

DIOCESE OF TOLEDO

**SOCIAL STUDIES
COURSE OF STUDY**

GRADE EIGHT



Catholic Youth and School Services
1933 Spielbusch Avenue, P.O. Box 985
Toledo, Ohio 43697-0985
March 2004

REVIEW PROCESS

Under the direction of the superintendent, the Assistant Superintendent and Curriculum Consultant facilitated the Social Studies Course of Study Revision process. During the fall of 2003 and winter of 2004, the review committee aligned the Ohio Academic Content Standards, Social Studies with Catholic Social Teaching. Committee members sought to find the nexus of faith and morals, building a just society, and Social Studies content.

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DIOCESE OF TOLEDO PHILOSOPHY

“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”
(Teilhard de Chardin, The Divine Milieu)

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ, and shares in a commitment of love and service of God and others in order to transform self and society.

Christian education in the Toledo diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for his evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities, which foster community. Students explore ways to meet the challenges of tensions and conflicts, which occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members--and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.”

Social Studies Course of Study

As Catholic School Educators we believe that...

History is the story of human experience, analyzed and interpreted in order to best relate human culture to God's plan for creation.

Geography is the study of the interdependence between the physical environment and human activity. It should address the interactions that occur in an increasingly interdependent world and encompass the teaching of skills necessary to become stewards of God's creation.

Economics is the study of how a society produces and distributes goods and services, with an emphasis on the rights, responsibilities, and dignity of all God's people.

Government is the study of an interactive system that provides order, a structure of power, and the protection and defense of a country's people. In our Catholic schools, it should also include an understanding of the development of the general welfare of all, including the poor and vulnerable.

Citizenship is the study of rights and responsibilities critical to full participation in society, including a study of Gospel values, Catholic ideals, principles, and practices that encourage the development of moral decision-making and problem solving skills.

People in Societies studies the challenges of conflict and tension that occur in community, stressing the importance of just and peaceful outcomes. Students should be aware of and develop an appreciation of the dignity and diversity of all God's people, recognizing the value of the shared human condition and our mutual obligation.

Excerpts from
SHARING CATHOLIC SOCIAL TEACHING
Challenges and Directions
REFLECTIONS OF THE U.S. CATHOLIC BISHOPS

The church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we wish to highlight several of the key themes that are at the heart of our Catholic social tradition.

LIFE AND DIGNITY OF THE HUMAN PERSON

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

The person is not only sacred but also social. How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

RIGHTS AND RESPONSIBILITIES

The Catholic tradition teaches that human dignity can be protected and healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

OPTION FOR THE POOR AND VULNERABLE

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be

protected, then the basic rights of workers must be respected-the right to productive work, to decent and fair wages, to organize and join unions to private property, and to economic initiative.

SOLIDARITY

We are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world.

CARE FOR GOD'S CREATION

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

This summary should only be a starting point for those interested in Catholic social teaching. A full understanding can only be achieved by reading the papal, conciliar, and episcopal documents that make up this rich tradition.

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Grade Eight

U.S. Studies from 1607 – 1877: Colonization Through Reconstruction

1.0 History

<p><i>Life and Dignity of the Human Person</i></p> <p><i>Option for the Poor and Vulnerable</i></p>	<p>1.1 Select events and construct a multiple-tier time line to show relationships among events.</p> <p>1.2 Describe the political, religious, and economic aspects of North American colonization including:</p> <ul style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land, and economic opportunity; b. Reasons for religious colonization; roles of Religious men and women in bringing about the growth of Catholicism in America; c. Key differences among the Spanish, French, and British colonies; permanent Catholic settlements in St. Augustine, FL for the Spanish; New Orleans, LA, for the French; Baltimore, MD, for the British. d. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; missionary Church efforts in America. e. Indentured servitude and the introduction and institutionalization of slavery; <ul style="list-style-type: none"> a. Early representative of governments and democratic practices that emerged, including town meetings and colonial assemblies; b. Conflicts among colonial powers for control of North America.
<p><i>Rights and Responsibilities</i></p>	<p>1.3 Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists, and the British concerning:</p> <ul style="list-style-type: none"> a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act, and the Intolerable Acts;

<p><i>Life and Dignity of the Human Person</i></p>	<p>b. The Boston Tea Party, the boycotts, the Sons of Liberty, and petitions and appeals to Parliament.</p> <p>1.4 Explain the results of important developments of the American Revolution including:</p> <p>a. A declaration of American independence;</p> <p>b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</p> <p>c. Creation of state constitutions;</p> <p>d. Impacts on women, African-Americans, and American Indians.</p>
<p><i>Rights and Responsibilities</i></p>	<p>1.5 Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:</p> <p>a. Maintaining national security;</p> <p>b. Creating a stable economic system;</p> <p>c. Dealing with war debts;</p> <p>d. Collecting revenue;</p> <p>e. Defining the authority of the central government.</p> <p>1.6 Explain the challenges in writing and ratifying the U.S. Constitution including:</p> <p>a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise, and the compromise over the slave trade);</p> <p>b. The Federalist/Anti-Federalist debate;</p> <p>c. The debate over a Bill of Rights.</p> <p>1.7 Describe the actions taken to build one country from 13 states including:</p> <p>a. The precedents established by George Washington, including the cabinet and a two-term presidency;</p> <p>b. Alexander Hamilton’s actions to create a financially strong country, including the creation of a national bank;</p> <p>c. The establishment of an independent federal court system.</p> <p>1.8 Describe and analyze the territorial expansion of the United States including:</p> <p>a. Northwest Ordinance;</p>

<p><i>Life and Dignity of the Human Person</i></p> <p><i>Rights and Responsibilities</i></p> <p><i>Life and dignity of the Human Person</i></p> <p><i>Option for the Poor and Vulnerable</i></p>	<ul style="list-style-type: none"> b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for Independence and the Mexican-American War. <p>1.9 Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South; d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession. <p>1.10 Explain the course and consequences of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg. <p>1.11 Analyze the consequences of Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution; c. The Ku Klux Klan and the enactment of black codes; d. Discuss the effect of anti-Catholic, anti-Semitic and other intolerant behavior.
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<i>and Vulnerable</i>	
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2.0 People in Societies

<i>Life and Dignity of the Human Person</i>	2.1	Trace the development of religious diversity in the colonies and analyze how the concept of religious freedom has evolved in the United States.
<i>Option for the Poor and Vulnerable</i>	2.2	Describe and explain the social, economic, and political effects of: <ol style="list-style-type: none"> a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.
<i>The Dignity of Work and the Rights of the Workers</i>	2.3	Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition, and Indian removal.
	2.4	Analyze the economic, geographic, religious, and political factors that contributed to: <ol style="list-style-type: none"> a. The enslavement of Africans in North America; b. Resistance to slavery.
<i>Solidarity</i>	2.5	Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.
<i>Rights and Responsibilities</i>	2.6	Explain how the diverse peoples of the United States developed a common national identity.

3.0 Geography

<i>Rights and Responsibilities</i>	3.1	Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social, and economic characteristics.
	3.2	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18 th and 19 th centuries.
	3.3	Explain how colonization, westward expansion, immigration, and advances in transportation and communication changed geographic patterns in the United States.

4.0 Economics

<p><i>Option for the Poor and Vulnerable</i></p> <p><i>The Dignity of Work and the Rights of the Workers</i></p>	<p>4.1 Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p>4.2 Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p> <p>4.3 Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p> <p>4.4 Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.</p> <p>4.5 Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>
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5.0 Government

<p><i>Rights and Responsibilities</i></p>	<p>5.1 Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p> <p>5.2 Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</p> <ol style="list-style-type: none"> a. Payment of debt; b. Establishment of a national bank; c. Strict or loose interpretation of the Constitution; d. Support for England or France. <p>5.3 Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ol style="list-style-type: none"> a. Shays's Rebellion; b. Economic instability; c. Government under the Articles of Confederation. <p>5.4 Explain the political concepts expressed in the U.S.</p>
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<p><i>Rights and Responsibilities</i></p> <p><i>Life and Dignity of the Human Person</i></p>	<p>Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; e. Checks and balances. <p>5.5 Explain how the U.S. Constitution protects the rights of citizens, regulated the use of territory, manages conflict, and establishes order and security.</p> <p>5.6 Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <ul style="list-style-type: none"> a. Freedom of religion, speech, press, assembly, and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws. <p>5.7 Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p> <p>5.8 Describe the process by which a bill becomes a law.</p>
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6.0 Citizenship Rights and Responsibilities

<p><i>Rights and Responsibilities</i></p>	<p>6.1 Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <ul style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery. <p>6.2 Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</p> <ul style="list-style-type: none"> a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning.
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Grade 6-8 Benchmarks

History	People in Societies
<p>A. Interpret relationships between events shown on multiple-tier time lines.</p> <p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p> <p>C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.</p> <p>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p> <p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</p> <p>G. Analyze the causes and consequences of the American Civil War.</p>	<p>A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p>

Geography	Economics
<p>A. Identify on a map the location of major physical and human features of each continent.</p> <p>B. Define and identify regions using human and physical characteristics.</p> <p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p> <p>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>	<p>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.</p> <p>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p> <p>C. Identify connections between government policies and the economy.</p>

Government	Citizenship Rights and Responsibilities
<p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other.</p> <p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p> <p>C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>A. Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today.</p>

GLOSSARY

A

- absolute location** The location of a point on the Earth's surface which can be expressed by a grid reference (e.g., latitude and longitude).
- absolute monarchy** A system of government headed by a monarch as the only source of power controlling all functions of the state.
- artifact** A material object of a culture such as a tool, an article of clothing, or a prepared food.

B

- B.C.E.** Before the Common Era (also referred to as B.C.).
- barter** The trade of goods and services for other goods and services without the use of money.
- benefit** That which is received as an improvement or advantage as the result of a decision.
- bicameral** Composed of two legislative chambers.
- bill of attainder** A legislative act that inflicts punishment upon a person or group without a judicial trial.

C

- C.E.** In the Common Era (also referred to as A.D.).
- capital good** A productive resource consisting of human-made materials needed to produce goods and services; capital goods include buildings, machinery, equipment, and tools.
- cardinal directions** The four main points of the compass (north, east, south, and west).
- circular flow model** A diagram that shows the flow of economic activity among sectors of the economy.

colonialism	A system where one country extends its control over foreign dependencies, especially for economic benefit.
command economy	An economic system in which all decisions on production and consumption are made by a central government.
comparative advantage	The ability to produce goods or services at a lower opportunity cost than other individual or countries.
compass rose	An element of a map used to show direction, usually showing cardinal directions and frequently intermediate direction.
constitutional monarchy	A system of government headed by a monarch whose powers are delineated in the fundamental law of the state.
consumer	A person whose wants are satisfied by using goods and services.
consumer price index	A number used to measure changes in the cost of a standard group of goods and services brought by a typical urban consumer.
consumption	The purchase and/or use of goods and services.
coordinate	One of a set of numbers that determines the location of a point in a space.
cost	An alternative given up as the result of a decision.
country	A unit of political space, the entire land area of a nation or state.
credibility	The quality or state of offering reasonable grounds for being believed.
cultural institution	An established custom, practice, or relationship of importance in a society.
cultural perspective	The complex set of meanings, attitudes, values, and ideas belonging to a cultural group.
cultural practice	A pattern of behavior accepted by a society.
cultural product	A tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.

culture	Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.
D	
deforestation	The destruction and removal of forest and its undergrowth by natural or human forces.
demand	The quantities of a good or service that consumers are willing and able to buy at various prices during a given time period.
democracy	A system of government in which political control is exercised by all the people, either directly or through their elected representatives.
desertification	The spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetation, and cultivation of marginal land.
dictatorship	A system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.
diffusion	The spread of people, ideas, technology, and products among places.
direct democracy	A democratic system of government in which the people exercise political control and participate directly in decision making.
direction indicator	An element of a map used to show direction, usually labeling north and frequently all cardinal directions.
discrimination	Unfair treatment of a person or group based on a variety of prejudices.
division of labor	The separation of the total work required to produce a good or service into individual interrelated tasks.
due process of law	The right of every citizen to be protected against arbitrary action by the government.

E

earth-sun relationship	The position of the earth relative to the sun that helps to determine day and night, seasons and time zones.
economic growth	An increase in an economy's ability to produce goods and services over time.
entrepreneur	An individual who organizes the use of productive resources to produce goods or services.
entrepreneurship	The organization of productive resources by a person willing to take risks to start a business.
ex post facto law	A legislative act that retroactively makes an act a crime, makes a crime a more serious crime, makes a criminal punishment more severe, or changes trial rules to make conviction easier.

F

federalism	A form of political organization in which governmental power is divided between a central government and territorial subdivisions – under the U.S. Constitution, between the national and state governments.
flow resource	A resource that is neither renewable nor nonrenewable, but must be used when or where it occurs (e.g., running water, wind, sunlight).

G

globalization	The act, process or policy of making something worldwide in scope or application.
goods	Objects that are capable of satisfying people's wants.
graphic organizers	Written or pictorial representations used to organize information (e.g., flow charts, webs, Venn diagrams, T-charts).
gross domestic product	The value of all final goods and services produced within a country's borders in a given year.

H

habeas corpus (writ of) A court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the U.S. Constitution and can be suspended only in cases of rebellion or invasion.

human characteristic/ Feature An aspect of a place or a quality of the Earth's surface constructed by people including cities, parks, buildings, and roads.

human resource A productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services.

I

imperialism A policy used by strong countries to gain social, political, and economic control over foreign territories.

initiative A petition process by which a certain percentage of voters (electors) can put a proposed constitutional amendment or statute on the ballot for popular approval or rejection or submit a proposed statute to a legislative assembly for approval (e.g., Ohio).

institutionalized discrimination Unfair treatment of a group based on prejudice and carried out by governments, organizations, and companies that limit freedoms in political, economic, social, cultural, or any other field of public life.

institutionalized racism The use of institutional policies, practices and/or procedures to withhold rights, privileges, and opportunities from the race that is believed to be inferior.

intermediate directions The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, and SW).

L

location The position of a point on the Earth's surface expressed by means of a grid (absolute) or in relation to the position of other places (relative).

M

map element One of the components usually found on a map (e.g., direction indicator, key, scale).

marginal benefit The change in total benefit resulting from an action.

marginal cost The change in total cost resulting from an action.

market The interaction of buyers and sellers exchanging good or services.

market clearing price The one price at which quantity supplied equals quantity demanded (also referred to as equilibrium price).

market economy An economic system in which decisions on production and consumption are made by individuals acting as buyers and sellers.

mixed economy An economic system that combines features of more than one of the traditional, command, and market systems.

monarchy A system of government headed by a monarch, such as king, queen, shah, or sultan whose position is usually inherited.

multinational corporation A large corporation that produces and sells its goods and services throughout the world.

multiple-tier timeline A timeline that utilizes two or more rows of events, with each row representing a different subject or perspective occurring during the period under study (e.g., a timeline of the 19th century with separate rows for political, social, military, and technological developments).

N

nation A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

natural resource	A productive resource supplies by nature (e.g., ores, trees, arable land).
natural rights	A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.
nonrenewable resource	A finite natural resource that cannot be replaced once it is used (e.g., petroleum, minerals).
O	
opportunity cost	The value of the next best alternative given up when a choice is made.
P	
Parliamentary Democracy	A system of government in which the executive leaders (usually a prime minister and a cabinet) are chosen by and responsible to the legislature (parliament), as well as being members of the legislature, as in Great Britain.
perspective	A specific point of view in understanding or judging things or events.
physical characteristic/feature	A natural aspect or quality of the Earth's surface that includes land formations and vegetation zones.
physical map	A portrayal on a flat surface of the physical features of the earth (e.g., land forms, elevations).
pictograph	A diagram or graph using pictured objects to convey ideas or information.
place	A location having distinctive characteristics which give it meaning and character and distinguish it from other locations.
political map	A portrayal on a flat surface of the political features of the Earth (e.g., international boundaries, capitals, political subdivisions).
Prejudice	An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.

presidential democracy	A system of government characterized by a separation of powers between independent and coequal executive and legislative branches such as the United States.
primary source	An account of an event by someone who was present at the event.
private sector	The part of the economy that involves transactions of individuals and businesses.
producer	A person who makes goods and services.
product	Something produced by human or mechanical effort or by a natural process.
production	The act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services.
productive capacity	The maximum output that an economy can produce without big increases in inflation.
productive resources	The resources used to make goods and services (i.e., natural resources, human resources, capital goods).
progressive tax	A tax for which the percentage of income paid in taxes increases as income increases.
proportional tax	A tax for which the percentage of income paid in taxes remains the same for all income levels.
public sector	The part of the economy that involves the transactions of the government.
pull factor	A social, political, economic, or environmental attraction of a new area that drew people away from their previous location.
push factor	A social, political, economic, or environmental force that drove people from their previous location to search for a new one.

R

racism	The belief that members of one's own race are superior physically, mentally, culturally, and morally to members of other races.
referendum	The process in which a measure passed by a legislature is submitted (referred) to the voters for final approval or rejection or a petition process by which a certain percentage of electors (voters) can order recently passes legislation be submitted to the electors (voters) for approval or rejection.
region	An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.
regressive tax	A tax for which the percentage of income paid in taxes decreases as income increases.
relative location	The location of a place in relation to other places (e.g., northwest, downstream).
reliability	The degree to which something is trustworthy or is suitable to be depended upon.
renewable resource	A natural resource that can be regenerated if used carefully (e.g., fish, timber).
representative democracy (republic)	A democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.
responsibilities	The conditions or tasks for which a person is accountable or answerable.
rights	Just claims that belong to a person by law, nature, or tradition.
S	
scale	The relationship or ratio between a linear measurement on a map and the corresponding distance on the Earth's surface.
scarcity	The lack of sufficient resources to produce all the goods and services that people desire.

secondary source	An account of an event by someone who was not present at the event.
services	Actions that are capable of satisfying people's wants.
specialization	The concentration of production on fewer kinds of goods and services than are consumed.
standard of living	A person's or group's level of material well-being, as measured by education, housing, health care, and nutrition.
supply	The quantities of a good or service that producers are willing and able to provide at various prices during a given time period.
T	
territory	An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.
thematic map	A portrayal on a flat surface of geographic topic (e.g., migration routes, resource locations, population densities).
theocracy	A system of government headed by one or more religious leaders who claim to rule by divine authority.
trade-off	The sacrifice of one option for another when a decision is made.
traditional economy	An economic system in which decisions on production and consumption are based upon customs, beliefs, rituals, and habits.
W	
want	A psychological or physical desire that can be fulfilled through the consumption of goods and services.

Social Studies Resource List January 2003

This list is compiled to inform educators of the availability of resources that support effective teaching in social studies. It is not intended as an endorsement of particular publishers or products.

Curriculum

Social Studies Standards can be obtained on-line at the Ohio Department of Education website: www.ode.state.oh.us

Social Studies Consultants at the Ohio Department of Education:

Lana Hall	614-387-2285	marie-elena.hall@ode.state.oh.us
Bill Muthig	614-466-1317	william.muthig@ode.state.oh.us
Donna Nesbitt	614-466-7885	donna.nesbitt@ode.state.oh.us

National standards documents for social studies, history, geography, economics, and civics can be obtained at the National Council for the Social Studies website:
www.ncss.org

The ERIC Clearinghouse for Social Studies/Social Science Education

ERIC/ChESS
2805 East Tenth Street, Suite 120
Bloomington, Indiana 474038-2698
800-266-3815
www.indiana.edu/~ssdc/eric_chess.htm

ERIC Clearinghouse on Assessment & Evaluation

www.ericae.net

National Assessment of Education Progress (NAEP)

A source for released items used in NAEP assessments.
<http://nces.ed.gov/nationsreportcard>

The National Board for Professional Teaching Standards

Publishes standards for accomplished teaching in the social studies and offers National Board Certification in Early Adolescent and Adolescent Young Adult Social Studies. Ohio offers support in the form of registration fees, support groups for candidates, and stipends for certified teachers. www.nbpts.org

Professional Organizations

Ohio Council for the Social Studies

Provides an annual conference, a newsletter that updates educators on social studies curriculum issues and programs, and the *Review*, an annual publication of in-depth articles and research. www.ocss.org

National Council for the Social Studies

Members receive either *Social Education* or *Social Studies and the Young Learner*, the opportunity to attend an annual conference, and a newsletter.

www.ncss.org

The National Council for Geography Education

offers a national conference, publishes *The Journal of Geography*, and a newsletter called *Perspective*.

National Council for Geographic Education

Jacksonville State University
206A Martin Hall
Jacksonville, AL 36265-1602
(256)782-5293
(256)782-5336 (FAX)

www.ncge.org

The Ohio Geographic Alliance

Sponsors the Geography Bee, conducts Geography Awareness Week workshops, and holds an annual Geofest.

Bricker Hall
190 N. Oval Mall
The Ohio State University
Columbus, OH 43201

The Ohio Center for Law-Related Education

Holds an annual conference, offers workshops for teachers, Mock Trial for students and publishes a newsletter.

P.O. Box 16562
Columbus, OH 43216
614-485-3510

National Council for History Education

Holds and annual conference, publishes *History Matters* and occasional papers.
 26915 Westwood Rd. Suite B-2
 Westlake, OH 44145
 440-835-1776
www.history.org/nche

National Council on Economic Education

Offers resources for K-12 teachers
 1140 Avenue of the Americas
 New York, NY 10036
www.ncee.net

History

Elementary Middle School High School	<i>Case Histories</i> Artifact kits that schools may borrow to teach Ohio history. Distance learning programs Field trips	Ohio Historical Society Velma Avenue Columbus, OH 43211-2497 614-297-2623
Elementary Middle School	Curriculum materials related to the Moundbuilders	Jennifer Peterson Hopewell Culture Park 16061 State Route 104 Chillicothe, OH 45601 1-704-774-1126
Middle School High School	<i>National History Day</i> Research projects for students on historical themes	Sara Bendure at the Ohio Historical Society sbendure@ohiohistory.org www.nationalhistoryday.org
Middle School	<i>Teaching With Historic Places</i> Use the sites where events happened to make history come alive.	This information is provided by the National Park Service. www.cr.nps.gov/nr/twhp
Middle School High School	Publications containing background material for teachers on historical periods as well as units with lessons and activities. Useful for middle school teachers who want to strengthen their history background.	National Center for History in the Schools University of California, Los Angeles 6339 Bunche Hall, 405 Hilgard Ave. Los Angeles, CA 90095-1473 www.sscnet.ucla.edu/nchs/
High School	<i>Choices for the 21st Century Education Project</i>	Thomas J. Watson Jr. Institute for

	Teaching materials for Imperialism, WWII, Cold War and current international issues	International Studies Brown University, Box 1948 Providence, RI 02912 www.choices.edu
Middle School High School	<i>National Archives</i> Primary source photos, political cartoons, and documents	www.nara.gov
Elementary Middle School High School	Library of Congress <i>American Memory</i> Lots of photos and other primary sources on American history	http://memory.loc.gov/
Middle School High School	Summer programs for teachers and print materials on integrating music into the social studies curriculum	Rock and Roll Hall of Fame www.rockhall.com

People in Societies

Elementary Middle School High School	This program helps classes to make contacts with Peace Corps volunteers to exchange correspondence.	Peace Corps. World Wise Schools 1990 K. Street NW Washington, DC 20526 800-424-8580
Middle School High School	Population statistics, posters, and resources	Population Reference Bureau www.prb.org
Middle School High School	The World Bank Information on hunger, wealth distribution, etc.	www.worldbank.org
Elementary Middle School High School	Resources for teaching about the Arab World and Islam	AWAIR 2137 Rose Street, Suite 4 Berkeley, CA 94709 510-704-0517
Middle School High School	Books and videos to help combat prejudice	Anti-Defamation League 823 United Nations Plaza New York, NY 10017 www.adl.org

Geography

Elementary Middle School High School	Topographical maps of your local area are available for purchase	U.S. Geological Survey Fountain Square Morse Road Columbus, OH
Elementary Middle School	Inexpensive teaching packets for map skills	U.S. Geological Survey www.usgs.gov 1-800-USA-MAPS
Middle School High School	Lessons and information about the United Nations	United Nations www.un.org
High School	Model Arab League A program that involves high school students in research and interaction with students from other schools on issues in the Middle East	Middle East Study Center 322D Oxley Hall The Ohio State University Columbus, OH 43210
Elementary Middle School High School	Resources for teaching global regions and issues (resources to match sixth grade outcomes in the model)	University of Denver CTIR Publications Center for Teaching International Relations 2199 S. University Blvd. Denver, Colorado 80208 1-800-967-2847 www.ctironline.com
Middle School High	Outreach to schools on the regions of Africa, Latin America, East Asia, Eastern Europe, the Middle East, Western Europe.	Office of International Studies 300B Oxley Hall 1712 Neil Ave.

School	They can suggest speakers, workshops, and materials	Columbus, OH 43210
Middle School High School	Information on the European Union – free publications, maps, and other materials	www.eurunion.org
Elementary Middle School High School	Materials for teaching about modern Germany	Goethe Institute 1197 Peachtree Street NE Colony Square, Plaza Level Atlanta, GA 30361-2401 www.goethe.de/uk
	Lending library of resources for teaching international are studies	www.menic.utexas.edu/menic/hemispheres
Middle School High School	Multimedia education packages for teaching international issues by world region “The World in Transition” series	Southern Center for International Studies 320 West Paces Ferry Road NW Atlanta, GA 30305 www.southerncenter.org

Government and Citizenship Rights and Responsibilities

Elementary Middle High School	<i>We the People</i> Materials for teaching about democracy, the Constitution, and government.	Jared Reitz Ohio Center for Law Related Education 614-485-3506
Elementary Middle School High School	Ohio Government in Action workshop introduces educators to Ohio government (January)	Ohio Center for Law-Related Education P.O. Box 16562 Columbus, OH 43216-6562 614-485-3508
High School	Ohio Mock Trial Students work with members of the legal profession to argue a case	Ohio Center for Law-Related Education P.O. Box 16562 Columbus, OH 43216-6562 614-485-3508
Elementary Middle High School	Living Ohio Government Series Lesson activities and information about state government	614-888-4266 www.logs.org
High School	<i>Comparative Lessons for Democracy</i> Exemplary lessons related to Cold War issues	Center for Civic Education 5146 Douglas Fir Road Calabasas, California 91302-1467 Telephone: 818-591-9321 FAX: 818-591-9330 www.civiced.org
Elementary Middle High School	Website for a virtual field trip to state government sites with links to other information on state government	statehouse.state.oh.us

High School	Materials to promote public understanding of law and its role in society	American Bar Association Division for Public Education www.abanet.org/publiced
Middle School High School	Website with issues related to the Declaration of Independence and the Constitution	www.founding.com
High School	Supplemental books related to civic issues	Close Up Publishing 44 Canal Center Plaza Alexandria, VA 22314 www.closeup.org
Middle School High School	Television and radio coverage of public affairs	www.c-span.org

Resources That Address Multiple Standards

Elementary Middle School High School	Information on ways that Ohio is celebrating its 200 th birthday in 2003	www.ohio.200.org
Elementary Middle School	The children's Book Council in conjunction with the National Council for the Social Studies highlights the best books for use in the social studies classroom K-8.	Children's Book Council 568 Broadway Suite 404 New York, NY 10012 www.cbcbooks.org
Middle School High School	Resources on U.S. history And the U.S. Constitution, global studies, law-related education, public issues, and geography	Social Science Education Consortium P.O. Box 21270 Boulder, CO 80301-2296 www.ssecinc.org