## Statewide Manufacturing Curriculum
### Contextualized Social Studies Module

### Students will:

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Buy, sell, and trade products to demonstrate the role of supply and demand; Write observation on high-demand and low-demand items | Supply and demand in manufacturing (Economics) | - 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  
  - Supply & Demand: How Markets Work  
  - Supply and demand  
  - Supply and Demand By Adam  
    [http://library.thinkquest.org/03oct/00921/supplyanddemand.htm](http://library.thinkquest.org/03oct/00921/supplyanddemand.htm)  
- i-Pathways: Social Studies—Unit 4: Economic Principles—Lesson 1: Identifying Implications  
- i-Pathways: Social Studies—Unit 4: Economic Principles—Lesson 2: Applying Ideas/Concepts to New Contexts | Student completion of written observation |

| 2. Write a scenario that could influence manufacturing markets | Influences on the local manufacturing market (US History, World History, Geography, Economics) | - 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:  
- i-Pathways: Social Studies—Unit 1: United States History—Lesson 4: Modern Influences | Student completion of written scenario |
## Statewide Manufacturing Curriculum Contextualized Social Studies Module

### Students will:

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| **3.** Give a group presentation on the effects of a manufacturing plant on a local economy | How a manufacturing plant affects the local economy (Geography, Economics) | • 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 | Peer review of group presentations |
| **4.** Describe the impact of one manufacturing breakthrough or invention | Role of science and technology in manufacturing (US History, World History, Economics, Civics and Government) | • Using a timeline of major manufacturing breakthroughs, ask students to discuss how each breakthrough could have impacted the manufacturing process  
  o Industrial Revolution Inventions Timeline – 1712-1942  
    http://storiesofusa.com/industrial-revolution-inventions-timeline-1712-1942/  
  o Timeline of Inventions  
    http://inventors.about.com/od/timelines/tp/timeline.htm  
• i-Pathways: Social Studies—Unit 1: United States History—Lesson 2: Science and Technology | Student completion of written description |
## Statewide Manufacturing Curriculum
### Contextualized Social Studies Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 5. Give a group presentation on child labor and write the main idea from peers’ presentations | History of labor unions: child labor laws (Civics and Government) | - Each small group is assigned a section from the website listed below, to read and discuss  
  - Child Labor Public Education Project: About Child Labor  
    http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/ | Student completion of written main ideas from presentations |
| 6. Create a management or union proposal and discuss it with the other group | Role of labor unions: collective bargaining (Economics) | - 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: Consumer Education—Unit 1:Getting a Job or Furthering Your Education—Lesson 2: Labor Unions | Teacher designed rubric to assess students’ communication skills |
## Statewide Manufacturing Curriculum
### Contextualized Social Studies Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 7. Write or give an oral summary of their opinion of the effects of labor unions on the next election | Role of labor unions in politics (US History) | • 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  
  o Labor and Politics  
    http://www.pbs.org/newshour/election2000/afl-cio_index.html  
  o Organized labor unions and politics  
  o Google search on recent elections and labor unions  
    http://www.google.com/ | Student completion of written or oral summary |
| 8. Summarize the workplace safety guidelines of a local manufacturing facility | Workplace safety (Civics and Government) | • 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 | Teacher evaluation of students’ questions |
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 9.       | Research, summarize, and discuss findings on workplace safety standards and codes | • 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  
  o Occupational Safety and Health Administration  
  o Safety codes  
| 10.      | Define and discuss globalization | • 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 | Peer evaluation of small group definitions |
### Statewide Manufacturing Curriculum
### Contextualized Social Studies Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 11. State one cause and one effect of globalization | Causes and effects of globalization | • 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  
  o YouTube or Google: in search box enter: causes of globalization; effects of globalization | Student completion of cause and effect assignment |
| 12. Role-play lean manufacturing tasks | Lean Manufacturing as a response to globalization | • Facilitate class discussion of what “lean” is  
  o 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  
  o YouTube: in search box enter: lean manufacturing | Student demonstration |