

Statewide Manufacturing Curriculum Contextualized Social Studies Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Buy, sell, and trade products to demonstrate the role of supply and demand; Write observation on high-demand and low-demand items</p>	<p>Supply and demand in manufacturing (Economics)</p>	<ul style="list-style-type: none"> • Each student brings in a product to sell to classmates (a real product or a description of a product written on a note card) • Students use play money to buy, sell, and trade their products with one another. For instance, students might sell video gaming machines, baseball cards, or clothes • Facilitate class discussion of high-demand and low-demand items <ul style="list-style-type: none"> ○ Supply & Demand: How Markets Work http://www.enviroliteracy.org/article.php/1310.html ○ Supply and demand http://en.wikipedia.org/wiki/Supply_and_demand ○ Supply and Demand By Adam http://library.thinkquest.org/03oct/00921/supplyanddemand.htm • i-Pathways: <i>Social Studies</i>—Unit 4: Economic Principles—Lesson 1: Identifying Implications • i-Pathways: <i>Social Studies</i>—Unit 4: Economic Principles—Lesson 2: Applying Ideas/Concepts to New Contexts 	<p>Student completion of written observation</p>
<p>2. Write a scenario that could influence manufacturing markets</p>	<p>Influences on the local manufacturing market (US History, World History, Geography, Economics)</p>	<ul style="list-style-type: none"> • Facilitate class discussion of how manufacturing facilities are impacted by a variety of local and global influences (for example: availability of resources; government legislation; currency exchanges; severe weather and natural disasters) • How the Japanese disaster influences the supply chain and manufacturing efforts: http://www.eval-source.com/blog/2011/04/01/japanese-disasters-influences-supply-chain-manufacturing-efforts/ • i-Pathways: <i>Social Studies</i>—Unit 1: United States History—Lesson 4: Modern Influences 	<p>Student completion of written scenario</p>

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<p>3. Give a group presentation on the effects of a manufacturing plant on a local economy</p>	<p>How a manufacturing plant affects the local economy (Geography, Economics)</p>	<ul style="list-style-type: none"> • In small groups, students discuss a real or imagined manufacturing facility • Students work together to agree on the product(s) and to determine how other businesses – including suppliers, supermarkets, restaurants, etc. – would be affected by the manufacturing facility • Small groups present the results of their discussions to the class 	<p>Peer review of group presentations</p>
<p>4. Describe the impact of one manufacturing breakthrough or invention</p>	<p>Role of science and technology in manufacturing (US History, World History, Economics, Civics and Government)</p>	<ul style="list-style-type: none"> • Using a timeline of major manufacturing breakthroughs, ask students to discuss how each breakthrough could have impacted the manufacturing process <ul style="list-style-type: none"> ○ Industrial Revolution Inventions Timeline – 1712-1942 http://storiesofusa.com/industrial-revolution-inventions-timeline-1712-1942/ ○ Timeline of Inventions http://inventors.about.com/od/timelines/tp/timeline.htm • i-Pathways: <i>Social Studies</i>—Unit 1: United States History—Lesson 2: Science and Technology 	<p>Student completion of written description</p>

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<p>5. Give a group presentation on child labor and write the main idea from peers' presentations</p>	<p>History of labor unions: child labor laws (Civics and Government)</p>	<ul style="list-style-type: none"> • Each small group is assigned a section from the website listed below, to read and discuss • Each small group gives a presentation to the class on what they learned about child labor. <ul style="list-style-type: none"> ○ Child Labor Public Education Project: About Child Labor http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/ 	<p>Student completion of written main ideas from presentations</p>
<p>6. Create a management or union proposal and discuss it with the other group</p>	<p>Role of labor unions: collective bargaining (Economics)</p>	<ul style="list-style-type: none"> • Describing an imaginary manufacturing facility, instructor divides the class into two groups – union members and management • Each group is asked to discuss upcoming contract negotiations • Each group presents their proposals concerning wages, benefits, working conditions, etc., to the other group for discussion. • i-Pathways: <i>Consumer Education</i>—Unit 1: Getting a Job or Furthering Your Education—Lesson 2: Labor Unions 	<p>Teacher designed rubric to assess students' communication skills</p>

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<p>7. Write or give an oral summary of their opinion of the effects of labor unions on the next election</p>	<p>Role of labor unions in politics (US History)</p>	<ul style="list-style-type: none"> • Have students research and discuss the influence of unions in the most recent election • Invite an elected official to come speak to the class on the role of labor unions in politics • Invite a labor union representative to come speak to the class on the role of labor unions in politics <ul style="list-style-type: none"> ○ Labor and Politics http://www.pbs.org/newshour/election2000/afl-cio_index.html ○ Organized labor unions and politics http://www.cvtips.com/career-choice/organized-labor-unions-and-politics.html ○ Google search on recent elections and labor unions http://www.google.com/ 	<p>Student completion of written or oral summary</p>
<p>8. Summarize the workplace safety guidelines of a local manufacturing facility</p>	<p>Workplace safety (Civics and Government)</p>	<ul style="list-style-type: none"> • Invite a safety personnel worker from a local manufacturing plant to give a presentation to the students on the topic of workplace safety guidelines • Students are encouraged to ask questions of the presenter 	<p>Teacher evaluation of students' questions</p>

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<p>9. Research, summarize, and discuss findings on workplace safety standards and codes</p>	<p>Government's role in enforcing workplace safety standards (US History, Civics and Government)</p>	<ul style="list-style-type: none"> • Instructor asks each student to choose one topic of interest from the following websites to read • Students summarize what they learned with each other in small groups <ul style="list-style-type: none"> ○ Occupational Safety and Health Administration http://en.wikipedia.org/wiki/Occupational_Safety_and_Health_Administration ○ Safety codes http://en.wikipedia.org/wiki/Category:Safety_codes 	<p>Teacher evaluation of student summaries</p>
<p>10. Define and discuss globalization</p>	<p>Role of globalization in manufacturing</p>	<ul style="list-style-type: none"> • Have students use a dictionary or other reference tool of their choice to find definitions of globalization • Students share and discuss their definitions with each other in small groups • Each small group is asked to produce one definition and to write it on the board • Have the class combine the information from each definition into one 	<p>Peer evaluation of small group definitions</p>

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<p>11. State one cause and one effect of globalization</p>	<p>Causes and effects of globalization</p>	<ul style="list-style-type: none"> • Bring in a variety of products and facilitate class discussion on the possible reasons each product is manufactured in a given country • Have students use the internet to research one cause of globalization and one effect of globalization • Facilitate class discussion of the causes and effects of globalization <ul style="list-style-type: none"> ○ YouTube or Google: in search box enter: causes of globalization; effects of globalization 	<p>Student completion of cause and effect assignment</p>
<p>12. Role-play lean manufacturing tasks</p>	<p>Lean Manufacturing as a response to globalization</p>	<ul style="list-style-type: none"> • Facilitate class discussion of what “lean” is <ul style="list-style-type: none"> ○ http://www.lean.org/WhatsLean/ • Have students role-play lean manufacturing • Students could be asked to move materials in the classroom from one place to another • Instructor evaluates how the students carried out the task and offers suggestions to make the process more efficient. For example, there could be a pile of books on a table, and each student carries one book to the bookshelf • The instructor times the students and asks them how the books could be re-shelved in a more efficient manner • Invite a speaker from a local manufacturing plant to give a presentation to the students on the topic of how lean manufacturing has developed at that workplace over the years <ul style="list-style-type: none"> ○ YouTube: in search box enter: lean manufacturing 	<p>Student demonstration</p>