

**DIOCESE OF KALAMAZOO SOCIAL STUDIES CURRICULUM FOR GRADES 3-5**

**Catholic Social Teaching(s):** God has created all human beings with the same sharing of life and dignity of the human person

<b>Strand</b>	Historical
<b>Standard</b>	Time and Chronology
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Measure chronological time by decades and centuries. (3)</li> <li>• Place major events in the development of their local community and the state of Michigan in chronological order. (3, 4)</li> <li>• Place major events in the early history of the United States in chronological order. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students make timelines of the lives of their favorite saints.</p> <p>Students construct historical timelines of their community’s growth from its beginning to the present day.</p> <p>Students count the number of years which have passed between historical events; state this measurement in decades/ centuries.</p> <p>Students make charts showing important developments in their community including photos and pictures of old historic buildings.</p> <p>Students complete timelines showing the events leading up to Michigan’s statehood, including by decades.</p> <p>Students create 3 dimensional timelines by placing paper on a flat surface and putting both objects and dates on them.</p> <p>Students work in groups to develop a power point presentation outlining the events that led to the Revolutionary War.</p> <p>Students illustrate important events from Michigan or United States history and completed pictures are hung and displayed in chronological order in the classroom.</p> <p>Students list explorers, who visited America, in chronological order and describe their influence on early American civilization.</p> <p>Students study data from timelines and make five significant observations, such as Columbus did not make his first voyage until five centuries after the Vikings landed.</p> <p>Students construct questions for a Quiz Bowl in groups by creating questions from a timeline-five Century type questions and 5 decade-type questions.</p>
<b>Materials/ Resources</b>	<p>Engels, Andre, (1996) “Discovers’web: The age of discovery: Other voyages to the Americas.”  <a href="http://win.tue.nl/~engels/discovery/#age">http://win.tue.nl/~engels/discovery/#age</a></p> <p>Cumpston’s fifth grade classroom (1999). “Explorers of New World” <a href="http://www.loswego.k12.or.us/schools/pal/cumpstot.html">http://www.loswego.k12.or.us/schools/pal/cumpstot.html</a></p> <p>Kent, Deborah, (1996). African Americans in the thirteen colonies. New York: Children’s Press, Inc.</p> <p>“The Road to War,” Chapter 11, <u>Our Country</u>, Silver Burdett &amp; Ginn, 1991.</p> <p>Masoff, Joy. <u>American Revolution 1700-1800</u>.</p> <p><u>Colonial Boston and the Struggle for Independence</u>, a Storypath Unit by Everyday Learning  <a href="http://earlyamerica.com">http://earlyamerica.com</a></p> <p>Who was Abraham Lincoln? (1993) National Geographic website  <a href="http://www.marcopolo.worldcom.com">www.marcopolo.worldcom.com</a></p>

**Catholic Social Teaching: Life and Dignity of the Human Person; Call to Participation**

<b>Strand</b>	Historical
<b>Standard</b>	Comprehending the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States. (3, 4, 5)</li> <li>Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places. (3, 4, 5)</li> <li>Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States. (3, 4, 5)</li> <li>Identify and explain how individuals in history demonstrated good character and personal virtue. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students identify the Catholic Social Teachings exhibited by historical individuals.</p> <p>Students make story maps depicting the lives of the early colonists in their community, the state of Michigan, and the US.</p> <p>Students think about the daily life of a person who lived in colonial America and write about the experiences this person might have while visiting in our time in relation to differences of such things as food, entertainment, work, appliances.</p> <p>Students participate in “Jeopardy” game identifying people, places, and events from local, Michigan, or US communities..</p> <p>Students create graphs to compare the past of their community, the state of Michigan, and other states with present day lives.</p> <p>Students, acting as early explorers, write letters to relatives in Great Britain relating their adventures.</p> <p>Students write narratives on famous people in their community, Michigan, or the United States.</p> <p>Students participate in a field trip to Greenfield Village.</p> <p>Students, acting in the first person, dress as an individual from history and explain their good character actions.</p> <p>Students create storyboard retelling the lives of historical individuals.</p> <p>Students make a Social Studies Biography Book of important individuals studied throughout the year.</p> <p>Students, dressed in costume, participate in a parade of people studied during the year.</p> <p>Students discover information about the United States Regions through historical fiction book reports.</p> <p>Students research the lives of the framers of the Constitution and discover their roles.</p> <p>Students write character sketches on saints or Biblical heroes and compare them to modern heroes.</p>
<b>Materials/ Resources</b>	<p>Thinkquest colonial kids at <a href="http://library.thinkquest.org/J002611F">http://library.thinkquest.org/J002611F</a> Encarta <a href="http://www.msn.com">www.msn.com</a></p> <p>Lobb, N. (1995) 16 extraordinary African Americans. Portland, ME: J. Weston Walch.</p> <p>Hall, Donald. (1996) <u>Old home day</u>. Orlando: Harcourt Brace.</p> <p><u>Early Northwest Coast People</u>, a Storypath Unit by Everyday Learning World Book online <a href="http://www.worldbookonline.com">www.worldbookonline.com</a></p> <p>Fritz, J. <u>The Great Little Madison</u>. <u>The House in the Big Woods</u></p> <p><u>Colonial Boston and the Struggle for Independence</u>, a Storypath Unit by Everyday Learning</p> <p><u>Bolden, T. (1998) And not afraid to dare</u>. New York: Scholastic Lives of the Saints by Catholic Book Publishing Co.</p> <p><u>Hansen, J. (1998) Women of hope: African Americans who made a difference</u>. New York: Scholastic Press.</p> <p>McKissack, P &amp; McKissack, F. (1994) <u>Sojourner Truth: Ain’t I a woman?</u> New York: Scholastic Paperbacks.</p>

<b>Catholic Social Teaching(s):</b> Option for the Poor and Vulnerable	
<b>Strand</b>	Historical
<b>Standard</b>	Analyzing and Interpreting the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use primary sources to reconstruct past events in their local community. (3)</li> <li>• Interpret conflicting accounts of events in Michigan and United States history and analyze the viewpoints of the authors. (4, 5)</li> <li>• Compose simple narratives from the history of the state Michigan and the United States. (4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students reflect on their own character traits that are compatible with tolerance, i.e. compassion, curiosity, openness, etc. and those incompatible, i.e. jealousy, bossiness, perfectionism, etc. They explore ways to continue the compatible ones and change the incompatible ones.</p> <p>Students interview people in their community and report their findings to the class. They try to make inferences from the data.</p> <p>Students use primary sources to record the changes in the community.</p> <p>Students research the War of 1812, analyzing General Hull’s decision to surrender Detroit to the British.</p> <p>Students will recreate the events in the passage west on the Oregon Trail</p> <p>Students compose journal writings from another’s point of view.</p> <p>Students write narratives evaluating relationships between the lives of Colonial Americans and their relatives’ lives in Great Britain in the 18<sup>th</sup> century.</p> <p>Students brainstorm a list of objects that could be useful as primary sources in the future to help people reconstruct the history of their school.</p> <p>Create a diary of a runaway slave in the Underground Railroad using historical facts and events.</p> <p>Write two newspaper articles about the Underground Railroad from differing points of political views—one sympathetic; one not, And explain the reasons for the differences..</p> <p>Students go through “The Journey” at the National Geographic underground Railroad web site, focusing on people, locations, forms of transportation, obstacles, conditions and emotions that the escaping slaves experienced. Explain the injustices done to the slaves.</p> <p>Students compare injustices done to slaves in this country with contemporary injustices done to groups.</p> <p>From a primary source, such as a photo depicting an event, students write a short paragraph describing the event.</p>
<b>Materials/ Resources</b>	<p>American memory <a href="http://memory.loc.gov/">http://memory.loc.gov/</a> Click Learning Page, Lesson ideas, Primary resources in the classroom</p> <p>Smith, Chuck, Native peoples of North America: History and culture</p> <p>.....<a href="http://nationalgeographic.com/society/ngo/events/97/monteverde/dallas.html">http://nationalgeographic.com/society/ngo/events/97/monteverde/dallas.html</a></p> <p><a href="http://www.cabrillo.oc.ca.us/~crsmith/noamer.html">http://www.cabrillo.oc.ca.us/~crsmith/noamer.html</a></p> <p>Personal account of a runaway slave. Linda Brent at <a href="http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/BrentEsc.htm">http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/BrentEsc.htm</a></p> <p><a href="http://www.teachci.com">www.teachci.com</a> History AliveThe Oregon Trail, a Storypath Unit by Everyday Learning.</p> <p>Pedro’s Journal <a href="http://www.michiganepic.org">www.michiganepic.org</a> Scroeder, A. (1996) Minty: The story of young Harriet Tubman. NY: Dial.</p> <p><a href="http://www.michiganepic.org">www.michiganepic.org</a>--History themes</p> <p>Morning Girl The underground railroad @ <a href="http://nationalgeographic.com/features/99/railroad">http://nationalgeographic.com/features/99/railroad</a></p>

**Catholic Social Teaching(s): Rights and Responsibilities**

<b>Strand</b>	Historical
<b>Standard</b>	Judging Decisions from the Past
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved. (3, 4, 5)</li> <li>Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short and long-term consequences in those decisions. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students study historical events in light of whether human dignity was helped or hampered.</p> <p>Students research a past problem in their community, the state of Michigan, or the United States to discover its causes.</p> <p>Students give location of homes and reasons for assistance with the underground railroad in Michigan</p> <p>Students research the decision by the United States Government to move Native Americans to reservations and take a position on it and defend it.</p> <p>Students determine whether the U.S. should have assisted the French in the French Revolution as they had promised.</p> <p>Students participate in a Native American Unit using role-play and videos to list contributions, misunderstandings and treatment.</p> <p>Students consider a question, such as, : Should the Puritans have dealt with people who wanted to practice different religions or who expressed opinions different from their view? They write a response with a clearly stated position and support it with the core democratic values and Catholic social teaching principles.</p> <p>Students write an essay analyzing a decision of the past.</p> <p>Students write a journal entry describing one part of an escaping slave’s journey on the Underground Railroad, incorporating factual information.</p> <p>Students evaluate a decision from history in the light of three core democratic values.</p> <p>Students take a position on an issue, explain the historical circumstances related to it, give the rationale, and relate to Catholic Social Teaching.</p>
<b>Materials/ Resources</b>	<p><u>Decisions, decisions.</u> Software by Tom Snyder Productions</p> <p>Fisher, Max W. (1993) <u>A question of tolerance (Puritans) American /history simulations.</u> Huntington Beach: Teacher Created Materials, Inc.</p> <p>Stein, Conrad. The Trail of Tears</p> <p><a href="http://www.michiganepic.org">www.michiganepic.org</a> History themes</p>

**Catholic Social Teaching(s): Call to Family, Community, and Participation**

<b>Strand</b>	Geographic
<b>Standard</b>	People, Places and Cultures
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Locate and describe cultures and compare the similarities and differences among the roles of women, men and families. (4)</li> <li>• Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations. (3)</li> <li>• Locate and describe the major places, cultures, and communities of the nation and compare their characteristics. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students draw a “family shield” that shows family background and integration of their culture with others.</p> <p>Students imagine they are people of another race or gender and role-play how “today” might have been different.</p> <p>Students research the role of women during the Revolutionary War Period and compare it to women’s role today</p> <p>Students research the Native Americans and colonists who inhabited Michigan and compare the roles of people in these cultures.</p> <p>Students make charts illustrating the characteristics and locations of various communities.</p> <p>Students make booklets of the different communities studied.</p> <p>Students make “pop-up” books, which include type of home, special ceremonies, types of clothing, arts and crafts, region they lived, work done by men, women, and children, of Native Americans and colonists.</p> <p>Students make models of Gristmill, Flatboats and Covered Wagons and explain their purposes.</p> <p>Students make replicas of the various Native American tribes’ villages.</p> <p>Students compare Christianity with Islam, Judaism, Hinduism or Buddhism.</p>
<b>Materials/ Resources</b>	<p><u>Our Michigan Adventure</u> by Hillsdale Publishing</p> <p>Al-Muslim <a href="http://www.al-muslim.org">www.al-muslim.org</a> (July 2000)</p> <p>Boehm, R. (1997). Stories in time series: Living in our world. Orlando, Fl: Harcourt Brace</p> <p>Brown, Tricia. (1993) The city by the bay. New York: Chronicle Books.</p> <p>Discover Islam <a href="http://www.discoverislam.com">http://www.discoverislam.com</a> (July 2000)</p> <p>Let us share our communities <a href="http://www.charger.chariho.k12.ri.us/hv/Hypage1.html">http://www.charger.chariho.k12.ri.us/hv/Hypage1.html</a></p> <p>Scholastic NBC News. (1993) <u>Islam, people, culture, conflict</u>. (video) New York: Scholastic.</p>

**Catholic Social Teaching(s):** Care for God’s Creation

<b>Strand</b>	Geographic
<b>Standard</b>	Human/Environment Interaction
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain basic ecosystem concepts and processes. (3)</li> <li>• Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use. (4)</li> <li>• Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them. (4, 5)</li> <li>• Explain how various people and cultures have adapted to and modified the environment. (4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students draw pictures of God’s creation and lists ways they can help protect it.</p> <p>Students draw and explain the ecosystem of their community.</p> <p>Students select a natural resource and create a poster describing where it is found, how it is created, a use for the resource, and one way to conserve the resource.</p> <p>Students design a community and explain how the ecosystem supports it.</p> <p>Students make resource maps of Michigan, identifying and explaining the natural resources and their use.</p> <p>Students use maps of the past to compare to the present and give reason for the changes.</p> <p>Students use playdough to create maps with specific land and water forms.</p> <p>Students create physical maps of Michigan and determine the cause and effect relationships among landforms, climate, vegetation.</p> <p>Students research a community using a web site and share information in an oral report by locating the community on a map and describing at least two natural characteristics and two human characteristics of the community.</p> <p>Students investigate the cultures of Native Americans and European immigrants and compare ways they adapted to and modified the environment.</p> <p>Students draw an early American colony and compose an essay explaining the ways the colonists have adapted to the environment.</p> <p>Students write essays describing the effect of the environment, past to present, on Native American cultures.</p> <p>Students select a region of the colonies which they think is the best and create a brochure to convince people to settle there.</p>
<b>Materials/ Resources</b>	<p><u>The Dreamer</u> by Cynthia Rylant</p> <p>Cherry, Lynne. (1992). <u>A river ran wild</u>. Orlando: Harcourt Brace.</p> <p>Davis, Wendy. (1997) <u>City Park</u>. Children’s Press.</p> <p>Geography World (click on Ecosystems/Biomes) <a href="http://members.aol.com/BOWERMANB/101.html">http://members.aol.com/BOWERMANB/101.html</a> ( June 2000)</p> <p>Habitats and ecosystems (click on Neighborhoods) <a href="http://www.fi.edu/tfi/units/life">www.fi.edu/tfi/units/life</a></p> <p>Stille, Darlene. (2002) <u>Wetlands</u> True Books-Ecosystems: Children’s Press.</p> <p><u>Great state-Great Parks-Great History</u>. (1999) [Lap Kit] Lansing, Michigan: EDCO Publishing.</p> <p><u>Green gold: Michigan’s forest history</u>. [video]. (1997) Lansing: Michigan Forest Association.</p> <p>Help your child learn geography (Click on relationships between places) <a href="http://www.ed.gov/pubs/parents/Geography/">www.ed.gov/pubs/parents/Geography/</a></p>

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

<b>Strand</b>	Geographic
<b>Standard</b>	Location, Movement and Connection
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Describe major kinds of economic activity and explain the factors influencing their location. (4, 5)</li> <li>• Describe the causes, consequences, routes, and movement of major migration to the United States. (5)</li> <li>• Explain how transportation and communication link people and communities. (3)</li> <li>• Describe some of the major movements of the goods, people, jobs, and information within Michigan and the United States and explain the reasons for the movements. (4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students write letters to pen pals with children throughout the world to learn customs and traditions that promote good attitudes towards other and therefore promote peace.</p> <p>Students explore factors influencing fishing and logging in Michigan.</p> <p>Students list the ways economic and population growth affect land use in a community.</p> <p>Students explore the immigration of many cultures to the United State and chart their travel routes on a map.</p> <p>Students make posters showing how the car has caused changes in the United States.</p> <p>Students find examples from the past and present to illustrate the changes in transportation.</p> <p>Students examine Michigan and United States resource maps and describe movement of goods, people and service.</p> <p>Students use topographical maps to create charts comparing Michigan’s geographical characteristics with those of other regions of the United States.</p>
<b>Materials/ Resources</b>	<p><u>Ellis Island</u></p> <p>Computer Program, <i>Michigan Geography Challenge</i></p> <p>Migration Prototype Project Migration: The Americas 1600-1800 <a href="http://www.whc.neu.edu/prototype/migration.html">www.whc.neu.edu/prototype/migration.html</a> August 2000</p> <p>National history day project- Immigration in the Americas and the 13 colonies-Ernesto. (19)</p> <p><a href="http://www.geocites.com/SiliconValley/Way/9301/HistoryDay.html">www.geocites.com/SiliconValley/Way/9301/HistoryDay.html</a></p> <p>English, Jane. (1995). Transportation: <u>Automobiles to zeppelins</u>. New York: Scholastic.</p> <p>Michigan historical Center (Click on Teacher Resources) <a href="http://www.sos.state.mi.us/history/html">www.sos.state.mi.us/history/html</a>.</p>

**Catholic Social Teaching(s):** Care for God’s Creation

<b>Strand</b>	Geographic
<b>Standard</b>	Regions, Patterns and Processes
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Draw sketch maps of the community, region, and nation. (3, 4, 5)</li> <li>• Describe places, cultures, and communities in the U. S. and compare them with those in other regions and countries. (4, 5)</li> <li>• Describe the geography of Michigan at major times in its history and explain the reason for its change. (4)</li> <li>• Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages. (4)</li> <li>• Describe the Great Lakes ecosystem and explain physical and human processes that act upon them. (4)</li> <li>• Describe the geography of major United States regions, compare the regions, and explain the processes that created them, (4)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students prepare posters, pictures and slogans showing effects of water pollution and what each person can do to help.</p> <p>Students draw sketch maps of their community, state or the United States.</p> <p>Students adopt a country, dress in their native costume, share traditions, customs and food at an “International Day”.</p> <p>Students draw farm product maps of the United States to identify where agricultural is greatest, least.</p> <p>Students write letters asking for information on the Great Lakes and identify geographical changes and their causes.</p> <p>Students outline plans to clean Michigan’s waterways.</p> <p>Students make charts of the two regions identifying their characteristics of climate, location, physical features, natural resources using the Venn diagram.</p> <p>Students select two of the culture groups or tribes they have studied and compare in five ways, such as by region and its physical characteristics, food, clothing, shelter, government, fear, problems.</p> <p>Students draw and label the states and Great Lakes on a sketch map of the Great Lakes ecosystem, and show different plants and animals that live in forests and near the Great Lakes.</p> <p>Students list ways in which physical processes and humans have changed the ecosystem.</p>
<b>Materials/ Resources</b>	<p>Holling, H. (1969) <u>Paddle to the Sea</u>. New York: Houghton Mifflin Co.</p> <p>Athena curriculum earth <a href="http://www.athena.wednet.edu/curric/landform/landform.html">www.athena.wednet.edu/curric/landform/landform.html</a> (August 2000)</p> <p>Encarta <a href="http://www.encyart.msn.com">www.encyart.msn.com</a> (Click on Geography, US. States, Territories, and Regions)</p> <p>The Nystrom world atlas. (1999) Chicago: Herff Jones, Inc.</p>

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

<b>Strand</b>	Geographic
<b>Standard</b>	Global Issues and Events
<b>Benchmarks</b>	<ul style="list-style-type: none"><li>• Locate major world events and explain how they impact people and the environment. (3, 4, 5)</li></ul>
<b>Sample Activity/ Assessment Tasks</b>	Students research Bread for the World activities on the internet and discuss ways to support hunger relief. Students bring in newspaper stories about global events and explain their impact on people and the environment. Students select a current major world event and prepare a short news broadcast in which they locate the event on the map and explain two ways the event is impacting people and one way the event is impacting the environment.
<b>Materials/ Resources</b>	<a href="http://www.bread.org">http://www.bread.org</a>

<b>Catholic Social Teaching(s): Rights and Responsibilities</b>
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<b>Strand</b>	Civic
<b>Standard</b>	Purposes of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all levels. (3, 4, 5)</li> <li>• Give examples of authority and the use of power and authority. (3, 4, 5)</li> <li>• Give reasons for limiting the power of government. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students keep a “Book of Rights”, which lists classroom, community and national rights.</p> <p>Students visit their local city hall and interview the mayor, city planner, etc.</p> <p>Students make posters depicting local, state, and national government officials and describe their duties.</p> <p>Students participate in a visit to the Capitol in Lansing.</p> <p>Students define “power and authority” and give examples of each.</p> <p>Students create a mural of a tree to explain the three branches of government.</p>
<b>Materials/ Resources</b>	<u>Our United States</u> by Silver Burdett, Ginn.

**Catholic Social Teaching(s):** The Dignity of Work and the Rights of Workers and Rights and Responsibilities

<b>Strand</b>	Civic
<b>Standard</b>	Ideals of American Democracy
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Interpret the development and summarize the main points in the Declaration of Independence. (5)</li> <li>• Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law. (5)</li> <li>• Explain responsibilities citizens have to uphold constitutional rights. (5)</li> <li>•</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students make peace posters showing how they can help others and follow the Constitution.</p> <p>Students, after studying the Declaration of Independence, write their own using quill and ink.</p> <p>Students create posters depicting the rights guaranteed by the Constitution.</p> <p>Students make charts stating rights and identifying responsibilities that go with them.</p> <p>Students role-play situations demonstrating examples of responsible citizenship.</p> <p>Students complete a table, “Preserving Freedom”, listing actions that preserve freedoms and challenges to freedoms.</p>
<b>Materials/ Resources</b>	<p><u>Give Me Liberty</u> by Russell Freedman</p> <p><u>More Perfect Union</u> by Maestro Guillio</p> <p>Audiotape: <i>The Declaration</i> by Fifth Dimension</p> <p>Text: <u>Our United States</u> by Silver, Burdette, Ginn</p> <p><u>Shh! We’re Writing the Constitution</u> by Jean Fritz</p> <p><u>The Space Colony and its Constitution</u>, a Storypath Unit by Everyday Learning</p> <p><u>We the People</u> by Center for Civic Education</p>

**Social Justice Teaching(s):** Rights and Responsibilities

<b>Strand</b>	Civic
<b>Standard</b>	Democracy in Action
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Describe what state and federal courts are expected to do. (4, 5)</li> <li>• Describe issues that arise over constitutional rights. (3, 4, 5)</li> <li>•</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students record instance when they see someone taking responsibility for the rights of others.</p> <p>Students hold mock courts to demonstrate the role of state and federal courts.</p> <p>Students participate in activity focusing on democratic process through <u>Communities and Their Decisions</u>.</p> <p>Students debate gun law issues.</p>
<b>Materials/ Resources</b>	<p><u>Marshall, The Courthouse Mouse</u> by Peter W. Barnes and Cheryl Shaw Barnes</p> <p><u>Communities and Their Decisions</u>, a Storypath Unit by Everyday Learning</p>

**Social Justice Teaching(s):** Rights and Responsibilities

<b>Strand</b>	Civics
<b>Standard</b>	American Government and Politics
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Distinguish among making, enforcing, and interpreting laws. (5)</li> <li>• Explain how law is used to manage conflict in American society. (5)</li> <li>• Explain the basic organization of local, state, and federal governments. (3, 4, 5)</li> <li>• Describe how citizens participate in election campaigns. (3, 4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students use newspapers/magazines to research situations that deny rights to others and situations that preserve basic rights.</p> <p>Students categorize newspaper stories about government actions as to its branch.</p> <p>Students role-play the three branches of government while demonstrating how a bill becomes a law.</p> <p>Students elect a “classroom council” to make decisions about rules and consequences in the classroom.</p> <p>Students discuss school rules and develop a conflict resolution plan.</p> <p>Students make flow charts showing the responsibilities of each branch of government at the local, state, and federal levels.</p> <p>Students identify the steps in the process of Michigan becoming a state and compare and contrast the roles and responsibilities of the branches of state government.</p> <p>Students establish a “community” in their classroom and elect a mayor, etc.</p> <p>Students participate in Student council elections in school.</p> <p>Students write stories about rules they had when they were younger but do not have now.</p>
<b>Materials/ Resources</b>	<p><u>House Mouse, Senate Mouse</u> by Peter w. Barnes and Cheryl Shaw Barnes</p> <p><u>The Radio Station: Communication and Community</u>, a Storypath Unit by Everyday Learning</p> <p><u>The Presidential Election</u>, a Storypath Unit by Everyday Learning</p>

**Social Justice Teaching(s): Solidarity**

<b>Strand</b>	Civics
<b>Standard</b>	American Government and World Affairs
<b>Benchmarks</b>	<ul style="list-style-type: none"><li>• Explain various ways that nations of the world interact with each other. (3, 4, 5)</li><li>• Describe events in other countries that have affected Americans, and conversely, events within the United States that have affected other countries. (3, 4, 5)</li></ul>
<b>Sample Activity/ Assessment Tasks</b>	Students pray for victims of fire, flood, wars, earthquakes, etc. all over the world. Students bring newspaper stories to class for a discussion on current events. Students participate in “Olympics.” Students chart the similarities and difference of the Revolution War in United States, Revolutionary War in France and the War between France and Great Britain.
<b>Materials/ Resources</b>	<u>Time for Kids</u>

**Social Justice Teaching(s):** Option for the Poor and Vulnerable

<b>Strand</b>	Economic
<b>Standard</b>	Individual and Household Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain why people must face scarcity when making economic decisions. (3, 4, 5)</li> <li>• Identify the opportunity costs in personal decision-making situations. (3)</li> <li>• Use a decision making model to explain a personal choice. (4)</li> <li>• Analyze the costs, benefits, and alternatives to using consumer credit. (5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students bring in the money that they would have spent on candy and give it to a mission. Possibly have a follow-up to see the results of their good deeds.</p> <p>Students compare the wants and needs of a colonist to those of a present day citizen.</p> <p>Students draw choices and explain the pros and cons of each choice.</p> <p>Students create a list of factors that influence their decision when making a purchase.</p> <p>Students make posters showing the pros and cons of credit.</p>
<b>Materials/ Resources</b>	<i>Junior Achievement Program</i>

**Social Justice Teaching(s):** The Dignity of Work and the Rights of Workers

<b>Strand</b>	Economic
<b>Standard</b>	Business Choices
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Distinguish between natural resources, human capital, and capital equipment in the production of a good or service. (3, 4, 5)</li> <li>• Distinguish among individual ownership, partnership, and corporation. (3, 4, 5)</li> <li>• Examine the historical and contemporary role a major industry has played in the state of Michigan and the U, S. (4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students participate in “Take Your Child to Work Day” and share the meaning of parent’s job in relation to helping others in the community.</p> <p>Students make comparison charts of natural resources, human capital, and capital equipment in a good or a service.</p> <p>Students make maps showing natural resources, population, and manufacturing centers in a given area.</p> <p>Students explain the reasons workers started unions in Michigan.</p> <p>Students identify the differences and pros and cons of individual ownership, partnerships, and corporations.</p> <p>Students write reports on some major industries in Michigan and their impact on the state.</p> <p>Students create an advertisement about the cereal industry in Michigan.</p> <p>Students explain how and why Detroit is called the “Automobile Capital of the World.”</p> <p>Students investigate and report the positive and negative effects of the economic development in Michigan influenced by farming, lumbering, mining, and the automobile industry.</p> <p>Students explain the important aspects of running a business.</p>
<b>Materials/ Resources</b>	<p><u>The Toy Company: Running a Business</u>, a Storypath Unit by Everyday Learning</p> <p><i>Junior Achievement Program</i></p>

<b>Catholic Social Teaching(s):</b> Rights and Responsibilities
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<b>Strand</b>	Economic
<b>Standard</b>	Role of Government
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Use a decision making model to explain a choice involving a public good or service.</li> <li>• Distinguish between the economic roles of local, state, and federal governments and cite examples of each. (3, 4, 5)</li> <li>• Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute. (3, 4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students make charts identifying various needs and wants.</p> <p>Students participate in activity, which gives them a job, bills, and other expenses, and they must make choices.</p> <p>Students make diagrams showing economic responsibilities and examples of communities, states, and the United States Government.</p> <p>Students use local newspapers to cite examples of government providing goods or resolving disputes.</p>
<b>Materials/ Resources</b>	<i>Junior Achievement Program</i>

**Catholic Social Teaching(s):** Option for the Poor and Vulnerable

<b>Strand</b>	Economic
<b>Standard</b>	Economic Systems
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Explain how prices are determined in a market economy and how they serve as a means of allocating resources. (5)</li> <li>• Describe how they are a producer and a consumer. (3)</li> <li>• Analyze how Michigan’s location has impacted its economic development. (4)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students identify ways a producer can aid poorer consumers.</p> <p>Students explain the law of supply and demand.</p> <p>Students trace products from design to consumption, identifying the producers and consumers and drawing a flow chart that shows people as both producers and consumers.</p> <p>Students research Michigan’s location near water and analyze its impact on economic development.</p> <p>Students make a classroom scrapbook from advertisements to analyze prices.</p>
<b>Materials/ Resources</b>	<i>Junior Achievement Program</i>

**Catholic Social Teaching(s):** Solidarity and Options for the Poor and Vulnerable

<b>Strand</b>	Economic
<b>Standard</b>	Trade
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Trace the national origin of common household items and the trade flows, which brought them to the United States. (3)</li> <li>• Describe benefits of international trade to consumers and producers. (5)</li> <li>• Describe how businesses are involved in trade as producers, distributors, importers, and exporters. (4)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students identify policies in the newspapers and magazines that hurt or help the poor.</p> <p>Students bring items to school, check labels to see where they were made, and map route to United states.</p> <p>Students make product maps showing the trade routes from the New England Colonies to Great Britain, Africa, and the West Indies.</p> <p>Students analyze the impact on Michigan’s economy of manufactured and agricultural products, natural resources, and services exported to and imported from the United States regions.</p>
<b>Materials/ Resources</b>	<i>Junior Achievement Program</i>

**Catholic Social Teaching(s): Solidarity**

<b>Strand</b>	Inquiry
<b>Standard</b>	Information Processing
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Locate information about local, state, and national communities using a variety of traditional sources, electronic technologies, and direct observations. (3, 4, 5)</li> <li>• Organize social science information to make maps, graphs, and tables. (3, 4, 5)</li> <li>• Interpret social science information about local, state, and national communities from maps, graphs, and charts. (3, 4,5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students explore ways they can be involved in alleviating problems such as hunger, poverty and disease.</p> <p>Students research and compare the cultural similarities and diversities of Michigan tribes with other historical Native American groups in the United States and present their findings orally, visually, and in writing.</p> <p>Students study assigned states, plan activities, create maps, graph, charts, and put on a presentation during a “Geography Fair”.</p> <p>Students research European explorers, create storybooks, slide shows and Power point presentations entitled, “Who Really Discovered America”.</p>
<b>Materials/ Resources</b>	Tourist pamphlets on states

**Catholic Social Teaching(s): Call to Family, Community, and Participation**

<b>Strand</b>	Inquiry
<b>Standard</b>	Conducting Investigations
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Pose a social science question about the community, Michigan or the United States. (3, 4, 5)</li> <li>• Gather and analyze information using appropriate information technologies to answer the question posed. (3, 4, 5)</li> <li>• Construct an answer to the question posed and support their answer with evidence. (3, 4, 5)</li> <li>• Report the result of their investigation including the procedures followed. (3, 4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students outline the role of family in their lives, considering what family does for them and determining their responsibilities as members of a family.</p> <p>Students determine and present cases for French exploration, English occupation, and American settlement of the Great Lakes region and how this affected the lives of the Native Americans.</p> <p>Students define major issues to be resolved in an imaginary treaty between settlers and Native Americans. Students work in pairs to propose specific terms, class reviews and creates final treaty.</p> <p>Students trace the development of inventions and analyze their impact on a given area.</p> <p>Students devise questions about their local community, state, or the United States and write reports to answer the questions.</p>
<b>Materials/ Resources</b>	

**Catholic Social Teaching(s): Rights and Responsibilities**

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Identifying and Analyzing Issues
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Pose local, state, and national policy issues as questions. (3, 4, 5)</li> <li>• Explain how a particular public issue became a problem and why people disagree about it. (3, 4, 5)</li> <li>• Evaluate possible resolutions of a public issue. (3, 4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students write their own plays, stories, etc. which state issues that need resolving and suggest solutions.</p> <p>Students work in groups to pose a question regarding a government service, gather information pro and con, and make a report to the class with suggested resolutions.</p> <p>Students research various local, state or national issues (gun control, abortion, drunken driving, new shopping mall, etc.), gather input, and develop a plan to solve the issues.</p>
<b>Materials/ Resources</b>	<u>Good News</u> , a Ligouri Publication

**Catholic Social Teaching(s):** Option for the Poor and Vulnerable and Call to Family, Community and Participation

<b>Strand</b>	Public discourse and Decision Making
<b>Standard</b>	Group Discussion
<b>Benchmarks</b>	Engage each other in conversations, which attempt to clarify and resolve issues pertaining to local, state, and national policy. (3, 4, 5)
<b>Sample Activity/ Assessment Tasks</b>	Students learn about public policy issues (land mines, children’s health care, etc.), express their opinions, and discussion what should be done in light of Social Justice Teachings. Students discuss the reasons Native Americans participated in fur trade when it went against their beliefs. Students debate the effects of State and Federal government on their lives. Students act as members of the City Council, who are faced with deciding which human services to fund.
<b>Materials/ Resources</b>	

**Catholic Social Teaching(s): Call to Family, Community and Participation**

<b>Strand</b>	Public Discourse and Decision Making
<b>Standard</b>	Persuasive Writing
<b>Benchmarks</b>	<ul style="list-style-type: none"><li>• Compose a short essay expressing a decision on a local, state, or national policy issues. (3, 4, 5)</li></ul>
<b>Sample Activity/ Assessment Tasks</b>	Students write letters to the president about the hungry people in our country. Students work together to persuade others to complete a project that benefits all students in the community. Students write letters to the editor or their legislators stating their opinions on a local, state, or national policy issues.
<b>Materials/ Resources</b>	

**Catholic Social Teaching(s):** All major themes of Catholic Social Teaching

<b>Strand</b>	Citizen Involvement
<b>Standard</b>	Responsible Personal Conduct
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Report how their behavior has been guided by a concern for the law. (3, 4, 5)</li> <li>• Engage in activities intended to contribute to solving a local, state, or national problem they have studied. (3, 4, 5)</li> </ul>
<b>Sample Activity/ Assessment Tasks</b>	<p>Students review the Ten Commandments and relate in their journals how classroom disruptions could be resolved if students followed them.</p> <p>Students adopt a parish in Haiti, raise money for their school, and engage in pen pal activities.</p> <p>Students collect pop can tabs for the needy.</p> <p>Students participate in the Christian Neighbor’s Food Bank.</p> <p>Students promote a selected Michigan tourist destination highlighting its qualities and identify personal responsibilities for conserving its destination.</p> <p>Students work in groups of regions of the United States, identify a problem of that area, and state three possible solutions.</p> <p>Students role-play actions of good citizens, i.e. voting, care of flag, etc. and explain how these actions benefit the country.</p> <p>Students create poems, raps, or songs on good citizenship.</p>
<b>Materials/ Resources</b>	

