unification of the two Koreas.</p> <p>Students map the countries involved in NAFTA, list the main terms of NAFTA, and write a paragraph on whether they think NAFTA is of benefit or not to the U.S, and/or Canada and Mexico. They must support their opinion with facts from research..</p>
Materials/ Resources	<p>Hill, A. David., J. Dunn, and P. Klein. <u>Geographic inquiry into global issues</u>. Chicago: Encyclopedia Britannica Educational Corporation.</p> <p><u>Activities on earth</u>. (1997) Washington, D.C. Population Reference Bureau</p> <p>Cobb, C. (1993) Bangladesh: <u>When the water comes</u>. National Geographic. 183 (6) pp. 118-134. Washington, D.C.NGS</p> <p>The Korea Society http://www.koreasociety.org July 2000</p> <p>NAFTA home page http://www.mac.doc.gov/nafta2.htm</p> <p>Griffin Publishing http://griffinpublishing.com/index/ July 2000</p> <p>United States Olympic Committee http://usoc.org/</p>

Catholic Social Teaching: Care for God’s Creation

Strand	Geographic
Standard	Regions, Patterns and Processes
Benchmarks	<ul style="list-style-type: none"> • Draw a sketch map of the world from memory. (6, 7) • Locate and describe major world cultural, economic, economic, political and environmental features of Africa, Asia, Australia, and North and South America and the processes that created them. (6, 7) • Describe major patterns of world population, physical features, ecosystems, cultures, and explain some of the factors causing the patterns. (6, 7) • Compare major world regions with respect to cultures, economy, government systems, environment, and communications. (6, 7) •
Sample Activity/ Assessment Tasks	<p>Students make posters stressing the importance of preserving the gift of creation</p> <p>Students draw sketch maps of the Western Hemisphere and Eastern Hemisphere.</p> <p>Students make atlases of the assigned areas and compare their information with each other.</p> <p>Students participate in “International Festival”. (See People, Places and Cultures)</p> <p>Student research the country of origin of ten goods they find in their homes and label them on a map.</p> <p>Students draw a sketch map of the world and label its major continents and water bodies to relative scale, and location and labels them accurately.</p> <p>Students list ten clues that accurately locate and describe a particular cultural, economic, political or environmental feature of a region under study. They arrange clues from most obscure to easiest. Play game of how many clues it takes to get the correct answer.</p>
Materials/ Resources	<p><i>Jeopardy Game</i> provided by News center 16</p> <p><u>Mexico</u> by Mark Twain Media</p> <p>Fleischman, Paul. (1997). <u>Seedfolks</u>. New York: Harper Collins.</p> <p>Krey, Deann M. (1998) <u>Children’s literature in social studies: teachniques to standards</u>. Waldorf, MD: National Council for Social Studies.</p>

Catholic Social Teaching: Care for God’s Creation and Solidarity

Strand	Geographic
Standard	Global Issues and Events
Benchmarks	<ul style="list-style-type: none"> • Describe how social and scientific changes in regions may have global consequences. (6, 7) • Describe the geographic aspects of events taking place in different world regions. (6, 7) • Explain how elements of the physical geography, culture, and history of the region may be influencing current events. (6, 7, 8)
Sample Activity/ Assessment Tasks	<p>Students participate in Migration and Refugee Awareness Week.</p> <p>Students interview an older adult about transportation, describe how it has changed over time, and tell the impact that it has on the environment.</p>
Materials/ Resources	<p>National Geographic Society. (1994) <u>Geography for Life</u>. Washington, D.C.</p> <p>National Geographic Society. (1997) <u>Asia: physical geography of the continents series</u>. Washington, DC: National Geographic Society.</p> <p>Mullin, James. (1999) The great Irish famine. Moorestown, NJ: Irish Famine Curriculum Committee and Education Fund, Inc. Virtual Ireland http://www.virtualireland.com</p> <p>United Nations</p>

Catholic Social Teaching: Rights and Responsibilities; Solidarity

Strand	Civic
Standard	Purposes of Government
Benchmarks	<ul style="list-style-type: none"> • Describe how the federal government in the United States serves the purposes set forth in the preamble to the Constitution. (8) • Distinguish between representative democracy in the United States and other forms of government. (6, 7, 8) • Explain how the rule of law protects individual rights and serves the common good. (8) • Explain the importance of limited government to protect political and economic freedom. (6, 7, 8)
Sample Activity/ Assessment Tasks	<p>Students study law/rules through <u>Family Life Series</u></p> <p>Students illustrate the Bill of Rights and explain its effect on individuals.</p> <p>Students make comparison charts of representative democracy, communism, monarchy, dictatorship, etc.</p> <p>Students make a chart of the government of the Church and see which form of government it most parallels.</p> <p>Students read a current events article that relates to how well the government should deal with this issue according to the Constitution.</p> <p>Students research the Tiananmen Square massacre and report on the power and effect of solidarity in protest.</p> <p>Students discuss how they think the U.S. government might have responded if the Tiananmen Square protest took place in our country</p> <p>Students list the political freedoms guaranteed to every U.S. citizen and explain why this freedom is guaranteed.</p>
Materials/ Resources	<p>Constitution of the U.S.A. http://www.mcs.net/knautzr/fed/constitution.html</p> <p>Chronology of the 1989 democracy movement in China http://www.igi.apc.org/hric/crf/english/99summer/e12.htm</p> <p>Catholic Relief Services www.catholicrelief.org</p> <p>Office of Social Justice, Archdiocese of St. Paul, Minneapolis www.osjspm.org</p> <p>Lockwood, A.L. and Harris, D. (1985). <u>Reasoning with democratic values: Volume 2: 1877 to present</u>. New York: Teacher’s College Press.</p>

Catholic Social Teaching: Rights and Responsibilities

Strand	Civic
Standard	Ideals of American Democracy
Benchmarks	<ul style="list-style-type: none"> Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States. (8) Describe provisions of the United States Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established. (8) Explain means for limiting the powers of the government established by the United States Constitution. (8)
Sample Activity/ Assessment Tasks	<p>Students read and discuss gospel stories that show Jesus’ openness to all people and his strong opposition to prejudice (Good Samaritan, Samaritan, woman, calling Matthew to be an apostle).</p> <p>Students make charts illustrating ways various organizations work together and overlap responsibilities.</p> <p>Students read current events to identify government power usage today as compared to the Constitution.</p> <p>Students construct a graphic organizer or chart: Ideas expressed in the Declaration of Independence, Where these ideas came from, and How does this affect the U.S. today?</p> <p>Students debate the pros and cons of limited terms.</p> <p>Using Articles 1, 2, and 3 of the U.S. Constitution, students create three separate semantic maps of congress, the President, and the Supreme Court, describing the provision of the constitution, which delegate to government the powers necessary to fulfill the purpose for which it is established.</p>
Materials/ Resources	<p><u>Junior Scholastic Newspapers</u></p> <p>Graphic organizers http://www.sdoe.k12.ca.us/score/actbank/torganiz.htm</p> <p>Semantic mapping and concept formation http://www.ilt.columbia.edu/k12/livetext/docs/semantic.html</p> <p><u>Active learning</u>. (1997) Menlo Park: Addison Wesley.</p>

Catholic Social Teaching: Rights and Responsibilities

Strand	Civic
Standard	Democracy in Action
Benchmarks	<ul style="list-style-type: none">• Distinguish between civil and criminal procedure. (8)• Identify disparities between American Ideas and realities and propose ways to reduce them.
Sample Activity/ Assessment Tasks	<p>Students respond to: “Is civil disobedience ever justified?”</p> <p>Students locate a real story about discrimination in the U.S. from the time frame of one of their units of study. They report on the problem it brings about between American ideals and reality and try to explain ways this problem could have been solved.</p>
Materials/ Resources	<p>Federal rules of civil procedure (1999) http://law.cornell.edu/rules/frcp/overview.htm</p> <p>Federal rules of criminal procedure http://www.law.ukans.edu/research/frcrimIX.htm</p> <p>Pax Christi www.nonviolence.org/pcusa/</p>

Catholic Social Teaching: Rights and Responsibilities

Strand	Civic
Standard	American Government and Politics
Benchmarks	<ul style="list-style-type: none"> • Evaluate information and arguments from various sources in order to evaluate candidates for public office. (8) • Explain how the Constitution is maintained as the supreme law of the land. (8)
Sample Activity/ Assessment Tasks	<p>Students identify candidates' stands on moral issues, i.e. abortion, mercy killing</p> <p>Students listen to candidates, who are running for a local office, express their views and identify their choice.</p> <p>Students hold a mock election, complete with registration, ballots, speeches from the candidates, campaigning, etc.</p> <p>Students learn a song about the constitution to the tune of <i>The Twelve Days of Christmas</i>.</p> <p>Students research how the Constitution maintains itself as the supreme law of the land.</p> <p>Students research a Supreme court decision. They illustrate the case, explain what it is about, how the case involved the constitution and a well supported opinion of whether they agreed or disagreed with the court decision.</p>
Materials/ Resources	<p><i>Right Choices</i> (United State Bishops Pro-life Conference)</p> <p>Right to Life Office</p> <p>Roll call online: The Newspaper of Capitol Hill since 1955 http://www.rollcall.com/</p> <p>US elections in the year 2000 (Click on states, office, etc.) http://looksmart.com/eus1/eus52213/eus147927/eus269889/eus/570636/r?1&</p> <p>Constitution of the U.S. of A. http://www.mcs.net/~knautz/fed/constitution.html</p>

Catholic Social Teaching: Life and Dignity of the Human Person

Strand	Civic
Standard	American Government and World Affairs
Benchmarks	<ul style="list-style-type: none"> • Describe the purposes and functions of major international governmental organizations. (6, 7, 8) • Describe means used by the United States to resolve international conflicts. (8)
Sample Activity/ Assessment Tasks	<p>Students identify unjust laws that undermine human dignity.</p> <p>Students collect newspaper articles about other countries’ governments and relate their purposes and functions.</p> <p>Students study the role of the United Nations in international conflicts.</p> <p>Students research the Peace Corp and create a poster with illustrations and semantic mapping.</p> <p>Students investigate international organization such as UNICEF, World Bank, NATO, UNITED NATIONS, World Health Organization, World Court to discover their purpose and role.</p> <p>Research the work of the Michigan Peace Teams in Chiapas and report on the nonviolent approach to resolving conflict</p>
Materials/ Resources	<p><i>United Nations Declaration of Human Rights</i> http://www.un.org/Pubs/CyberSchoolBus/humanrights/resources/universal.htm</p> <p><u>The Earth Charter</u></p> <p>The United Nations http://www.unitednations.org</p> <p>United States Fund for Unicef</p> <p>http://www.unicefusa.org</p> <p>Peace Corps</p> <p>Teach for America</p> <p>Catholic Relief Services www.catholicrelief.org</p> <p>USCC Department of Social Justice and World Peace www.nccbuscc.org/sdwp/eip</p> <p>USCC Campaign for Human Development http://www.nccbuscc.org/cchd</p> <p>Pax Christi www.nonviolence.org/pcusa/</p> <p>Peter Dougherty, Michigan Peace Team Training</p> <p>Problem.solution http://www.sdcoe.k12.ca.us/score/actbank/tprobsol.htm</p>

Catholic Social Teaching: Solidarity

Strand	Economic
Standard	Individual and Household Choices
Benchmarks	<ul style="list-style-type: none"> • Use economic reasoning when comparing price, quality, and the features of goods and services. (6, 7, 8) • Evaluate employment and career opportunities in light of economic trends. (8) • Analyze the reliability of information when making economic decisions. (6, 7, 8) •
Sample Activity/ Assessment Tasks	<p>Students identify ways their career choices will help bring social justice to the world.</p> <p>Students collect newspaper ads on given items and compare “best buys”.</p> <p>Students make charts relating career choices to educational requirements, cost and possible income.</p> <p>Students attend Career Day activities at local levels and evaluate career opportunities.</p> <p>Students explain importance of comparing and contrasting information from several sources when making economic decisions.</p> <p>Students make a chart of 10 pizza places, comparing them for price, taste, attractiveness and value.</p> <p>Create a PMI Chart (pluses, minuses, and points of interest) and the economic concepts of cost, time, and quality on the proposal: High school should be run on a year-round basis to allow students to finish school in three years rather than four years.</p> <p>Students will create a mini-travel poster for a city of choice. They write facts in blue and opinions, such as “The most beautiful site in the world” in another color.</p>
Materials/ Resources	<p>Junior Achievement Program</p> <p>KVCC Career Day</p> <p>National Content Standards in Economics</p> <p>Proctor and Gamble Company. (1998) <u>How innovation fuels economic growth, Global visions4: Today’s youth and the world economy</u>. Pennington, NJ: Learning Enrichment, Inc.</p>

Catholic Social Teaching: Option for the Poor and Vulnerable and Dignity of Work and the Rights of Workers

Strand	Economic
Standard	Business Choices
Benchmarks	<ul style="list-style-type: none"> Using a real example, describe how business practices, profit, and a willingness to take risks enabled an entrepreneur to operate. (6,7,8) Compare various methods for the production and distribution of goods and services. (6, 7, 8) Describe the effects of current public policy on businesses. (6, 7, 8) Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States. (8)
Sample Activity/ Assessment Tasks	<p>Students discuss ways they can influence values and priorities in the workplace through their Christian actions.</p> <p>Students participate in designing, making, advertising, and selling a product.</p> <p>Students research John D. Rockefeller and Andrew Carnegie and make a compare/contrast chart on their business practices, profit, willingness to take risks enabled them to operate their businesses.</p> <p>Using the Ford Motor Company, and its effect on Southeastern Michigan, have students research Henry Ford and the Ford Motor Company and complete a semantic map showing the effect that the industry has had on the area currently and over the years Write a one-page paper showing at least one positive effect and one negative effect the company has had on the community and at least one way it plays an important role in the community.</p>
Materials/ Resources	<p><i>Junior Achievement Program</i></p> <p>Andrew Carnegie http://k7moa.gsia.cmu.edu/carnegie.htm http://looksmart.com</p> <p>Compare/contrast http://www.sdcoe.k12.ca.us/score/actbank/tcomp.htm</p> <p>John D. Rockefeller http://www.k7moa.gsia.cmu.edu/entrejdr.htm http://looksmart.com</p> <p>The Life of Henry Ford http://www.hfmgv.org/histories/hf/henry.html</p>

Catholic Social Teaching: Option for the Poor and Vulnerable

Strand	Economic
Standard	Role of Government
Benchmarks	<ul style="list-style-type: none"> • Distinguish between public and private goods using contemporary examples. • Identify and describe different forms of economic measurement. • Use case studies to assess the role of government in the economy. • Distinguish different forms of taxation and describe their effects.
Sample Activity/ Assessment Tasks	<p>Students read and analyze the Sermon on the Mount and use pictures from periodicals to present the practice of the beatitudes in today's world in collage form.</p> <p>Students make charts comparing world currencies.</p> <p>Students make posters showing taxation forms and effects.</p> <p>From civic and community brochures, students distinguish between public goods (roads, dams, parks, schools) and private goods</p>
Materials/ Resources	<p><i>Junior Achievement Program</i></p> <p>U.S. national Debt http://www.brillig.com/debtclock/</p> <p>Michigan taxes http://www.treas.state.mi.us/mitax/mitindx.htm July 2000</p>

Catholic Social Teaching: Dignity of Work and Rights of Workers

Strand	Economic
Standard	Economic Systems
Benchmarks	<ul style="list-style-type: none"> • Compare the historical record of market economies in solving the problem of scarcity. • Describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and household. • Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy. • Analyze how purchasers obtain information about goods and services from advertising and other sources.
Sample Activity/ Assessment Tasks	<p>Students discuss Mother Theresa’s quote: “At the moment of death we will not be judged according to the number of good deeds we have done or by the diplomas we have received in our lifetime. We will be judged according to the love we have put in to our work.”</p> <p>Students will make comparison charts of the roles of various economic institutions after listening to speakers.</p> <p>Students select a product, collect data from advertisements, newspapers, television, etc., and interview people to determine how purchasers obtain product information.</p> <p>Students as a class research on the internet such topics as labor shortages in Germany after !! II, the use of child labor in Asian countries, influx of workers from Mexico to the U.S., mine workers in South Africa in the 1940’s, workers for salmon industries in Alaska and compare/contrast for ways that the problem of scarcity of workers was handled and discuss alternatives.</p> <p>Students research gas prices and explain how these factors play a role in high gas prices: supply and demand and profits.</p>
Materials/ Resources	<p><i>Junior Achievement Program</i></p> <p>Econedlink http://www.economiasamerica.org/econedlink</p> <p>Wentworth, D.R, Kraig, B. &Schug, Mark C. (1996) United States history: Focus on economics. New York: National Council on Economic Education</p> <p>www.Gas-Prices.com and Gas stations in Detroit, Michigan</p>

Catholic Social Teaching: Solidarity

Strand	Economic
Standard	Trade
Benchmarks	<ul style="list-style-type: none"> • Identify the current and potential contributions of national and world regions to trade. (6, 7, 8) • Examine the role of the United States government in regulating commerce as stated in the United States Constitution. (8) • Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate change. •
Sample Activity/ Assessment Tasks	<p>Students research the United States involvement in aiding other countries in such projects as the Peace Corps, Project Hope, CARE, Catholic Relief Services, etc.</p> <p>Students identify major products trades, list 5 new ones of the past 25 years and explain the changes related to technology.</p> <p>Students explore the reasons for the implementation of NATO, relate it to the Constitution, and analyze its usefulness today.</p> <p>Students devise timelines which show the progression/changes of means of payment through the years.</p> <p>Students research the scope of U.S. trade and Michigan's trade. Students take the top five Michigan exports and imports and draw conclusions from the data.</p> <p>Students research Gibbons v. Ogden and explain the role of the U.S. government in regulating commerce as stated in the U.S. Constitution.</p>
Materials/ Resources	<p><u>Jack in the Beanstalk</u></p> <p><i>Junior Achievement Program</i></p> <p>Peace Corp</p> <p>Effectively integrating the net into the social studies classroom http://www.4forefront.com/ssla.html</p> <p>Commerce Clause http://www.britannica.com/seo/c/commerce-clause/ (August 2000)</p> <p>Gibbons v. Ogden (Summary)</p> <p>http://www.britannica.com/seo/g/gibbons-v-ogden/ (August 2000)</p> <p>Old money: The economic history of the oldest city, St. Augustine, Florida http://www.fte.org/astaugust.html</p>

Catholic Social Teaching:

Strand	Inquiry
Standard	Information Processing
Benchmarks	<ul style="list-style-type: none"> • Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate. (6, 7, 8) • Use traditional and electronic means to organize social science information and make maps, graphs, and tables. 6, 7, 8) • Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources. (6, 7, 8)
Sample Activity/ Assessment Tasks	<p>Students will develop a report on a chosen country using a variety of research methods and equipment. The report will contain an overview of the culture and natural environment, maps of the country, graphs showing populations and economics, and government charts explaining government's role in that country. They will share this information with the class in a PowerPoint Presentation. Students will research travel brochures on assigned countries, create their own brochures with maps of the country, graphs of natural resources and temperatures, and government charts. They will use these brochures to entice others to visit "their" country.</p> <p>Students use computer programs and the Internet to find information and make reproducibles from findings.</p> <p>Students research natural disasters such as hurricanes, tornadoes, floods, volcanoes, storms, droughts, earthquakes, forest fires, and insect infestations. They make world map and mark places of natural disasters. From data, students try to theorize about natural disasters.</p> <p>Students collect data on average temperatures and precipitation for two areas of the world (Peace Corps and World Wise schools references below) Students prepare a report explaining how the two climates are similar, how they are different, what is the relationship between climate and location on earth, and how does climate affect the lifestyle of people?</p>
Materials/ Resources	<p>Earth alert http://earthalert.com (July 2000)</p> <p>National Geographic. "The impact of Natural Hazards Around the World" on http://www.nationalgeographic.com (July 2000)</p> <p>GIT exercise #6 "Creating a climograph" http://www.angelfire.com/ar/bolshoi/GITex6.html</p> <p>Global education world wise schools http://www.peacecorps.gov/wws/guides/nepal/kath.html</p> <p><u>Nystrom world atlas</u>. (1999) Chicago: Nystrom, Inc.</p> <p>Michigan Geographic Alliance/our global newspaper Robin Mcquiad@emich.edu (August 2000)</p>

Catholic Social Teaching:

Strand	Inquiry
Standard	Conducting Investigations
Benchmarks	<ul style="list-style-type: none"> • Pose a social science question about a culture, world region, or international problem. (6, 7, 8) • Gather and analyze information using appropriate information technologies to answer the question posed. 6, 7, 8) • Construct an answer to the question posed and support their answer with evidence. (6, 7, 8) • Report the results of their investigation including the procedures followed. (6, 7, 8) •
Sample Activity/ Assessment Tasks	<p>Students compare and contrast faith vs. society’s perception of a social science problem. Students will use the information from their country report to pose a question about an international problem of their country. Using resource material, they will analyze the information, formulate a hypothesis, and answer the question posed in both an oral and written essay. Students write position papers on the Civil War, based on the advantages and disadvantages of the North and South. Students debate current issues.</p> <p>Students will use the 5 themes of geography to determine the “best” place to live and create a visual to represent their choice. Students will compare and contrast the North and the South prior to the Civil War and the present an analysis of the reasons for the differences.</p> <p>Students research gun control and take sides. They debate the issues, -- ethical, definitional, and factual surrounding the regulation of guns.</p> <p>Students trace the origins of capital punishment in the U.S. How it started, and explain how the constitution does or does not deal with this issue.</p>
Materials/ Resources	<p><u>The Civil War</u> by William C. Davis</p> <p><u>Authentic Assessment Project (1997)</u> Lansing, MI: Michigan Department of Education</p> <p>Background to gun debate http://www.public-policy.org/~ncpa/pi/crime/crime.html and www.looksmart.com</p>

Catholic Social Teaching:

Strand	Public Discourse and Decision Making
Standard	Identifying and Analyzing Issues
Benchmarks	<ul style="list-style-type: none">• State public policy issues and their related ethical, definitional, and factual issues as questions. (6, 7, 8)• Trace the origins of the public issue. (6, 7, 8)• Explain how culture and experience shape positions that people take on an issue. (6, 7, 8)
Sample Activity/ Assessment Tasks	<p>Students write diaries from the perspective of a Klansman, Confederate soldier, widow, Carpetbagger, or plantation owner during the Civil War and analyze how their experiences formed their opinions.</p> <p>Students research and report on civil rights for African Americans in the United States.</p> <p>Students research affirmative action, slavery, segregation, or immigration and explain how culture and experience influence one's views on these issues.</p>
Materials/ Resources	Affirmative action http://www.britannic.com/

Catholic Social Teaching:

Strand	Public Discourse and Decision Making
Standard	Group Discussion
Benchmarks	Engage each other in meaningful conversations which attempt to clarify and resolve national and international policy issues. (6, 7, 8)
Sample Activity/ Assessment Tasks	Students debate national and international policy issues. Students work in cooperative groups to discuss a policy issue.
Materials/ Resources	IDEA: a journal of social issues http://www.ideajournal.com/search.html Social issues and public policy http://www.looksmart.com

Catholic Social Teaching:

Strand	Public Discourse and Decision Making
Standard	Persuasive Writing
Benchmarks	Compose essays expressing decisions on national and international policy issues. (6, 7, 8)
Sample Activity/ Assessment Tasks	Students write letters to the editor of their local newspaper or their legislator and express their positions on a policy issue.
Materials/ Resources	

Catholic Social Teaching: Rights and Responsibilities and Option for the Poor and vulnerable

Strand	Citizen Involvement
Standard	Responsible and Personal Conduct
Benchmarks	<ul style="list-style-type: none"> • Use laws and other ethical rules to evaluate their own conduct and the conduct of others. (6, 7, 8) • Engage in activities intended to contribute to solving a national or international problem they have studied. (6, 7,8)
Sample Activity/ Assessment Tasks	<p>Students explain this statement: “Some actions that are legal are not right.”</p> <p>Students review articles on Mexico’s economic problems and identify ways to solve these problems.</p> <p>Students read new drunk driving laws (see below) and write a paragraph answering: Do you think this drunk driving law will affect the way other people conduct themselves? Why or why not? --How might it affect your behavior in the coming years?</p> <p>Students locate their governmental representatives using Rollcall.com. They compose a letter stating their views relating to an important issue and include two realistic ways to solve the issue.</p>
Materials/ Resources	<p>Glasser’s <u>Response Theory</u></p> <p>The rules that we live by (Click on any category of rules) http://www.ei.cs.vt.edu/~janlee/eisenhower/rules.html</p> <p>Governor announces drunk driving laws http://www.state.mi.us/migov/gov/PressReleases/199612/drunkdri.html</p> <p>Congressional correspondence http://www.congress.nw.dc.us.rollcall/elecmail.html</p> <p>Addressing your elected officials http://www.scn.org/civic/lwvseattle/greet.html (August 2000)</p>

