

**GRADE TWELVE SOCIAL STUDIES - 2005**  
**CIVICS LESSON PLAN**

**Introduction**

Catholics sometimes become overwhelmed when they consider how far our country has departed from the nature of a true Christian Society, especially when they realize that so much of the American way of life is a result of the philosophical and religious errors of Protestantism and Naturalism. In fact, it is astonishing to learn that *Article 11* of the *Treaty of Tripoli*, which was drawn up under the Presidency of George Washington and then signed into law by President John Adams in 1797, clearly states that “*the government of the United States of America is not in any sense founded on the Christian Religion.*”

We should not, however, lose heart; the grace of Christ can and does work miracles. We just need to get back to basics and do our part to restore all things in Christ. And seeing that society is based on the family, it stands to reason that we must begin with the family, and concentrate on the sanctity of husband and wife, and the Catholic education of youth. The Holy Family of Jesus, Mary and Joseph will be our Model.

To become good and active adult citizens, we must learn about the basic functions of the government in order to participate in it. Indeed, it is the duty of every Catholic to be familiar with Catholic social principles, and to understand the Constitution upon which our nation is established. By studying what the Constitution actually says, we can compare the words of this very important document, with the interpretations by those who are supposed to be safeguarding it.

In addition, as Catholics, we must understand our duties and obligations to our country. The Church has always clearly taught that along with our rights come serious obligations of patriotism, which may include, for example, service in a capacity in which our talents can best be used. True patriotism, of course, is predicated on the idea that we love our country for all we find in it that is good, while attempting to rectify those characteristics of our country which are bad. Note, though, that rectifying that which is bad must be done out of true charity for one’s country – that is, done for the greater glory of God.

The textbooks which we will use in this course are: *The Measuring Tape* and *Christian Citizenship*, and *Catholic Action for Christ our King*. We will also be using the small booklet, *The Reign of Christ the King*, as well as various readings which are included in this lesson plan. *The Measuring Tape*, by Catholic Frank Denke, is described as “a book of Catholic principles and common sense regarding government and citizenship.” It specifically deals with Catholic teaching (particularly teachings from papal encyclicals) on duties and obligations of Catholic citizens, as well as Church-state relations. *Christian Citizenship* is a text written by the staff of Our Lady of Victory School for the express purpose of arming our youth with knowledge of the Constitution. By becoming familiar with the foundations of our American government, we can discern whether laws, practices, and usages, are truly in accord with this most basic of documents. While always keeping Catholic social teaching in mind, the student will be armed, through *Christian Citizenship*, with a fundamental set of criteria by which to gauge any governmental act by its constitutionality, thereby giving him the tools to do whatever is in his power, and within the scope of his duties of state, to oppose errors in government from a Catholic, as well as a constitutional or juridical, perspective. In *The Reign of Christ the King*, Catholic apologist Michael Davies shows that all authority originally comes from God, and that political leaders have a moral obligation to insure that the laws of man conform to the laws of God. The student will also read *Catholic Action for Christ Our King* and answer assigned questions.

**IMPORTANT NOTE: KEEP THESE FIRST FOUR PAGES; DO NOT RETURN THEM TO OLVS WITH LESSON PLANS.**

### Assignments

At the end of each chapter (in *The Measuring Tape*), and following each unit (in *Christian Citizenship*), there are review questions which are to be answered by the student as directed in this lesson plan. In the second semester, there will be diverse readings for the purpose of stimulating critical thinking (and writing of essays) on the part of the student. **The assigned essays should consist of a brief summary of the reading, followed by (or integrated with) a critique of the ideas presented by the author of the reading. Answers to the daily essay questions should be NO LESS than 150 words.** Follow the directions in this lesson plan carefully, and send work, as directed, to the OLVS tutor, preferably every two weeks. Completion of projects are not required, but may be assigned by the parent or in-home tutor as extra outside work.

PLEASE ENSURE THAT THE ASSIGNED QUESTIONS ARE FULLY ANSWERED IN COMPLETE SENTENCES. The student may use the book to answer end-of-chapter/unit review questions, but **neither book nor notes of any kind may be used when taking tests.**

Answer Keys for both *The Measuring Tape* and *Christian Citizenship* are available from OLVS. We strongly recommend that you purchase these, if you have not already, to assist you in grading your child(ren)'s work. **The answers in the Answer Key are more detailed than the student's response need be.** As long as the student's response agrees substantially with the Answer Key, it should be graded accordingly. Unfortunately, the Answer Key for *Christian Citizenship* will include the answers only for the questions in the "What Have You Learned?" sections at the end of each unit. There is no way to make an Answer Key which would adequately address all possible answers for the "Applying Your Knowledge" questions at the end of each unit in *Christian Citizenship*, answers which will, by necessity, be more subjective. This is also true of the response papers; however, these will all be graded by the OLVS Grade Twelve reviewing tutor. PLEASE MAKE SURE THAT THE ANSWER KEYS ARE KEPT IN A CONFIDENTIAL LOCATION (WHERE ALL ANSWER KEYS SHOULD BE KEPT). Even the most honest students can be tempted to cheat.

### Tests and Grading

The parent or in-home tutor must indicate, on the lines provided, the grade awarded, and the amount of time the student spends on each assignment. (Example: Grade: 95 ; Time: 1.5 hrs.)

Tests will be administered as indicated in these lesson plans. Again, **neither book nor notes of any kind may be used when taking tests.** For enrolled students (students whose parents are paying tuition for them), the completed tests are to be sent to the OLVS tutor for grading. The OLVS tutor will base the weekly grades on grades of the textbook assignments, and quarterly grades will include an appropriate value for the quarterly tests, as well. The first quarter Test will cover material only from *The Measuring Tape*. The mid-term Test will cover material from *The Measuring Tape*, *The Reign of Christ the King* and *Christian Citizenship*. The third-quarter, and final Tests will cover material from *Christian Citizenship* only. Students will be responsible for answering comprehension and application questions on the final Test which will require knowledge of information studied at various points in the text. In other words, the final Test will be comprehensive regarding *Christian Citizenship*, that is, based on the material covered during the study of the entire textbook.

It is highly recommended that you save all your written assignments and tests, so that these may be used for study aides in preparation for the tests. These graded papers will then be forwarded to the parent/in-home tutor by the OLVS tutor at the end of each quarter. (The only difficulty will be that the fourth quarter graded papers which have been sent to the OLVS tutor, will not be returned in time for the

student to study those in preparation for the comprehensive Final Test. It would therefore behoove students to keep copies of the fourth quarter work being sent to OLVS, to have a complete file.) It is recommended that the student keeps these together in a journal format (three-hole folders in various colors for loose leaf paper are available for fifteen cents each from OLVS). The First Quarter and Mid-Term Tests are mostly of the “fill-in-the-blank” variety, while the Third Quarter and Final Tests also include some multiple choice and matching questions, as well as short essay questions. **Familiarity with the major reviews at the end of each Chapter or Unit is an excellent preparation for the quarter, mid-term, and final tests.**

### Explanatory Notes

#### *The Measuring Tape*

**Patriotism.** In Chapter II, Mr. Denke gives us one example of Patriotism as loving our country “because of its Catholic heritage,” which in itself is a very good example. When coupled with the “Discussion” section which follows shortly after, however, one might receive the impression that Catholics can be proud of only Catholics who sacrificed or gave their lives for our country. That was surely not Mr. Denke’s intent, and hopefully students will understand that we, as Catholic Americans, can and should admire the valor and deeds of great Americans who were not Catholic.

#### *Christian Citizenship*

**The Civil War.** Many students who are entering OLVS for the first time in their 11<sup>th</sup> or 12<sup>th</sup> Grades will no doubt have been previously taught that the War Between the States, or the Civil War, was chiefly fought over the issue of slavery. In fact, slavery was not the paramount issue, being eclipsed by the conflicting constitutional interpretations of “states rights” and the deep-seated disagreements on tariffs. Indeed, that horrible fratricidal conflict we call the Civil War resulted primarily from the diametrically opposed views of Northerner and Southerner on the original intent of the framers of the U.S. Constitution, a philosophical disagreement which had been simmering since before the Constitution came into existence.

Even if slavery were the main issue over the dispute which led to the War, the real question is whether there was any provision in the Constitution for the United States (or a portion thereof) to wage aggression upon a group of states that voluntarily withdrew from the Union and only wished to be left alone. After all, the South was not trying to foist its vision of a slaveowning America on the country; rather, it was the North that was attempting to make over the South as it thought best.

While there were certainly many people on both sides of the Mason-Dixon line genuinely opposed to slavery, the phony Northern concern for the “plight of the poor Negro,” made into a *cause célèbre*, is revealed for the subterfuge and hypocrisy that it was – especially when one looks at how the Northern industrialists treated their factory workers, a large proportion of whom were poor Catholic immigrants. These workers were literally slaves to the industrialists, but unlike in the South, where most plantation owners cared well for their workers, the industrialists of the North knew, at any time, that another boatload of free labor would always be arriving in Northern ports to replace the countless who died of a multitude of diseases in the sweatshops and mines of the North. There are many kinds of slavery.

We will see that the conduct of the War became downright immoral as the Northern army destroyed and pillaged wherever it went on Confederate soil. Brutalities and atrocities of every type were documented. Union Generals Sherman, Grant and Sheridan waged war upon the civilian population of the South, in violation of all accepted standards of war-fighting of the time, with the clear intent of exacting revenge upon the Confederacy.

But it was in the political arena where the North would truly make the South pay dearly. The term “Reconstruction” would have been laughable, had the consequences for the South not been so tragic. After Lincoln’s death, the only person in Washington who seemed to have remembered the late President’s words, “With charity towards all, with malice towards none,” was the new President Johnson. But Congressional Republicans were in control of the government, and they not only brought the South to its knees, but successfully intimidated the Executive and Judicial branches. The South, the Constitution, and, for that matter, the United States of America, would never again be the same.

### PRAYER FOR THE CHURCH AND FOR THE CIVIL AUTHORITIES

(Composed by Archbishop Carroll)

We pray Thee, O almighty and eternal God, Who through Jesus Christ has revealed Thy glory to all nations, to preserve the works of Thy mercy, that Thy Church, being spread through the whole world, may continue with unchanging faith in the confession of Thy name.

We pray Thee, Who alone art good and holy, to endow with heavenly knowledge, sincere zeal, and sanctity of life, our chief bishop, *N.N.*, the vicar of Our Lord Jesus Christ, in the government of His Church; our own bishop, *N.N.*; all other bishops, prelates, and pastors of the Church; and especially those who are appointed to exercise among us the functions of the holy ministry, and conduct Thy people into the ways of salvation.

We pray Thee, O God of might, wisdom, and justice, through Whom authority is rightly administered, laws are enacted, and judgment decreed, assist with Thy holy spirit of counsel and fortitude the President of the United States, that his administration may be conducted in righteousness, and eminently useful to Thy people over whom he presides; by encouraging due respect for virtue and religion; by a faithful execution of the laws in justice and mercy; and by restraining vice and immorality. Let the light of Thy Divine wisdom direct the deliberations of Congress, and shine forth in all the proceedings and laws framed for our rule, so that they may tend to the preservation of peace, the promotion of national happiness, the increase of industry, sobriety, and useful knowledge; and may perpetuate to us the blessing of equal liberty.

We pray for his Excellency, the Governor of this State, for the members of the Assembly, for all judges, magistrates, and other officers who are appointed to guard our political welfare, that they may be enabled, by Thy powerful protection, to discharge the duties of their respective stations with honesty and ability.

We recommend likewise to Thy unbounded mercy all our brethren and fellow-citizens throughout the United States, that they may be blessed in the knowledge and sanctified in the observance of Thy most holy law; that they may be preserved in union, and in that peace which the world cannot give; and after enjoying the blessings of this life, be admitted to those which are eternal.

Finally, we pray to Thee, O Lord of mercy, to remember the souls of Thy servants departed who are gone before us with the sign of faith, and repose in the sleep of peace; the souls of our parents, relatives, and friends; of those who, when living, were members of this congregation, and particularly of such as are lately deceased; of all benefactors who, by their donations or legacies to this church, witnessed their zeal for the decency of Divine worship and proved their claim to our grateful and charitable remembrance. To these, O Lord, and to all that rest in Christ, grant, we beseech Thee, a place of refreshment, light, and everlasting peace, through the same Jesus Christ, Our Lord and Saviour. Amen.

**CIVICS LESSON PLAN**

Student's Name: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City/State/Province: \_\_\_\_\_  
Zip/Postal Code: \_\_\_\_\_  
Parent's Name: \_\_\_\_\_

**ASSIGNMENTS:**                    **WEEKS 1 - 2**

Text - MT: *The Measuring Tape*, Frank Denke, Lepanto Press, © Pending

Use EZ Grader for finding grades of each written assignment, and fill in each grade in the corresponding space to the right.

**ANSWER ALL QUESTIONS IN COMPLETE SENTENCES.**

			<u>Grades</u>
<u>1st week</u>	MT	Read and study Chap. I Answer Questions p. 3, #s 1 - 4	_____
		Read and study Chap. II Answer Questions pgs. 5-6, #s 1 - 11; (Send this graded paper to school.)	_____
		Week 1 Time: _____	
<u>2nd week</u>	MT	Read and study Chap. III Answer Questions p. 8, #s 1 - 12;	_____
		Answer Essay Question #1, p. 8 (Send this ungraded paper to school.)	
		Read and study Chap. IV Answer Questions pgs. 9-10, #s 1 - 6; Answer Essay Question #3, p. 10	_____ _____
		Week 2 Time: _____	

Comments: \_\_\_\_\_  
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For use by OLVS tutor only: Civics - Week 1 \_\_\_\_\_ Week 2 \_\_\_\_\_