



CONCORDIA CURRICULUM GUIDE



GRADE

7

Social Studies





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PREFACE

Ministry of Christian Schools

Parental expectations of Christian schools include

- excellent discipline;
- high academic standards;
- low teacher-student ratios;
- dedicated, conscientious teachers;

Many Christian schools offer these advantages. But the real distinction is that Christian schools proclaim Jesus Christ as the Son of God and Savior of the world. Teaching Jesus Christ, then, is “the real difference” between Christian and public schools. In Christian schools, teachers and students witness personally and publicly to their faith in Jesus Christ. Students study the Bible and worship God daily. Teachers relate Jesus Christ to all aspects of the curriculum. Teachers and students share Christian love and forgiveness.

Those who teach in Christian schools are privileged with the opportunity to

- teach the Word of God in its truth and purity;
- acknowledge the Bible as God’s infallible Word and the Confessions as the true exposition of the Word;
- identify God’s Word, Baptism, and the Lord’s Supper as the means through which God creates and sustains faith;
- emphasize Law and Gospel as the key teaching of Scripture;
- seek to apply Law and Gospel properly in daily relationships with students, parents, and other teachers;
- teach all of what Scripture teaches (including Christian doctrines) to all students, no matter what backgrounds they have;
- share with students what Jesus the Savior means to them personally;
- equip students to proclaim the Good News to others;

- encourage students to find the support and encouragement found only in the body of Christ, of which Jesus Himself is the head.

In Christian schools, Christ permeates all subjects and activities. Religion is not limited to one hour or one class. Teachers seek opportunities to witness in every class and to relate God’s Word to all aspects of life. Through this process, and by the power of the Holy Spirit, students grow in faith and in a sanctified life and view all of life, not just Sunday, as a time to serve and worship God.

In summary, it is intrinsic to ministry in a Christian school that all energies expended in the educational process lead each child to a closer relationship with the Savior and with other members of the Christian community.

How to Use This Guide

The Concordia Curriculum Guide series is designed to guide you as you plan and prepare to teach. The introductory chapters provide foundational information relevant to the teaching of social studies to students in a Christian school. But the majority of the pages in this volume focus on social studies standards and performance expectations together with ideas and activities for integrating them with various aspects of the Christian faith. This volume does not provide a curriculum plan or lesson plan for any particular period or day. Instead, it provides a wealth of ideas from which you can choose and a springboard to new ideas you may create. You may use this curriculum guide with any textbook series.

The social studies standards included in this book are informed by the standards developed by the National Council for the Social Studies (NCSS) (see also Chapter 3) and are provided as a compilation of the social studies standards and performance expectations adopted by the individual states. In order to offer a well-coordinated curriculum design, the social studies objectives for this grade level relate to and connect with the standards provided at other grade levels.

The standards, then, can serve you and your whole faculty in several ways. They can help you

1. plan your teaching in an organized way;
2. coordinate your teaching of a subject with the teaching in other grades in your school;
3. select textbooks and other learning or teaching materials;
4. evaluate your current instruction, materials, and objectives;
5. implement procedures for school accreditation;
6. nurture the Christian faith of your students as you teach social studies.

We assume that teachers will use materials in addition to those included in the guide, but, since many materials do not integrate the Christian faith, we have provided suggestions for specific methods to use as you teach day by day. Everyone has a different teaching style. No one will be able to use all the ideas in this volume. As you think about practices that will work for you and would be helpful in your classroom, consider these possible ways to find and use ideas from this volume:

- Read the entire volume before school starts. Highlight the ideas you think you can use.
- Write ideas in your textbooks. List the page numbers from this volume that contain suggestions you would like to use in connection with a lesson or unit.
- Throughout the year, designate periods of time, perhaps at faculty meetings, to discuss portions of this volume as you seek to improve your integration of the faith in social studies. Brainstorm, develop, and implement your ideas. Then follow up with other meetings to share your successes and challenges. Together, find ways to effectively use the suggestions in this volume.
- Plan ways to adapt ideas not closely related to specific lessons or units in your secular text-

books. Inside your plan book clip a paper with a list of suggestions from the volume that you would like to use. Or list each idea on a file card and keep the cards handy for quick review. Use those ideas between units or when extra time is available.

- Evaluate each suggestion after you have tried it. Label it as “use again” or “need to revise.” Always adapt the suggestions to fit your situation.
- Think about integrating the faith each time you plan a lesson. Set a goal for yourself (e.g., two ideas from this volume each week), and pray that God will help you to achieve it. You will find the index at the back of this volume especially helpful in finding faith-connecting activities relevant to specific topics.
- If the ideas in the Concordia Curriculum Guide series seem overwhelming, begin by concentrating on only one subject per month. Or attempt to use the suggested ideas in only two to four subjects the first year. Add two to four subjects per year after that.

Probably the most effective teaching occurs when teachers take advantage of natural opportunities that arise to integrate the faith into their teaching. In those situations, you will often use your own ideas instead of preparing a lesson plan based on teaching suggestions in this guide. Use the white space on the pages of this book to record your own ideas and activities for integrating the Christian faith. We hope this volume will be an incentive to you to create your own effective ways to integrate the Christian faith into the entire school day.

We believe that Christian schools are essential because we believe that our relationship with Jesus Christ permeates every part of our lives. That is why our Christian faith permeates our teaching. That is why we teach in a Christian school.

CHAPTER 1

A Journey: Developing Citizens through Social Studies

By

James B. Kracht

James B. Kracht, author of various social studies curriculum texts and materials in current use and advisor and board member for numerous organizations and agencies, attended Zion Lutheran School in New Palestine, Indiana, is a graduate of Concordia University, River Forest, Illinois, and began his long and productive teaching career in Lutheran schools. Dr. Kracht is a Fellow of the Grosvenor Center for Geographic Education and is a recipient of the Extraordinary Service Award from Texas A&M University and the Distinguished Service Award from the Texas Council for the Social Studies. Dr. Kracht was named director of the writing team for the Texas Essential Knowledge and Skills for Social Studies in 1995, and in 1996 became Director of the Social Studies Center for Educator Development. He is currently Associate Dean for Academic Programs in the College of Education and Human Development at Texas A&M University, where he has been on the faculty since 1974. He also serves as a codirector of a national demonstration project for interdisciplinary curriculum development at the middle grades and as a consultant for the development of national social studies standards in the United Arab Emirates and Syria.

Our Destination

It was a family tradition. On summer Sunday afternoons we would pile into our 1948 Chevy. The first question out of my mouth would be, “Where are we going?” and my dad’s answer was always the same, “We’re going to take a little ride.” “But where?” I would ask. The answer was repeated Sunday after Sunday, “Somewhere.” “Well, how will we know how to get there?” I would insist, knowing I was pressing my luck. “We will just follow our noses,” my mom would laugh. At that point I knew I would never get an answer that would satisfy me, so I would busy myself listening to my parents’ conversation, looking out the back window, and watching the dust trail as our car bumped down the gravel roads. Sometimes those drives would last thirty minutes and sometimes three hours. Frequently we would reach an intersection and disagree on whether to go straight ahead or turn left or right. I was always amazed at the number of new routes we could take and still not know the destination.

While I enjoyed those rides and even continued the tradition with my own children on occasions, most of the journeys I have pursued in life have had a strong sense of destination. Whether travel, education, career, home project, or office task, I approach tasks with a destination or end result in mind. I will admit that sometimes I have chosen the wrong destination and often there have been wrong turns, delays, and detours along the way, but the idea of a destination is comforting. Destinations bring a sense of accomplishment. Destinations are the result of thoughtful decisions. The journey to the destination requires planning and hard work. Wrong turns and detours demand evaluation and correction, while arrival brings a sense of success. In my view, the journey toward citizenship incorporates both the spirit of the Sunday afternoon ride and a planned journey toward a destination. While citizenship is our destination, social studies is the route we take to reach that objective.

Growing new citizens is vital to the continuation of our republican form of government and the

CHAPTER 2

Teaching and Learning Social Studies from a Christian Perspective

Social studies explores the world God made, including the universe and especially our planet, Earth, and the plants, animals, and people found in its various habitats. In the great diversity of life, we see the marvelous hand of our awesome God, who in His great love sustains and upholds our world even as He has sent His only Son to pay for the sins of all people.

Social studies and all other subjects can be taught and learned through the following overall goals, which have been the hallmark of the Christian education material prepared by Concordia Publishing House through the years. These materials aim to assist teachers and leaders so that

- through the Word of God and the work of the Holy Spirit, people of all ages may know God, especially His seeking and forgiving love in Christ, and may respond in faith and grow up into Christian maturity;
- seeing themselves as the reconciled, redeemed children of God and individual members of Christ's body, the Church, they may live happily in peace with God, themselves, and their fellow human beings;
- they may be encouraged to express their joy in worship of God and in loving service to others;
- by the grace of God they may value all of God's creative work in His world and Church and witness openly to Christ as the Savior of all people, participating actively in God's mission to the Church and the world;
- they may joyfully live in the Christian hope of new life in Christ now and in eternity.

Social Studies and God

Our loving and almighty God cares for us. He loves and desires to save all people. Any course of instruction about our world and human history

that ignores the Creator and Preserver of all things is incomplete.

For the children of God, learning Social Studies involves a developing knowledge and understanding of the following:

- God
- Ourselves
- Other Christians
- Nonbelievers
- All creation

God's Word teaches these truths:

- God created the holy angels, the universe, our planet, and all things in six days (Genesis 1).
- He created our first parents, Adam and Eve, and through them all people.
- Yielding to the temptation to abandon God's will, Adam and Eve sinned. All of creation suffered sin's devastating consequences.
- Although God made people in His image, that image was lost to our first parents and to all who would come after them through the fall into sin (Genesis 5:3).
- Strife between God and fallen humanity, among people, between people and animals, among animals, and between people and their environment continues as a result of sin (Genesis 3).
- God sent His only Son to live, die, and rise again in order to pay for the sins of all people (2 Corinthians 5:15). Jesus is the Son of God and also true man. Salvation can be found only in Him (Acts 4:12).
- As God who created all things, Jesus exerts control over the forces of nature. For example, He stilled the storm (Luke 8:22–25), and He reversed the natural decaying process when He raised Lazarus from the dead (John 11:38–44).

CHAPTER 3

Using the Ten Strands of Social Studies in Christian Education

The National Council for the Social Studies (NCSS) has approved ten strands for social studies education. These ten strands provide a helpful organizing framework for the social studies standards as they are developed and implemented in our nation's schools.

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The NCSS has given permission for the standards and performance expectations charts for students in early grades (k–3), middle grades (4–8), and high school (9–12) to be adapted to incorporate elements of the Christian faith. The adapted standards and expectations charts for each of the strands follow.

1. CULTURE

Effective social studies programs provide instruction and experiences that enable and equip the learner to

Early Grades

- a. *explore and describe* similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns, recognizing that God made, loves, and died and rose again to save all people;
- b. *give* examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- c. *describe* ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture, giving special consideration to cultural expressions of the Christian faith;
- d. *compare* ways in which people from different cultures think about and deal with their physical environment and social conditions;
- e. *give* examples and describe the importance of cultural unity and diversity within and across groups, recognizing that our triune God unites all believers in Holy Baptism.

Middle Grade

- a. *compare* similarities and differences in the ways in which God helps and enables groups, societies, and cultures to meet human needs and concerns;
- b. *explain* how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- c. *explain and give* examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture, while differentiating how God's people respond to His goodness through the art, literature, music, and architecture of their culture;
- d. *explain* why individuals and groups respond differently to their physical and social environments and/or make changes to them on the basis of shared assumptions, values, and beliefs;
- e. *articulate* the implications of cultural diversity, as well as cohesion, within and across groups, reporting how missionaries spread the Gospel to various cultures.

High School

- a. *analyze and explain* the ways groups, societies, and cultures address human needs and concerns, sorting cultural values into Christian and non-Christian categories;
- b. *predict* how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference and note the unique perspectives that Christians bring to this task;
- c. *apply* an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns, identifying and interpreting cultural diversity yet biblical unity in Christian art, music, literature, and architecture;
- d. *compare and analyze* societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- e. *demonstrate* the value of cultural diversity, as well as cohesion, within and across groups;
- f. *interpret* patterns of behavior that reflect Christian values and attitudes that contribute to or may pose obstacles to cross-cultural understanding;
- g. *explain and apply* ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems, recognizing our fallen yet rescued human condition according to the teachings of God's Word.

CHAPTER 4

Social Studies Curriculum Standards for Students in Grade 7

This chapter includes social studies standards that have been compiled from the individual state departments of education. They are organized, grade by grade, into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designations to indicate grade level, area, category, and performance objective:

The first digit indicates the grade level (e.g., the 2 in 2.5.1.8 designates that the performance expectation is for grade 2).

The second digit indicates the area of social studies (as listed above) addressed by the standard (e.g., the 5 in 2.5.1.8 designates the standard as an economic area since 5 is the number for economics).

The third digit identifies a category within the area. These categories are the same at every grade level (e.g., the 1 in 2.5.1.8 relates to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, which is the first category of economics at every grade level).

The fourth digit indicates the number of the specific performance expectation. These expectations will vary from level to level (e.g., the 8 in 2.5.1.8, as found in the economics area of the grade 2 standards relating to the category *Economic systems, institutions, and incentives affect people in many aspects of life*, refers to the eighth item in that category.)

Chapter 5 provides faith-integration activities organized by category. These activities provide many opportunities to teach aspects of the Christian faith in conjunction with each area of the social studies curriculum. Each activity is keyed to a specific performance expectation.

A complete list of social studies standards performance expectations for this grade level is provided on the remaining pages of this chapter.

GEOGRAPHY



- 7.1 Seventh-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the Earth's resources.**
- 7.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.**
 - 7.1.1.1 Compare map projections, globes, aerial photos, and satellite images.
 - 7.1.1.2 Explain the value of various map projections.
 - 7.1.1.3 Use longitude and latitude to plot specific locations.
 - 7.1.1.4 Tell how boundaries are created by physical features or by lines of longitude and latitude.
 - 7.1.1.5 Describe the components of the Earth's atmosphere.
 - 7.1.1.6 Use pictures, maps, charts, and graphs to show climates in terms of precipitation, temperature ranges, and types of plants and animals present in various climate zones.
 - 7.1.1.7 Demonstrate how the Earth/Sun relationship affects the Earth's energy balance.
 - 7.1.1.8 Describe the effects of an extreme weather phenomenon on the physical environment (e.g., hurricane, tornado).
 - 7.1.1.9 Contrast and compare maps showing physical, political, and cultural features.
 - 7.1.1.10 Identify and describe the major ecosystems of the world; include descriptions of their climate and landform patterns.
 - 7.1.1.11 Draw a sketch map and demonstrate expanded knowledge of the Eastern Hemisphere, noting physical, cultural, and economic features.
 - 7.1.1.12 Identify, describe, and compare the geographic characteristics of places using a variety of visual materials and data sources.
 - 7.1.1.13 Find information using traditional and electronic resources. Use these resources to make and interpret maps, graphs, and tables.
 - 7.1.1.14 Use computer software to create maps, charts, and timelines to present geographic information.
- 7.1.2 The physical characteristics of places and regions influence where and how people live and work (Physical and Human Systems).**
 - 7.1.2.1 Use geographic tools to explain population patterns.
 - 7.1.2.2 Draw maps and flowcharts showing the movement of people and goods and explain the reasons for such movement.
 - 7.1.2.3 Define megalopolis; analyze the reasons and patterns for growth of a megalopolis.
 - 7.1.2.4 Explain factors that determine why people choose to live or not live in areas of heavy population density.
 - 7.1.2.5 Describe variances in population growth and life expectancy in various locations.
 - 7.1.2.6 Tell how the environment affected the economic and social development of a region.
 - 7.1.2.7 Tell how humans have adapted to and are influenced by the environment. Analyze the consequences of modifying the environment.
 - 7.1.2.8 Tell how the environment affected the economic and social development of a specific civilization (e.g., Middle East and oil).
 - 7.1.2.9 Identify the major economic activities and occupations of the major regions of the Earth.
 - 7.1.2.10 Compare the Eastern and Western Hemispheres with regard to cultures, economies, government systems, environments, and communications.

CHAPTER 5

Information and Activities for Integrating the Faith as Keyed to Grade 7 Standards

The social studies standards included in this chapter have been compiled from the individual state departments of education and organized, grade by grade, into the following five areas:

1. Geography 
2. History 
3. Society and Culture 
4. Citizenship and Government 
5. Economics 

The standards have been systematized according to the following numerical designation to indicate grade level, area, category, and performance objective as described on the first page of chapter 4.

Performance expectations are numbered sequentially (e.g., the 8 in 2.5.1.8 is found in the grade 2 area, relating to the category *Economic systems, institutions, and incentives affect people in many aspects of life* and is the eighth item in that category.) A complete list of social studies standards performance expectations for this grade level is provided in chapter 4.

On the pages of chapter 5, which follow, you will find an easy-to-reference two-column format for faith integration with the social studies standards. The left-hand column under the heading “Information by Topic” provides helpful teaching background information and insights relevant for integrating some aspect of the Christian faith. The number following the topic identifies the performance expectation to which the topic relates (see chapter 4). Beside each entry, in the right-hand column under the heading “Discussion Points/Activities,” you will find ideas helpful for planning and organizing student learning experiences that reinforce and expand upon these faith connections.

Be sure to consult the index at the end of this volume for a complete listing of topics and where they may be found.



- 7.1 Seventh-grade students will have the opportunity to learn geographic skills, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of all the Earth's resources.**
- 7.1.1. Skill in using geographic tools helps people understand the world from a spatial perspective.**

Map Projections, Globes, Aerial Photos, Satellite Images

When God created the Earth, He made it a sphere. Compare a flat map with a globe, and discuss with your class the advantages of a spherical representation of the Earth's surface over a flat map. Point out that the globe represents more accurately the Earth's spherical shape. Flat maps misrepresent the size of land masses because they show as flat that which is actually a portion of a sphere. Stress that because God made the Earth a sphere we have day and night and the four seasons. (7.1.1.1)

- Investigate reactions by early astronauts upon seeing the Earth from space for the first time. Which astronauts on Apollo 8 read Genesis 1 from the spacecraft as it approached the moon, 231,000 miles away from Earth, on Christmas Eve 1968?
- Using the Internet, find aerial photos of your area and compare with satellite images showing heat concentrations. What has mankind done to God's creation as evidenced by these photos and images?

Map Projections (Value of)

Mercator map projections are very helpful when the user is trying to determine due east, west, north, or south, especially on the oceans. They are not at all helpful when comparing the size of continents, islands, countries, and so on since they accentuate the land mass as it moves farther from the equator and nearer the poles. Point out that map projections are helpful in explaining some of the language of God's Word, such as references to the four corners of the world (Revelation 7:1) representing the whole world that is under the triune God's control and has been redeemed by Him (1 John 2:2). See also Question 140 in the explanation of Luther's Small Catechism. (7.1.1.2)

- Make a flat map from a sphere. Blow up a balloon. Then use a marker to draw the seven continents on the balloon. Deflate the balloon and stretch out the extremities. Use scissors to make cuts so that the balloon lies as flat as possible. Comment on the relationship between the spherical and flat representations of the surface of the Earth. As you work, comment on God's creative design evidenced in the Earth's rotation and orbiting and the benefits we receive through them.
- Secure a detailed map showing mile roads in a rural area. Look for evidence of adjustments made in the positioning of the roads to accommodate the spherical quality of the Earth. Talk about the construction of roads as helpful to people in fulfilling God's command to "fill the earth and subdue it" (Genesis 1:28).

Longitude and Latitude (Use of)

As you review longitude and latitude with your class, comment that these human constructs result from God's gift of human intelligence. Longitude and latitude were developed long ago and assisted navigators through the years in determining loca-

- Have groups of students pick ten specific places mentioned in the Bible, plot their longitude and latitude, and prepare a worksheet for other groups to practice using longitude and latitude.
- Give students a worksheet with specific places



INFORMATION BY TOPIC

tions and plotting courses. Comment that the global positioning systems of today are modern examples of the same blessing. (7.1.1.3)

DISCUSSION POINTS/ACTIVITIES

where missionaries for The Lutheran Church—Missouri Synod are presently working to share the Gospel (e.g., Russia, Papua New Guinea, Nigeria).

- Have students look up the Lutheran Bible Translators Web site and ascertain places where translators are presently working to put the New Testament into the local language. Then chart the latitude and longitude.

Boundaries

When Abraham and Lot reached the Promised Land, after their men fought over the land, Abraham decided to avoid further trouble by dividing the land between Lot and himself. The two established boundaries and eliminated a great deal of trouble. See Genesis 13:5–12. (7.1.1.4)

- Discuss with classmates the value of boundaries, real or applied, for the people of God. Comment on the way in which boundaries help to improve human relationships.
- See Ephesians 2:11–18, especially verse 14. What boundaries has Jesus broken down? With what benefit?
- Work with one or two others to design and create a poster illustrating Ephesians 2:14.

Atmosphere (Components of Earth's)

Ask students to compare air to God. For example, one cannot see air, taste it, or smell it, yet we have evidence of air. We see its effects, feel it, and experience how its energy moves ships, sails, and windmills. Comment that God's Word compares the working of the Holy Spirit to the movement of the wind. (7.1.1.5)

- God created the right mixture of gases to sustain life on Earth. How do we humans misuse God's creation and contaminate the air on which we are so dependent? Review Luther's explanation to the First Article of the Apostles' Creed.
- How did God use the atmosphere to show His anger at man's sin? Use the Old Testament in particular—the flood, earthquakes, Sodom and Gomorrah, and so on.

Climate Zones (Pictures, Maps, Charts, and Graphs Showing Precipitation, Temperature Ranges, Types of Plant and Animal Life)

Give students the opportunity to work in groups as they research the climate of Old Testament Palestine. Have the groups create maps of the area showing the division of the land among the twelve tribes of Israel. Include in the project high and low temperature graphs for the twelve months of the year, precipitation graphs for each of the twelve months, and charts illustrating the specific vegetation and animal life of each of the areas. (7.1.1.6)

- LCMS World Mission has created a map that highlights the countries in which it works. Another map shows where the majority of non-Christian people live. Both of these maps are available through LCMS World Mission (1333 S. Kirkwood Road, St. Louis, MO 63122-7295; 1-800-433-3954; www.lcmsworldmission.org).
- Work with a partner to research and construct models identifying the types of church structures one would expect to find in various climates. Illustrate these.

**Earth/Sun Relationship** (And Earth's Energy)

Lead your class in a discussion of the theories of climate changes on Earth due to a catastrophic flood. Compare and contrast three theories for the climate change on the Earth. These theories involve a change in the tilt of the Earth on its axis, an atmospheric canopy surrounding the Earth, and a change in the warm ocean currents around the antediluvian continents. See pages 9–13 of *The Flood* by Alfred M. Rehwinkel (Concordia Publishing House, 1951).

Study Genesis 1:14–19. Discuss the creation of the sun as one of the miracles of creation. Point out that it determines the seasons of the year as related to the tilt of the Earth on its axis. Climate and atmospheric conditions are all a result of the sun's energy upon the Earth. (7.1.1.7)

- List the benefits of the sun upon the Earth. Write a report explaining the items listed.
- Read about “the day the sun stood still” in Joshua 10. Discuss the scientific and faith-related concepts of this event.

Weather (Extreme and Effects on the Physical Environment, e.g., Hurricane, Tornado)

The most catastrophic world weather event was the flood. Records of a great flood occurring about six thousand years ago are found in the written records of many of the cultures of the world. A worldwide flood would cause great changes to the physical Earth.

In class, read the biblical version of the flood in Genesis 6:1–9:13. Compare the biblical flood story with some of those in literature, including the Greco-Roman myth of “The Creation and First Ages,” from Thomas Bulfinch's *Our Heritage of World Literature* (1963, p. 17). (7.1.1.8)

- Research and find pictures of landforms around the world that could have been results of the flood.
- LCMS World Relief and Human Care has joined with other Lutheran church bodies and Lutheran World Relief to provide care for people around the globe. Visit www.lcms.org/pages/default.asp?NavID=891 or www.lwr.org for information on how our church body cares for people around the world suffering from the aftermath of catastrophic events.

Maps

Excellent student resources for the following projects include *Halley's Bible Handbook* (Zondervan Press) and a variety of different Bible atlases. Visit www.biblestudy.org and www.anova.org for online atlases. (7.1.1.9)

- Paul's missionary journeys took him to many renowned places in the ancient world during the first century AD. Study these journeys and then create a large illustrated map of the places and events recorded in Acts 11–28.
- Map one or more of the following: Jesus' ministry in Canaan, the Israelites' wilderness journey, Abraham's journey, Jerusalem at the time of Jesus' crucifixion and resurrection.
- Choose a modern nation, such as Greece, Italy, or Turkey. Plot the biblical events that took place in that nation.



INFORMATION BY TOPIC

DISCUSSION POINTS/ACTIVITIES

and should present the information they find to the class. Emphasize the “hate the sin; love the sinner” concept. Namely, we should not persecute those who revile Christ, but instead pray that the Holy Spirit would lead them to faith. (7.1.2.13)

Eastern Hemisphere (Life in the, regarding Its Culture, Economy, Government, Environment, and Communication)

Compare the religious histories of countries with our own history. Have students create storyboard drawings that depict the religious history of a country or continent. Then have them create one for the United States. Have students identify differences and similarities between the two. (7.1.2.14)

- In December 2001, Lai Kwong-keung was arrested in China for smuggling 33,000 Bibles into the country (www.time.com/time/asia/news/magazine/0,9754,193633,00.html). All civil governments are instituted by God. Discuss: Is it okay to break civil law to spread the Gospel? Why or why not?
- Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment, responsible people practice good stewardship of the Earth and its resources. Identify changes in landforms, climate, natural vegetation, and resources that can be attributed to human intervention and the consequences resulting from these actions.
- The polar ice cap is melting at a rate that has been previously unknown. If it continues, many animal species are threatened. Humanity is likewise threatened because massive melting of ice and snow can cause oceans to rise. An increased depth of 1 foot would create severe problems for cities and residences along the oceans. Explain how an environmental change in one part of the world causes changes in other places. Relate to the interconnectedness of sin and its consequences worldwide.

7.1.3 Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment, responsible people practice good stewardship of the Earth and its resources.

Human Intervention and Consequences (Changes in Landforms, Climate, Natural Vegetation, and Resources)

In the early 1900s, farmers in the Great Plains of the United States used poor farming methods. After many years of this practice, a long, severe drought occurred. Millions of acres of land from the Dakotas to Texas became the legendary “Dust Bowl.” Many families lost everything. That land

- Southern California is extremely dry, with most parts desert. Nevertheless people have moved there by the millions because of the delightful climate. The building of Hoover Dam on the Colorado River has provided water since the 1930s. However, the building of homes, ruining



INFORMATION BY TOPIC

has now been reclaimed and is the bread basket of the United States. (7.1.3.1)

DISCUSSION POINTS/ACTIVITIES

the native vegetation, has resulted in massive wildfires, often followed by large mud slides when it does rain. Relate how situations such as this are among the consequences of the fall into sin.

- Many scientists believe that the use of so many fossil fuels by modern man is resulting in the greenhouse effect, which is causing the climate of the Earth to warm. Investigate the measures that are being used in different areas of the world to combat these effects. What can individual Christians do to help?

Environmental Change (Effects of)

In New England, the year 1816 was one of the coldest in history. The year was so cold it is sometimes called “the year without summer.” This very cold year is attributed by some to significant volcanic activity in other parts of the world in the years immediately preceding 1816. Some of these volcanoes were as far away as the Philippines. This theory is based on the idea that with increased volcanic activity temperatures decrease because of the increased reflection of solar radiation from the dust blown up into the upper regions of the atmosphere. What happens in one part of our planet does have results in other—even remote—locations. (7.1.3.2)

- Write an essay explaining how human sin and God’s abundant grace through Christ Jesus have influenced the condition and care of the environment.

- When the Pacific Ocean cools along the equator, it creates the El Niño effect. This causes mudslides, drought, landslides, and many other weather related calamities. Psalm 46 speaks of how God would have His people react when nature seems to be against them. Read this psalm antiphonally.

Crop or Mode of Production (Single, Consequences of Depending on)

Intercropping is the growing of several crops in the same field simultaneously. Lutheran World Relief workers teach this farming technique to farmers in Third World countries. Go to www.lwr.org for more information. (7.1.3.3)

- Investigate and report on the relationship between growing a single crop repeatedly on the same ground and soil fertility, pest control, and yield. Relate these findings to God’s command, given in Eden, to work and care for the land (Genesis 2:15). How has farming changed as a result of the fall into sin? See Genesis 3:17–19.

- Investigate Christian agencies and organizations that share the love of Jesus by helping to improve the standard of living of people around the world. Relate to 1 John 4:10–11.

Eastern Hemisphere (Social and Scientific Changes in and Global Effects)

The Silk Road, the Crusades, and World War I are all examples of events or items in history that had somewhat of a domino effect on the religious world. Have students explore the effect of these

- Read and reflect upon Acts 17:6. List the ways in which those sharing the Gospel have “turned the world upside down.”

- Identify, learn the challenges of, pray for, and