

# Statewide Transportation, Distribution, and Logistics (TDL) Curriculum Contextualized Social Studies Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Identify major events in history that impacted transportation</p>	<p>Events that shaped TDL (World History, U.S. History)</p>	<ul style="list-style-type: none"> <li>• Students create a timeline showing the three categories of air, land, and water transportation. Have students then choose five major events in history and explain how those events contributed to changes in transportation technology.</li> <li>• Facilitate class discussion on history’s impact on transportation and logistics.               <ul style="list-style-type: none"> <li>○ DHL: Historical Development of Logistics Use <b>PDF file: Historical Development of Logistics [see references]</b></li> <li>○ History of Logistics and SCM <a href="http://www.manufacturing.net/articles/2012/05/history-of-logistics-and-supply-chain-management">http://www.manufacturing.net/articles/2012/05/history-of-logistics-and-supply-chain-management</a></li> <li>○ Logistics History <a href="http://www.slideshare.net/barvie/logistic-history">http://www.slideshare.net/barvie/logistic-history</a></li> </ul> </li> <li>• i-Pathways: <i>Social Studies</i>—Unit 1: U.S. History—Lesson 4: Modern Influences</li> </ul>	<p>Student completion of written timeline</p>
<p>2. Construct a chart that highlights the ways in which seasonal variations in weather affect TDL</p>	<p>Natural influences on the local TDL market (US History, World History, Geography, Economics)</p>	<ul style="list-style-type: none"> <li>• Facilitate class discussion of how TDL facilities are impacted by a variety of local and global influences (for example: availability of resources; severe weather and natural disasters).               <ul style="list-style-type: none"> <li>○ Use: “<b>Managing Weather’s Impact on Transportation Capacity and Costs</b>”</li> </ul> </li> <li>• How a South Dakota blizzard influenced the trucking industry: <a href="http://appian.tmwsystems.com/industry-news/how-severe-weather-events-impact-trucking-industry">http://appian.tmwsystems.com/industry-news/how-severe-weather-events-impact-trucking-industry</a></li> </ul>	<p>Student completion of chart</p>

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<p>3. Write a report highlighting available natural resources and how they can be used to fuel the modes of transportation</p>	<p>Natural resources' effect on transportation (Geography, Economics)</p>	<ul style="list-style-type: none"> <li>• Students investigate the various parts of local state where useable natural resources are found.               <ul style="list-style-type: none"> <li>○ Illinois Department of Transportation: Environment/Links <a href="http://www.dot.state.il.us/environment.html">http://www.dot.state.il.us/environment.html</a></li> <li>○ Natural Resources Defense Council: Renewable Energy for America <a href="http://www.nrdc.org/energy/renewables/wind.asp">http://www.nrdc.org/energy/renewables/wind.asp</a></li> </ul> </li> <li>• Students write a report that highlights available natural resources in Illinois, the technology that has been developed to make use of natural resources, and strategies to extract and process these raw materials to fuel the modes of transportation.</li> </ul>	<p>Student completion of written report</p>
<p>4. Identify the factors involved in interstate route planning and develop a route for delivering goods to a distribution center.</p>	<p>Role of geography and technology in TDL (Geography, Economics, Civics and Government)</p>	<ul style="list-style-type: none"> <li>• Students investigate factors affecting interstate travel.               <ul style="list-style-type: none"> <li>○ New Hours of Service Rules—The Trucker's Report <a href="http://www.thetruckersreport.com/hours/new_hours_of_service_rules_for_truckers.shtml">www.thetruckersreport.com/hours/new_hours_of_service_rules_for_truckers.shtml</a></li> <li>○ Rules for Truckers Intend to Make Roads Safer <a href="http://www.roadandtravel.com/safetyandsecurity/newrulesfortruckers.htm">www.roadandtravel.com/safetyandsecurity/newrulesfortruckers.htm</a></li> <li>○ Travel Centers of America Trip Planner <a href="http://www.tatravelcenters.com/trip-planner">http://www.tatravelcenters.com/trip-planner</a></li> <li>○ Travelers, Truck Drivers, Safety, and the Laws <a href="http://www.quazen.com/recreation/autos/travelers-truck-drivers-safety-and-the-laws/">www.quazen.com/recreation/autos/travelers-truck-drivers-safety-and-the-laws/</a></li> <li>○ Truck Miles <a href="http://www.truckmiles.com">www.truckmiles.com</a></li> </ul> </li> <li>• Students create a travel plan, including states, laws, roads, and other pertinent information.</li> </ul>	<p>Student completion of written plan</p>

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<p>5. Give a group presentation on the Teamsters Union and write the main idea from peers' presentations</p>	<p>History of labor union; labor laws (Civics and Government)</p>	<ul style="list-style-type: none"> <li>• Students form small groups, which are each assigned a section from the website listed below, to read and discuss (consider assigning by various decades).</li> <li>• Each small group gives a presentation to the class on what they learned about the Teamsters Union.               <ul style="list-style-type: none"> <li>○ Teamster History Visual Timeline <a href="http://teamster.org/content/teamster-history-visual-timeline">http://teamster.org/content/teamster-history-visual-timeline</a></li> </ul> </li> <li>• i-Pathways: <i>Consumer Education</i>—Unit 1 Lesson 2: Labor Unions</li> </ul>	<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"> <li>• Describing an imaginary TDL facility, instructor divides the class into two groups – union members and management.</li> <li>• Each group is asked to discuss upcoming contract negotiations.</li> <li>• Each group presents their proposals concerning wages, benefits, working conditions, etc., to the other group for discussion.</li> <li>• i-Pathways: <i>Consumer Education</i>—Unit 1 Lesson 2: Labor Unions</li> </ul>	<p>Teacher-designed rubric to assess students' communication skills</p>

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Students will:

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7. 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)	<ul style="list-style-type: none"> <li>• Have students research and discuss the influence of unions in the most recent election.</li> <li>• Invite an elected official to come speak to the class on the role of labor unions in politics.</li> <li>• View video “Labor and Politics” and research the role of labor unions in politics.               <ul style="list-style-type: none"> <li>○ “Labor and Politics” video <a href="http://www.c-span.org/video/?75687-1/class-politics-labor-movement">http://www.c-span.org/video/?75687-1/class-politics-labor-movement</a></li> <li>○ Organized labor unions and politics <a href="http://www.cvtips.com/career-choice/organized-labor-unions-and-politics.html">http://www.cvtips.com/career-choice/organized-labor-unions-and-politics.html</a></li> <li>○ Google search on recent elections and labor unions <a href="http://www.google.com/">http://www.google.com/</a></li> </ul> </li> <li>• i-Pathways: <i>Consumer Education</i>—Unit 1 Lesson 2: Labor Unions</li> </ul>	Student completion of oral summary
8. Summarize the workplace safety guidelines of a local TDL facility	Workplace safety (Civics and Government)	<ul style="list-style-type: none"> <li>• Instructor divides students into two groups based on “Workplace Health Hazards” and “Workplace Safety Hazards” within the manual <i>Workplace Safety and Health Guidelines: Service Allied to the Transport of Goods</i>. <a href="https://www.wshc.sg/wps/themes/html/upload/cms/file/wsh%20transport2.pdf">https://www.wshc.sg/wps/themes/html/upload/cms/file/wsh%20transport2.pdf</a></li> <li>• Student groups summarize safety guidelines for each.</li> </ul>	Student completion of written summary

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<p><b>9.</b> 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"> <li>• Instructor asks each student to choose one topic of interest from the following websites to read.</li> <li>• Students summarize what they learned with each other in small groups.               <ul style="list-style-type: none"> <li>○ Use: <b>"Occupational Safety and Health Administration"</b> <a href="http://en.wikipedia.org/wiki/Occupational_Safety_and_Health_Administration">http://en.wikipedia.org/wiki/Occupational_Safety_and_Health_Administration</a></li> <li>○ Use: <b>Safety Codes</b> <a href="http://en.wikipedia.org/wiki/Category:Safety_codes">http://en.wikipedia.org/wiki/Category:Safety_codes</a></li> </ul> </li> </ul>	<p>Teacher evaluation of student summaries</p>
<p><b>10.</b> Define and discuss globalization</p>	<p>Role of globalization in transportation</p>	<ul style="list-style-type: none"> <li>• Have students use a dictionary or other reference tool of their choice to find definitions of globalization.</li> <li>• Students share and discuss their definitions with each other in small groups.</li> <li>• Each small group is asked to produce one definition and to write it on the board.</li> <li>• Have the class combine the information from each definition into one.</li> </ul>	<p>Peer evaluation of small group definitions</p>

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Students will:

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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"> <li>• Have students use the Internet to research one cause of globalization and one effect of globalization.</li> <li>• Facilitate class discussion of the causes and effects of globalization.               <ul style="list-style-type: none"> <li>○ Use: <b>“What Caused Globalization?”</b>  <a href="http://www.economicshelp.org/blog/401/trade/what-caused-globalization/">http://www.economicshelp.org/blog/401/trade/what-caused-globalization/</a></li> </ul> </li> </ul>	<p>Student completion of cause and effect assignment</p>
<p>12. Role-play lean logistics tasks</p>	<p>Lean Logistics as a response to globalization</p>	<ul style="list-style-type: none"> <li>• Facilitate class discussion of what “lean” is               <ul style="list-style-type: none"> <li>○ Use: <b>“What is Lean?”</b>  <a href="http://www.lean.org/WhatsLean/">http://www.lean.org/WhatsLean/</a></li> <li>○ Use: <b>“What is Lean Logistics?”</b>  <a href="http://www.aalhysterforklifts.com.au/index.php/about/blog-post/what_is_lean_logistics_understanding_the_concept">http://www.aalhysterforklifts.com.au/index.php/about/blog-post/what_is_lean_logistics_understanding_the_concept</a></li> </ul> </li> <li>• Have students role-play lean logistics; Students could be asked to move materials in the classroom from one place to another.</li> <li>• 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.</li> <li>• The instructor times the students and asks them how the books could be re-shelved in a more efficient manner.</li> <li>• Invite a speaker from a local TDL facility to give a presentation to the students on the topic of how lean logistics has developed at that workplace over the years.</li> </ul>	<p>Student demonstration</p>