

Social Studies	
Introduction to Geography	SEVENTH GRADE
SCRIPTURE	
<p><i>In the beginning, when God created the heavens and the earth and the earth was without form or shape, with darkness over the abyss and a mighty wind sweeping over the waters. Then God said: Let there be light, and there was light. Genesis 1:1-3</i></p>	
STANDARD	
<p>Students should interpret various types of geographical information and how geographers look at the world God created. Students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Create a map of the geography of the Catholic Church <ol style="list-style-type: none"> a. Include at least three of the Five Themes of Geography. b. Identify the longitude and latitude of the 3 countries most populated by Catholics 2. Using the Five Themes of Geography analyze the state of your favorite NFL Superbowl Champion 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What must a cartographer consider when making a map? (Standard 1) 2. How might the rights of people be affected by geography? (Standard 2) 3. How did differing ideas about the earth's geography impact development? (Standard 3) 4. How have absolute and relative location changed over time? (Standard 4) 5. What is the dynamic relationship between physical and human geography? (Standard 5) 	
Vocabulary terms	
<p>Branches of Geography</p> <ol style="list-style-type: none"> 1. Physical geography 2. Human geography 	
<p>Essential Elements</p> <ol style="list-style-type: none"> 1. The world in spatial terms 2. Places and regions 3. Physical systems 4. human systems 5. environment and society 	

6. the uses of geography
7. the five themes of geography

Tools of Geography

1. mapping
2. absolute location
3. relative location
4. technology of geography
5. spatial organization

Social Studies	
Physical Geography: Physical Features	SEVENTH GRADE
SCRIPTURE	
<p><i>God called the dry land "earth," and the basin of water he called "sea." God saw that it was good.¹¹ Then God said: Let the earth bring forth vegetation: every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it. Genesis 1:10-11</i></p>	
STANDARD	
<p>Students should be introduced to physical geography with a concentration on physical features. Students should be able to analyze the characteristics of physical geography and apply this analysis to the world God created. Students should address geographic elements and themes, in addition students should interpret various types of geographic information and how geographers look at the world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Write a song on the Water Cycle and perform for a lower grade level. 2. Determine the important physical features in and around the Vatican City and explain the effects they may have on residence and visitors. 3. Raise money for Building Water Wells in Africa. 4. Interpret quotes from Pope Francis about protecting the earth. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What is the impact of physical systems on choices people make on where they live? (Standard 1) 2. In what ways does scarcity of resources impact the rights of citizens in a region? (Standard 2) 	

3. How do ideas and beliefs about resources impact the daily lives of people in a given region? (Standard 3)
4. How might the current physical and ecological processes impact Earth and its' inhabitants in the future? (Standard 4)
5. How do surface forces and weather impact other physical systems? (Standard 5)
6. How are we as Catholics called to share our resources with the poor and vulnerable? (Lev. 19:9-10, Isaiah 25:4-5)

Vocabulary terms

The Earth

1. Surface forces
2. Physical features that create regions
3. Uses of physical geography
4. Earth's structure
5. Subterranean forces
6. Plate tectonics theory
7. Ring of Fire

Water

1. Importance of water
2. The water cycle
3. Supply and scarcity
4. Water as a resource

Climate

1. Factors of weather and climate
2. Major climate zones
3. Climate change within regions
4. Plant and animal life

Social Studies

Physical Geography; Physical Systems

SEVENTH GRADE

SCRIPTURE

Then God said: "Let there be lights in the dome of the sky, to separate day from night. Let them mark the seasons, the days and the years, and serve as lights in the dome of the sky, to illuminate the earth. And so it happened: God made the two great lights, the greater one to govern the day, and the lesser one to govern the night, and the stars." Genesis 1:14-16

STANDARD

This unit may have significant overlap with science instruction grades 6—8. Collaboration and coordination of curricular design with science is recommended.

Students should be introduced to physical geography with a concentration on physical systems. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world as Catholics.

ACTIVITIES

1. Investigate CCC 2415, the care of God's creation and apply key concepts of geography.
2. Give a persuasive speech about a Catholic's responsibility in the conservation and cleanliness of water.
3. Compare and contrast the availability of clean water in Kansas to that of The Republic of Haiti.
 - a. General health impact
 - b. Birth and death rates
 - c. Education
 - d. Catholic faith response

ESSENTIAL QUESTIONS

1. What would be the consequences of a different earth orbit, rotation, revolution? (Standard 1)
2. In what ways are there global responsibilities for managing the physical environment? (Standard 2)
3. In what ways might beliefs and ideas about energy impact the world's resources? (Standard 3)
4. How are the physical systems changing? (Standard 4)
5. What factors contribute to the creation of various ecosystems? (Standard 5)
6. As stewards of our faith, what is our responsibility to care for and protect God's creation? (CCC2415)

Vocabulary terms

The Earth in Space

1. Orbit
2. Rotation
3. Revolution
4. Sun
5. Planets
6. Seasons

Natural Environments

1. Distribution of ecosystems
2. Forest
3. Desert

<ol style="list-style-type: none"> 4. Grassland 5. Mountain 6. Aquatic
<p>Resources</p> <ol style="list-style-type: none"> 1. Natural 2. Renewable 3. Non-renewable 4. Patterns of resources 5. Scarcity and abundance of resources 6. Energy

Social Studies	
Human Geography: Culture	SEVENTH GRADE
SCRIPTURE	
<p><i>God created mankind in his image; in the image of God he created them; male and female he created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it. Genesis 1:27-28a</i></p>	
STANDARD	
<p>Students should be introduced to human geography with a concentration on culture. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics.</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Research a Christmas tradition diffused into the United States. <ol style="list-style-type: none"> a. Create a poster b. Give a 2 minute speech c. Write a 2 paragraph essay 2. A new student has just arrived from another city/state/country. Create a video, Google Slide, play etc. introducing him/her to the culture of your school. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What types of choices influence the development of a culture? (Standard 1) 2. How are rights defined within a culture? (Standard 2) 3. How does the diversity within a region impact its cultural development? (Standard 3) 4. What are the most critical factors in bringing about cultural change? (Standard 4) 5. What is the impact of climate and resources on culture? (Standard 5) 	
Vocabulary terms	

Development of Culture

1. Traits
2. Culture groups
3. Language
4. Food
5. Customs
6. Religion
7. Traditions
8. History
9. Ways of life

Cultural Regions

1. Race
2. Religion
3. Ethnicities
4. Languages
5. Custom and tradition
6. Cultural diversity
7. Multiculturalism
8. Cultural change and diffusion
9. Diversity of saints
10. St. Maximilian Kolbe, St. Peter Claver, etc...

Population

1. Population patterns
2. Distribution
3. Density
4. Urban
5. Rural
6. Population growth
7. Demographics
8. Movement
9. Immigration
10. Migration

Social Studies

Human Geography: Government, Economics, and Religion

SEVENTH GRADE

SCRIPTURE

Come, let us go down and confuse their language, so that no one will understand the speech of another. So the LORD scattered them from there over all the earth, and they stopped building the city. That is why it was called Babel because there the LORD confused the

speech of all the world. From there the LORD scattered them over all the earth. Genesis 11:7-9

STANDARD

Students should be introduced to human geography with a concentration on government, economics, and religion. In addition students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze these characteristics of human geography and apply this analysis to their world as Catholics.

ACTIVITIES

1. Review the Archdiocesan pro-life website [Prolife-Home](#). Write 5 questions to share with classmates as conversation starters regarding human geography.
2. Attend the annual Pro-life rally in Topeka.
3. Create a compare and contrast chart on Catholicism, Buddhism, Hinduism and Judaism.

ESSENTIAL QUESTIONS

1. How do religious and economic choices affect a region's political systems? (Standard 1)
2. What role do individual rights play in political, economic, and religious systems? (Standard 2)
3. How do political, economic, and/or religious beliefs shape a culture? (Standard 3)
4. What system would be easiest to change: political, economic, or religious? (Standard 4)
5. What tension exists between political, economic, and religious systems with in a culture?(Standard 5)

Vocabulary terms

Political Systems

1. Democracies
2. Monarchies
3. Dictatorships
4. Oligarchies
5. Military states

Economic Systems

1. Traditional
2. Command
3. Market
4. Mixed market
5. Communism
6. Socialism
7. Developed

8. Developing, and emerging economies

Religions

1. Role of religious beliefs
2. Impact of religion on development
3. Catholicism
4. Buddhism
5. Christianity
6. Hinduism
7. Islam
8. Judaism

Social Studies
SEVENTH GRADE
SCRIPTURE
<i>They shall not harm or destroy on all my holy mountain; for the earth shall be filled with knowledge of the LORD, as water covers the sea. Isaiah 11:9</i>
STANDARD
Human Impact on the Earth and Physical Systems Students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between God, human and physical systems and implications of those relationships. In addition, students should interpret various types of geographic information and how geographers look at the world God created. Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics.
ACTIVITIES
<ol style="list-style-type: none">1. Analyze the geographic theme of movement as it relates to your regional movement and population growth of certain areas.2. Organize an Earth Day project on your school campus. Students create and implement the guidelines.3. Interview three adults to determine why they chose where to live and work.<ol style="list-style-type: none">a. Create a posterb. Record the interview (reporter style)c. Give a 2 minute speechd. Student choice
ESSENTIAL QUESTIONS
<ol style="list-style-type: none">1. What are the critical factors on people’s decisions on where to live and work? (Standard 1)2. What are the responsibilities of land ownership and management? (Standard 2)

3. How will current ideas about resource management impact the world of the future? (Standard 3)
4. What critical changes are required to improve the health of the planet? (Standard 4)
5. In what ways does change in world population impact the geographic landscape? (Standard 5)
6. How does your relationship with God impact your interaction with the world He created?

Vocabulary terms

Interconnectedness

1. significance of physical systems in supporting life
2. relationships between physical and human systems
3. human system impact on physical systems
4. relationships between God and us (human system) Interaction

1. adaptation
2. Industrialization
3. Technology
4. energy
5. Resources
6. consumption
7. production
8. Waste
9. Prayer
10. meditation Implication

1. human adaptation
2. changing the physical environment
3. pollution
4. climate change
5. globalization
6. grow in holiness
7. deeper relationship with God

Social Studies	
Kansas History	SEVENTH GRADE
SCRIPTURE	
<i>“Go therefore and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you And behold, I am with you always, until the end of the age.” Matthew 28:19-20</i>	
STANDARD	
Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)	

Students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined

ACTIVITIES

1. Create a Wax Museum of early explorers for other grades to visit.
2. Discuss the impact the Trail of Tears had on American Indians and European explorers.
3. Make a timeline retracing the steps of St. Rose Philippine Duchesne.

ESSENTIAL QUESTIONS

1. Why did people choose to live in Kansas? (Standard 1)
2. Whose land was it? (Standard 2)
3. What beliefs and ideas made it difficult for people to live together? (Standard 3)
4. How did life change for the American Indian after the Europeans arrived? (Standard 4)
5. What did it mean when Indian groups were given reservations by treaty? (Standard 5)
6. What impact did the Catholic missionaries have on early Kansas?

Vocabulary terms

IDEAS

1. Contrasting cultures
2. Exploration
3. Settlement
4. Adaptation
5. Trade

PEOPLE/ROLES

1. Indigenous American Indians of the Kansas region
2. Emigrant American Indians
3. Francisco Coronado
4. Zebulon Pike
5. William Becknell
6. Stephen Long
7. Father Juan de Padilla
8. St. Phillipine Duchesne
9. Bishop Miege
10. Catholic religious orders (Jesuits, Benedictines, Sisters of Charity of Leavenworth)

PLACES/INSTITUTIONS

1. Plains
2. Louisiana Territory

3. Oregon Trail
4. Santa Fe Trail
5. Forts
6. Missions
7. Benedictine Abbey

EVENTS

1. First European contact
2. Louisiana Purchase
3. Corps of Discovery
4. Santa Fe Trail
5. Oregon Trail
6. Indian Removal Act
7. Missouri Compromise
8. Compromise of 1850
9. Kansas-Nebraska Act

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>You will hear of war and reports of wars; see that you are not alarmed, for these things must happen, but it will not yet be the end. Nation will rise against nation, and kingdom against kingdom; there will be famines and earthquakes from place to place. Matthew 24:6-7</i></p>
STANDARD
<p>Statehood and Civil War (1854—1865)</p> <p>Students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.</p>
ACTIVITIES
<ol style="list-style-type: none"> 1. Write a first person narrative as a survivor of Quantrill’s Raid using sensory details. 2. Conduct a book study of the novel <i>Rifles for Watie</i>. 3. Invite Mahaffie Stagecoach to your school to present <i>The Tragic Prelude</i> program.
ESSENTIAL QUESTIONS

1. What factors might settlers consider before coming to Kansas? (Standard 1)
2. Under what circumstances should individuals fight for the rights of others? (Standard 2)
3. Why were beliefs about slavery so important in Kansas history? (Standard 3)
4. How and why did social and political atmosphere in the state change during this period? (Standard 4)
5. What factors led to a rise in physical violence in the state? (Standard 5)
6. How did the Civil War fit with the Catholic doctrine on a just war? (CCC 2309)

Vocabulary terms

IDEAS

1. Popular sovereignty
2. Slavery and abolition
3. Underground railroad
4. Transportation/communication
5. State constitutions
6. Free State Movement
7. Just war (CCC2309)

PEOPLE/ROLES

1. Charles Robinson
2. Clarina Nichols
3. Jayhawkers
4. Border Ruffians
5. William Quantrill
6. Charles Sumner
7. New England Emigrant Aid Society

PLACES/INSTITUTIONS

1. Atchison
2. Lawrence
3. Topeka
4. Lecompton
5. Doniphan County
6. Douglas County
7. Linn County
8. Osawatomie

EVENTS

1. Kansas-Nebraska Act
2. Bogus legislature
3. Bleeding Kansas

4. Pony Express
5. Civil War
6. Statehood
7. Battle of Mine Creek
8. Quantrill's Raid
9. Order #11

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>"Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me."</i> Matthew 25:40</p>
STANDARD
<p>Kansas: To the Stars through Difficulty (1865—1890s) Students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, culture and religion. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.</p>
ACTIVITIES
<ol style="list-style-type: none"> 1. Travel to Kansas State Capital and Kansas History Museum 2. Students will read expository text about what a census is and why they are made. Students will complete a graphic organizer using two census record entries and draw conclusions about German migration patterns. 3. Students will learn the reasons for the cattle drives in post-Civil War Kansas. Students will read a series of historic images then place them in sequential order to tell the story of a cattle drive.
ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> 1. What were the consequences of decisions made when deciding where to build a railroad? (Standard 1) 2. How successful was the Civil War in improving minority rights in Kansas? (Standard 2) 3. How did ethnic and religious, Catholic immigrants impact the culture of the state? (Standard 3) 4. In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)

5. How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Homesteading
2. Immigration
3. Romantic image of the West
4. Promotion and growth of agriculture
5. Railroads

PEOPLE/ROLES

1. Buffalo Soldier
2. Satanta
3. Cyrus K. Holliday
4. Fred Harvey
5. Joseph McCoy
6. Exodusters
7. Ethnic and religious immigrants (Hispanic, German, Croatian, Slavic Catholics)

PLACES/INSTITUTIONS

1. Abilene
2. Ellsworth
3. Dodge City
4. Nicodemus
5. Topeka
6. Atchison
7. Leavenworth
8. Wichita
9. Catholic Church in Kansas
10. Catholic hospitals and schools
11. Benedictine Abbey and Benedictine College

EVENTS

1. Homestead Act
2. Medicine Lodge Treaty
3. Sand Creek Massacre
4. Cattle drives
5. Land grant universities

SCRIPTURE

"Do to others whatever you would have them do to you." Matthew 7:12

STANDARD

Progress and Reform (1860s—1920s)

Students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, religious and geographic context of these developments and the conditions which existed to inspire these reforms.

ACTIVITIES

1. After researching Charles Sheldon and his life as a Topeka Minister, students will read excerpts for his novel *In His Steps, What Would Jesus Do?*. Students will examine and discuss the situations the characters were in, and the difficulty of choosing what Christ would do in their specific circumstances.
2. Students will analyze a primary source about women's suffrage in Kansas and the United States. Students will work cooperatively in groups to interpret information found in these documents.
3. Compare Pope Leo XIII to Pope Francis's philosophies and spirit of reform.

ESSENTIAL QUESTIONS

1. What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1)
2. Who should be allowed to vote? (Standard 2)
3. How and why did Populism and Socialism gain in popularity during this period? (Standard 3)
4. How might one compare prohibition in Kansas to the war on drugs of this generation?(Standard 4)
5. What factors gave rise to industry in Kansas? (Standard 5)
6. How does Church teaching on economic activity and social justice impact this era? (CCC2435)

Vocabulary terms

IDEAS

1. Industrialization
2. Specialization
3. Transportation
4. Communication
5. Prohibition
6. Populism
7. Progressivism

8. Suffrage movements
9. Socialism
10. Rerum Novarum (1891 by Pope Leo XIII)

PEOPLE/ROLES

1. Samuel Crumbine
2. Charles Sheldon
3. Carry Nation
4. Mary Lease
5. Karl Menninger
6. Walter Chrysler
7. Walter and Olive Beech
8. Clyde Cessna
9. William Allen White
10. Kate Richards O’Hare
11. Pope Leo XIII
12. Religious order (Ursulines)

PLACES/INSTITUTIONS

1. Emporia
2. Medicine Lodge
3. Girard
4. Pittsburg

EVENTS

1. National prohibition
2. World War I
3. Legislative War
4. Appeal to Reason
5. Coal miner strikes
6. Discovery of oil/gas

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>“In every way I have shown you that by hard work of that sort we must help the weak, and keep in mind the words of the Lord Jesus who himself said, ‘It is more blessed to give than to receive.’”</i></p> <p>Acts 20:35</p>
STANDARD

Good Times and Bad (1920s—1940s)

Students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansans played in World War I and II. Students should spend the bulk of their time in this unit considering the causes, conditions, and remedies for the economic distress of the Great Depression.

ACTIVITIES

1. Students will view “Catholics and the Great Depression” through Catholic Focus. Students will discuss/journal/write about the roles and responsibilities the Catholic church had at that time. (students could also research Catherine Doherty and write a paper. (This is about Catholics in Canada so maybe I can come up with something else)
2. Read CCC 2185. Have students debate the merits and possible economic pitfalls of keeping the Sabbath Holy.
3. Interview a secondary source regarding the Great Depression. Questions should focus on resources citizens now take for granted. Additionally, focus should include how citizens can protect the many resources God has given us.

ESSENTIAL QUESTIONS

1. What choices led to the consequences of the Great Depression in the state? (Standard 1)
2. Does the government have a duty to help the needy? (Standard 2)
3. In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3)
4. How did Kansas change from 1900 to 1945? (Standard 4)
5. What impact did the Great Depression have on Catholic schools?

Vocabulary terms

IDEAS

1. Distribution of wealth and resources
2. Agricultural conservation
3. Growth of entertainment
4. Social justice

PEOPLE/ROLES

1. Charles Curtis
2. Arthur Capper
3. Langston Hughes
4. Amelia Earhart
5. James Naismith
6. Herbert Hoover
7. Alf Landon
8. Dwight Eisenhower

9. John Stewart Curry
10. Franklin D. Roosevelt
11. Religious order (Sister Servants of Mary)

PLACES/INSTITUTIONS

1. Pearl Harbor
2. Normandy
3. Germany
4. Italy
5. Japan
6. Lawrence
7. Topeka
8. Abilene
9. University of St. Mary

EVENTS

1. Great Depression
2. World War II
3. Stock Market Crash
4. Dust Bowl
5. New Deal

Social Studies
SEVENTH GRADE
SCRIPTURE
<p><i>“The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these. Mark 12:31</i></p>
STANDARD
<p>Kansas and a Changing World (1950s—2000s)</p> <p>Students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas’ social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and <i>Brown v Topeka Board of Education</i> in advancing civil rights. Students should investigate the impact of Vatican II on Catholics in the United States.</p>
ACTIVITIES

1. Read “Kansas Early Civil Rights Cases” through the Kansas Historical Society website. Students will choose one of the organized cases to research and produce one of the following
 - a. A 2 minute speech
 - b. A Google Slide presentation
 - c. A re-creation of the case
 - d. A 2-3 paragraph describing the case and the effect it had on society.
2. Research Brown v. Board of Education Supreme Court case. Write a 200 word essay on the importance of judicial review.
3. Visit the Brown v. Board of Education building in Topeka.

ESSENTIAL QUESTIONS

1. How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
2. In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
3. In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
4. How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
5. How was the Kansas economy impacted by Cold War conflicts? (Standard 5)
6. How did the changes from Vatican II impact the daily life of Catholics?

VOCABULARY TERMS

IDEAS

1. Civil rights
2. Cold War
3. Communism
4. Rise of interstate transportation
5. Time, talent, treasure

PEOPLE/ROLES

1. Oliver Brown
2. Charles Scott
3. Thurgood Marshall
4. Harry Colmery
5. Gordon Parks
6. Robert Dole
7. Nancy Landon Kassebaum
8. Georgia Neese Clark
9. Dwight Eisenhower

PLACES/INSTITUTIONS

1. Korea
2. Vietnam
3. Fort Scott
4. Topeka
5. Ogallala Aquifer
6. Savior of the World Seminary

EVENTS

1. Popularity of television
2. Korean War
3. Floods of 1951
4. Brown v Topeka Board of Education
5. Dockum Drug sit-in
6. Space race
7. Vietnam
8. Flood control system
9. Interstate highways
10. Vatican II
11. Call to Share

Social Studies
SEVENTH GRADE
SCRIPTURE
<i>"I command you: be strong and steadfast! Do not fear nor be dismayed, for the LORD, your God, is with you wherever you go."</i> Joshua 1:9
STANDARD
Kansas and a Modern World (1970s—present) Students should examine the events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is positioned for the future, including an overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future through the lens of a Catholic.
ACTIVITIES
1. Read the preamble and the Bill of Rights of the Kansas Constitution. Have students choose one right to study and analyze. Students should present their right to the class utilizing an acceptable form of technology.

2. Analyze existing political cartoons regarding social justice. Create cartoons depicting Catholic teaching on social justice.
3. Research a Catholic organization in Kansas. Create a pamphlet explaining how the organization helps Kansas. Present your work to the class.
4. Invite a Catholic organization to the class or school. Journal about their work and the impact they have on Kansas.
(possibly look up Catholic resources throughout the state of Kansas and determine a way to contribute to them??? Evangelism of some sort? Maybe have “little sisters of Mercy” or someone similar visit with journaling or essay writing or volunteer work???)

ESSENTIAL QUESTIONS

1. How are important decisions about Kansas’ state policies made? (Standard 1)
2. What are critical rights issues in the state? (Standard 2)
3. How are the beliefs and ideas of Kansans different/similar from other places? (Standard 3)
4. What has been the most significant change in Kansas in the last 50 years? (Standard 4)
5. What are the most important relationships in Kansas? (Standard 5)
6. As a Catholic, how can you impact change in the State of Kansas ?

Vocabulary terms

IDEAS

1. Globalization
2. Rural depopulation
3. Energy
4. Kansas economy
5. Kansas government
6. Social justice
7. Pro-life

PEOPLE/ROLES

1. Black Bear Bosin
2. Bill Kurtis
3. Astronauts
4. Lynette Woodard
5. Gayle Sayers
6. Barry Sanders
7. Jack Kilby

PLACES/INSTITUTIONS

1. Wichita
2. Kansas City

3. Topeka

EVENTS

1. Current and critical issues
2. Religious liberty
3. Care for the poor
4. Social justice
5. Pro-life
6. Immigration
7. Evangelization