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## A Suggested Curriculum Implementation for the Teaching of Social Studies for Grades K-12

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A Suggested Curriculum Implementation  
for the Teaching of Social Studies  
for Grades K-12

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Lindenwood IV

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the Requirements for the Degree of  
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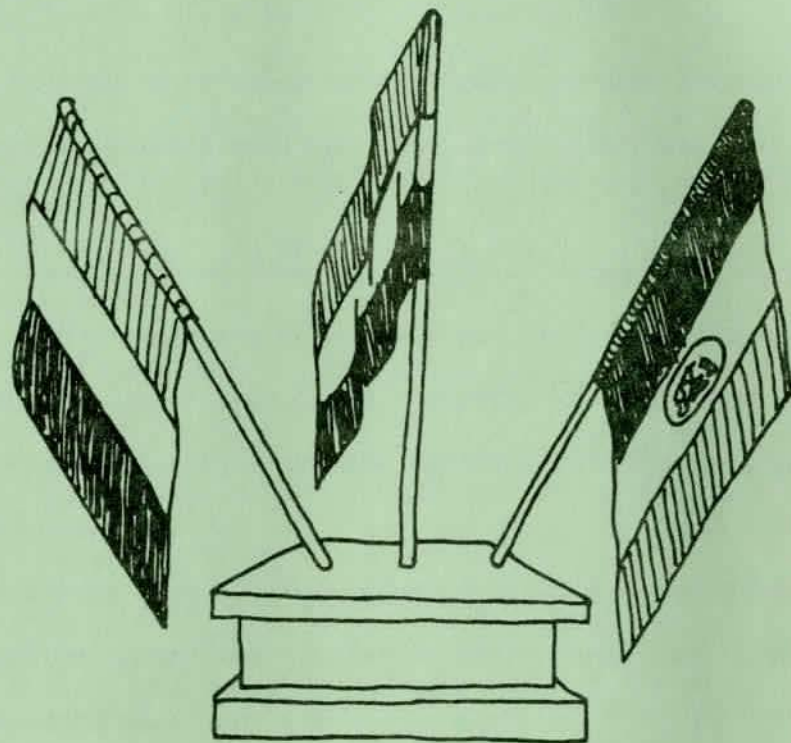
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# Social Studies



INTRODUCTION

## PURPOSE

The purpose of this section is three-fold:

1) To acquaint you with the school district my culminating project was designed for, therefore, hoping to give a better understanding of the direction my paper took.\*

2) To explain the step by step procedure I followed in developing the curriculum and cite those factors which influenced the decisions I made and,

3) To give an overview of the social studies curriculum guide with a brief explanation of what is found in each section.

## INTRODUCTION

The Francis Howell School District is located in St. Charles County, Missouri. It encompasses over 160 square miles of land and within these boundaries, it houses over 7,000 students. At this time five elementary schools, two junior highs and one senior high comprise what is known as the Howell District.

Even though we are often referred to as a rural school district, we have educational problems similar to those found in our neighboring school districts, such as,

1. desegregation problems,
2. overcrowded classrooms,
3. teacher burnout,
4. disciplinary problems, and,
5. pressure from the "BEST" test.

However, as neighboring districts are cutting back their staffs and closing their doors because of a decrease in population growth, we are ex-

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\* See slide presentation in Appendices.

periencing a rapid population growth, therefore, creating an additional burden on the district.

Due to this growth problem, our attention has been turned toward designing, expanding and staffing buildings. Therefore, our curriculum has suffered.

When I began this project, we had nothing down on paper for new as well as experienced teachers to refer to regarding our social studies curriculum. It was my goal to produce a comprehensive Kindergarten - 12 social studies guide focusing on the important aspects of the curriculum.

During the 79-80 school year, district personnel, including administrators, curriculum specialists, teachers and parents met to accomplish the following items in terms of the present social studies curriculum:

- 1) Development of a social studies philosophy.
- 2) Development of social studies grade level objectives (general).
- 3) Determination of whether the present adoption of Holt, Rinehart and Winston Data Bank Program met the new grade level objectives.
- 4) Development of rating sheets for the reviewing of new social studies textbooks on the educational market.
- 5) Review of new social studies textbooks.
- 6) Final textbook adoption.

This paper is an attempt to carry on with the diligent, appreciated work of the Francis Howell Social Studies Curriculum Committee and develop a comprehensive K-12 social studies curriculum guide. Whenever possible in developing this guide, the needs and preferences of these teachers were one of the top priorities.

The NCSS (National Council for the Social Studies) Curriculum Guidelines were instrumental in determining the needs and preferences of these teachers. A survey based on these guidelines was sent to those personnel

on the Social Studies Curriculum Committee. This survey gave me a better understanding what teachers were looking for in the curriculum. The questionnaire was based upon the following nine categories:

- 1) Relationship of the program to the maturity and concerns of the students.
- 2) Relationship of the program to the real social world.
- 3) Relationship of the program to currently valid knowledge representative of human beings' experience, culture and beliefs.
- 4) Selection of objectives: How objectives guide the program.
- 5) Nature of activities.
- 6) Relationship between instruction and range of learning resources.
- 7) Relationship of social studies programs to students' experiences.
- 8) Nature of local program evaluation.
- 9) Local support for social studies education as an integral part of the school.

Also instrumental in the preparation of this guide is the list of guidelines for quality social studies education published by the National Council for the Social Studies. The list is as follows:

1. Social studies should be an established part of the school program at all grade levels.
2. The school program should provide adequate time and instructional material for social studies education.
3. The social studies program should deal with the realities of the world.
4. Social studies education in any school should be related to the needs of the immediate community as well as to those of the nation and the



world.

5. A district-wide policy statement on philosophy, academic freedom, and professional responsibility should be provided to any and all concerned individuals.

6. Learning experiences, instruction, and classroom atmosphere should support the individual worth and self-respect of every student.

7. The social studies program should include a wide variety of appropriate instructional materials carefully and systematically selected and evaluated.

8. Instructional materials should provide for a wide range of abilities and interests.

9. There should be active teacher input into curriculum development and selection of textbooks and materials.

10. A variety of teaching methods should be employed.

11. Social studies instruction should actively and directly involve the student in the learning process with the teacher as a facilitator.

12. Instruction should focus on cognitive, attitudinal, and skill objectives.

13. Instruction should extend beyond the classroom by using the community as a learning laboratory.

14. Community observation in the classroom should be encouraged.

15. Evaluation of achievement in the social studies should be based on many sources, not just written tests.

16. Staff selection should be based on professional preparation and commitment to the profession.

After tabulating the results of the survey and considering these sixteen guidelines published by the NCSS, I made a tentative outline to

follow while developing the curriculum. The outline consisted of the following ten components:

1. Laws, Rulings and Policy Affecting Curriculum.
2. Social Studies Philosophy.
3. Scope and Sequence for Grades K-12.
4. Course and Descriptions Grades K-9.
5. Course Descriptions for High School Grades 10-12.
6. Concepts.
7. Skills.
8. Suggested Curriculum Grade 7, 8, and 9.
9. Teaching Activities.
10. Evaluation.

Each part of the outline will be explained here to give an overview of each section of the curriculum guide.

#### SECTION 1: Laws, Rulings and Board Policy Affecting Curriculum

In the state of Missouri we do not have a state prescribed sequence of courses for the teaching of social studies. The structure of the curriculum is left up to the local school districts, however, some laws and rules do apply.

Section 170.11 Revised Statutes of Missouri reads:

1. Regular courses of instruction in the constitution of the United States and of the State of Missouri and in American history and institutions shall be given in all public and private schools in the state of Missouri, except privately operated trade schools, and shall begin not later than the seventh grade and continue in high school, college and university courses to an extent determined by the state commissioner of education.

2. No pupil shall receive a certificate of graduation from any public or private school other than private trade schools unless he has satisfactorily passed an examination on the provisions and principles of the constitution of the United States and the state of Missouri, and in American History and American institutions.

Although the law does not specify the grade level when the material should be taught, each individual district must develop its course sequence to fulfill this requirement.

In addition to Section 170-11, the State Department of Education set standards dealing with the teaching of social studies for schools to acquire AAA classification.

In Francis Howell, the social studies curriculum is also affected by local school board priorities dealing with textbook adoption procedures, provision for individual differences, citizen participation and the study of controversial issues.

### SECTION 2: Social Studies Philosophy

One of the goals of the 79-80 Social Studies Curriculum Committee, was to write a districtwide statement expressing our philosophy on the teaching of social studies. We defined social studies as those learning processes, skills, values, and knowledge deemed necessary to provide students with capabilities pertinent to become critical, responsible, and active citizens in a changing democracy.

This guide was designed to develop these learning processes with an emphasis on these three domains:

- 1) domain of knowledge,
- 2) domain of skills,
- 3) domain of values.

The domain of knowledge gained from the social studies curriculum should engage the students to:

- 1) relate specific phenomena as instances of large concepts.
- 2) enable individuals to accommodate and cope with a society that is increasingly complex.
- 3) help students perceive how decisions which have an impact on individuals and institutions are made in a complex world.
- 4) to learn about past customs and cultures to understand how governmental, environmental, personal and societal structures have made the world what it is today.
- 5) learn basic understanding from which choices concerning the quality of life they would like to create for themselves and others.

The domain of skills has as its' objective the production of active, thinking citizens in a democratic society rather than passive recipients of information.

Among these skills is the ability to reason logically. This ability is increased through the process of observation, data gathering, organizing, analyzing and interpreting information. As students mature intellectually, they increase their ability to classify, infer, draw conclusions and make decisions.

Social studies in the Francis Howell School District must introduced and reinforce these skills from grades K-12 and expand them into other academic areas, i. e., reading and vocabulary skills to help them discern the difference between fact and opinion; communication skills to write and speak effectively; growth in map and globe skills to achieve successful interpretation of maps, charts and graphs. Recognizing then the ultimate

of teaching skills, as stated in our philosophy, is to help students function as citizens in family, school, local, national and global communities.

"Value" simply stated means "what is important" or "what ought to be." Social studies teachers should deal with the domain of values in the classroom. It should be stressed that the most distinguishing characteristic of our society is the multitude of beliefs, values, and attitudes which are in conflict. Students should be aided in clarifying their own beliefs and feelings. Hopefully, they will develop an openness in situations, and concern for others. The development of values compatible with the concept of democratic self-government is essential to the preservation of our society.

In our philosophy we stress that social studies should encourage individuals to examine values and make judgments. As our students enter school, they already have a sense of values from learned past experiences. As teacher, we must recognize these values and help our students examine, sort and choose among conflicting values. Justice, humaneness, tolerance, understanding and cooperations are attitudes which must be present and developed in our classrooms.

### SECTION 3: Scope and Sequence

The scope and sequence section of this guide was designed to give the reader a total look at the K-12 social studies program. Then we could see if we were meeting local and state requirements stated in Section 1 - Laws, Rulings and Policy Affecting Curriculum. It was also designed to give us a framework so we could cite strengths and weaknesses, and make necessary additions and deletions in our existing program.

The social studies curriculum in Francis Howell is referred to in curriculum books as the "widening horizon" approach. In our explanation

to students, we explain this "widening horizon" concept as follows:

Have you ever thrown a pebble into the lake or a pool of water?

When the pebble falls into the water, it forms rings of circles.

Each circle keeps getting wider and wider.

You are something like that pebble with circles around it as you study social studies in our school district.

You live in a house on a street in your neighborhood. Your neighborhood is the first circle.

Your neighborhood is only one of many neighborhoods in your town or city. Your neighborhood is the second circle.

Many neighborhoods make up the second circle. Your town or city is in the state of Missouri. Missouri is only one of fifty states that make-up the United States. Missouri and the United States are two larger circles.

Does the circle stop here? Of course not. They go on and on. And each one gets bigger.

The United States is on the continent of North America and North America is one of seven continents on the planet - your planet - Earth. The world, or earth, is part of the universe.

As the child hears the explanation, he sees the social studies curriculum expand from the home, to school, neighborhood, city, state, country, and to the world.

#### SECTION 4: Course Description K-9

#### SECTION 5: Grades 10-12

After completing the scope and sequence section of the guide, a brief synopsis of the content taught per grade level was written. The purpose of this section was for new teachers coming into our district to have a better understanding of exactly what is taught at each grade level.

### SECTION 6: Concepts

When a young child enters school for the first time, he already has been introduced to the concepts of authority, justice, and social roles. Many attitudes toward himself and others are formed during these early years. A single concept is not learned at age six, never to change later in life.

Therefore, for a social studies program dedicated to help their students understand and participate in society, it is essential to deal with important concepts. These concepts should begin in the primary grades and grow increasingly complex.

Again the preferences of teachers were considered. They were asked to rank in order of preference the ten concepts they felt should be stressed in the K-12 curriculum. These concepts and their definitions can be found in section six of the guide.

### SECTION 7: Skills

An important part of the social studies program is the teaching of skills. Skills are tools for learning, both in and out of school. This section of the guide is designed to give teachers a list of skills per grade level K-6 and at what grade level these skills should be introduced.

Following the list of skills is a checklist to aid the teacher in monitoring student progress.

### SECTION 8: Suggested Curriculum for Grades 7, 8, and 9.

In our district philosophy, we define social studies as those learning processes, skills, values and knowledge deemed necessary to provide students with capabilities pertinent to become critical responsible and sensible citizens in a changing democracy.

Although social studies instruction can not guarantee that all students will be sensible and responsible citizens, we can try to help them to be

aware of the problems in the world and how to deal with them.

Each section of the suggested curriculum begins with a brief course description, followed by the knowledge, value and skills objectives. There is also a list of teaching activities per grade level to fulfill the objectives. These activities are discussed in more detail in the section on activities.

### SECTION 9: Teaching Activities

There is an expression "variety is the spice of life"; therefore, a social studies program with a variety of activities is more exciting than one with only a few activities.

In section 5.0 of the NCSS guidelines, 100% of the teachers polled agreed that our social program should engage the student directly and actively in the learning process by offering the student a wide range of learning activities. The activities should include: making surveys, tabulating and interpreting data, acting out scripts, using reference tools, role playing, using case studies, listening to music, make a collage, brainstorming, studying films, working on community projects, simulating and gaming, taking field trips, comparing points of view, studying social science books and participating in discussions.

The activities in Section 8, deal with activities for a specific grade level, however, the activities in this section are not restricted to a specific grade level. Therefore, many of these activities can be adapted to meet the needs of elementary, junior high and senior high students.

The activities place an emphasis on these four areas:

- 1) Reading, writing, listening, speaking, and thinking skills.
- 2) Understanding important changes and emerging trends.
- 3) Making decisions in real and simulated situations.



4) Comparing relationships - past to present, present to future.

Since most of these activities do not specify a grade level, the classroom teacher is encouraged to adopt the activity to meet her individual needs.

#### SECTION 10: Suggested Evaluation Procedures

Evaluating the learning progress is an important part of the teaching process because:

- 1) it helps clarify the objectives for learners;
- 2) it provides feedback to the learners;
- 3) it informs learners as to how they can improve;
- 4) it informs the teacher of the extent to which students have achieved desired outcomes;
- 5) it is essential in reporting pupil progress to parents.

Evaluation takes many forms and occurs at several different levels. In the Francis Howell School District students are administered national achievement tests as well as the statewide "BEST" test. Evaluation also takes place everyday in the classroom at a more informal level. The teacher observes students at work and makes judgements about their behavior, their study habits, and their finished projects.

This section of the guide is designed to deal with classroom evaluation of student learning on a day-to day basis. First is a list of methods from which the teacher and student may enlist as their evaluation tool. Second, a chart of these methods as they are used to evaluate student progress in social studies classes based on cognitive gain, attitude and value change, and achievement of skills. (See Chart 1 - "Social Studies Skills and Competencies" - by John Jarolimek.

SUMMARY

Again let me state that when I began this project, we had nothing down on paper regarding the social studies curriculum in my school district. This guide was intended as a summary of the important aspects of the K - 12 social studies curriculum in the Francis Howell School District. It was organized so that teachers and administrators could select those components which in their professional judgement seem important for them. It was not meant as a cure-all for educational problems, but as a starting point for organizing a viable social studies program for grades K - 12.

It intended to set broad structural outlines wherein the diverse backgrounds and skills of our students may be channeled through appropriate educational processes which led them to become effective, sensible, and participating citizens in today's world.

PERSONAL ASSESSMENT

Since my district did not have a social studies curriculum guide when I began my culminating project, and my goal was to develop a comprehensive look at the social studies curriculum grades K-12, then I personally feel that I have reached this goal.

I have grown both personally and professionally during this project. I have reached a better understanding of the process of curriculum development and plan to continue expanding and revising this curriculum guide.

Throughout the project many unplanned problems arose which in turn caused last minute revisions. One, the ninth grade was moved from the high school to the junior high, making revisions necessary in several sections. Two, the district changed the general objectives to better accommodate students for the state prescribed "BEST" test.

The success of this project is determined by many factors:

- 1) enthusiasm of the administration and staff to utilize this guide.
- 2) district funding for curriculum meetings to expand and revise this guide.
- 3) availability of materials for proper instruction, however,

how each individual teacher uses this guide depends upon their own needs and purposes:

A) If a teacher needs some activities to do in her classroom, she would turn to the section titled "Activities."

B) If a new teacher to the Francis Howell School District wants to determine what content is taught in the high school, the sections "Scope and Sequence and Course Descriptions for Grades 10-12" would serve this purpose.

C) If the subject of controversial issues comes up - the teacher should refer to board policy in the section "Laws, Rulings, and Policy Affecting Curriculum."

D) If a teacher is looking for a checklist form for reporting pupil progress she would refer to the "Skills and Evaluation" sections.

Again, this guide is not a cure-all for all educational problems, but it is a starting point for organizing a viable social studies program dedicated to the development of effective, sensible and participating citizens in today's society.

Sample of Questionnaire and Results of the Survey

The following questionnaire based upon the curriculum guidelines published by the National Council for the Social Studies, was instrumental in determining the needs and preferences of the teachers in the Francis Howell School District. This survey was sent to those persons involved with the Social Studies Curriculum Committee to give me a better understanding what teachers were looking for in a social studies curriculum guide and whenever possible to incorporate these ideas in this paper.

## NEEDS ASSESSMENT BASED ON THE SOCIAL STUDIES CURRICULUM GUIDELINES

**INSTRUCTIONS:** Please read each guideline. Circle A if you agree, and D if you disagree. If you agree, please circle the grade level you feel the objective should begin - P - Primary, I - Intermediate, J - Junior High, H - High School.

### I. RELATIONSHIP OF THE PROGRAM TO THE MATURENESS AND CONCERNS OF STUDENTS

Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.	AGREE OR DISAGREE	GRADE LEVEL
	↓	↓
The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.	A D	P I J H
Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.	A D	P I J H
Students should have a special studies experience at all grade levels, K-12	A D	P I J H
The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.	A D	P I J H

### II. RELATIONSHIP OF THE PROGRAM TO THE REAL SOCIAL WORLD

The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	A D	P I J H
The program should emphasize pervasive and enduring social issues.	A D	P I J H
The program should include analysis and attempts to formulate potential resolutions on present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	A D	P I J H

4 The program should demonstrate the relationship between the local and global aspects of social issues. _____	A D P 9 g H
5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not. _____	A D P 9 g H
6 The program should offer opportunities for students to meet, discuss, study and work with members of racial, ethnic, and national groups other than their own. _____	A D P 9 g H
7 The program should build upon realities of the immediate school community. _____	A D P 9 g H
8 Participation in the real social world both in school and out should be considered a part of the social studies program. _____	A D P 9 g H
9 The program should provide the opportunity for students to examine potential future conditions and problems. _____	A D P 9 g H
11.. RELATIONSHIP OF PROGRAM TO CURRENTLY VALID KNOWLEDGE REPRESENTATIVE OF HUMAN BEINGS' EXPERIENCE, CULTURE AND BELIEFS	
The program should emphasize currently valid concepts, principles, and theories in the social sciences. _____	A D P 9 g H
The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data. _____	A D P 9 g H
The program should develop student's ability to distinguish among empirical, logical, definitional, and normative propositions and problems. _____	A D P 9 g H
The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion. _____	A D P 9 g H

- 5 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
- 6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions among Western and non-Western cultures; and among economically developed and developing nations.
- 7 The program should include the study not only of human achievements, but also of human failures.

A D P S J H

A D P S J H

A D P S J H

## IV. SELECTION OF OBJECTIVES: HOW OBJECTIVES GUIDE PROGRAM

Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.

A D P S J H

Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.

A D P S J H

General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.

A D P S J H

Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.

A D P S J H

Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.

A D P S J H

Instruction should develop all aspects of the affective, cognitive, and psychomotor domains.

Objectives should be reconsidered and revised periodically.

A D P S J H

A D P S J H

### V. NATURE OF ACTIVITIES

Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.

Activities should include formulating hypotheses and testing them by gathering and analyzing data.

Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.

Students should be encouraged to become active participants in activities within their own communities.

Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.

Activities should contribute to the students' perception of teachers as fellow inquirers.

Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.

Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.

Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

A D P S J H

A D P S J H

A D P S J H

A D P S J H

A D P S J H

A D P S J H

A D P S J H

A D P S J H

A D P S J H

### VI. RELATIONSHIP BETWEEN INSTRUCTION AND RANGE OF LEARNING RESOURCES

Social studies program requires a great wealth appropriate instructional resources; text not enough

A D P S J H



Printed materials should accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources.

A	D	P	S	J	H
A	D	P	S	J	H
A	D	P	S	J	H
A	D	P	S	J	H
A	D	P	S	J	H

A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.

Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.

Classroom activities should use of the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.

The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

VII. RELATIONSHIP OF SOCIAL STUDIES PROGRAM TO STUDENTS' EXPERIENCES

Structure in the social studies program must help students organize their experiences to promote growth.

A	D	P	S	J	H
A	D	P	S	J	H
A	D	P	S	J	H
A	D	P	S	J	H

Learning experiences should be organized in such manner that students will learn how to continue to learn.

The program must enable students to relate their experiences in social studies to other areas of experience.

The formal pattern of the program should offer choice and flexibility.

VIII. NATURE OF SOCIAL PROGRAM EVALUATION

1. Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.	A	D	P	S	J	H
2. Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, values, and social participation.	A	D	P	S	J	H
3. Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.	A	D	P	S	J	H
4. Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.	A	D	P	S	J	H
5. Evaluation data should be used for planning curricular improvements.	A	D	P	S	J	H
6. Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.	A	D	P	S	J	H
Both students and teachers should be involved in the process of evaluation.	A	D	P	S	J	H
Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.	A	D	P	S	J	H

IX. LOCAL SUPPORT FOR SOCIAL STUDIES EDUCATION AS AN INTEGRAL PART OF THE SCHOOL

Appropriate instructional materials, time, and facilities must be provided for social studies education.	A	D	P	S	J	H
Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, novel curricular plans, discovery, and actual social participation.	A	D	P	S	J	H

Decisions about the basic purposes social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

Teachers should participate regularly in activities which foster their professional competence in social studies education; in workshops, or inservice classes, on community affairs, or in reading, studying, and travel. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

Teachers and others concerned with social studies education in the schools should have competent consultants available. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

Social studies education should expect to receive active support from administrators, teachers, board of education, and the community. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

A specific minimal block of time should allocated for social studies instruction each week. \_\_\_\_\_

A	D	P	S	J	H
---	---	---	---	---	---

RESULTS OF THE SURVEY BASED ON THE  
NCSS SOCIAL STUDIES CURRICULUM GUIDELINES

I. Relationship of the program to the maturity and concerns of students

Item	Percentages		Percent of				Grade Level
	Agree	Disagree	P	S	J	H	
1.1	78%	22%	13%	29%	29%	29%	Intermediate
1.2	94%	6%	41%	12%	47%	0%	Junior High
1.3	94%	6%	18%	35%	47%	0%	Intermediate
1.4	83%	17%	93%	0%	7%	0%	Primary
1.5	100%	0%	78%	17%	5%	0%	Primary

The teachers polled agreed that the opportunity for a social studies program should be available to all students from the primary grades through high school. The students should be entitled to a voice in shaping their education and there should be a direct relation between the political and social issues they will face as an adult. The program should take into account the individual differences and developmental characteristics of the learner at each grade level.

II. Relationship of the Program to the Real Social World

2.1	94%	6%	35%	47%	18%	0%	Intermediate
2.2	94%	6%	35%	29%	24%	12%	Primary
2.3	94%	6%	18%	53%	29%	10%	Intermediate
2.4	100%	0%	11%	33%	44%	12%	Junior High
2.5	100%	0%	44%	17%	33%	6%	Primary
2.6	94%	6%	53%	35%	6%	6%	Primary

Item	Percentages		Percent of				Grade Level
	Agree	Disagree	P	9	g	H	
2.7	100%	0%	61%	22%	11%	6%	Primary
2.8	94%	6%	53%	18%	18%	11%	Primary
2.9	100%	0%	28%	28%	39%	5%	Junior High

The teachers polled agreed that the social studies program should enable students to examine the social world as it is. Our program should educate students for the real world by encouraging involvement in school, community, and public affairs. Role playing, simulation, and observation are several techniques that encourage leadership and also create input of better and new ways through personal involvement.

### 111. Relationship of Program to Currently Valid Knowledge Representative of Human Beings, Experience, Culture and Beliefs

3.1	100%	0%	50%	17%	33%	0%	Primary
3.2	94%	0%	24%	35%	29%	12%	Intermediate
3.3	94%	6%	18%	24%	24%	34%	High School
3.4	100%	0%	38%	17%	17%	28%	Primary
3.5	94%	6%	71%	0%	12%	17%	Primary
3.6	100%	0%	39%	28%	28%	5%	Primary
3.7	89%	11%	38%	24%	38%	0%	Primary

Our program must attempt to bridge the gap between what is known and what is taught. It is our job to expose our students to the various theories and also, cover as much knowledge as we possible can. This knowledge must draw from these areas of the social sciences: Geography, Economics, History, Political Science, and Sociology.

Item	Percentage		Percent of				Grade Level
	Agree	Disagree	P	S	J	H	

#### IV. Selection of Objectives: How Objectives Guide Program

4.1	78%	12%	93%	0%	0%	7%	Primary
4.2	94%	6%	82%	12%	6%	0%	Primary
4.3	89%	11%	75%	6%	6%	13%	Primary
4.4	89%	11%	88%	4%	4%	4%	Primary
4.5	94%	6%	70%	18%	6%	6%	Primary
4.6	94%	6%	82%	6%	6%	6%	Primary
4.7	100%	0%	90%	5%	0%	5%	Primary

Our general goal objectives should be carefully selected and formulated so that they point to the general direction and intent of our program. What the students are to learn should be selected in light of what is known about the students, their community and their social world. Knowledge, abilities, and valuing should all be represented in the stated objectives of our social studies program. These objectives become the bases for setting up learning activities, choosing instructional strategies, and selecting instructional materials to help students achieve success.

#### V. Nature of Activities

5.1	100%	0%	83%	11%	0%	6%	Primary
5.2	94%	6%	35%	41%	24%	0%	Intermediate
5.3	100%	0%	39%	33%	17%	11%	Primary

Item	Percentages		Percent of				Grade Level
	Agree	Disagree	P	G	J	H	
5.4	100%	0%	50%	22%	33%	6%	Primary
5.5	100%	0%	77%	6%	17%	0%	Primary
5.6	100%	0%	61%	22%	11%	6%	Primary
5.7	100%	0%	94%	0%	6%	0%	Primary
5.8	100%	0%	56%	17%	17%	10%	Primary
5.9	100%	0%	78%	0%	22%	0%	Primary

Our social studies program should engage the student directly and actively in the learning process by offering the student a wide variety of learning activities. These activities should include: making surveys, tabulating and interpreting data, acting out scripts, using reference tools, role-playing, hearing and questioning classroom speakers; writing policy decision; using case studies; listening to music; making a collage, brainstorming; studying films; working on a community project; conducting an investigation; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; and participating in discussions.

#### VI. Relationship Between Instruction and Range of Learning Resources

6.1	100%	0%	83%	11%	0%	6%	Primary
6.2	100%	0%	50%	38%	6%	6%	Primary
6.3	100%	0%	94%	0%	6%	0%	Primary
6.4	100%	0%	77%	17%	0%	6%	Primary
6.5	100%	0%	33%	45%	11%	11%	Intermediate

Item	Percentage		P	Percent of			Grade Level
	Agree	Disagree		I	J	H	
6.6	100%	0%	78%	17%	0%	5%	Primary

Learning in the social studies requires rich resources from which to draw knowledge. Our textbooks must be supplemented with other means in order to expose the students to more points of view and to adapt our program to meet the needs of individual students. Printed materials must be available in different reading levels. We must expose our children to maps, tables, graphs, case studies, reference books, periodicals and enrich these through multi-media resources.

#### VII. Relationship of Social Studies Program to Student's Experiences

7.1	100%	0%	83%	6%	11%	0%	Primary
7.2	100%	0%	72%	28%	0%	0%	Primary
7.3	94%	6%	94%	0%	0%	0%	Primary
7.4	100%	0%	56%	22%	16%	6%	Primary

Our program must do more than pump factual information into our students minds. We must be innovative as we develop a plan for the students to draw from learning experiences from their concerns. To meet these demands, mini-courses, small group interest centers, independent study courses and activity days should be implemented.

#### VIII. Nature of Local Program Evaluation

8.1	61%	39%	82%	0%	0%	18%	Primary
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Item	Percentage		Percent of				Grade Level
	Agree	Disagree	P	I	J	H	
8.2	94%	6%	58%	18%	24%	0%	Primary
8.3	89%	11%	88%	12%	0%	0%	Primary
8.4	100%	0%	78%	11%	11%	0%	Primary
8.5	100%	0%	94%	0%	6%	0%	Primary
8.6	100%	0%	83%	11%	6%	0%	Primary
8.7	78%	22%	64%	7%	22%	7%	Primary
8.8	94%	6%	94%	0%	6%	0%	Primary

Our evaluation process must be include more than the traditional paper-and-pencil tests of information. Teachers, administrators, students and parents must take part. Our students should be evaluated as to their individual capabilities and as how they compare with classmates. Evaluation should include, roleplaying, committee work, discussions, brainstorming, crossword puzzles, cryptograms, questioning, contracts, student logs, journals and checklists.

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#### IX. Local Support for Social Studies Education As An Integral Part of the School

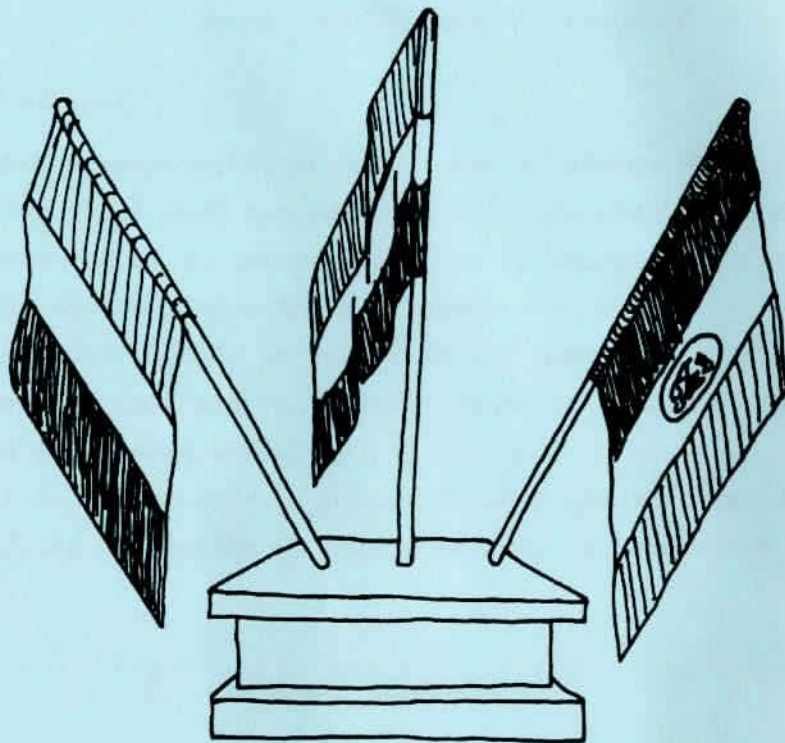
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9.1	100%	0%	90%	5%	5%	0%	Primary
9.2	100%	0%	72%	22%	0%	6%	Primary
9.3	94%	6%	82%	6%	6%	6%	Primary
9.4	89%	11%	81%	13%	0%	0%	Primary
9.5	94%	6%	94%	0%	0%	6%	Primary

Item	Percentages		Percent of				Grade Level
	Agree	Disagree	P	S	J	H	
9.6	83%	17%	87%	13%	0%	0%	Primary
9.7	94%	6%	82%	10%	18%	0%	Primary
9.8	100%	0%	83%	11%	6%	0%	Primary
9.9	89%	11%	81%	19%	0%	0%	Primary

Our program is based on the premise that appropriate instructional materials, time and facilities must lay the groundwork for an effective social studies curriculum. The use of a wide variety of textbooks, periodicals, maps, references books, and audio and visual materials are essential in developing a learning atmosphere in our classrooms.

FRANCIS HOWELL SCHOOL DISTRICT



*Laws, Rulings, and Policy Affecting Curriculum*

## EDUCATIONAL OBJECTIVES FOR THE STATE OF MISSOURI

Educational objectives for the state of Missouri were developed by committees of educators throughout the state in 1973. They are stated as objectives to be attained by the time a student completes grade 12.

The following list of statewide objective are applicable to the teaching of social studies:

### SOCIAL DEVELOPMENT

#### A. Social and Physical Environment

The student will:

1. exhibit a responsible personal code of ethics which results in a good feeling about self and personal behavior when interacting with others.
2. demonstrate an acceptance of others by recognizing their contributions and by empathizing with their needs.
3. demonstrate ability to relate to and communicate with others by discussing ideas and views and by formulating or re-evaluating positions on the basis of diverse views.
4. elect to participate as a citizen in a cooperative society within or modifying the system to ensure society is responsive to the people's needs.

#### B. Cultural Awareness

The student will:

1. be aware of cultural differences and similarities that exist in the community, state, nation, and world.
2. be aware of the influence of the environment on the various ethnic culture groups.
3. appreciate the importance of the family as a basic social institution.
4. understand human behavior in intergroup relations.
5. understand the rights and responsibilities of a citizen of a democratic society.
6. acquire a sense of values that will enable one to make rational decisions.

## EDUCATIONAL OBJECTIVES FOR THE STATE OF MISSOURI

## C. Governmental Institutions - Citizenship

The student will:

1. be knowledgeable of the strengths and weaknesses of various political, social, and economic systems.
2. demonstrate an understanding of the structure and functions of the various levels of government in the United States.
3. have knowledge of democratic principles.
4. recognize the need in society for a system of law and justice.
5. have understanding, compassion, and sensitivity for the needs, feelings, and aspirations of others.
6. support liberty for the individual and equal opportunity for all.
7. comprehend contemporary events in their historical perspective.
8. work to strengthen the effectiveness of the family as a social institution.
9. subscribe to the ideal that our nation's character depends upon the activities of interested, informed citizens.

## D. Avocational Pursuits

The student will:

1. recognize the evolving ethic that values play and leisure time in contemporary society.
2. be aware of the diverse range of avocational pursuit.
3. demonstrate the psychological, physical, and social implications of avocational pursuits.
4. practice positive human relations and communicative skills in group activities.
5. value the right to be alone and recognize the benefits of solitary pursuits.

## E. Concepts of Self, Morality, and Values

The student will:

1. demonstrate respect for the individuality and values of self and others, both within and outside his own culture.
2. recognize the functions of basic social organizations (such as home, church, school) and how each affects the life of the individual and society.

## FRANCIS HOWELL SCHOOL DISTRICT

## EDUCATIONAL PHILOSOPHY

Realizing that no set of policies, rules or regulations can be a true reflection of the intent of the legislative body promulgating the same without a general statement of the philosophy of such intent, the Board of Education has adopted the following general philosophy as the standard for the educational program of the Francis Howell School District.

Believing that the Democratic way of life contributes the most benefit and happiness to members of society generally, the school, as agency of society, should then be dedicated to the development, improvement, and preservation of all Democratic ideals. All individuals should be given an equal opportunity to develop to the greatest possible extent their capacities for happy, useful, successful lives. This would imply that all individuals regardless of their abilities, past experience, social or economic status have the right:

1. to share the skills, values, and knowledge of the human race;
2. to develop initiative, develop the ability to weigh facts, make judgments, and act cooperatively;
3. to attain a reasonable standard of living;
4. and to enjoy the widest share of freedom compatible with the equal freedoms of other people.

In line with this general statement of the theme of the Education Program for the schools of the district, the Board of Education shares the belief that free education should be provided to all children and youth until they have completed a curriculum appropriate to their needs and abilities.

BOARD POLICY AFFECTING CURRICULUMSECTION VII CURRICULUM AND INSTRUCTIONA. ADOPTION PROCEDURES (5-4-76)

The Board recognized that the teachers and administrators of a given level, subject or department are the most knowledgeable to select appropriate textbooks, library materials and other instructional materials for that subject or level. The following procedures shall be used in the adoption of textbooks, library materials, and supplementary instructional materials, or to bring about major changes in curricular direction.

1. A committee shall be established to screen as many text and curricular materials as are available to them in the subject area under study. They will select several which are compatible with the philosophy of that subject area program. An in-depth study and evaluation of these materials and programs shall follow along with the final recommendation as to the one most suitable to the district's needs.
2. A representative from the curriculum committee will, as soon as practicable, present a report on the new selection to the Board of Education for the Board's consideration.
3. Each school in the Francis Howell School District shall use the basic curricular materials which are selected by the district-wide and/or departmental curriculum committee and adopted by the Board.

B. PROVISION FOR INDIVIDUAL DIFFERENCES (5-4-76)

When an individual student cannot function to his potential using only the basic curricular services and material, then special supportive services will be sought and an individual program will be developed for that student. Teachers shall be expected to recommend for purchase appropriate supplementary curriculum materials in order to develop basic skills for those students who do not develop mastery through the use of basic materials only.

C. OPEN PARTICIPATION (5-4-76)

Recognizing that parents, students, teachers, administrators and the Board of Education are equally concerned about the instructional goals of the school

C. CITIZEN PARTICIPATION (Continued)

board, input from all sources will be sought when curriculum change and revision takes place.

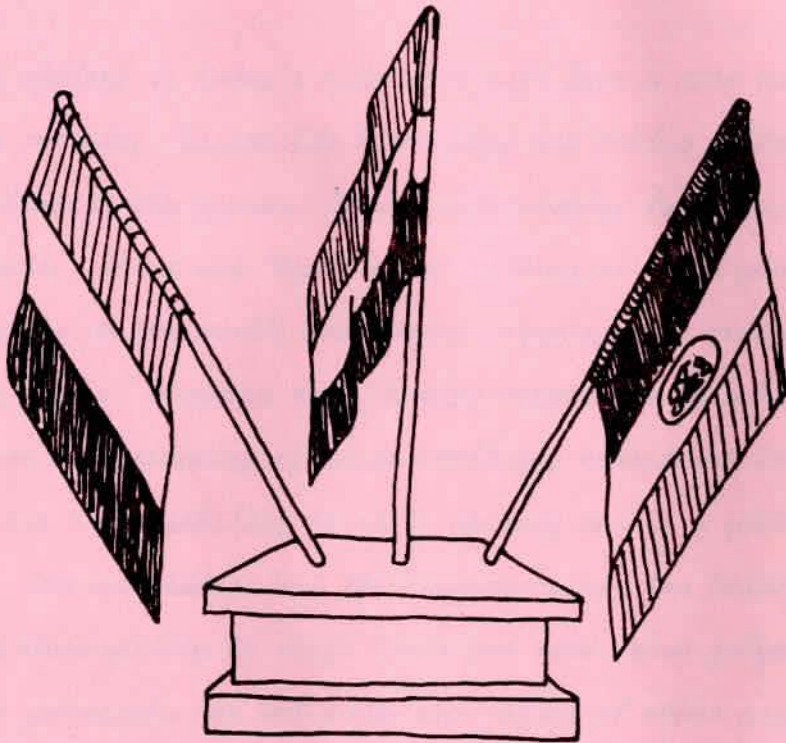
D. STUDY OF CONTROVERSIAL ISSUES

The right to discuss controversial issues in the classroom must be assured. In order to safeguard the teacher and insure students the right to discuss these issues, the following policy statement is adopted:

1. The social studies fields, by their very nature contain many areas of difference of opinions.
2. Each student should have the right under competent guidance and instruction and in an atmosphere free from bias and prejudice, to study any question appropriate to his maturity level and to express an opinion on it without jeopardizing his relations with school or teacher.
3. The administration, teachers, and parents should be aware of the fact that to advocate some things is treason, but to teach about them is essential in order to alert youth to their dangers.
4. Teachers of controversial areas must make fair presentation of all sides of any issue. Teachers should be aware of their role as guides, leading their pupils to the facts through the processes of sound thinking which lead to wise policy decisions.
5. The pupil shall have the right to free access to all relevant materials including those which circulate freely in the community.
6. "Academic Freedom" is historically the freedom of a scholar to teach the subject in which he is competent in such a way as to train students in the processes that are effective for intellectual pursuits. It is not freedom to propagandize for "causes", parties, or sects. A teacher should respect this as self-limitation.



# Social Studies



RAJSONALE

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Education is in a constant process of defining itself, and the social studies should seek to define itself within that realm. There is a debate in the field as to the relative importance of the cognitive and affective domains, the teaching of content as opposed to the processes of discovery, the teaching of values clarification, of the paths of inquiry, of contemporary issues and any of a number of curriculum designs.

The student in today's classroom must face a more complex society than his parents. Scientific technology and public policy have expanded and complicated the options facing individuals, families, groups and governments. There are "time bombs" ticking -- rapid population growth, crisis spots in the world, widespread unemployment, energy shortages, are only a few. Students must develop competence in making decisions -- based upon understanding of their heritage, commitment to democratic values, and responsibility to self, society and in a global perspective as well. Social studies has the responsibility for helping students increase their ability to weigh facts and make value judgments, and learn to appreciate the attitudes and values of other people and how they affect their own life.

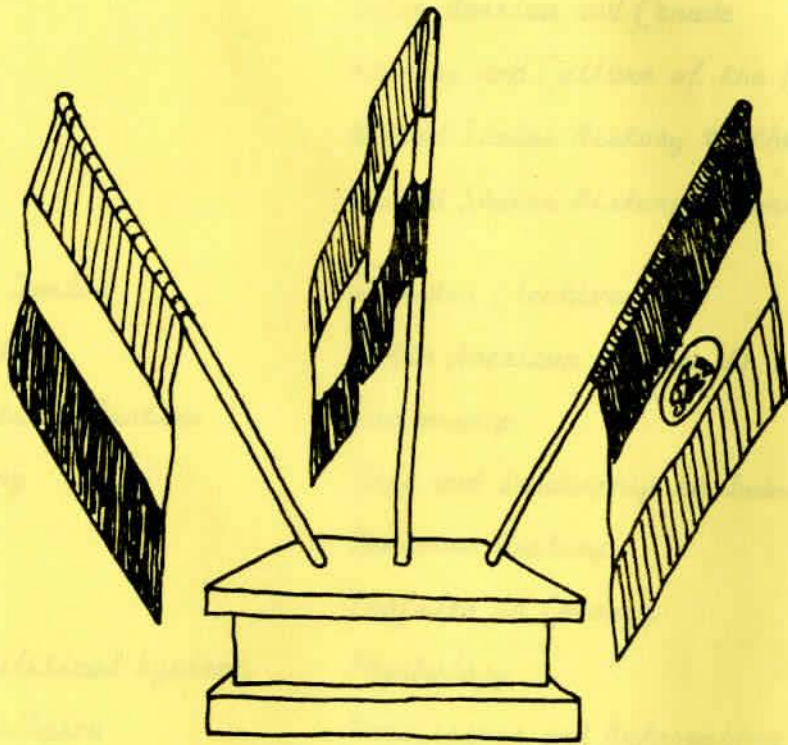
In the Francis Howell School District, the social studies curriculum should be defined as that group of learning processes, inquiry skills, concepts, values and knowledge deemed necessary to provide the student with capabilities pertinent to critical, responsible and sensitive citizens in a changing democracy.

Efforts should be made to encourage respect for the worth of the individual and a humanitarian understanding of man and the interdependence of cultures. Students must be given an opportunity to practice

and to participate in groups both within and out of schools. The classroom must serve as an opportunity for students to reflect upon and observe group processes. The student must be guided toward democratic values and behaviors in the classroom, so that he will come to realize that with freedom comes responsibility.

Social studies education must do more than disseminate information. The evaluation of any program must go beyond the quantity of a student's factual output. The criteria for success must be measured in terms of the quality of that output. With this in mind, it must be understood that the underlying assumption and intent of the social studies is to provide the resources for learning the past, to apply that past knowledge to contemporary circumstances, and, in so doing, more toward a more perfect future.

# Social Studies



SCOPE AND SEQUENCE K - 12

Geography Economics Political Science Sociology History

Kindergarten

Families

Grade One

Self and Society

Grade Two

People

Grade Three

Communities

Grade Four

Regions of the World

Grade Five

The Americas

Grade Six

Latin America and Canada

Grade Seven

History and Culture of the Eastern Hemisphere

Grade Eight

United States History to the Civil War

Grade Nine

United States History Reconstruction to Present

Grades Ten - Twelve

Semester Electives

Age of Revolution

Latin American History II

American Political Parties

Leadership

Ancient History

Life and Leadership in Tudor and Stuart England

Anthropology

Missouri History

Cold War

Profiles in Courage

Comparative Political Systems

Psychology

Comparative Religion

Renaissance and Reformation

Cold War

Sociology

Core

U.S. and Missouri Constitutions

Current Events

Urban Affairs

Economics

World Geography

Future Ethics

World War I

History of China and Russia

World War II

History of the Middle Ages

Latin American History I

Francis Howell School District

Social Studies Course Sequence

for

Grades 7 - 12

Grades 7	8	9	10	11	12
History and Culture of the Eastern Hemisphere	United States History to Civil War	United States History Reconstruction to Present	ELECTIVES	ELECTIVES	ELECTIVES

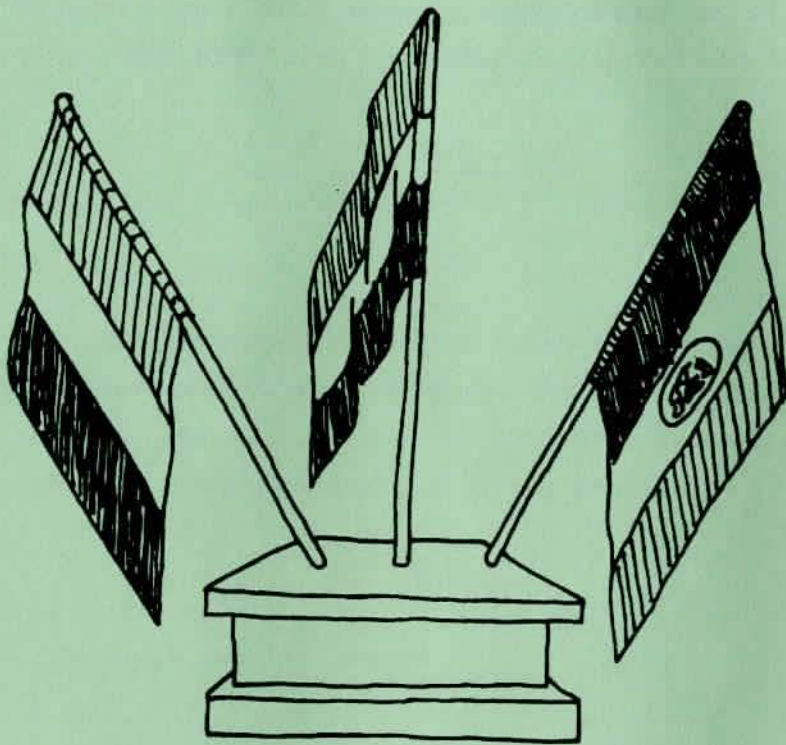
Graduation requirements

2 units of social sciences Grades 10 - 12

(  $\frac{3}{4}$  U.S. and Missouri Constitutions and

$1\frac{1}{4}$  social science electives )

# Social Studies



CONTENT FOR GRADES 1 - 9

## FRANCIS HOWELL SCHOOL DISTRICT

GRADE 1Self and Society

The focus is on understanding the fundamental people-to-people relationships in school, family and community. Children are exposed to situations they will encounter in their daily lives, helping them to acquire an essential understanding about their immediate world in direct relation to themselves. They observe similarities and differences, examine values, and learn about national, religious and ethnic holidays.

GRADE 2People

The study of people-to-people relationships goes beyond the community to learn what life is like for children in other countries. Children are made aware of the workers who produce goods and render services, and of the interdependence of its people.

GRADE 3Communities

At this level, community-to-community relationships are examined through studying the American way of life in different settings. Students have a chance to take a trip across the country, to participate in "building a town of their own" and to study the various tribes of Native Americans.

GRADE 4Regions of the World

Students begin to study how geographic, climatic and economic factors affect peoples' lives. Here they are introduced to the continents, oceans, mountains and other geographic features of the world.



GRADE 5The Americas

Children survey each major region of the United States and are introduced to our North and South American neighbors. Special attention is given to how groups of people in different regions form a union- and how modern transportation and communication helps to unify these areas.

GRADE 6Latin America and Canada

A study of Latin America and Canada - with special emphasis on cities of each region. Social and political relations with our neighbors are stressed.

GRADE 7History and Culture of the Eastern Hemisphere

This course includes the growth of civilization from prehistoric times to present, with an emphasis upon the contributions of past civilizations.

The historical development, economic importance and political significance of the entire geographical area of the eastern hemisphere, or the Old World is covered. This includes the continents of Europe, Asia, Africa and Australia. (Includes the Missouri Constitution)

GRADE 8American History to the Civil War

The eighth grade social studies program is an objective study of the social, economic and political systems that have influenced the development of the United States.

The emphasis is on the forces which have shaped the patterns of American history from the first Americans through civil war times.

Exploration and Discovery, Colonization, Revolutionary Times, A New Nation (including the Federal Constitution), Westward Movement, The Nation Divided (Slavery) and the Causes of the Civil War are among the topics studied.

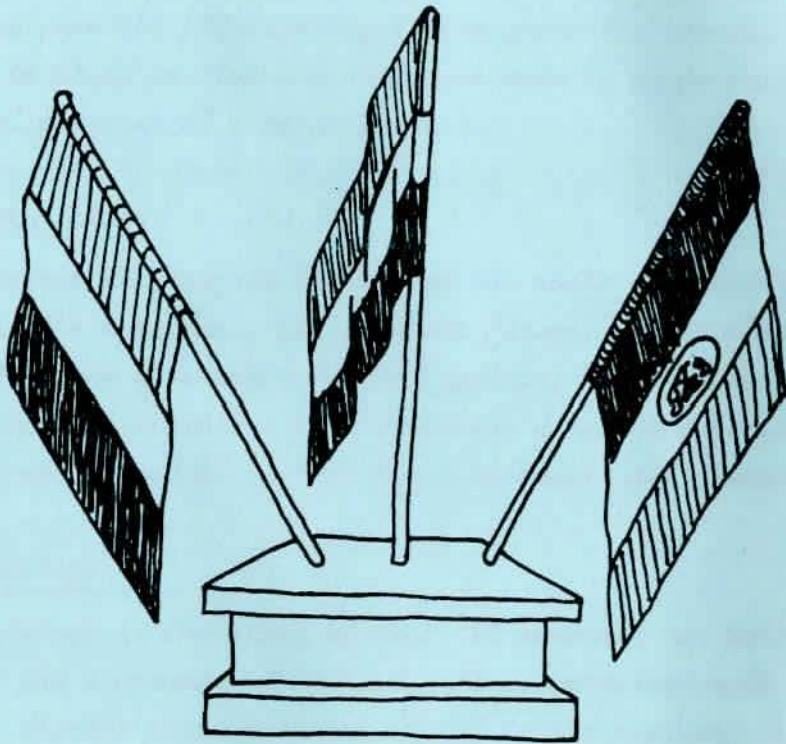
### GRADE 9

#### American History Reconstruction to Present

This course covers the period from the Civil War to present. The American West, the American Negro, the Industrial Expansion, U.S. Involvement in International Affairs, World War I, World War II, and the Depression are among the topics studied.

Exercises include means of collecting and using information, using the library, giving and listening to student reports, and writing research papers.

# Social Studies



COURSE DESCRIPTION

Grades 10 - 12

COURSE DESCRIPTION

Grades 10 - 12

Age of Revolution

This course deals with the causes and results of certain revolutions. Among the revolutions to be studied are the American, French, Nazi, and Russian Revolutions. The rise of certain revolutionists such as Napoleon, and Hitler will also be studied.

American Political Parties

The purpose of this course is to view the evolution of American political parties from the 18th century to the present. Special attention will be given to third parties and in changes made by major parties to accommodate special pressure of interest groups.

Ancient History

This course is designed to explore the roots of western culture in North Africa, the Near East, and Southern Europe, from prehistory to 500 A. D. Included will be studies of the Egyptian, Mesopotamia, Persian, Greek and Roman civilizations with attention directed especially toward the growth and spread of certain basic cultural ideas toward the west.

Anthropology

Anthropology is the study of man. It examines man both as a creature of nature and a creator of culture. It is concerned with human evolution in the distant past, with men living in the present, and with mankind's future. It considers of equal importance the ways of peoples living in populous and technologically advanced nations.

Cold War, The

This course deals with the major events of National and International importance since the second World War. You will discover how the Cold War began and how various presidents responded to the threat of Communist aggression. The political issues facing the Presidents of the Cold War era will be compared to the way the President handles foreign policy today. Among the units to be covered are the Korean War, the Cuban Missile Crisis and the Vietnam War.

### Comparative Political Systems

The purpose of this course is to give students a detailed view of the major political systems of today. The course will view these systems both in theory and in practice. Special attention will be given to the following systems: federalism, unitary, socialism, communism, and facism.

### Comparative Religion

The purpose of this course is to expose the student to the following ideas: 1) several major religions exist in the world today, 2) some are very similar to each other and are related by ancient common roots, 3) some are quite different and are a reflection of various lines of cultural evolution, and 4) how the major world religions are similar and different and why. The primary religions to be considered will be those of the Christian, Islam, Judaic, Buddhist, Hindu and others, if time permits.

### Core

Core means a combination class of Language Arts and Social Science. It is a two-hour class. The class has two teachers and much individual help is available. Students are expected to work up to their individual capabilities. In order to take Core, a student must be at least 16 years old and must be somewhat deficient in credits.

### Current Events

This course should have no definite content or textbook, but rather, would attempt to help the student analyze and understand current national, state and local issues as they develop. The study materials for the course would be primarily newspapers and magazines. This class would in all likelihood spend a large amount of its time in the library working with periodicals. Participation in the classroom discussion would necessarily constitute a large part of the student's grade.

### Economics

Did you know that every time you spend \$1 that if someone else spends, it too, you've actually allow \$2 to be spent? Did you know that the more you want something, the more it will cost? You help to set the price of things. Discover how your money works for you and why we are called capitalists.

Future Ethics

By the end of the decade, man will be making decisions which will test our present human value system in such a way undreamed of today. Are some scientific advances actually detrimental to human life? Who will make the final decision to sponsor or terminate a new research? Will we actually be creating a new man to function in a new world? This class is designed to address these problems while there is still time for thoughtful discussion.

History of China and Russia

This course deals with the development of Chinese history from Confucian time to the present. Special emphasis will be placed on modern Chinese history and the conflict between the Communists and Nationalists. The purpose of this course is to compare Russian Communism to Chinese Communism. The causes of conflict between Russia and China today will also be studied.

History of the Middle Ages

An investigation into the political, social and economic structure of Europe in the time span between the end of the ancient world, and the beginning of the modern world. This period is sometimes known as the "Age of Chivalry" or the "Age of Faith."

Latin American History I

A study of the history of the major nations of Latin America (Mexico, Brazil, Argentina, Chile, and Venezuela) from pre-Columbian times to the present. Emphasis will be placed on the cultural, political, and economic differences that constitute a real barrier to understanding between people of North America and Latin America.

Latin American History II

A survey of Latin American history from 1850 to the present. A continuation of Latin American History I. This course will consider the recent background that has influenced the make-up of modern Latin America. Concentration will be on the larger, more influential nations (Brazil, Argentina, and Mexico) and efforts for international cooperation.

Leadership

All student council meetings, rap sessions, work sessions, and committee meetings will take place, as far as possible, during this class period. Students will be constructed in parliamentary procedure and the workings of the judicial system in our democratic society.

Life and Literature in Tudor and Stuart England

This course will be an in-depth study from the historical and literary points of view of the period of time during which, first the Tudor, and then the Stuart families ruled in England. The two centuries during which these families dominated were extremely formative in the cultural, political, and social development of the English speaking people of the world. As such they contained the seeds of many of the world views of today. The course also will touch on many aspects of life during this time including music, architecture, medicine, recreation, etc. An understanding of these views and aspects will allow us to know our culture, and therefore ourselves better. This desired result will be the primary objective of this course.

Missouri History

A study of our state's history with special attention in two areas: first, early cultural and social progress; second, problems the state faces in the 20th century.

Profiles in Courage

An analysis of the lives of people who have made significant contributions to the quality of American life. The emphasis will be on the value systems held by each person in order that the student may be given a yardstick with which he may measure his own values. Reading will be done by autobiography or biography which will be selected by the student with the teacher's approval.

Psychology

The major objective of the course is to give the student an insight, and understanding and awareness into his own behavior. The study is directed to cover fears and anxiety, frustrations of growing up, and to help the student to achieve "a degree of happiness" in doing so. The

following topics will be covered: 1) perception, 2) biological and psychological aspects of behavior, 3) motivation, 4) alcoholism and your personality, 5) drug addiction and your personality, 6) biological and psychological aspects of smoking, 7) behavioral disorders (abnormal), 8) mental health (how to live with yourself), 9) mysteries of the mind, 10) fears and frustrations and 11) learning.

### Renaissance and Reformation

This course deals with the study of the major changes in Western Civilization between 1300 - 1600. These changes lead directly to the modern world.

### Sociology

A discussion course on how people live together, the rules of society and other societies throughout the world. Discussions will be carried on concerning our changing society and the way our lives are affected by these changes.

### U.S. and Missouri Constitutions

The purpose of this course is to acquaint the student with the structure of a short, comprehensive, 175 year old document that is the backbone of our Republican Government. In addition to providing the student with a working knowledge of the constitution, the course will also focus upon the application of the document in relation to today's complex society.

Examinations of the U.S. and Missouri Constitutions are included. Successful completion of the course will fulfill the constitution requirement necessary to receive a high school diploma.

### Urban Affairs

America today finds a fantastic percentage of her population crammed together in various places referred to commonly as cities and suburbs, or metropolitan areas. This heavy concentration of people into relatively small areas has brought with it many special problems for a majority of our people. This course would be an in-depth look at those problems. Topics such as housing, slums, mass transit, recreation facilities, urban renewal and local government financing would be included.



### World Geography

This course is concerned with the basic geographic concepts of climate, land forms, and natural resources. Reading of maps and graphs is an integral part of the course. Emphasis is placed on the relationship which exist between man and his physical environment. Also stressed is the influence exerted by geographical factors upon the economic, political and social activities of man and upon interrelationships of groups of men.

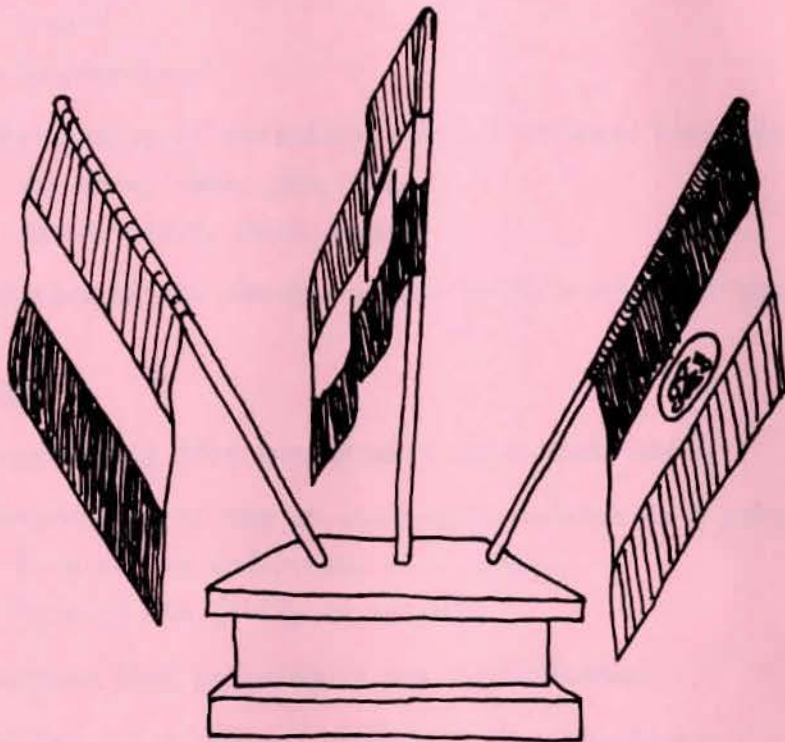
### World War I

This course is designed to give the student an understanding of the causes of the First World War, events of the war, and the problems surrounding the peace treaty. You will discover how the assassination of the heir of the Austrian throne provided the spark which produced the First World War.

### World War II

As a study of World War II, this course deals with the events leading to the war and attempts to determine the cause and effect of the war.

FRANCIS HOWELL SCHOOL DISTRICT



GENERAL OBJECTIVES

Grades K - 9

## FRANCIS HOWELL SCHOOL DISTRICT

## GENERAL OBJECTIVES

Grades K-9

KINDERGARTEN

## I. Geography (Map and Glob Skills)

A. Awareness of self in terms of immediate environment.

1. Family

2. School

3. Neighborhood

B. Understanding of directional and locational concepts

1. Up, down, near, far, etc.

2. North, south, east, west.

C. Awareness of the variety of the earth's physical features.

## II. Sociology

A. Understanding that each person is an individual.

B. Understanding of how an individual relates to a group.

1. Role of the individual in a family.

2. Role of the family in society.

C. Awareness that individuals can be different.

D. Families are alike and different in composition.

## III. Economics

A. Understanding that the family provides for the basic needs of the child.

B. Understanding that needs affect family decisions.

## IV. History

A. Development of sense of time in preparation for understanding historical time.

B. Children's beginnings are influenced by their families.

C. Families are alike and different in the ways they celebrate holidays.

KINDERGARTEN (continued)

## V. Political

- A. Cooperation of family members in work and play can help in achieving individual goals.
- B. Cooperation of family members in work and play can help in achieving family goals.

GRADE ONE

## I. Geography (Map and Globe Skills)

- A. Understanding that maps and globes are symbols of the planet earth
- B. Develop an awareness that people live in a community and this community is part of the individual's environment.
- C. Develop an awareness that natural environments such as mountains, deserts, plains, bodies of water, and climatic conditions influence individuals.

## II. Sociology

- A. Individuals are like other people in certain ways, but also different.
- B. Family customs can be alike or different as with individuals.
- C. People work and play together better when they respect each others feelings.

## III. Economics

- A. Individuals have many wants and needs.
- B. Family members work at different jobs to satisfy these wants and needs.

## IV. History

- A. Develop an awareness that the individual's environment is growing and changing due to man-made events.
- B. Develop an awareness that the individual's environment is growing and changing due to natural events.

## V. Political

- A. Individuals are members of various groups.
  1. Family
  2. School
  3. Neighborhood
- B. Understanding that groups have leaders.
- C. Rules are developed to provide guidelines for the individuals in a group.

GRADE TWO

## I. Geography (Map and Globe Skills)

- A. Recognition of major kinds of land forms and bodies of water on the earth.
- B. Understanding of the earth's shape.
- C. Awareness of the effects of physical characteristics on life in various regions of the earth.
- D. Understanding of maps and map symbols as they relate to the earth and its physical features.

## II. Sociology

- A. Understand that places, people, events affect the actions of individuals.
- B. Understanding that the individual can affect the actions of others.
- C. Understanding that communities contain many groups of people.
- D. Understanding and tolerating individual and groups differences.

## III. Economics

- A. Understanding that all people must meet the same basic needs to sustain life.
- B. Understanding that people make a living in different ways.
- C. Understanding that people provide goods and services to meet their needs.
- D. Understanding that individuals get some wants and needs by themselves and other wants and needs are given with groups.

## IV. History

- A. Understanding that communities are different and began in different ways.
- B. Understanding that communities in the future may change because of:

1. Individuals
2. Groups
3. Learning
4. Events

GRADE TWO (continued)

## V. Political

- A. Understanding a community is formed by a group of people.
- B. Understanding that individuals sometimes lead others in a group.
- C. Understanding of the need for and function of authority.
- D. Developing an awareness of how rules are formulated.

GRADE THREE

## I. Geography (Map and Globe Skills)

- A. Understanding that a map is a device for showing and locating any part of the earth's surface.
  1. Recognizing the difference between states and countries.
  2. Recognizing the difference between countries and continents.
- B. Awareness that the earth is a sphere and can be divided into hemispheres on globes and maps.
- C. Recognition of symbols used in a map legend for: directions, locations, scale and distance.

## II. Sociology

- A. People depend on each other as they live in a community.
- B. Appreciation of the rights and values of others.
- C. People live in different kinds of communities.
  1. Urban
  2. Suburban
  3. Rural

## III. Economics

- A. Understanding that the growth of cities depends on location, area favorable to trade, farming, transportation, mining or other human use factors.
- B. Recognizing that cities expanded people's choices in roles and jobs.

GRADE THREE (continued)

## III. Economics (continued)

- C. Understanding that city workers perform specialized jobs and are dependent upon each other.
- D. Understanding that communities change the environment to meet basic needs.

## IV. History

- A. Understanding that historical events have influenced the economic and cultural development of cities.
- B. Communities are constantly changing and they must adapt to this change in the future.
- C. Appreciation of the contribution that immigrant groups have made to our country.

## V. Political

- A. Different communities have different rules.
- B. The citizens of a community share in the responsibility of making it a good place to live.
- C. Individuals within our country have certain rights protected by laws.

GRADE FOUR

## I. Geography (Map and Globe Skills)

- A. Understanding that a region constitutes an area on earth that has at least one common feature.
- B. Understanding that regions differ according to:
  - 1. Climate
  - 2. Landforms
  - 3. Natural Resources

## II. Sociology

- A. Recognizing the social interdependence of people.
  - 1. Family
  - 2. Community
  - 3. State

GRADE FOUR (continued)

## 11. Sociology (continued)

## B. Good citizenship

1. Consideration for others rights and feelings.
2. Taking responsibility for ones own actions.

C. Understanding that people from different regions have different ways of living.

## 111. Economics

## \*A. Develop respect for work

1. Need to work
2. Views of work
3. Work and life styles
4. Career decisions

B. Understanding that regions differ according to occupations

C. Understanding that economic interdependence of people

## IV. History

A. Understanding events that have influenced the development of Missouri.

B. Appreciate past contributions that affect our life in Missouri today.

## V. Political

## A. Understanding power

1. Who has it
2. Laws define power
3. Using power
4. Conflict and power

B. Appreciate the democratic form of government

1. Local
2. State
3. National
4. World



GRADE FIVE

## I. Geography (Map and Globe Skills)

## A. Understanding our country's geographic features.

1. Wealth of natural resources
2. Various geographic regions
  - a. Pacific mountains and valleys.
  - b. Intermountain region.
  - c. Rocky mountains.
  - d. Interior plains.
  - e. Appalachian Highlands.
  - f. Atlantic Coastal Plains.
  - g. Gulf Coastal Plains.
  - h. Superior Uplands.
  - i. Interior Highlands

## B. Realizing the importance of the environment

1. Appreciation for it.
2. Concern for its conservation.

## C. Develop skills in interpreting and using maps.

## II. Sociology

## A. Appreciate the need for socially responsible citizens.

## B. Recognizing the interdependence of people.

1. Locally
2. Regionally
3. Nationally

## III. Economics

## A. Understanding important developments

1. Industrial growth
2. Urban society

## B. Appreciation of nation's high productivity

1. Agriculture
2. Manufacturing
3. Services

GRADE FIVE (continued)

## IV. History

- A. Understanding our nation's development.
- B. Appreciate our heritage of freedom and independence.

## V. Political

- A. Understanding our nation's democratic principles
  1. The Constitution
  2. Representative government
- B. Understanding political divisions
  1. City
  2. State
  3. Country

GRADE SIX

## 1. Geography (Map and Globe Skills)

- A. Understanding the geographical divisions of countries and continents and their interrelationships.
- B. To study the physical environment of the world and its influence on the world's population.
  1. Climate
  2. Water bodies
  3. Landforms
  4. Natural resources
- C. To build a solid foundation for using and interpreting maps.
  1. Symbols and legends
  2. Locating places on maps and globes - use of latitude and longitude.
  3. Orientation and direction
  4. Types of maps and their uses
  5. Charts, graphs and tables

GRADE 59X (continued)

## II. Sociology

- A. Understanding the responsibilities and rights of a juvenile in a free society.
- B. Recognizing the interdependence of people from all nations.

## III. Economics

- A. Understanding the interdependence of nations in providing goods and services for their people.
- B. Recognize and understand the important factors that contribute to the world wide production of goods and services.

1. People
2. Government
3. Business
4. Resources
5. Energy

## IV. History

- A. Understand the development of various national states.
- B. Appreciate the contributions other countries have made to mankind.

## V. Political

- A. Recognize the various important systems of government throughout the world.
- B. Understand the differences between democratic and totalitarian systems of government

GRADE SEVEN

## I. Geography

- A. Understand the division of continents and countries throughout the Eastern Hemisphere.
- B. Study the physical environment of the Eastern Hemisphere and its influence on the people of that region.
  - 1. Climate
  - 2. Water bodies
  - 3. Landforms
  - 4. Natural Resources
- C. Continue practicing the use of maps.
  - 1. Symbols and legends
  - 2. Use of latitude and longitude
  - 3. Finding directions
  - 4. Types of maps and their uses
  - 5. Charts, graphs and tables

## II. Sociology

- A. Understand that identity comes from membership in groups.
- B. Understand the role of the social environment in forming a person's self-image.
  - 1. Your Identity
  - 2. Understanding Yourself
- C. Recognize the social interdependence of people.
  - 1. Physical Needs
  - 2. Social needs

## III. Economics

- A. Understand basic factors related to the production of goods and services.
- B. Understand and be able to apply basic information about how private business works.

GRADE SEVEN (continued)

## III. Economics (continued)

- C. Understand and be able to apply basic information about what role the government plays in the economy.
- D. Predict how one change in the economy will result in other changes.
- E. Be able to use critical thinking when making economic choices.
- F. Recognize rights and responsibilities of consumers.
- G. Have a basic understanding related to the use of money.

## IV. History

- A. Understand the growth and development of civilization in the Eastern Hemisphere.
- B. Relate political, economic and social developments of the Eastern Hemisphere to the formation of the American culture.

## V. Political

- A. Understand the principles of democratic government embodied in the Missouri Constitution.
- B. Understand due process of law in Missouri.
- C. Understand the Missouri Bill of Rights.
- D. Understand the rights and responsibilities of juveniles in the state of Missouri.
- E. Understand the role of government officials: city, county, and state.

GRADE EIGHT

## I. Geography

- A. Understand the divisions of the United States from prehistoric times to 1865.
- B. Study the physical environment of the United States and its in-

GRADE EGGHJ (continued)

## 1. Geography (continued)

fluence on the people.

1. Climate
2. Water bodies
3. Landforms
4. Natural Resources

## C. Use maps.

1. Symbols and legends.
2. Use latitude and longitude
3. Find directions
4. Use various map projections
5. Use charts, graphs and tables.

## II. Sociology

- A. Understand you and your cultural development.
- B. Recognize the interdependence of people within the United States from prehistoric times to 1865.

## III. Economics

- A. Understand the historical development of the free enterprize system.
- B. Recognize and understand the historical factors that contributed to the production of goods and services.
  1. People
  2. Government
  3. Business
  4. Resources
  5. Energy

## IV. History

Understand the significance of important aspects of United States.

1. American Indians

GRADE EGGHJ (continued)

## IV. History (continued)

2. Discovery, Exploration and Colonization of the New World
  3. American Revolution
  4. United States Constitution
  5. Struggles of the New Nation
  6. The Civil War
- B. Understand the contributions of women and minorities to United States history.

## V. Political

- A. Understand the principles of democratic government as embodied in the United States Constitution.
- B. Understand due process of law as explained in the United States Constitution.
- C. Understand the Bill of Rights.
- D. Understand the rights and responsibilities of juveniles according to the U. S. Constitution.
- E. Understand the role of government officials at the federal level.

GRADE NSNE

## 1. Geography

- A. Understand the divisions of the United States from Reconstruction to the present.
- B. Study the physical environment of the United States and its influence on the people.
  1. Climate
  2. Water bodies
  3. Landforms
  4. Natural Resources

GRADE NINE (continued)

## C. Use of maps.

1. Symbols and legends
2. Use latitude and longitude
3. Use various map projections
4. Find directions
5. Use charts, graphs and tables

## II. Sociology

- A. Understand you and your cultural development.
- B. Recognize the interdependence of people within the United States from Reconstruction to the present.

## III. Economics

- A. Understand historical development of the free enterprize system.
- B. Recognize and understand the historical factors that contributed to the production of goods and services.
  1. People
  2. Government
  3. Business
  4. Resources
  5. Energy

## IV. History

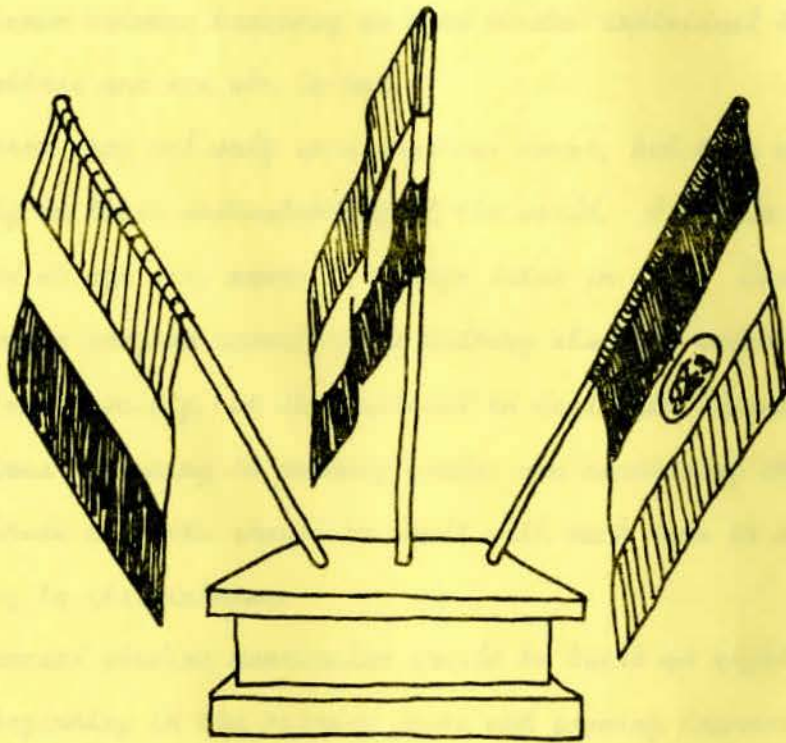
- A. Understand the significance of important aspects of United States history.
  1. Reconstruction
  2. Westward Expansion
  3. Industrial Growth
  4. Reform Movements
  5. Immigration
  6. World Wars
  7. The Cold War
- B. Understand the contributions of women and minorities to United States history.

## C. Political

- A. Understand various interpretations of the purposes of government.
- B. Understand the importance of certain trends and events in the development of the United States government.
- C. Understand the role of political parties in the United States government.



# Social Studies



CONCEPTS

CONCEPTS  
IN  
SOCIAL STUDIES

When a young child enters school for the first time, he already has been introduced to the concepts of authority, justice, and social roles. Many attitudes towards himself and others are formed during these early years. The way he views himself in relation to persons of different cultures and backgrounds affects his feelings toward them. It may make the difference between becoming an open minded individual towards the ideas of others and one who is not.

Children grow not only in a physical sense, but they also grow cognitively in their understanding of the world. A single concept is not learned at age six, never to change later in life. Thus for a social studies program committed to helping students understand and participate in society, it is essential to deal with important concepts several times beginning in primary grades and continuing through high school. These concepts should be dealt with each time in a fresh, new way, adding to its richness.

The social studies curriculum should be built on eight to ten concepts beginning in the primary years and growing increasing complex through the high school years.

A list of twenty-five concepts were sent to social studies teachers in the Francis Howell School District asking them to number, in order of preference, the concepts they felt should be taught in grades K-12.

The top ten concepts and their definitions are listed in alphabetical order:

Citizenship - Membership in a nation, with attendant rights and responsibilities.

Culture - the learned behavior of a group of people.

Decision - Making - the process leading up to the act of deciding an issue.

Economic Distribution - The means of allocating goods and services for consumption.

Identity - Awareness of one's own values, attitudes, and capabilities; self-knowledge, individuality.

Interdependence - Reliance upon the exchange of goods and services among several members of a group.

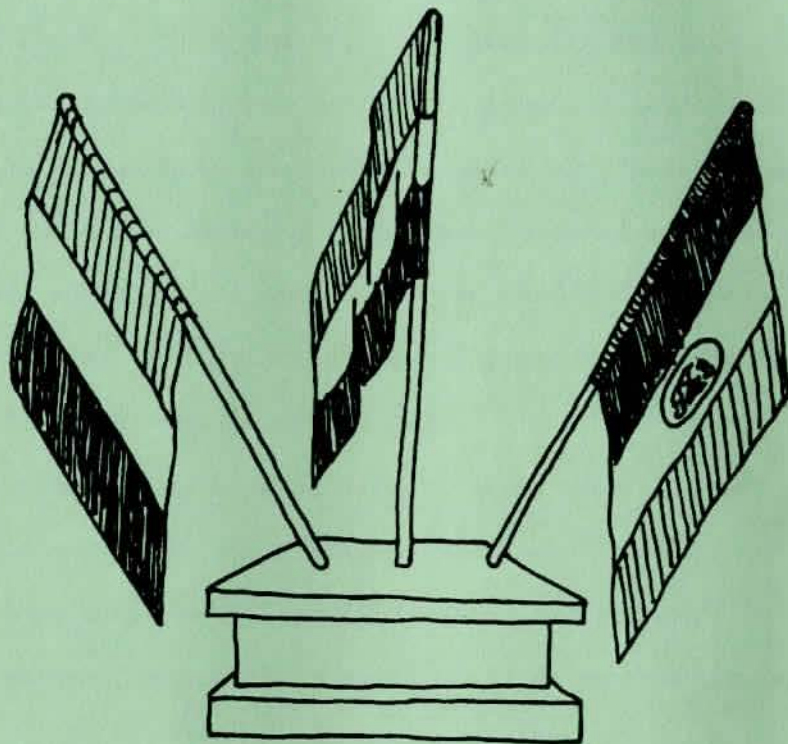
Law - The formal set of rules that a group agrees upon and establishes as a code of behavior.

Socialization - The process by which social attitudes and roles are taught and learned.

Specialization - the development of a variety of jobs or roles, each designed to meet specific wants or needs of a community.

Values - Principles, standards and preferences that determine behavior.

# Social Studies



SKILLS

Grades K - 6

## SKILLS

A constituent part of the social studies program is commonly referred to as the skills program. There should be nothing casual or incidental about teaching social studies skills.

The process of skills training begins with the introduction of the skill through planned experiences and reteaching when necessary.

Helping students to develop and use skills effectively is one of the central purposes of social studies instruction. Without an adequate command of skills, it is doubtful that students can gain the insight concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

It is clear today that we need citizens who:

- accept their civic responsibilities;
- know acceptable techniques of social action;
- assume a personal responsibility to contribute to the solution  
of America's problems;
- work for peace and justice in the world.

Such citizens must:

- be able to distinguish between proof and propaganda;
- know how to find the facts needed in order to assert themselves  
politically;
- know how to read, listen, and think critically.

In order for students to meet the criteria for this type of citizen, they must develop skills in four major areas of the social studies. These areas are:

1. Map and Globe - Space and Time Skills
2. Locating and Gathering Information Skills
3. Problem Solving and Critical Thinking Skills
4. Group Participation and Communication Skills

In each of these areas an attempt has been made to decide a grade level in which to introduce each skill, however, each teacher must decide when her children are ready to acquire a particular skill.

#### SKILL OBJECTIVES TO BE INCLUDED IN K - 6 SOCIAL STUDIES

##### 1. Map and Globe - Space and Time Skills

- |            |   |
|------------|---|
| K, 1.      | Mapping school room with blocks, flannel board, etc.  |
| K, 1,2,3.  | Devising simple symbols.  |
| K, 1,2,3.  | Making use of a calendar.   |
| 1,2.       | Learning terms - Cardinal directions - measurement - distance<br>Vocabulary - block - streets - doors - yards - foot - inch |
| 1,2.       | Working with simple political maps.   |
| 1,2,3.     | Making use of terms: globe, world, city, map.   |
| 1,2,3.     | Giving directions using a compass.  |
| 1,2,3,4.   | Becoming familiar with map symbols.   |
| 1,2,3,4.   | Interpreting map symbols.   |
| 2,3.       | Differentiating between a city, a community, and a state.   |
| 2,3,4.     | Constructing a simple graph.  |
| 2,3,4,5,6. | Interpreting product maps   |
| 3,4,5.     | Interpreting a scale of miles   |
| 3,4,5,6.   | Tracing routes on a map   |
| 3,4,5,6    | Interpreting a weather map  |

## SKILLS (continued)

1. Map and Globe - Space and Time Skills (continued)

- 3,4,5,6. Interpreting topographic features
- 3,4,5,6. Using political maps
- 3,4,5,6. Constructing maps
- 3,4,5,6. City planning
- 4,5. Differentiating between a city, a village, a town, a community, a state, a nation, and a continent.
- 4,5. Name and locate continents and oceans.
- 4,5. Name and locate major rivers, lakes, and mountain ranges
- 4,5,6. Interpreting and using road maps (national)
- 4,5,6. Working with maps as a source of information in order to solve problems
- 4,5,6. Developing and using simple scales
5. Name and locate states and capitals.
- 5,6. Locating places using parallels and meridians
- 5,6. Interpreting outer space maps
- 5,6. Applying information obtained from maps to economic - social - political problems
- 5,6. Graphing data collected from maps: rainfall - product - population - political - etc.
- 5,6. Developing a scale of miles
6. Interpreting polar projection maps

2. Locating and Gathering Information Skills

- K. Discussing pictures
- K,1. Observing for a purpose
- K,1. Asking questions
- K,1. Free exploration

SKILLS (continued)2. Locating and Gathering Information Skills (continued)

- K,1 Relating personal experiences - role play - pantomime
- K,1,2 Role identification - home, school, community
- K, 1,2,3 Manipulating material - order, pattern, sequence, classifying, comparison
- K,1,2,3,4,5,6 Using the senses to acquire information
- K,1,2,3,4,5,6 Listening for a purpose
- 1 Recording information
- 1,2 Discussing pictures - actions, materials, activities, or ideas
- 1,2,3 Manipulating material - classifying, patterning, describing
- 1,2,3,4,5,6 Locating printed matter, pictures, materials, related to subject, activity, or idea.
- 2 Using title or title page
- 2 Using table of contents
- 2 Using observable data
- 2,3 Identifying and using key words
- 2,3 Selecting the main idea
- 2,3 Reflecting on and applying personal vicariously learned data
- 2,3 Asking questions pertinent and relevant to idea, subject, object or situation.
- 2,3,4,5,6 Identifying similarities and differences material and human
- 3 Raising questions growing out of personal interest and concern
- 3 Purposeful use of printed matter - using an index, using an encyclopedia, using a glossary, using key words, using a dictionary
- 3,4,5,6 Discussing pictures, actions, materials, ideas or activities for:
- |               |                   |               |
|---------------|-------------------|---------------|
| a) detail     | d) classification | g) feeling    |
| b) main idea  | e) support        | h) prediction |
| c) inferences | f) comparison     | i) reflection |



## SKILLS (continued)

2. Locating and Gathering Information Skills (continued)

3,4,5,6 Becoming aware of people's experiences

3,4,5,6 Using observable data for:

- |                    |                   |
|--------------------|-------------------|
| a) support         | d) prediction     |
| b) experimentation | e) classification |
| c) comparison      | f) application    |

3,4,5,6 Developing and using a questionnaire

3,4,5,6 Interviewing

4,5,6 Asking questions pertinent and relevant to idea, subject, activity, object, or situation under direction of teacher and class or stemming from the child's personal study of concern

4,5,6 Reflecting on past related experience and data

4,5,6 Purposeful use of printed matter - outline formation, using an index, using an encyclopedia, using an appendix, using a preface, using a card catalog, using a glossary, using key words, using a dictionary,

4,5,6 Developing a hierarchy of sources (choosing appropriate reference authorities)

5,6 Purposeful use of printed matter using footnotes, taking notes, recording data, atlas, World Almanac, making bibliographies

6 Purposeful use of printed matter using Reader's Guide to Periodical Literature

3. Problem Solving and Critical Thinking Skills

K,1,2 Placing pictures and material in sequence or patterns

K,1,2 Following symbols and verbal directions

K,1,2 Making choices and decisions

K,1,2,3,4,5,6 Listening for a purpose

SKILLS (continued)3. Problem Solving and Critical Thinking Skills - (continued)

K,1,2,3,4,5,6 Identifying difficulties, problems and needs

K,1,2,3,4,5,6 Learning about rights and responsibilities

K,1,2,3,4,5,6 Classifying

K,1,2,3,4,5,6 Comparing

K,1,2,3,4,5,6 Gathering - listening

K,1,2,3,4,5,6 Manipulating material

K,1,2,3,4,5,6 Sharpening the sense of sight (observing, describing)

K,1,2,3,4,5,6 Free exploration of material and ideas

K,1,2,3,4,5,6 Learning from mistakes

1 Discuss fact and fantasy

2,3 Labeling (Selecting appropriate titles)

1,2 Suggesting solutions

1,2,3 Separating relevant from unrelated pictures, materials, ideas, actions

1,2,3,4,5,6 Developing a social studies vocabulary

2 Learning about fact and opinion

2,3,4,5,6 Checking and comparing sources and data

2,3,4,5,6 Seeing cause-effect relationship

2,3,4,5,6 Recalling and applying personal ideas

2,3,4,5,6 Developing a willingness to try

2,3,4,5,6 Forming questions

3,4,5,6 Suggesting solutions making decisions, reaching conclusions

3,4,5,6 Acting as a result of conclusion

## SKILLS (continued)

3. Problem Solving and Critical Thinking Skills (continued)

- 3,4,5,6 Considering consequences
- 3,4,5,6 Expanding one's own base of information
- 3,4,5,6 Separating relevant from irrelevant ideas
- 3,4,5,6 Interpreting actions, pictures, graphs, charts, tables
- 3,4,5,6 Examining the relationship between fact and opinion
- 3,4,5,6 Defining and working with values\* The teacher will:
1. Encourage children to make choices, and to make them freely, in accordance with the rights of others.
  2. Help them discover and examine available alternatives when faced with choices.
  3. Help children weigh alternatives thoughtfully, reflecting on the consequences of each.
- 3,4,5,6 Arranging and organizing data and ideas
- 3,4,5,6 Comparing and collecting data
- 3,4,5,6 Making inferences (leading to predictions)
- 4,5,6 Arrive at tentative solutions and support a position
- 4,5,6 Using analogies
- 4,5,6 Developing issue discussion techniques
- 4,5,6 Identifying emotional works
- 5,6 Identifying, defining, and stating a difficulty or problem
- 5,6 Evaluating source material and authorship
- 5,6 Recognizing conflicts in data and in values
- 5,6 Detecting propaganda

4. Group Participation and Communication Skills

- K Accepting constructive criticism
- K, I Taking turns

## SKILLS (continued)

4. Group Participation and Communication Skills (continued)

- K, 1            Accepting new members of a group
- K, 1, 2        Following rules and laws (making rules - discussing rules)
- K, 1, 2, 3     Knowing his own role and role of others
- K, 1, 2, 3     Broadening attention span
- K, 1, 2, 3, 4, 5, 6    Withholding judgement until facts are known
- K, 1, 2, 3, 4, 5, 6    Observing actions on others
- K, 1, 2, 3, 4, 5, 6    Planning and contributing ideas
- K, 1, 2, 3, 4, 5, 6    Dividing responsibilities
- K, 1, 2, 3, 4, 5, 6    Being sensitive to others feelings (verbal, physical)
- K, 1, 2, 3, 4, 5, 6    Dramatizing - role playing - empathizing
- K, 1, 2, 3, 4, 5, 6    Reporting (expressing ideas, feelings)
- K, 1, 2, 3, 4, 5, 6    Listening for a purpose
- 1, 2, 3        Introducing people - inviting participation
- 1, 2, 3, 4     Learning how to disagree
- 1, 2, 3, 4, 5, 6    Giving and accepting constructive criticism
- 1, 2, 3, 4, 5, 6    Making choices and decisions
- 1, 2, 3, 4, 5, 6    Suggesting alternatives
- 2, 3, 4, 5, 6    Defending an idea or choice
- 2, 3, 4, 5, 6    Showing appreciation of others efforts
- 2, 3, 4, 5, 6    Listing and discussing methods of communication
- 2, 3, 4, 5, 6    Recognizing voice inflection, body set and facial expression as effects the speaker's intent
- 3, 4, 5, 6     Making rules and standards - analyzing and evaluating the effect of these on people
- 3, 4, 5, 6     Suggesting means of group evaluation
- 3, 4, 5, 6     Comparing means of comparison
- 3, 4, 5, 6     Making inferences and drawing tentative conclusions about people through studying their means of communication

SKILLS (continued)

4. Group Participation and Communication Skills (continued)

- 4,5,6 Formal oral reporting (expressing ideas, feelings)
- 4,5,6 Investigating media (radio, T.V., newspapers, magazines)
- 5,6 Investigating and experiencing parliamentary procedure
- 5,6 Discussing and analyzing media
- 6 Analyzing and interpreting the effects of media on people (economically, politically, psychologically)

There are four skill areas:

Grades K - 6

- 1) Map and Globe - Space and Time Skills
- 2) Locating and Gathering Information Skills

- 3) Problem Solving and Critical Thinking Skills
- 4) Group Participation and Communication Skills

The student will:

K            1            2            3            4            5            6

Map school room with blocks, flannel board	←	→					
Devise simple symbols	←	→	→				
Make use of calendar	←	→	→				
Learn specific vocabulary terms		←	→				
Work with simple political maps		←	→				
Make use of terms: globe, world, city, map		←	→				
Give directions using a compass		←	→				
Become familiar with map symbols	←	→	→				
Interpret map symbols	←	→	→				
Differentiate between a city, community and a state			←	→			
Construct a simple graph			←	→	→		
Interpret product maps			←	→	→	→	→

Map and Globe - Space and Time Skills

Scope and Sequence of Skills (continued)

Grades K - 6

The student will:

K            1            2            3            4            5            6

locate places on maps and globes				←	→		
Interpret a scale of miles				←	→		
Trace a route on a map				←	→		
Interpret weather maps				←	→		
Interpret topographic features				←	→		
Use political maps				←	→		
Construct maps				←	→		
Understand city planning				←	→		
Differentiate between a city, a village, a town, community, state, and continent					←	→	
Name and locate continents and oceans					←	→	
Name and locate major rivers, lakes and mountain ranges					←	→	
Interpret and use road maps (national)					←	→	

The student will:

K      1      2      3      4      5      6

Work with maps as sources of information					←	→	
Develop and use simple scales					←	→	
Locate places using parallels and meridians						←	→
Interpret outer space maps						←	→
Apply information obtained from economic-social-political problems						←	→
Graph data collected from maps: rainfall-product-political-population						←	→
Develop using a scale of miles						←	→
Interpret polar projection maps							↔

Map and Globe - Space and Time Skills



The student will:

K 1 2 3 4 5 6

Discuss pictures	↔						
Observe for a purpose	↔	↔					
Ask questions	↔	↔					
Participate in free exploration	↔	↔					
Relate personal experiences - role playing	↔	↔	↔				
Become familiar with role identification	↔	↔	↔				
Manipulate material - order, sequence, etc.	↔	↔	↔	↔			
Use the senses to acquire information	↔	↔	↔	↔			
Listen for a purpose	↔	↔	↔	↔	↔	↔	↔
Record information		↔					
Discuss pictures, actions, materials or ideas		↔	↔				
Manipulate materials for the purpose of classifying, patterning, describing		↔	↔	↔			

The student will:

K 1 2 3 4 5 6

The student will:	K	1	2	3	4	5	6
Locate printed matter, pictures, materials		←————→					
Use title on title page			↔				
Use table of contents			↔				
Use observable data			↔				
Identify and use key words			↔				
Select the main idea			↔				
Reflect on and applying personal learned data			↔				
Ask questions pertinent and relevant to the subject			↔				
Identify similarities and differences		←————→					
Raise questions growing out of personal interest and concern				↔			
Use various printed materials				↔			
Discuss pictures, actions materials for detail, main idea, prediction				←————→			

Locating and Gathering Information Skills

The student will:

K      1      2      3      4      5      6

	K	1	2	3	4	5	6
Become aware of people's experiences				←	→		
Use observable data for application				←	→		
Develop and use a questionnaire				←	→		
Employ a system of interviewing				←	→		
Reflect on past related experience and data					←	→	
Develop a hierarchy of sources					←	→	
Use footnotes, take notes, record data						←	→
Use an Atlas, World Almanac						←	→
Make bibliographies						←	→
Use the Reader's Guide to Periodical Literature						←	→

Locating and Gathering Information Skills

K 1 2 3 4 5 6

The student will:

Place pictures and material in sequence	←				→					
Follow symbols and verbal directions	←				→					
Make choices and decisions	←				→					
Listen for a purpose	←									→
Identify difficulties, problems and needs	←									→
Learn about rights and responsibilities	←									→
Classify items	←									→
Compare different groups	←									→
Gather information	←									→
Manipulate materials	←									→
Sharpen the sense of sight (describing, interpreting, etc.)	←									→
Learn from mistakes	←									→

The student will

K

1

2

3

4

5

6

Discuss fact and fantasy		↔					
Select appropriate titles			↔				
Suggest solutions		↔					
Separate relevant from unrelated materials		↔					↔
Develop a social studies vocabulary	↔						↔
Learn about fact and opinion			↔				
Check and compare sources and data			↔				↔
See cause - effect relationships			↔				↔
Recall and apply personal ideas			↔				↔
Develop a willingness to try			↔				↔
Form his own questions			↔				↔
Suggest solutions, reach conclusions				↔			↔

The student will:

K            1            2            3            4            5            6

Act as a result of a conclusion				←	→		
Considering consequences				←	→		
Expand one's own base of information				←	→		
Separate relevant from irrelevant ideas				←	→		
Interpret actions, pictures, graphs, charts and tables				←	→		
Examine the relationship between fact and opinion				←	→		
Define and work with values.				←	→		
Arrange and organize data and ideas				←	→		
Compare problems with previous experience				←	→		
Make inferences leading to predictions				←	→		
Arrive at tentative solutions and support a position					←	→	
Use analogies					←	→	

Problem Solving and Critical Thinking Skills

The student will:

	K	1	2	3	4	5	6
Develop issue discussion techniques	↔				↔		↔
Identify emotional words	↔	↔			↔		↔
Identify, define, and state a problem	↔	↔				↔	↔
Evaluate source material and authorship	↔		↔			↔	↔
Detect propaganda	↔			↔		↔	↔
	↔						
	↔						
	↔						
	↔						
	↔						
	↔						
	↔						
	↔						

The student will:

K      1      2      3      4      5      6

Accept constructive criticism	↔						
Learn to take turns	↔	→					
Accept new members of a group	↔	→					
Follow rules and laws (make and discuss rules)	↔	→					
Know his own role and that of others	↔	→	→				
Broaden attention span	↔	→	→				
Withhold judgement until facts are known	↔	→	→	→	→	→	→
observe actions	↔	→	→	→	→	→	→
Plan and Contribute ideas	↔	→	→	→	→	→	→
Divide responsibilities	↔	→	→	→	→	→	→
Be sensitive to others feelings	↔	→	→	→	→	→	→
Dramatize - role play - empathize	↔	→	→	→	→	→	→

Group Participation and Communication Skills



The student will:

K

1

2

3

4

5

6

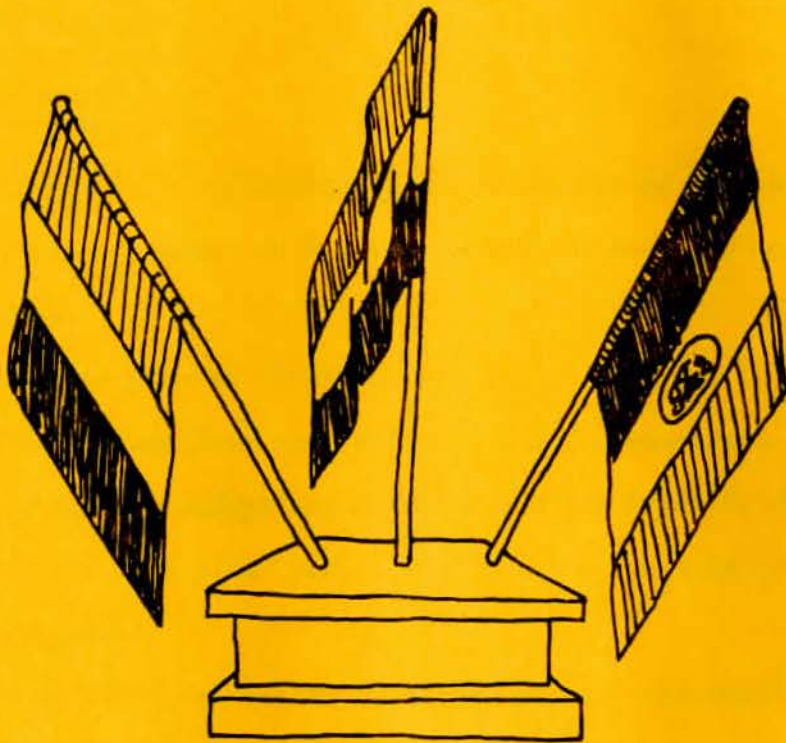
Report findings	←							→
Listen for a purpose	←							→
Introduce people		←		→				
Learn how to disagree		←				→		
Give and accept constructive criticism		←						→
Make choices and decisions		←						→
Suggest alternatives		←						→
Defend an idea or choice				←				→
Show appreciation of others efforts				←				→
List and discuss methods of communication				←				→
Recognize voice inflection, body set and facial expression				←				→
Make rules and standards and evaluate the effect it has on people					←			→

K 1 2 3 4 5 6

The student will:

Suggest means of group evaluation				←					→
Compare means of communication				←					→
Make inferences and draw tentative conclusions about people				←					→
Express ideas in the form of oral reports							←		→
Investigate media (radio, T.V. newspapers)							←		→
Investigate and experience parliamentary procedure								←	→
Discuss and analyze media								←	→
Analyze and interpret the effects of media on people									↔

# Social Studies



SEVENTH GRADE

*History and Culture of the Eastern Hemisphere*

## SEVENTH GRADE

## History and Culture of the Eastern Hemisphere

I. COURSE OUTLINE

This course includes the growth of civilization from prehistoric times to present, with an emphasis upon the contributions of past civilizations. The historical development, economic importance and political significance of the entire area of the eastern hemisphere, or the Old World is covered. This includes the continents of Europe, Asia Africa and Australia. (Includes the Missouri Constitution)

II. KNOWLEDGE OBJECTIVES

1. Our culture has been influenced by contributions of ancient civilizations.
2. Man has learned to adapt to his environment to meet his basic needs throughout the years.
3. The first cities grew in river valleys.
4. Man began to produce food and settle in small communities.
5. As cities grew, specialization occurred and man began to depend on one another.
6. Athens and Rome were great cities from which we acquire the foundations of our government.
7. During the Middle Ages, cities developed certain personalities of their own such as trade center, education centers and religious centers.
8. The American people are governed under constitutions.
9. The vocabulary of state constitutions is similar to the Federal Constitution.
10. The Missouri Constitution is the highest law in our state, yet there is nothing in it which goes against the United States Constitution
11. The Missouri Constitution provides the basic rights for the people of Missouri and the basis for the form of government.

11. KNOWLEDGE OBJECTIVES (continued)

12. The development of the constitutional government in Missouri was patterned after the United States constitution, that is, it is divided into three principal branches: the legislative, the executive, and the judicial.

111. SKILLS OBJECTIVES

The student should be able to:

- A. Interpret maps, graphs, pictures, tables and cartoons.
- B. Prepare and use notes in presenting an oral report.
- C. Locate and gather information using the Reader's Guide to Periodical Literature, and the card catalog.
- D. Analyze video and audio presentations, (e.g. films, pictures, models and other graphic materials.)
- E. Use all parts of an atlas.
- F. Acquire a sense of prehistoric and geological time.
- G. Participate effectively in group activities.
- H. Distinguish between fact and opinion.
- I. Define, understand and apply vocabulary relevant to this course.

IV. VALUE OBJECTIVES

Assist the pupil in:

- A. In the development of a positive self-image.
- B. In developing an appreciation of differences among people.
- C. In developing a respect for truth.
- D. In recognizing that all human beings should be entitled to equal rights and freedoms under the laws of our nation.
- E. Develop a respect for regulation, law and constitutional authority.

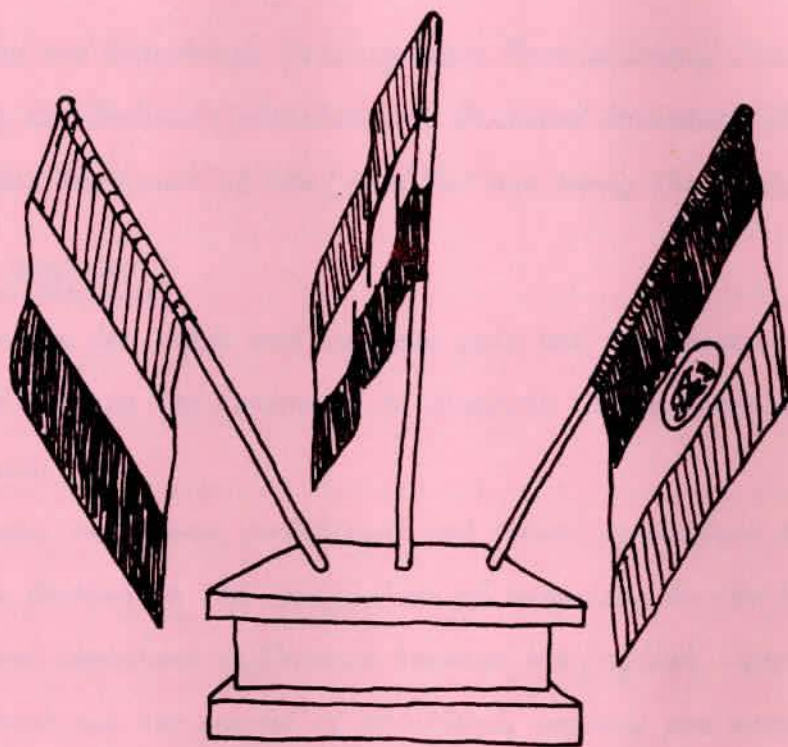
V. TEACHING ACTIVITIES

- A. Role play between Athens and Sparta, point out their attitudes toward life and/or foreigners.
- B. Have each student make displays of:
  1. Official State Symbols
  2. Products of Missouri
- C. Complete a crossword puzzle which would indicate their understanding of key words used in the study of primitive man.
- D. Take a field trip to an archeological dig, or invite local archeologists to put on an exhibition in the classroom.
- E. Play the game "Archeology In A Wastecan."
- F. Construct models of primitive villages.
- G. Compare and contrast the roles of men, women and children in different primitive societies.
- H. Prepare a topographical map of the state of Missouri showing the location of her four major geographical regions (Northern Plains, Ozark Highlands, Western Plains and Southeast Lowland, and major river systems.
- I. Select an Indian tribe (Missouri, Osage, Fox, etc.) which lived in our state during the time the white man came to settle in the area. Make an oral or written presentation describing the life and culture of this tribe.
- J. Prepare a travel poster advertising the state of Missouri.
- K. Have students write letters to local, state or national government officials concerning some issue or problem which concerns our area.
- L. Pretend you are one of the top officials in the executive branch of Missouri government (governor, lt. governor, secretary of state, state treasurer, attorney general, state auditor.) Write a paper describing the qualifications for holding you position, the duties involved and the daily work routine.

V. TEACHING ACTIVITIES (continued)

- M. Give illustrations of the use of pictures and signs to express ideas without using words.
- N. Make a chart showing the different races of man, and compare and contrast them with the following factors:
- area of origin (geographic location)
  - physical characteristics (facial features, skin color, brain size, etc.)
  - social habits: marital status, ideas in child rearing, number of wives)
- O. Make a chart with symbols and sign drawings illustrating clans/ or totems.
- P. Make a picture time line or chart showing important events, discoveries, and examples of early man.
- Q. Write a report on how stone, wood, copper, bronze and iron are still used as tools and weapons.
- R. Make a chart of things that make up our culture. Use the headings: transportation, recreation, education, shelter, and clothing. *make a list*
- S. Construct a pyramid.
- T. Draw a mural on a large piece of paper copying one of the tombs or cave wall drawings of the Egyptians.
- U. Pretend you are on vacation and visiting ancient Egypt. Write a letter to a friend and give an account of your experiences. Include historical sights, the people, food, transportation, etc.
- V. The word "hieroglyphic" comes from the Greek words, hieros (meaning holy), glyphein (meaning to carve). The Egyptians regarded their signs as sacred. From resource books, find at least 25 words written in hieroglyphics and write them on a poster or in booklet form. Give an explanation of the meaning of each word.
- W. The Egyptians worshipped many gods. Select at least ten of the most important one. Draw a picture of the god and an explanation of his function.

# Social Studies



EIGHTH GRADE

*American History to the Civil War*



## EIGHTH GRADE

## American History to the Civil War

I. COURSE OUTLINE

The eighth grade social studies program is an objective study of the social, economic, religious and political systems that have influenced the development of the United States. The emphasis is on the forces which have shaped the patterns of American history from the first Americans through civil war times.

Exploration and Discovery, Colonization, Revolutionary Times, A New Nation (including the Federal Constitution), Westward Movement, The Nation Divides (Slavery) and the Cause of the Civil War are among the topics studied.

II. KNOWLEDGE OBJECTIVES

- A. The desire for trade and economic gain and the search for an all-water route to Asia led Europeans to discover the continents of North and South America.
- B. Economic, religious, political, and social conditions in Europe were major factors in the immigration of colonists to the New World.
- C. The most important difference between the English, Spanish and French colonies was the amount of political, social, and economic freedoms allowed by the mother country.
- D. Differences in land, climate, surroundings, and resources influenced the location and diversified development of the English colonies.
- E. Remoteness from England and differences of environment encouraged self-reliance and allowed colonists to expand and develop new ideas concerning government, religious worship, and education.
- F. The colonial period lasted for almost two hundred years, and during that time, America experienced some of the most colorful, creative, and influential people in its entire history.

## 11. KNOWLEDGE OBJECTIVES (continued)

- G. The institution of slavery as it developed in colonial America resulted in value conflicts for both blacks and whites. Political, economic, social and religious considerations figured into the acceptance of slavery in the South and its eventual rejection in the North.
- H. In colonial America, women had supportive roles restricting them to a couple areas of responsibility and very limited rights which few challenged.
- I. The United States Constitution created a representative democracy based on the belief in human rights and government by consent of the governed.
- J. The idea of "manifest destiny" led to America's westward territorial expansion which the United States government accomplished through peaceful negotiations and military conflict.
- K. As American demand for territorial expansion grew, Indians were continuously moved west and treaties with them were broken by the American government which led to Indian resistance and war.
- L. The first Africans came to the English colonies as indentured servants, but soon the institution of slavery developed out of economic need for labor in the South.
- M. The growing economic, social and political differences between the North and the South and their unsuccessful attempts to compromise on the issue of slavery led to a tragic civil war which divided the nation.

## 111. SKILL OBJECTIVE

The student should be able to:

- A. Use a few "cluster" date - events to establish relationship among historic events.

### III. SKILL OBJECTIVE (continued)

- B. Use problem solving techniques in meeting person and societal problems.
- C. Interpret graphs, charts, pictures, and tables.
- D. Read a variety of special purpose maps and draw inferences from them.
- E. Relate compare and evaluate information gained through listening and observing with that gained from other sources of information.
- F. Recognize materials in cartoons as expressing a point of view and interpret the view expressed.
- G. Explain cause - and - effect relationships and show the impact of the past on the present.
- H. Distinguish between fact and opinion and make inferences from stated facts.
- I. Define and apply vocabulary encountered in this course.
- J. Differentiate between primary and secondary sources and evaluate their reliability.
- K. Communicate ideas, feelings, experiences in clear, concise oral or written presentations.
- L. Participate effectively in group work and discussion.
- M. Recognize techniques used in persuasive materials such as propaganda.

### IV. VALUES

Assist the student to:

- A. Develop a positive self-image.
- B. Clarify ideas about the role of individual citizens in their society.
- C. Develop an attitude of self-confidence and a sense of belonging to a group.
- D. Develop a respect for regulations, laws, and constitutional authority.

IV. VALUES

- E. Recognized that all human beings should be entitled to equal rights and freedoms under the laws of our nation.
- F. Examine a variety of view points on issues before forming an opinion on their own.
- G. Compare and contrast the dominant values of colonial society with the dominant values of modern America.
- H. Try to empathize with blacks living under different conditions in different parts of colonial America.
- I. Explain why they would or would not want to live in certain colonies during particular periods of time.
- J. Become aware of the stereotypical image of the American Indian created by the media in the United States.

V. TEACHING ACTIVITIES

- A. Divide the class into groups. Let each group select a different tribe of North American Indians and describe its culture. Also have them discuss their influence on exploration and colonization of North America. Prepare a bulletin board display using pictures or drawings to illustrate the culture of each Indian tribe.
- B. Give a pre-test the first day of the unit which would include the following questions:
  1. Where do Indians live?      In what?      When?
  2. What do Indians eat?
  3. How do they travel?      5. How do they communicate?
  4. What do they wear?      6. Name several Indian tribes and nations.

Discuss the results and bring out the stereotypes.

V. TEACHING ACTIVITIES

- C. Compare and contrast the civilizations of the Aztecs and the Incas with other Indian nations.
- D. Locate the major North American Indian tribes on a map of the U.S. before the coming of the Europeans. Have the students draw maps showing the movements of the Indian tribes as the Europeans moved west.
- E. Research the physical environment of a particular Indian tribe and then make a model showing the type of shelters and villages; the type of food eaten; type of clothes worn and occupations of the members of the tribe.
- F. Make a graphic time line showing the rise and then the decline of the Indian tribes of North America and Central and South America.
- G. Draw pictures or make models of the major types of transportation facilities used by colonists.
- H. Prepare a chart listing the chief occupations of the colonists in the New England, Middle, and Southern colonies. Briefly describe each occupation.
- I. Research and write a report on the development of slavery in the thirteen English colonies.
- J. Write a paper describing Colonial America's contributions to art, music, literature, and science.
- K. Prepare a typical colonial meal and bring it to class. Give an oral presentation on the types of food eaten in colonial America, how it was prepared and the utensils used to prepare the food.
- L. Role-play a town meeting which might have taken place in Massachusetts during the 1770's.

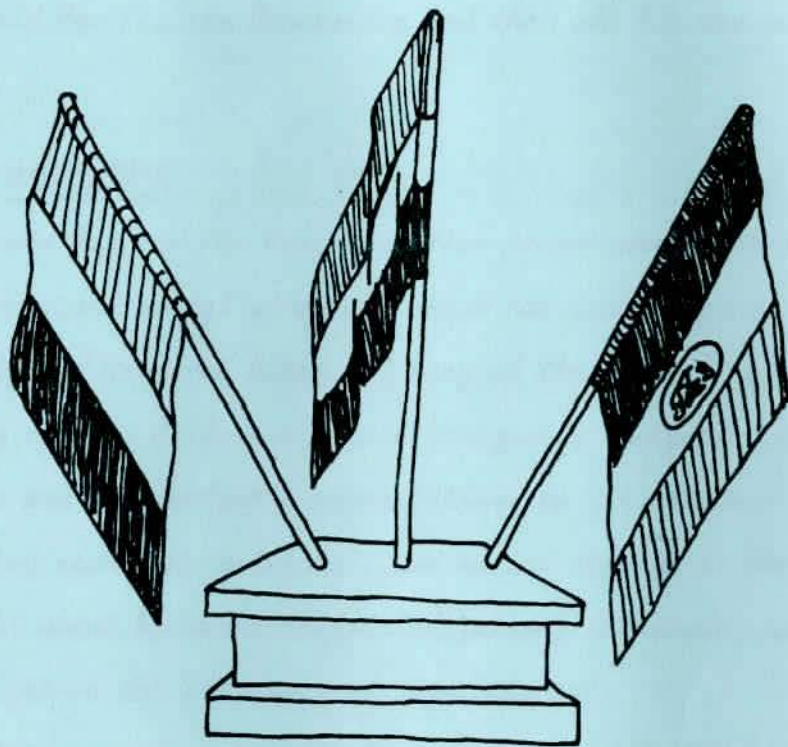
V. TEACHING STRATEGIES

- M. Draw maps of the thirteen colonies that show such things as land usage, topography, population distribution, natural resources, etc.
- N. Construct models of colonial houses.
- O. Draw sketches of fashions that were popular in colonial America.
- P. Display models or pictures of devices used for punishment during the colonial period.
- Q. Write biographical studies of outstanding figures in the history of colonial America.
- R. Prepare a chart illustrating the ways each of the three branches of government check or balance each of the other two branches.
- S. Imagine you are a western farmer living in Pennsylvania and participating in the "Whiskey Rebellion." Tell the class what the uprising is about, why you are taking part in the rebellion, and what your feelings are concerning the Federal Government.
- T. Pretend you are on the journey with Lewis and Clark and prepare a diary on your experiences and what you see in exploring the area west of the Mississippi.
- U. Research and write about the settlement and development of St. Louis. Explain the role St. Louis played in the westward expansion movement.
- V. Using such materials as magazines and travel brochures, prepare a collage illustrating life in the West during the 1800's.
- W. Write an imaginary letter to a friend describing one of the following:
  - (A) An American at the Battle of the Alamo,
  - (B) A pioneer traveling westward across the Oregon trail,
  - (C) A miner prospecting for gold in Colorado,
  - (D) A Texas cowhand on a cattle drive.

V. TEACHING ACTIVITIES (continued)

- X. Make a chart listing the issues on which the sections of the country had different views in the mid-1800's. Indicate the dominant views held by the North, South, and West on each issue (slavery, protective tariff, internal improvements, cheap land prices.
- Y. Construct models of one or more of the following: (1) a slave ship, (2) clothing worn by most people of this time period, (3) a southern (4) the cotton gin, (5) a northern shipyard.
- Z. Examine pictures of ante-bellum southern plantation life. Discuss the following points: (1) How the climate influenced the architecture of the buildings, (2) What type of values might be gained from this type of life, (3) What feelings or moods these pictures evoke in the student.
- AA. Read selections from Harriet Beecher Stowe's Uncle Tom's Cabin. Discuss how it views the life and treatment of slaves in the South.
- BB. Pretend you are a field or house slave and write a diary describing your everyday life and duties. Read several diaries in class and compare and contrast the life of each.
- CC. Examine accounts of the life of the immigrant factory worker in the North during the 1800's. Compare their life with the life of slave laborers in the South.
- DD. Prepare a graph comparing the resources of the North and South at the beginning of the Civil War.
- EE. Prepare maps of the United States indicating the following boundary lines and compromise measures: (1) the Northwest Ordinance of 1787, (2) Missouri Compromise of 1820, (3) Compromise of 1850, and (4) Kansas - Nebraska Act of 1854.

# Social Studies



*NINETH GRADE*

*American History - Reconstruction to the Present*



## NINTH GRADE

## American History - Reconstruction to Present

I. COURSE OUTLINE

The ninth grade social studies program deals with the important aspects of United States history from the Civil War period to the present. Reconstruction, Westward Expansion, Industrial Growth, Reform Movements, Immigration, World War I, World War II, the Depression and the Cold War are among the topics studied.

II. KNOWLEDGE OBJECTIVES

- A. The Civil War and the Reconstruction period were marked by various political, economic, and social upheavals which had long-range effects on American society and deprived Blacks of many of their political and civil rights.
- B. People of many different ethnic backgrounds immigrated to the United States and made valuable contributions to its culture.
- C. Sweeping economic, political, and social reforms in American society were brought about by rapid industrialization, increased immigration, growing urbanization and governmental regulations.
- D. Political and economic advantages determined United States expansion outside continental boundaries and marked the emergence of the United States as a world power.
- E. United States involvement in World Wars I and II created an expanded U.S. role as a world power leader in international affairs.
- F. Changing political, economic and military conditions in the past - World War II years shaped America's cold war policy of containment to prevent the spread of communism.

## II. KNOWLEDGE OBJECTIVES (continued)

- G. Automation and increased technological processes, high incomes, more leisure time, and great mobility have produced changes in the life style of the American people.
- H. A need for economic interdependence among the nations of the world has led to increased diplomatic efforts to maintain peace throughout the world.

## III. SKILL OBJECTIVES

The student should be able to:

- A. Explain in familiar language the vocabulary encountered in this course.
- B. Locate and process data.
- C. Classify the data according to a set of criteria.
- D. Make various types of observation and to describe what is seen.
- E. Make a selective retrieval of data, concepts and main ideas related to the topics under study by stating them in a verbal or written manner.
- F. Distinguish between fact and opinion, points of view, rational and emotional thinking and frames of reference by comparing and contrasting the sources as to the time period and background of the author.
- G. Discuss factual, public policy and moral value issues.
- H. Read and/or interpret maps, charts, graphs, tables, cartoons and pictures.
- I. Develop and conduct an interview or survey based upon an appropriate criteria.

## IV. VALUES

Assist the student to:

- A. Develop a positive self-image.

#### IV. VALUES (continued)

- B. Recognize the worth of others.
- C. Recognize how geographical conditions shaped human values.
- D. Develop an awareness of aesthetic factors in the development of the social lifestyles of the people living in the Civil War era.
- E. Examine a variety of viewpoints on a controversial issue before forming an opinion of their own.
- F. Empathize with the problems faced by minority groups throughout our history.

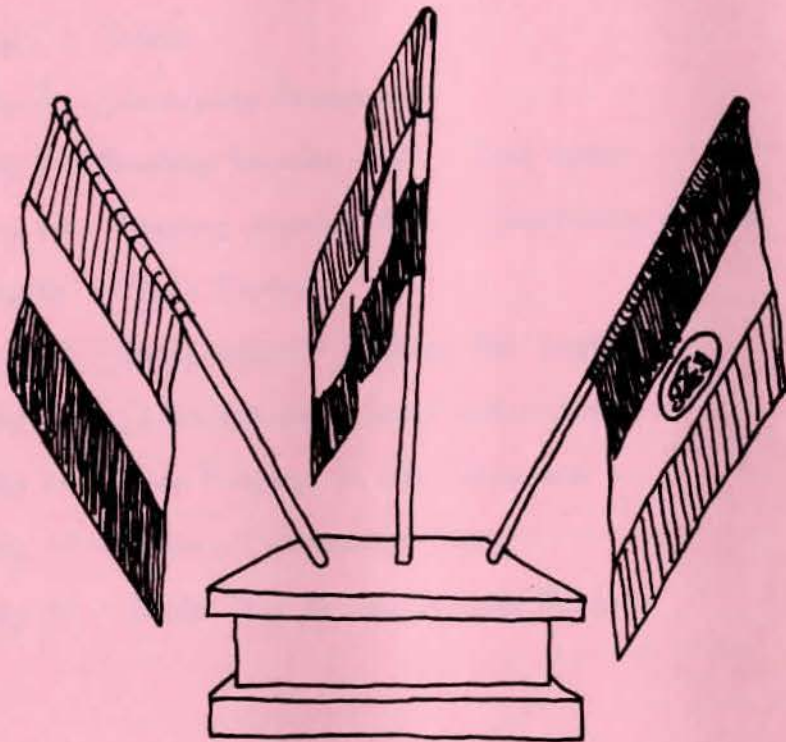
#### V. TEACHING ACTIVITIES

- A. Prepare an oral or written report, using maps and illustrations, on one of the major land battles or naval engagements of the Civil War.
- B. Write a report on the role of Blacks in the Civil War.
- C. Read or listen to poems and songs which were written about the Civil War Period. Relate how the authors view the life, feelings, and sufferings of the people in that time period.
- D. Invite a speaker into the classroom to present a talk on Civil War activities in Missouri. (Consult the Missouri Historical Society for a speaker).
- E. Examine a copy of "The Gettysburg Address" and interpret Lincoln's feelings concerning the war and the aims of the Union war effort.
- F. Read an account of the New York draft riots of 1863. Analyze the attitudes of some northerners towards the draft laws and the war effort.
- G. Look at photographs taken by Matthew Brady of the Civil War period. By examining these pictures, describe the conditions of army and civilian life and relate the effects of the war on the North and the South.

V. TEACHING STRATEGIES (continued)

- H. Read about and compare the attitudes of moderate reconstructionists (Abraham Lincoln and Andrew Johnson) with those of radical reconstructionists (Charles Sumner and Thaddeus Stevens).
- I. Examine the effects of the Reconstruction Era for the people of the United States. Relate the political, social, economic achievements of the time period. Also discuss and explain the problems faced by both blacks and whites in the South and how they attempted to deal with them.
- J. Keep a vocabulary notebook for unfamiliar terms.
- K. Keep a reaction journal.
- L. Locate and then compare and contrast statistics about the wealth of farmers from 1915 - 1933 to that of businessmen. From this, generalizations can be made about the boom of the twenties in relation to farmers. Also, prediction can be made about the effect of the farmers' position on the economy.
- M. Interview or survey different people on their personal experiences during the Great Depression, World War II and the Vietnam War.
- N. Interpret political cartoons of various presidents and then hypothesize about how much the office of the presidency has changed in the 20th century. (Choose which event or series of events has most changed the presidency, either strengthening or weakening it and defend your position.
- O. Examine how changes in presidents have occurred in the 20th century, why, and then generalize about the effects of this on the United States (Constitution and on the country. (Changes by election, death, resignation.)

ACTIVITIES FOR THE SOCIAL STUDIES



ACTIVITIES FOR THE SOCIAL STUDIES

- Activity 1 - Introducing a Textbook
- Activity 2 - How To Help Poor Readers
- Activity 3 - Developing Social Studies Reading and Study Skills
- Activity 4 - Vocabulary Builders
- Activity 5 - Word Search
- Activity 6 - Scramble Sheet
- Activity 7 - Values
- Activity 8 - Clarifying Responses
- Activity 9 - Reading Graphic Aids - Time Lines
- Activity 10 - Reading Graphic Aids - Completing Charts
- Activity 11 - State History
- Activity 12 - Immigration - Reading Bar Graphs
- Activity 13 - Colonization - Group activities
- Activity 14 - Role Playing in the Classroom
- Activity 15 - Colonial Economics Game
- Activity 16 - Field Trip to the Federal Reserve

Introducing a Textbook

What does the word "introduce" mean? Of what importance would the copyright laws be to a history book? ...

What are some of the ways in which the author of the book might be interested in the subject? ...

What are some of the ways in which the author of the book might be interested in the subject? ...

# Introducing a Textbook

"Learning how to learn" is not an educational cliché. In a world where the knowledge gained today may not be adequate for the future, the ability to learn independently is essential for an individual to keep pace.

Textbooks are written and organized to help students educate themselves. In most schools of the state students have textbooks for each class and are given textbook assignments regularly. If students know how to use their textbooks well, they can do a great deal of self-teaching.

To get the most out of a textbook, of course, pupils must do more than simply read the words. The reader needs to perceive and recognize, comprehend and interpret, criticize and create, react and apply, and remember. Textbooks include many elements besides pages of words to help students develop these abilities, and it is the teacher's task to assist students in using all of the parts of the textbook efficiently. A teacher should not assume that all students will *know* how to study the text on their own, simply because they know how to read.

At the beginning of the school year, students wonder what is in store for them; they are making decisions and developing attitudes about the classes they are in and the course work they will be studying. This is the best time to teach them how to use their textbooks. The day a student receives a book is when his or her interest in that book is likely to be at its peak. A book can be a fearful thing for a youngster if he or she feels inadequate using it. If the textbook is the only place to go to find answers to the teacher's questions or to complete assignments, it will be viewed with apprehension. If the book, however, is seen as a tool for satisfying one's curiosity and finding the answers to one's own questions, it will be viewed in an entirely different light.

There are some specific aspects of a textbook which should be taught.

Begin with the front cover. What is the title of the textbook? What is pictured on the front cover? Why would the colors and title be used for the course to be studied? What would you expect to find in a book with this title?

Look at the title page. What does a term such as "Second Edition" mean? Note the author(s) of the book. Why would two or three authors be better than one? What is the author's background? Is there a picture on the

title page? What is its significance?

Note the copyright date of the book. What does the term "copyright" mean? Of what significance would the copyright date be in a history book? In a math book? In a science book? In a geography book? Considering the copyright date, what are some events or subjects not likely to be included in the book?

Look at the table of contents; it is really an outline of the book. How is this arranged? By topics? By periods of history? Chronologically? Could one skip sections of the book and expect the material to make sense? Do chapter headings have subheadings? Are there characteristics common to each chapter? What part of the book is likely to be of greatest interest to each student?

Look at the preface. What purpose does the author give for having written the book? What is the difference between a "preface" and an "introduction"?

Note special features at the front of the book such as an index of maps or charts or a list of illustrations. Note features of the chapters such as introductions, summaries, study questions, subheadings, etc.

Note the graphic aids included in the book. Are the illustrations drawings, photographs, prints or a combination of different types? Note the captions accompanying illustrations; explain the importance of reading captions. What other graphic devices are included in the book? Maps? Charts? Diagrams? Time lines? The safest assumption is that students are not adept at interpreting such graphic displays of information. Explain the legends on maps, the meanings of words which appear in italic or boldface type or parentheses. Teach students to read and interpret time lines.

Note vocabulary lists. Explain how to pronounce these words and where to find their meanings. Note the glossary or glossaries: There may be a glossary of general terms, of foreign terms and/or scientific terms. Ask students to use the glossary to find unfamiliar words which they encounter in using the textbook.

Every teacher who assigns material from a textbook has an obligation to guide each student in understanding the format of the book, the "helps" which the book provides for the reader and the most efficient methods of study for different subjects and different types of material.

## HOW TO HELP POOR READERS

1. Introduce needed vocabulary in context - i.e., an unfamiliar word introduced in a sentence will give students an opportunity to use clues in the sentence to help them decipher and remember a word. Limit vocabulary to 3 or 4 most important words for a lesson.
2. Give slower students a longer time to think of answers to oral questioning - research actually shows that we give a longer "wait for the answer" period to more capable students.
3. Use a theme or a unit as an opportunity to vary reading materials, according to ability. Your reading teachers may be able to help you find materials for slower students.
4. For an entire class of low reading level students, this procedure can give students reading and study materials they can handle.
5. To introduce a concept or information in science, social studies, English, etc. - use films, experiments, games, discussion, visuals, field trips, etc. Discuss these, correct misconceptions, and write the knowledge the students can verbalize on the board in their own words. You may have more capable students copy this information down for you during class (or a teacher's aide to do this). A student able to read handwriting, could even write on a ditto for you. Type it, duplicate it, and hand out to the class to keep as textbook material. In this way, you can help improve their reading, and also give them material you can hold them responsible for. Even though there may be words they cannot ordinarily read, they will be able to read it because they were a part of writing it.
6. Non-written projects of value to the class will always give a poor reader a chance for expression.
7. Tape recorded tests with multiple-choice answers will give you a better idea what your students have learned and you will have to read the test only once rather than 2 or 3 times.
8. For Social Studies: poor readers especially should be required to listen to news reports 2 or 3 times a week and contribute to discussion of current events. Poor readers must continue to gain information through some channel or their education will be seriously retarded.
9. Give all readers a purpose for reading material. What are they supposed to be looking for? What information are they to obtain? Should they make note of names, dates, definitions they find in their reading? Should they read for underlying concepts or details?



## SOCIAL STUDIES

### Reading and Study Skills

1. Vocabulary building
2. Taking notes from book or lecture
3. Outlining
4. Applying the SQ3R study method
5. Using reference materials
6. Reading tables, graphs, charts, and cartoons
7. Analyzing content
8. Comparing and contrasting situations
9. Reading critically and passing judgments

#### Vocabulary building

A preselected vocabulary list could be given to the students as the unit is introduced so they will become acquainted with the specific terms they will need to know. Students should also keep a vocabulary list of words they do not know. These lists could be developed into a matching exercise using magic squares. With correct answers each row in the squares would add up to the same number. For additional information and patterns of magic squares read the May, 1975 issue of Journal of Reading.

#### Taking notes from book or lecture

Select specific material from a source used in the unit. Have the students read the material and make note of the items they feel are the most important. After a given time period have the students cover their work and orally recall what they have read. The teacher records the most important information on the chalkboard. If an incorrect interpretation is given students are then asked to go back to the material to "check-it-out."

#### Outlining

A beneficial method of using this technique would be in conjunction with the note taking process. Using the major topics agreed upon from the note taking activity have the students re-read the material to locate supportive details. These details will be placed under the topics in abbreviated form as directed by the teacher. Prior to starting the activity the teacher should discuss the difference between important and unimportant details and how they affect any given topic.

## Applying the SQ3R study method

This particular method is most effective when used with students who are having trouble retaining what they have read.

S = Survey. The student examines the chapter title and then flips through the chapter looking for any one reoccurring theme.

Q = Question. The student reads the major subtitles and headings making up a question that the reading material should answer.

R<sub>1</sub> = Read. The student reads the material to find the answer to their question.

R<sub>2</sub> = Recite. The student then orally or silently recites the answers to himself or to a partner.

R<sub>3</sub> = Review or Reconstruct. The student takes out a piece of paper and jots down what he has read or communicates this information to another person.

A review activity could be the game Gambit. This game is played using the questions from the major topics from the reading. Divide the class into two teams. A question is asked to the two teams. The team that first answers the question correctly has the option of either drawing a card from a standard deck of playing cards or passing the draw to the opposing team. The winner is the team that comes closest to 21 without going over.

## Using reference materials

The goal of this objective is to teach students how to use and select reference materials. Briefly discuss with the students the term reference and then make a list of reference material which all students have at their disposal. It may also be beneficial to show how the format of all materials is not the same and thus may not be used in the same manner. A suggested activity would be to develop a series of questions which would require the student to make use of such things as the table of contents, index, list of maps, etc.

**Reading tables, charts, graphs, and cartoons**

The purpose of this objective is to enable students to get the fullest benefit from materials. Introduction to this objective should be gradual and include the following concepts:

- A. What is the purpose of a graph, chart, map, or cartoon.
- B. What the difference is between a bar, circle, or line graph.
- C. How a political cartoon differs from a typical comic strip.

An easily implemented activity would be to have each student select a particular stock from the stock listings in the newspaper. They would follow the closing price of their stock for a week or two plotting this daily price on a graph. They could also chart how much money they made or lost as the closing price changes.

Another activity could be to have a student draw their own political cartoon on an issue of their choice.

**Analyzing content**

The purpose of the objective is to help students explain in their own words what a given situation means to them. This process should not be considered critical and analytical but rather a personal point of view. To analyze one separates into constituent parts so as to determine the nature or essential features of the whole. One activity could be to make transparencies of political cartoons. Cut out specific symbols and characterizations from the cartoons and display them one at a time on an overhead projector. Have the students identify the parts of political cartoons. Once the students can identify the parts a complete cartoon can be shown on the screen for the students to analyze. Once the students have mastered the technique they can go on to analyze more difficult materials such as editorials or political analyst columns.

**Comparing and contrasting situations**

Students should be able to show or explain how several situations, events, or people can have several things in common while at the same time being different. Any election or controversial issue would allow students to compare and contrast the

individuals involved and their viewpoints. Students could follow pre-election coverage, keep track of candidates' statements on specific issues, and compare and contrast the two.

**Reading critically and  
passing judgments**

Students should be able to read an article critically and know both sides of the issue before making up their mind. An activity that would help them learn this skill would be the following.

Choose a major news story and evaluate the evidence presented in the newspapers, news magazines, radio and television productions. Complete the following activities to be included in a notebook.

- A. Name the reporters or writers involved in covering the news stories. If the story is covered by different people, and in different newspapers or other media, list the advantages and disadvantages as evidenced by different people covering the story. Clip articles with different by-lines to include in this section. Cite examples of the difference in coverage from the articles.
- B. Distinguish between verifiable and unverifiable information. Watch for phrases such as "It is believed that", "A source close to the situation said", "A reliable high government spokesman said", etc. Clip at least two articles and circle the unverifiable phrases.
- C. Check how much opinion appeared in the coverage of the news stories. Look for opinion words such as radical, leftist, conservative, liberal, rebel, good, bad, etc. Label opinion words from two news stories by circling the words in the article. In a short summary paragraph explain how or if the inclusion of these opinion words influenced you.
- D. Propaganda techniques are sometimes used in news stories. What propaganda techniques were you able to recognize in the articles? Include example articles and explain how the techniques were used.



## Activity 4:

## Vocabulary Builders

Variety is a key to good teaching in any subject, but particularly in teaching vocabulary. Following are several ideas for developing students' vocabulary. As a classroom teacher, you probably already have favorite tactics to increase word power. Share these with other teachers. The suggestions here are designed to encourage you in teaching vocabulary and to promote the idea that well-constructed lesson plans and varied lessons are the route to increasing your students' and your own curiosity and excitement about words.

## Activities to Encourage the Use of Context Clues

Even a familiar word can appear strange in a new context. The context shows one way a word can be used and provides definitions in these ways:

**Formal definition:** "Password is a game in which a person gives one-word clues in an attempt to get his partner to guess a certain word."

**Definition by Example:** "A simile makes a comparison using *like* or *as*. Example: "She is as pretty as a picture."

**Definition by Description:** "An *avocado* is an oval- or pear-shaped fruit with leathery, dark green skin, a large seed, and a bland greenish-yellow pulp."

**Definition by Comparison or Contrast:** "A St. Bernard is a huge animal, but a *Pekinese* is rather small."

**Definition by Synonym:** A *fragrance* is a pleasing smell."

The following activities illustrate these methods of deriving meaning through context clues.

1. Have each student write a sentence using a context clue which enables another student to identify the meaning of a new word. Example: "Demagogue." "His political enemies call him a *demagogue* because he makes a false claim of being a leader of the people."

2. Read a newspaper story to the class. Write a headline for the story, but leave out an important word. Ask students to write the word they think has been omitted.

3. Present a word and ask students to write sentences demonstrating the word's various meanings. Stress reliance on context clues to determine meaning. Examples:

- The umpire called the pitch a *strike*.
- Members of the union went on *strike* for more pay.
- I will *strike* you with my fist.
- That is a *strike* against you.

4. Present words in pairs so students can use context to distinguish between words which sound alike (or almost alike) but have different meanings. Examples: *dual-duel*, *either-weather*, *except-accept*, *compliment-complement*, *vision-illusion*, *deer-deer*, *right-write*.

5. Remember that the best vocabulary lists and spelling lists are derived from a student's own writing. Circle two or three words on a writing sample and ask the writer to substitute new or unusual words for them, adjusting them to the contexts. Do not put a grade on the writing! Frequent, graded writing is one of the most effective means of increasing vocabulary knowledge.

## Activities to Encourage the Use of Relationships

1. At first, ask students to make gross, not minute, discriminations between words and to see broad relationships. It is easier to compare *large* and *small*, for instance, than it is to recognize the subtle differences between *hollow* and *empty*.

2. Synonyms often are related denotatively (in terms of dictionary meanings), but not connotatively (in terms of the emotions they evoke). To make this evident, provide a paragraph full of overworked words, then ask students to suggest more unusual words as substitutes. Examples:

"My mother is a *nice* person. She works *hard* to provide a *happy* place for us to live. She cooks *good food* and keeps the house *pretty*. (Synonyms that might be given: *delightful*, *energetically*, *comfortable*, *gourmet buffets*, *decorates*, *creatively*.)

3. Have students describe themselves in a complimentary manner, then fill out a chart such as the one below.

**Me:** *amiable, benign, relaxed.*

**Antonyms I'm glad don't describe me:** *cross, malevolent, tense.*

4. Teach students words that will help their writing and reading comprehension by signalling certain kinds of relationships. If students are reading to answer a *when* question, for example, they can be alerted to look for words that signal time relationships—*while*, *then*, *before*, etc. Following are nine categories of words that signal common relationships in reading and writing.

**Signal Equality or Similarity Between Ideas:** *not only...but also, furthermore, likewise, in addition, similarly, moreover, at the same time, also, first, etc., and.*

**Signal Inequality or Dissimilarity Between Ideas:** *but, on the contrary, nevertheless, meanwhile, on the other hand, otherwise, in spite of, although, despite, conversely, however, yet.*

**Signal a Conclusion or Summary:** *thus, therefore, consequently, in other words, all in all, accordingly, in retrospect, hence, in conclusion, in brief, as a result.*

**Signal an Important Point:** *undoubtedly, without question, significantly, without doubt, without precedent, absolutely.*

**Signal Time Relationships:** *after, before, during, finally, while, when, soon.*

**Signal Space Relationships:** *beside, under, over, next to, here, there.*

**Signal Cause-And-Effect Relationships:** *because, since, so, that.*

**Signal Conditional Relationships:** *if, unless, though, provided that.*

**Signal Order or Sequence:** *first, second, then, next, following, finally.*

## Activities to Encourage Word Sensitivity

1. Study "loaded" language in advertisements. Defining propaganda techniques and discriminating among them is sophisticated study, but even novices can learn or discern the appeal of advertisements. Ask students to collect advertisements and decide what overall appeal is being

appeal to fear, to want of popularity, to vanity, etc. concentrate on the words which influence consumers to choose products which will satisfy their needs.

2. Introduce euphemisms to students. Help them see how describing a person as "grinning" or "smelly" may be connotatively close to describing that person as "smiling" and "fragrant," but that connotatively, the descriptions are worlds apart. Ask students to write less offensive words or phrases to replace those some might consider offensive.

Example:  
Slums...substandard development  
Dead...passed away  
Dumb...academically inferior

3. Provide a paragraph with omitted words. The student is first to fill the blanks with words that give a sinister overtones, then to fill blanks with words that give a pleasant overtones. An example of a sentence from that paragraph might be: The (unruly) (orderly) group (lurked) (met) in the parking lot to (plot) (plan) their (attack) (trip).

4. Have students choose words which best describe a given situation:

Choose two words that describe a cold day: *frosty, snowy, balmy.*

Choose two words that make you feel fearful: *lurking, danger, benign.*

5. Have students place a check mark beside the word in a pair that often has an unfavorable connotation: *Examples: love or abandon, flatter or praise, thrifty or stingy, clever or scheme or plan.*

6. Have students choose, from a list, words that might be found in a certain type of story, such as a fairy tale (*castle, steampunk, airplane, crown, tax man, hero, princess, grocery store, carriage, dance, magic, movies, , etc.*). Older students may want to use a thesaurus to create such a list to give to a classmate or to find words related to a certain topic. Students then create the story content, or the essay, using words they have selected.

7. Have students create an ad for a bicycle, using connotative words to make it appealing to readers.

8. Have students choose a product category and list at least five connotative names which suggest other qualities about the product. *Example: Car: comet (suggests speed), Mustang, stingray, dart, maverick.* Toothpastes, cereals, cosmetics, candy bars and soaps are other good categories to use for this activity.

### Activities to Encourage Word Fun

1. **Anagram Game:** Students must unscramble a given word and use the same letters to form another word that makes sense in the sentence. *Examples:*

His shoelace is *united*. (untied)  
They decorated the Christmas package with *silent*. (tinsel)  
Love of money is the root of all *vile*. (evil)

2. **Newspaper Game:** Give each student a portion of the newspaper. Ask each student to circle a designated number of words he/she can define, but thinks will be hard for others to define. A student begins by reading one of these words in context. If someone can give a satisfactory definition, that student is entitled to read his or her own word.

3. **Word Guess Game:** Divide the class into teams and send one representative from each team out of the room. As a class, select a word the representatives must guess. Bring the "contestants" back. Each, in turn, calls on a member of his or her team for a one-word clue, (usually a synonym or associated word). Allow only three guesses. The contestant who first guesses the selected word wins a point for the team.

4. **Category Game:** Suggest a list of categories, such as cities and countries, famous people, furniture, plants or heroes. Provide resource materials (magazines, catalogs, thesaurus, encyclopedia, etc.) for students to use to list as many items as they can in each category. Supplement the students' lists with new words. Later, ask students to suggest their own categories and create lists of words for each category.

5. **Consonant Game:** Have students choose a consonant sound and write a sentence containing as many sensible words as possible with that sound. Sentences must make sense. Points are given for each word beginning with the selected consonant. *Example: M—Mary's marvelous messages are made possible by the management and other manpower of this magnanimous TV station.* Score = 7. (This method also may be used with older students to teach poetic alliteration.)

6. **Pantomime Game:** Have students act out the meanings of words. *Examples: scowl, tussle, fierce)*

7. **Add A Word Game:** Have students look at two words provided for them and add two more words which would fit into the list. Adjust the words to the level of the students. *Example:*

Elephant, lion, \_\_\_\_\_, \_\_\_\_\_  
Dog, cow, \_\_\_\_\_, \_\_\_\_\_  
Vain, supercilious, \_\_\_\_\_, \_\_\_\_\_

8. **Telegram Game:** Write 10 letters at random on the board. Have students compose 10-word telegrams using these letters. *Example: "H P W T W P W P V R—Have piano will travel with partner who plays very rapidly."*

9. **Describe the Ways Game:** List questions for students to answer. *Example:*

Describe the ways a person can walk (prance, trudge, hobble, flit, sway, limp, stalk, etc.).

Describe the ways a person can speak (gruffly, hoarsely, shrilly, etc.).

10. **Follow the Directions Game:** Provide a box full of written directions which include new or unusual words. (Directions may also be tape recordings.) Students choose one set of directions and must do as it says. They may have to use the dictionary to follow the directions. *Example: "Ambulate toward the door and stealthily proceed to the cafeteria where you will masticate a raisin."*

11. **Mystery Word Game:** Identification of the mystery word takes one week.

A. Select a secret word for the week.

B. Write five clues about the word, one to be used each day.

C. Each day, circulate an envelope and ask students who think they have solved the word mystery to write down their solutions, sign them and place them in the envelope. Check solutions and record dates and names of those who have solved the mystery. Read the results on the fifth day. □

# The Roman Republic and Empire

## Learning the Vocabulary

The following words have been used in the main idea section. See if you can find these words in the word search puzzle below. Circle the words. The words may be found vertically or horizontally. They may also overlap.

- aqueducts
- Appian Way
- Battle of Adrianople
- Byzantium
- Caesar
- Carthage
- Colosseum
- Constantine

- consuls
- Edict of Milan
- empire
- First Triumvirate
- Gaius Gracchus
- Hannibal
- Odoacer
- Pax Romana*

- Pompey
- Punic Wars
- republic
- Rome
- senate
- tribune
- Visigoths

B	A	T	T	L	E	O	F	A	D	R	I	A	N	O	P	L	E
Y	Z	T	R	F	Q	X	I	J	P	C	A	R	T	H	A	G	E
Z	O	D	O	A	C	E	R	X	U	M	P	X	B	Z	X	T	D
A	L	L	M	Z	K	B	S	H	N	P	P	P	A	Z	R	J	I
N	J	K	E	J	H	P	T	V	I	T	I	Z	Q	Q	O	J	C
T	R	I	B	U	N	E	T	K	C	L	A	A	U	C	M	C	T
I	C	V	X	A	P	W	R	N	W	N	N	H	E	O	A	Z	O
U	A	L	H	A	N	N	I	B	A	L	W	M	D	J	N	A	F
M	P	X	K	X	C	J	U	U	R	V	A	S	U	T	A	C	M
C	O	N	S	U	L	S	M	Q	S	T	Y	A	C	R	Z	P	I
B	K	J	L	A	V	T	V	I	S	I	G	O	T	H	S	T	L
B	R	E	P	U	B	L	I	C	B	K	M	P	S	Q	E	X	A
V	G	A	I	U	S	G	R	A	C	C	H	U	S	D	N	P	N
P	O	M	P	E	Y	C	A	E	S	A	R	X	M	D	A	T	P
X	K	N	C	O	N	S	T	A	N	T	I	N	E	V	T	I	J
J	C	O	L	O	S	S	E	U	M	E	M	P	I	R	E	Q	R



## EXPLORATION AND COLONIZATION

### Settlement

#### Learning the Vocabulary

Scramble the words in capital letters in each of the sentences below. Write your answers in the blanks at the bottom of the page.

1. The Society of Friends, better known as the **KAQUERS**, came to America so they could follow their own religion.
2. The **GLPIRSM** also came to America to find religious freedom.
3. Slaves were called **AHTCELT** because they were considered property and had no legal rights.
4. Twenty people were killed in 1692 as a result of the **MEALS TWIFATCRCH STRLAI**.
5. An **INEDNTERU VRESTNA** signed a contract to work a certain period of time for a master who would pay for his or her trip to America.
6. **NWTOSEMJA** was the first permanent English settlement in the New World.
7. The **SIDNANI** settled in America long before the Vikings or Columbus arrived.
8. The **RCHENF** were mainly fur trappers and got along well with the Indians.
9. Gold and silver from its colonies made **APINS** the richest and most powerful country in the world for many years.
10. The Dutch used the **NOROTAP** system to encourage more people to come to New Netherland.

Quakers \_\_\_\_\_

6. Jamestown \_\_\_\_\_

Pilgrims \_\_\_\_\_

7. Indians \_\_\_\_\_

chattel \_\_\_\_\_

8. French \_\_\_\_\_

Salem Witchcraft Trials \_\_\_\_\_

9. Spain \_\_\_\_\_

indentured servant \_\_\_\_\_

10. patroon \_\_\_\_\_

VALUES

If one wishes to help children develop clearer values, one must help children use the process of valuing. That is, one must help children: (1) make free choices whenever possible, (2) search for alternatives in choice-making situations, (3) weigh the consequences of each available alternative, (4) consider what they prize and cherish, (5) affirm the things they value, (6) do something about their choices, and (7) consider and strengthen patterns in their lives. It is as simple, and complex, as that. As the teacher helps students use these processes, he helps them find values.

It should be increasingly clear that the adult does not force his own set of values upon children. What he does is create conditions that aid children in finding values if they choose to do so. When operating with this value theory, it is entirely possible that children will choose not to develop values. It is the teacher's responsibility to support this choice also, while at the same time realizing that value development is likely to be one of the goals of the school and, if so, it should be encouraged by providing regular experiences that will help raise to the value level the beliefs, feelings, interests, and activities children bring with them.

We have said that it would be well to reserve the term "value" for those individual beliefs, attitudes, activities, or feelings that satisfy the criteria of (1) having been freely chosen, (2) having been chosen from among alternatives, (3) having been chosen after due reflection, (4) having been prized and cherished, (5) having been publicly affirmed, (6) having been incorporated into actual behavior, and (7) having been repeated in one's life. In different words, we might say that something will not qualify as a value if any of the following conditions apply:

1. It has not been freely chosen (no room in this theory for values that are imposed upon one by an outside pressure.)
2. It is without one or more available alternatives (a real choice must exist, not a spurious choice.)
3. It has been chosen without thoughtful consideration (this excludes impulse or highly emotional choices from the category of values.)
4. It is not prized or cherished (we exclude from the level of values those things which we have or do of which we are not proud and would rather not have or do -- as when one chooses the least objectionable of several undesirable alternatives.)
5. It is denied upon public confrontation (to be ashamed or unduly fearful of something is to indicate that one does not value it highly.)
6. It is not in some way reflected in one's actual behavior (one who chooses democracy and never does anything to put that choice into practice may be said to have an attitude or belief about democracy but not a value.)
7. It is passing fancy and lacks any persistence over time (a one-shot effort at potter-making, for example, would not qualify as a value.)

Clarifying Responses Suggested  
by the Seven Valuing Processes

1. Choosing freely:
  - a. Where do you suppose you first got that idea?
  - b. How long have you felt that way?
  - c. What would people say if you weren't to do what you say you must do?
  - d. Are you getting help from anyone? Do you need more help? Can I help?
  - e. Are you the only one in your crowd who feels this way?
  - f. What do your parents want you to be?
  - g. Is there any rebellion in your choice?
  - h. How many years will you give to it? What will you do if you're not good enough?
  - i. Do you think the idea of having thousands of people cheering when you come out on the field has anything to do with your choice?
  
2. Choosing from alternatives:
  - a. What else did you consider before you picked this?
  - b. How long did you look around before you decided?
  - c. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
  - d. Did you consider another possible alternative?
  - e. Are there some reasons behind your choice?
  - f. What choices did you reject before you settled on your present idea of action?
  - g. What's really good about this choice which makes it stand out from the other possibilities?
  
3. Choosing thoughtfully and reflectively
  - a. What would be the consequences of each alternative available?
  - b. Have you thought about this very much? How did your thinking go?
  - c. Is this what I understand you to say... (interpret his statement)?
  - d. Are you implying that... (distort his statement to see if he is clear enough to correct the distortion)?
  - e. What assumptions are involved in your choice. Let's examine them.
  - f. Define the terms you use. Give me an example of the kind of job you can get without a high-school diploma.
  - g. Now if you do this, what will happen to that...?
  - h. Is what you say consistent with what you said earlier?
  - i. Where will it lead?
  - j. For whom are you doing this?
  - k. With these other choices, rank them in order of significance.
  - l. What will you have to do? What are your first steps? Second steps?
  - m. Whom else did you talk to?
  - n. Have you really weighed it fully?
  - o. Just what is good about this choice?
  
4. Prizing and cherishing:
  - a. Are you glad you feel that way?
  - b. How long have you wanted it?
  - c. What good is it? What purpose does it serve? Why is it important to you?
  - d. Should everyone do it your way?
  - e. Is it something you really prize?
  - f. In what way would life be different without it?

# Activity 8a:

5. Affirming:
  - a. Would you tell the class the way you feel some time?
  - b. Would you be willing to sign a petition supporting that idea?
  - c. Are you saying that you believe...(repeat the idea)?
  - d. You don't mean to say that you believe...(repeat the idea)?
  - e. Should a person who believes the way you do speak out?
  - f. Do people know that you believe that way or that you do that thing?
  - g. Are you willing to stand up and be counted for that?
  
6. Acting upon choices:
  - a. I hear what you are for; now, is there anything you can do about it? Can I help?
  - b. What are your first steps, second steps, etc.?
  - c. Are you willing to put some of your money behind this idea?
  - d. Have you examined the consequences of your act?
  - e. Are there any organizations set up for the same purposes? Will you join?
  - f. Have you done much reading on the topic? Who has influenced you?
  - g. Have you made any plans to do more than you already have done?
  - h. Would you want other people to know you feel this way? What if they disagree with you?
  - i. Where will this lead you? How far are you willing to go?
  - j. How has it already affected your life? How will it affect it in the future?
  
7. Repeating:
  - a. Have you felt this way for some time?
  - b. Have you done anything already? Do you do this often?
  - c. What are your plans for doing more of it?
  - d. Should you get other people interested and involved?
  - e. Has it been worth the time and money?
  - f. Are there some other things you can do which are like it?
  - g. How long do you think you will continue?
  - h. What did you not do when you went to do that? Was that o.k.?
  - i. How did you decide which had priority?
  - j. Did you run into any difficulty?
  - k. Will you do it again?

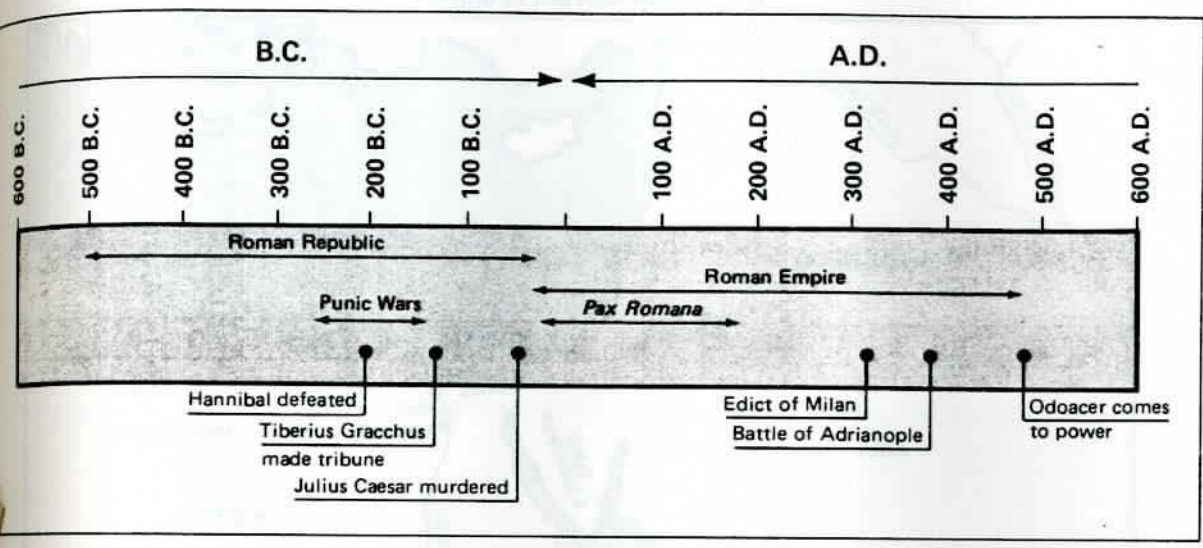
# Activity 9:

## The Roman Republic and Empire

### Reading Graphic Aids

The time line shows some of the important periods and events in the Western world during the years of Roman supremacy. Study the time line and then answer the questions below.

The Roman World



1. About how many years did the Roman Republic last? about 475
2. Which came first—the Punic Wars or the Edict of Milan? the Punic Wars
3. About how many years passed between Hannibal's defeat and the Battle of Adrianople? about 575
4. Did the Pax Romana end before or after the Edict of Milan was issued? before
5. About how many years passed between the beginning of the Roman Empire and the beginning of the Punic Wars? about 250
6. Were Hannibal and Odoacer alive at the same time? no
7. Which came first—the election of Tiberius Gracchus as tribune or Julius Caesar's murder? the election of Tiberius Gracchus
8. Which lasted longer—the Pax Romana or the Punic Wars? the Pax Romana
9. Was Hannibal defeated before or after the birth of Jesus? before
10. Did the Roman Republic end before or after the birth of Jesus? before

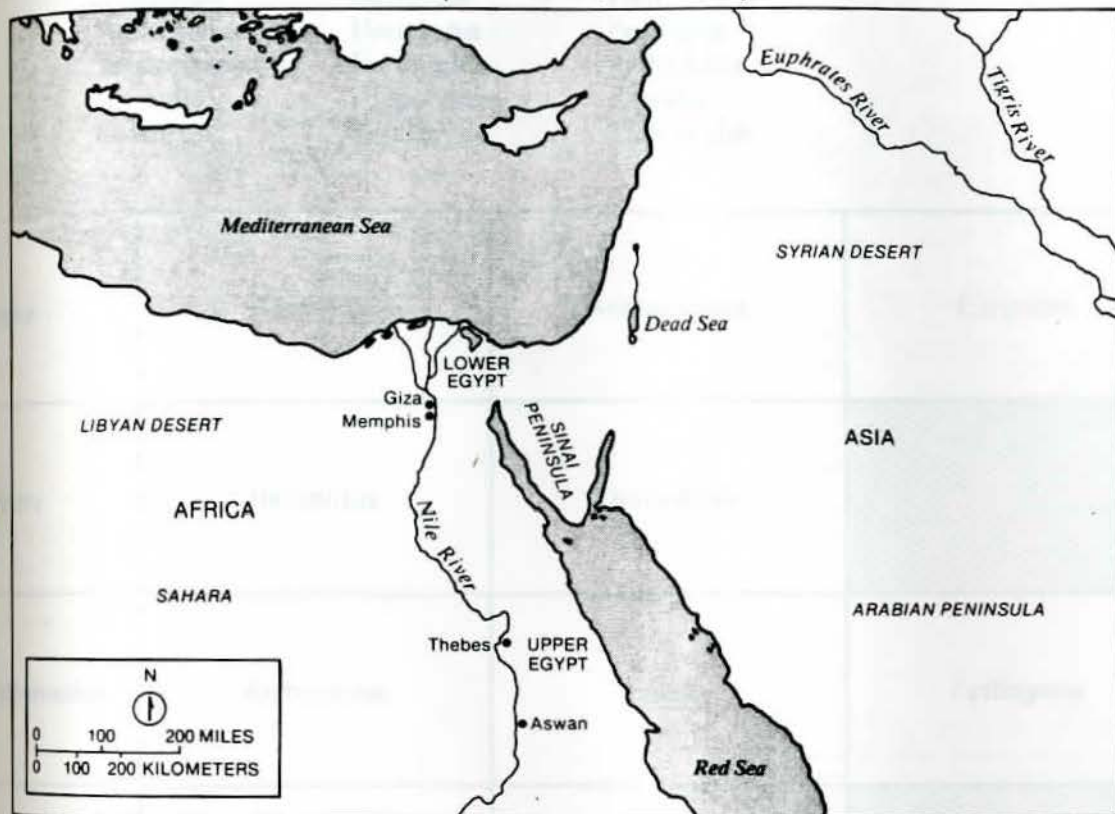
## Activity 9a:

## People of the Nile River Valley

## Reading Graphic Aids

The Nile River Valley is in the northeastern part of the African continent. Study the map below and answer the questions that follow.

People of the Nile River Valley



- In which direction does the Nile River flow? north
- Into what body of water does the Nile River empty? the Mediterranean Sea
- What direction is Upper Egypt from Lower Egypt? south
- What body of water lies east of the Nile? the Red Sea
- How many miles is Aswan from Memphis? about 400 miles
- Is Aswan or Giza closer to Thebes? Aswan
- On what continent does the Nile River lie? Africa

# Activity 10:

## Greek Civilization

### Reading Graphic Aids

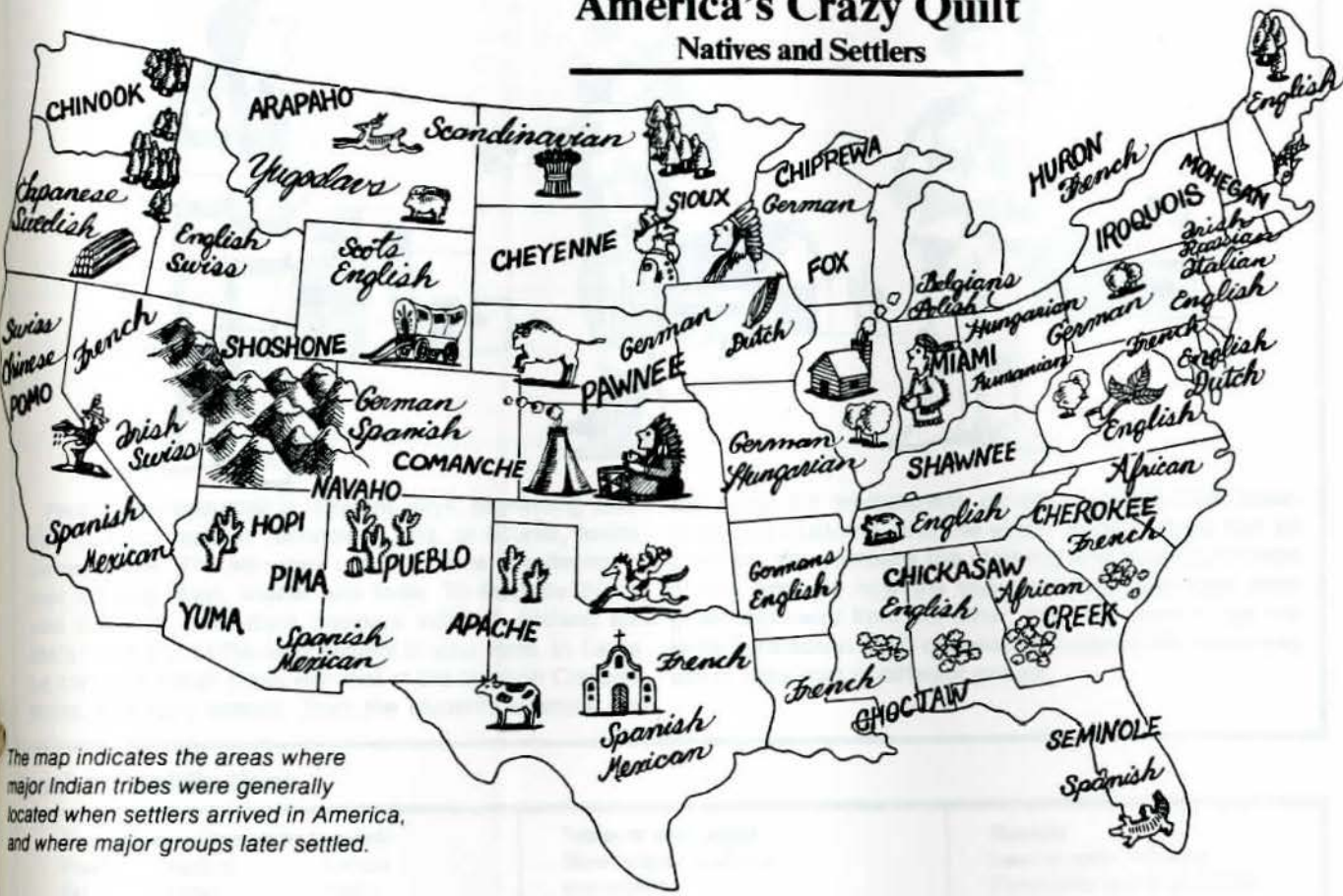
The ancient Greeks made great contributions to many different parts of Western civilization. Below is a chart of some of the areas in which these contributions were made and a list of some of the people who made them. Study the list of names and then fill in the appropriate spaces in the chart.

- |              |             |            |
|--------------|-------------|------------|
| Aeschylus    | Euripides   | Plato      |
| Archimedes   | Herodotus   | Praxiteles |
| Aristophanes | Herophilus  | Pythagoras |
| Aristotle    | Hippocrates | Socrates   |
| Euclid       | Phidias     | Thucydides |

Drama	Aeschylus	Aristophanes	Euripides
History	Herodotus	Thucydides	
Mathematics	Archimedes	Euclid	Pythagoras
Medicine	Herophilus	Hippocrates	
Philosophy	Aristotle	Plato	Socrates
Sculpture	Phidias	Praxiteles	

## State History Grade 7

### America's Crazy Quilt Natives and Settlers



The map indicates the areas where major Indian tribes were generally located when settlers arrived in America, and where major groups later settled.

NOTE: The map is not definitive for teaching purposes, but illustrates how the unit on Texas state history can be adapted for any state. Detailed maps showing the location of Indian tribes and settlers can be found in most textbooks.

The following sample unit shows how we are attempting to use the EMS approach in Texas to teach state history to seventh-graders. These ideas can be adapted to the teaching of any state history, however. Each state history usually begins with a study of the early Indians of the state and the first settlers. While there are obvious differences in state histories, there is a common background of cultural conflict and blending, and a need to understand how various groups used re-

sources. In this unit, the appearance of the Spanish in Texas illustrates the impact of a more technically advanced culture on a tribal Indian society. This same impact may be examined between the Indians and the British, French, or Dutch, depending on your own state history. When the cultures blend, the people's wants and the way they are satisfied, take on new dimensions. (continued on page 4)

#### Glossary of terms used in this issue:

- Resources:** Inputs into the process of producing goods and services.
- Natural Resources:** Gifts of nature used in production.
- Human Resources:** People and their physical and mental capacity.
- Capital:** Items produced by man and used to produce goods and services in the future.
- Scarcity:** Lack of sufficient resources to provide all the goods and services people want.

- Wants:** Goods and services desired by people.
- Specialization:** When an economic unit produces a narrower range of goods and services than it consumes.
- Profit:** Funds remaining after all costs of production have been deducted from the revenue derived from the sale of goods.
- Opportunity Cost:** The things that must be given up when decisions are made to use scarce resources to produce particular goods or services. A trade-off in the use of resources.
- Capital Intensive:** Using more capital than labor.



## State History Grade 7 (continued from page 3)



People use resources in different ways, depending upon their culture, tradition, technology and, of course, available resources. The way they use resources is reflected in their clothing, food, shelter and tools. To illustrate this to your students, have them compare Indians' clothing and shelter with that of the early settlers in your state. In Texas, we compare Indian dress with that of the Spanish Conquistadors and early settlers. Then the students examine and

talk about the environment, climate, available local materials, and customs, and the effect these factors had on choices. We compare the clothing and housing of later groups and see how the styles blended, and what each group borrowed from the other. You may want to use the Want-Satisfaction chart opposite to compare the wants and use of resources of different groups.

### Spanish Contributions

<p><b>Food Plants cultivated by Spanish</b></p> <table border="0"> <tr> <td>Peach</td> <td>Apricot</td> <td>Lemon</td> </tr> <tr> <td>Fig</td> <td>Lime</td> <td>Raisin</td> </tr> <tr> <td>Orange</td> <td>Pomegranate</td> <td>Sugar cane</td> </tr> <tr> <td>Apple</td> <td>Pear</td> <td>Cotton</td> </tr> <tr> <td>Grape</td> <td>Olive</td> <td></td> </tr> </table>	Peach	Apricot	Lemon	Fig	Lime	Raisin	Orange	Pomegranate	Sugar cane	Apple	Pear	Cotton	Grape	Olive		<p><b>Types of work-skills</b></p> <p>Silver-copper sculpture Iron working Use of plow Pastoral cultures (e.g. Shepherding) Wool-weaving</p>	<p><b>General</b></p> <p>Laws of water, minerals Community property concept Irrigation Use of adobe</p>
Peach	Apricot	Lemon															
Fig	Lime	Raisin															
Orange	Pomegranate	Sugar cane															
Apple	Pear	Cotton															
Grape	Olive																
<p><b>Tools</b></p> <table border="0"> <tr> <td>Hoe</td> <td>Clamp</td> <td>File</td> <td>Wheel</td> </tr> <tr> <td>Spade</td> <td>Plow</td> <td>Pliers</td> <td></td> </tr> </table>	Hoe	Clamp	File	Wheel	Spade	Plow	Pliers		<p><b>Domesticated Animals</b></p> <p>Cattle Horses Goats Pigs Cats Barnyard fowl</p>								
Hoe	Clamp	File	Wheel														
Spade	Plow	Pliers															

#### Activities:

For our units, we developed a list of "Spanish Contributions" to the multicultural society which grew out of their contact with the Indians. Your list will depend on who the early settlers in your state were. If you are in New Jersey, for example, you would develop a list of Dutch contributions. Once you've developed a list like the one below, give each student a copy and discuss the following questions with them:

- What might our life be like today if the early settlers (in this case, the Spanish) had not come to America?
- Which items on the list are still important to us today?
- What other items around us can be considered Spanish (French, Dutch, British, etc.) in origin (foods, architecture, celebrations)?
- Why do you think they brought so many things?

To help students compare and contrast use of resources among the settlers and Indians, have them look at the list again and discuss the following:

- What effect do you think these items had on the Indians?
- Once the Indians became aware of these new items, do you think their wants might change? Why or why not? (Ask students about how specific items changed the lives of the Indians. The horse, for example, created many changes in transportation, hunting, carrying heavy loads, etc.)
- What is technology and how is it related to human resources?
- What human resources (skills) did the early settlers introduce?
- How did knowledge of how to use resources (human, natural, and capital) change the lives of people in Texas (or your state)? Have each student choose one contribution and describe in a short paragraph the effects of that contribution on an Indian tribe.
- What impact did the Indians have on the Spanish?

# Activity 11b:

## Use this chart to compare Spanish and Indian Wants

The process of allocating scarce resources to the production of goods and services and the use of those goods and services to satisfy individual wants is the economic want satisfaction chain. The wants people express, both individual and collective, determine what goods and services will be forthcoming in the system. The nature of goods and services determine the use of resources. The scarcity problem dictates that not all wants will be fulfilled. Thus, a decision-making process or system is necessary to determine which wants will be satisfied and which will not.

Have students make their own charts, following the example, and fill in Spanish wants and use of resources, using information from their textbooks, encyclopedias, or background material which you give them. Have them do the same for the Indians and compare the two charts.

Want-Satisfaction Chart

Wants	Spanish	Indian
Food		
Shelter		
Clothing		
Other		
<b>Use of Resources</b>		
Natural		
Human		
Capital		



American History Grade 9

# Immigration and the Good Life

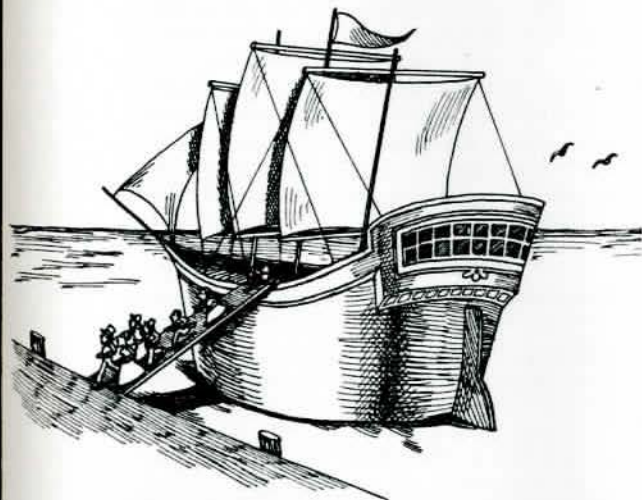
*"In all of history, there's never been anything like this immigration. We gathered to us the willing, the adaptable, on an unprecedented scale...." "...the myth of the melting pot persists. Actually, we tend to cluster in ethnic groups that are sometimes organized around what we do best." "In the wake (of the Puritans) came thousands, each in his own way seeking the good life, and willing to risk everything to get it."*

—William Shatner in *American Enterprise People*

**Activities:**

The external and internal migration of people in the United States contributed to the economic growth of our country, but it also laid the foundation for problems, forcing some ethnic groups to rely on public assistance and encouraging the formation of ghettos.

Give students a map of the United States; then, using a map in your textbook or a wall map, have students identify some ports of entry various immigrant groups might have used. Have them mark these ports of entry on their maps (for example, the Chinese would have used San Francisco as a port of entry). Point out that the port of entry had a great influence on where the immigrants settled, since they were usually poor and couldn't travel far from the original port. Have students draw lines on their maps to show the immigration patterns of the following, once they entered the U.S.: Scandinavians, Chinese, Irish, Poles, Russians, Mexicans, Germans, Italians.



Ask students why they feel some groups migrated to the areas they did. They should note that immigrants were attracted to places where they could find large numbers of their own group, speak their mother tongue without embarrassment, and rely on fellow countrymen for employment.

Have students look at the occupations of different cultural groups in "Statistical Data on Immigration."\* Have them list each country of origin and the jobs immigrants from those countries took when they first came to the U.S. Ask students which jobs they feel would be better paying; which would require skills (would skilled jobs pay more?); which jobs remain culturally related today (for instance, Germans brewing beer); and what kept people out of some jobs (discrimination, lack of education, lack of skills).

Have students identify roles and contributions of immigrants during the period 1860-1919 and how these contributions were distributed. For example, as consumers the immigrants increased the demand for agricultural and industrial products, thereby encouraging economic growth. In addition, their great numbers prevented any shortage of labor.

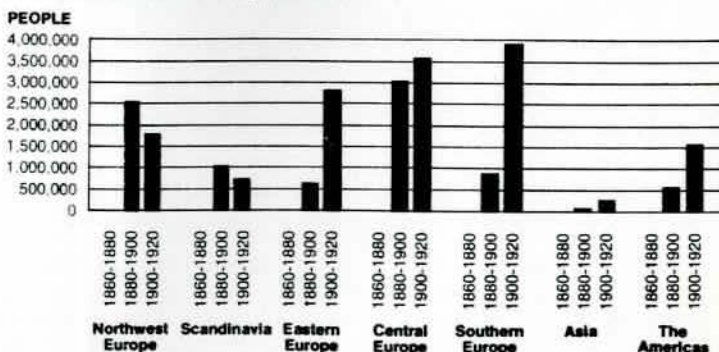
Ask students why there was a great demand for agricultural products by the immigrants and what other goods and services the immigrants might have needed. Are these goods and services basic needs (food, clothing, shelter) or wants (desires)? Discuss the unique things each cultural group would want to buy (rye bread-Slavic origin; sardines-Scandinavian origin; corn or flour tortilla-Indian, Mexican origin).

To help students identify the results of economic growth, let them use their textbooks to list new consumer products developed from 1865-1919 (railroads, automobiles, electric lights, radios, motion pictures). If you or a student have a Sears & Roebuck catalog from the period 1895-1905, use it to name other consumer products developed.

To see the results of industrial growth, you can use chapters 7 and 10 of the textbook "Rise of the American Nation" (vol. 2) as resource material.

Have students identify some of the benefits now available to the American people as a result of this phase of tremendous economic growth. Students should understand that even though this period produced an abundance of new products and services, many people in low income jobs were not able to buy them.

IMMIGRATION BY REGION, 1860-1920



EUROPE 1820 TO 1890:

- Northwest Europe:** Great Britain, Ireland, Netherlands, Belgium, Switzerland, France, Luxemburg
- Scandinavia:** Norway, Sweden, Denmark, Iceland
- Eastern Europe:** Soviet Union, Latvia, Estonia, Lithuania, Finland, Romania, Bulgaria, (European) Turkey
- Central Europe:** Germany, Poland, Hungary, Austria
- Southern Europe:** Italy, Spain, Portugal, Greece, Asia, China, Japan
- The Americas:** Canada, Newfoundland, Mexico, South America

\*From *American Studies*, Irving L. Gordon, AMSCO, 1975, pp 11-15.

# American History Grade 8

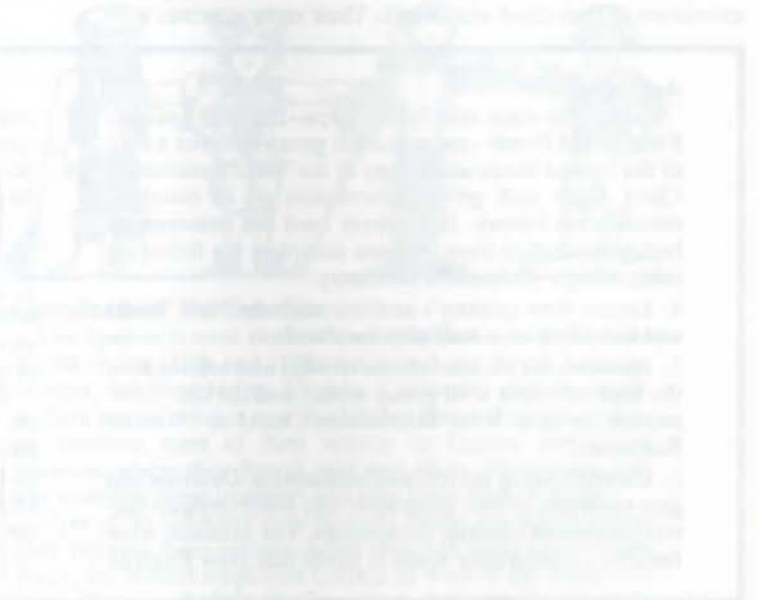
## Colonization

The first English colony in North America was Jamestown, Virginia, established in 1607. The Pilgrims founded Plymouth in 1620. The Mayflower Compact was a significant document in the early history of the colonies.

The colonies grew and developed over time, leading to the American Revolution. Key events include the Boston Tea Party, the Declaration of Independence in 1776, and the signing of the Constitution in 1787.

The American Revolution was a war for independence from Great Britain. It began in 1775 and ended in 1783. The Continental Army, led by George Washington, defeated the British at the Battle of Yorktown.

The new nation was founded on the principles of liberty and democracy. The Constitution established a system of checks and balances, and the Bill of Rights protected individual freedoms.



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NAME	DATE	LOCATION	EVENT
George Washington	1775	Yorktown	Victory over the British
John Adams	1776	Philadelphia	Signing of the Declaration of Independence
Benjamin Franklin	1787	Philadelphia	Signing of the Constitution
Thomas Jefferson	1776	Philadelphia	Author of the Declaration of Independence

**Colonization: The French**

In 1608 Samuel de Champlain, geographer and explorer, founded Quebec, established a base in what is now Nova Scotia, charted the Atlantic, and discovered the lake that bears his name and reached the upper Great Lakes. By 1635, the French controlled the St. Lawrence and were in a position to dominate the Great Lakes area.

Up to 1627, the white population in New France never reached 100. Trading companies found it almost impossible to attract colonists. By 1620, the French government withdrew the charter of the old trading companies and substituted a government-sponsored company, the Company of New France. Only Roman Catholics were allowed in the colony, so French Protestants settled in the English colonies.

The French government interfered with every aspect of colonial religion, politics, and economics. The king appointed the governor and other officials who had complete control over the colonists. The people had no voice in the government.

The French were skilled traders and explorers who went deep into the interior to trade with the Indians without governmental restraints. The Indians became their allies, securing furs, fighting their battles, and guiding French explorers as far west as the Rockies and as far south as the Gulf of Mexico.

Most colonists had no chance to own land. This discouraged immigration of potential farmers. The French established a few large settlements in New France, which concentrated on fur trade with the Indians, and building forts and trading posts to control the waterways and serve as centers for Indian trade.

**Colonization: The Dutch**

In 1609 Henry Hudson explored the Hudson River for the Dutch East India Company. The same company founded New Netherland, at Fort Orange, near present-day Albany, and placed settlers along the southern tip of Manhattan Island (later known as New Amsterdam), along the Delaware River into the Hudson Valley, Long Island, and New Jersey.

The Dutch preferred the role of merchants and shippers and set up trading stations and forts. The real rulers of the Dutch colony were the merchants who traded along the shores of Manhattan. Their warehouses were filled with furs, tobacco, brick, and tile, but they failed to establish a satisfactory trading agreement with local Indians and were often subject to raids. A wall was built on Manhattan Island to protect against these raids, which later became Wall Street.

Holland was prosperous, so to attract settlers to America, the Dutch East India Company offered "patroonships," large tracts of land for anyone who would transport 50 people across the Atlantic. The patroons laid the foundations for a powerful aristocracy that controlled the Hudson Valley for years.

People in New Netherland did not take part in colonial government. For most of its 50 years of life, the colony was governed by director generals appointed by the Dutch government. The settlers were regarded as employees of the Dutch East India Company.

**Activity Options:**

Ask each student to choose which country's colonies he or she would have preferred to settle in and why. Students can explain their preferences by pointing to conditions in other colonial settlements.

Have each student play the role of a settler from one of the groups and ask them to write a one-page diary entry about life in the colonies or a letter to someone in the mother country describing life in the New World.

**Colonization: The English**

England began its New World activities in 1607, establishing a colony at Jamestown, Virginia, then expanding along the Atlantic coast from Florida to Canada. Finding no precious metals or jewels on the mainland, they turned to fur trading, farming, and lumbering and usually clung to the coasts, building their houses near bays and rivers.

The colonies gave many English people a chance for a new start in life, as well as freedom of religion. The colonies provided raw materials for England and bought manufactured goods from the mother country. The English colonies also brought the government wealth from taxes, which strengthened England's claim to North America.

The growth of the English colonies was due mainly to economic opportunities available in New England. The people there engaged in lumbering, shipping, ship-building, and fishing. In the Middle Colonies there was large scale farming. In the southern colonies, there were large farms (plantations) where rice, tobacco, indigo, and cotton were grown.

The economic advantages in the English colonies attracted many settlers, but the growth of democracy and human rights also attracted people.

**Colonization: The Spanish**

The Spaniards were the first to establish colonies in the New World, in the 1500s and 1600s in Central and South America, Mexico, the West Indies, Florida, California, and the southwestern part of what is now the United States. Spanish explorers confined most of their activity to Central and South America, where they found gold and silver. Their main task was to collect these treasures and ship them back to Spain.

Most of the colonists were farmers; others ran mines or ranches. Because these colonies never attracted many people from Spain, the settlers employed Indians to work in the mines and fields. By the mid-1500s, the Spanish started using black people from Africa as workers. Later, English colonists in North America borrowed this system of slavery.

The Spanish placed many restrictions on their American colonies, making life there unattractive to settlers. Self-government was not allowed and there was no religious freedom, with almost all of the settlers belonging to the Catholic Church. No industry was allowed in the colonies and they were only permitted to trade with Spain. As a result, the Spanish colonies remained fairly small.

Have students choose two groups of settlers (Dutch, Spanish, French, or more), and let them make collages representing these cultures.

Have students create a bulletin board showing the four groups and title the board "Contributions from Our Past." Let each student identify at least one hold-over we have from each group (foods, tools, names, traditions, etc.).

# Role Playing in the Classroom

Role playing is a technique used in the classroom to help students understand and practice social skills. It involves acting out a scene or situation, often with a specific role assigned to each student. This method is particularly effective for teaching conflict resolution, empathy, and communication skills. Students can explore different perspectives and learn to resolve problems in a constructive manner. Role playing can be used in various subjects, including social studies, drama, and even science. It allows students to engage with the material in a hands-on way, making learning more enjoyable and memorable. Teachers can facilitate role playing by providing scenarios, assigning roles, and observing the interactions. This technique is a valuable tool for developing students' social and emotional competencies.

## Classroom Management

- The teacher should establish clear rules and expectations from the beginning.
- Consistency is key in enforcing these rules.
- Positive reinforcement can be used to encourage good behavior.
- Role playing can be used to teach students how to handle conflicts.
- Teachers should model the behavior they expect to see.
- Communication is essential for effective classroom management.

Effective classroom management is essential for creating a positive learning environment. Teachers should use a variety of strategies to manage behavior and maintain order. This includes setting clear expectations, using positive reinforcement, and addressing misbehavior promptly and fairly. Role playing can be a useful tool for teaching students how to handle social situations and resolve conflicts. By acting out scenarios, students can learn to empathize with others and communicate effectively. Teachers should also use a variety of classroom management techniques, such as group work, peer tutoring, and self-management strategies. Consistency and fairness are key to successful classroom management. Teachers should also communicate with parents and other staff members to ensure a cohesive approach to student behavior.

Classroom management is a complex task that requires a combination of strategies and techniques. Teachers should use a variety of methods to manage behavior and maintain order. This includes setting clear expectations, using positive reinforcement, and addressing misbehavior promptly and fairly. Role playing can be a useful tool for teaching students how to handle social situations and resolve conflicts. By acting out scenarios, students can learn to empathize with others and communicate effectively. Teachers should also use a variety of classroom management techniques, such as group work, peer tutoring, and self-management strategies. Consistency and fairness are key to successful classroom management. Teachers should also communicate with parents and other staff members to ensure a cohesive approach to student behavior.

## The Importance of Role Playing in the Classroom

Role playing is an important part of a student's education. It helps students develop social skills, empathy, and communication abilities. Through role playing, students can explore different perspectives and learn to resolve conflicts in a constructive manner. This technique is particularly effective for teaching social skills and emotional competencies. Role playing can be used in various subjects, including social studies, drama, and even science. It allows students to engage with the material in a hands-on way, making learning more enjoyable and memorable. Teachers can facilitate role playing by providing scenarios, assigning roles, and observing the interactions. This technique is a valuable tool for developing students' social and emotional competencies.

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## State Government

### Roles:

- governor
- a legislator from a rural area
- a legislator from a densely populated industrial area which has an unemployment rate of 12%

### Representatives from:

- agriculture
- industry
- banking and finance
- labor
- education
- retired persons

Dairy farmers have complained that wide variations in the prices paid by grocery stores to dairies for milk have made it impossible for dairy farms to operate—there is so much uncertainty that they can't make plans with respect to buying cattle and equipment. It is suggested that the state establish a "Milk Price Stabilization Board" which will establish a minimum price that must be paid to dairy farms for milk so that they can make reasonable profits.

Teachers in the state were promised an increase in pay several years ago, but the legislature has not appropriated the necessary funds to implement the raise. The legislature is now considering:

- 1) raising the state sales tax to get the revenue necessary
- 2) raising the state income tax to get the revenue necessary
- 3) postponing the pay raise implementation.

It is proposed that state taxes on liquor and cigarettes be increased substantially in order to improve the state's welfare programs by developing job training facilities for persons receiving public assistance.

## Federal Government

### Roles:

- the President
- the Speaker of the House of Representatives
- a member of the Ways and Means Committee
- a delegation from New York City, or other urban areas and states
- "lobbyists" from industrial groups, the AFL-CIO, consumer interest groups, and environmentalist groups.

- an ambassador from an underdeveloped nation.
- the chairman of the Joint Chiefs-of-Staff.
- the chairman of the Presidential Council of Economic Advisors.
- a representative from an Arabian oil ministry.

Should the federal government subsidize large corporations if they are about to go out of business and this would cause severe problems of unemployment in some large urban areas?

Should the federal government provide foreign aid to selected underdeveloped nations in order to stimulate their economic growth?

Should the federal government subsidize scientific research in the fields of medicine, energy, and space exploration? Should research programs in the humanities be subsidized?

Should the federal government pay part or all of students' tuition payments at state-supported universities? At private universities?

# Journal

July 1st - Sunday  
 July 2nd - Monday  
 July 3rd - Tuesday  
 July 4th - Wednesday  
 July 5th - Thursday  
 July 6th - Friday  
 July 7th - Saturday  
 July 8th - Sunday  
 July 9th - Monday  
 July 10th - Tuesday  
 July 11th - Wednesday  
 July 12th - Thursday  
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July 16th - Monday  
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 September 30th - Sunday



# Economics Game

**TO PLAY:**

Turn the clock back to 1700. Divide the class into groups of 5 or 6, each group representing investors travelling from colony to colony, seeking to make the biggest possible profit with an initial nest egg of \$10,000.

Each group needs some general information on the conditions in each colony and the possible exports to invest in. (The charts below, prepared from Mr. Paris's research, will give students the necessary information about the colonial economy.)

In each colony, the group decides which exports to buy. The group can invest all its money—or none—in one or more exports chosen from the list below. When the group has made

its investment decision, one member draws the "multiplier card" for the colony. Mr. Paris has devised these cards using actual economic data from 1700-1760. The cards list the exports which actually showed a profit, and each export is assigned a number indicating how profitable the investment was. For instance, if a group invested \$4000. in lumber while visiting South Carolina, and the card lists *LUMBER*-3, then the investment has tripled, and the group now has \$18,000 total (\$4000 invested + \$8000 profit + \$6000 not invested). Each group must keep a running account listing for each colony visited the exports invested in, amount invested, amount of return, profit or loss and the running total.

Use a chart similar to this one for record-keeping:

COLONIAL INVESTMENT CHART				
EXPORTS INVESTED IN	AMOUNT INVESTED	AMOUNT OF RETURN	PROFIT (+) OR LOSS (-)	RUNNING TOTAL

The group with the highest total after visiting all colonies is the winner. If a group loses all its money, they may appeal to the teacher-banker for a loan.

A note of caution: investing in cotton, tobacco, rice, indigo requires slaves, and rum distilling requires smuggling contraband molasses into the colony. If a group decides to invest in one of the four crops that need slaves, they must spend money on slave labor, and to invest in rum, they must spend money on smugglers. The money spent on slaves and smug-

gling is a cost; it shows no direct return, but failure to provide for either factor will mean sharply reduced profits. (For instance, the group visiting New Jersey decides to invest \$2000 in tobacco—and to spend \$300 for slave labor. The Multiplier Card reads:

TOBACCO—\$0-99 = 1; \$100-199 = 2; \$200-399 = 3; \$400 and up = 4. Thus, the group makes \$4000 profit + \$2000 initial investment + \$8000 amount uninvested—\$300 cost for slaves = \$13700 total.)

**INFORMATION SHEET—EXPORTS  
POSSIBLE EXPORTS TO INVEST IN**

- Cotton—needs 6 months of frost-free weather and 20-30 inches of rainfall during warm to hot growing season. Requires many slaves. Seeds are a problem.
- Tobacco—used as money in some colonies; mild climate best. Requires some slaves. Smoking became big fad during 17th century.
- Lumber and timber—basic building material in 1700.
- Fishing—growing demand for fish because of growing colonial population.
- Rum distilling—molasses has to be smuggled in, but product is (hic) popular!
- Ironworks—climate not a factor; has to be near coal deposits and population centers.
- Rice—needs warm, moist climate. Needs slave labor.
- Trading and shipping—needs good harbors and dense population.
- Whaling—needs good ports.
- Furs—needs dense forest.
- Shipbuilding— $\frac{1}{2}$  of British tonnage built in America. Needs to be near lumber and timber.
- Indigo—needs slave labor and very warm climate
- Cattle—needs good grazing land and fairly mild climate.
- Grain—fertile land which is flat and not too near coast.
- Naval stores—(pitch, pine tar, turpentine) related to lumber trade
- Peddling—house to house selling which was very successful in one northern colony. (Ever heard of Yankee peddlers?) (Connecticut)
- Slave trade—one northern colony did quite well in this.

## Field Trip to the Federal Reserve by David Zitlow

Many teachers shudder at the idea of taking their students on a field trip. They fear the complications of traveling, making arrangements, organizing and controlling the students. But a field trip doesn't have to be a nerve-racking experience.

I take senior high students on a tour of the Federal Reserve Bank in Chicago every year. Who wouldn't be fascinated by a room full of money, and the fact that someone spends all day counting it, or the sounds of thousands of coins clinking through a machine, or the amazing dexterity of a woman currency counter going through hundreds of bills, picking out a counterfeit with a glance. *But a trip to the Federal Reserve is more than bundles of money and counting machines.* It's also an excellent first-hand experience, proving that economics is more than theories. Seeing the economy in action brings reality to classroom discussions.

Before the trip, I brief students on the concept of money, but the trip itself helps them to better understand the relevance and functions of money: how money serves as a standard of value, a medium of exchange, and a store of value. They also see that money can take the forms of Federal Reserve notes, checks and currency. The students begin to realize that the Federal Reserve Bank has a practical function, a "Bank for Banks," operating like a local commercial bank, only on a much larger scale. The Reserve Banks separate old and worn out bills, burning them and replacing them with new ones, in an endless cycle of receiving, counting, accounting, sorting, stacking and shipping. The students see the monetary institutions' vital role in our free-enterprise economy—creating jobs and providing services to member banks. They will also learn how the public gets the right amount of coin and currency needed for daily transactions, and how the Federal Reserve System's nationwide check processing facilities contribute to making checkbook money widely acceptable by insuring speedy transfers of funds.

By far the most important lesson students will learn is that *money must be managed*. They will learn that an economy can have too much money—which can cause inflation—or too little money—which can cause falling production and unemployment. They will also learn that striking a balance between these two extremes can be a tricky and difficult task.

They will learn that the Federal Reserve System works as the U.S. representative in relations with foreign central banks and international monetary institutions. Part of the New York Fed's job for instance in fulfilling this task is holding some \$16 billion of gold bullion for foreign depositors.

Your field trip doesn't have to be to a Federal Reserve Bank, you can take your students to other related institutions. You can visit a stock market, a stock broker, a commodity market, a Federal Mint or even a small local commercial bank. It's not necessary to travel long distances or to visit large monetary institutions. What is important is that you give the students a chance to experience the realistic and practical side of our economy. It is also important that

you have some sort of review or debriefing session with the students after the trip by having a quiz, question-and-answer session, or a group discussion.

Federal Reserve Banks will supply your classes with free literature on the "Fed" and its functions by just writing or calling the Public Information Department. The Federal Reserve in New York City (33 Liberty Street, N.Y.C. 10045) also provides, for a small fee, two filmstrips for economic classes—*Checking Out Checks* and *Making Money Work*; and a multi-media package on *International Economics* is being completed. Teachers can obtain the Joint Council on Economic Education's (1212 Ave. of the Americas, N.Y.C. 10036) three-part filmstrip on *The Role of the Federal Reserve*. There is also a free paperback book entitled *The Federal Reserve System, Purposes and Functions*, available in classroom quantities from the Federal Reserve System's Board of Governors (Washington, D.C.). All of these are excellent materials for pre-field trip orientation.



### COIN COUNTING

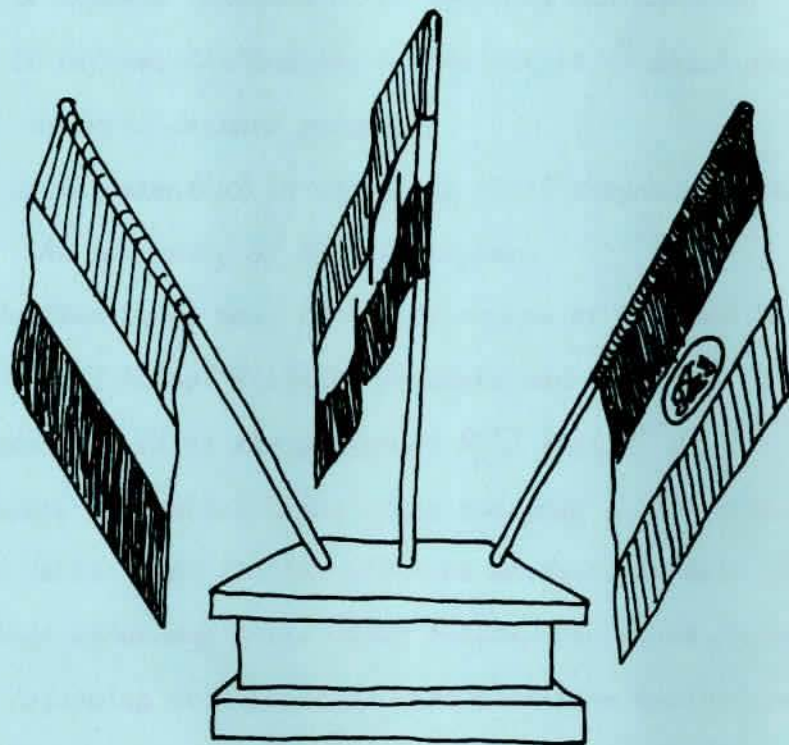
Banks deposit with us "surplus" coins in sealed bags. The operator breaks the seal and empties the loose coins into the pan of his counting machine. The coins are counted by the machine. The operator watches for counterfeits, mutilated (clipped, chipped, or punched) coins, foreign coins, and slugs (metal discs roughly the size and weight of a coin). When the operator finishes the count and substitutes good coins for mutilated, foreign, and other unacceptable coins, he seals and tags the bag and re-weighs it. Then he marks the weight on the tag which indicates the denomination and amount enclosed.

Federal Reserve Banks are located in Atlanta, Boston, Chicago, Cleveland, Dallas, Kansas City, Minneapolis, New York, Richmond, San Francisco, and St. Louis.

There are Federal Reserve Branch Banks in Los Angeles, Portland, Salt Lake City, Helena, El Paso, Denver, Omaha, Oklahoma City, San Antonio, Houston, Little Rock, Memphis, Nashville, Birmingham, Louisville, Detroit, Cincinnati, Charlotte, Pittsburgh, Baltimore, and Buffalo.



SUGGESTED EVALUATION PROCEDURES



## SUGGESTED EVALUATION PROCEDURES

Evaluating the learning progress is an important part of the teaching process because:

- 1) it helps clarify the objectives for learners;
- 2) it provided feedback to the learners, keeping them informed of their progress;
- 3) it informs learners as to how they can improve;
- 4) it informs the teacher of the extent to which students have achieved desired outcomes;
- 5) it is essential in reporting pupil progress to parents and informing the community of school program.

Evaluation takes many forms and occurs at several levels. In the Francis Howell School District students are administered national achievement tests as well as the statewide BEST test.

However, evaluation takes place everyday in the classroom at a more informal level. The teacher observes students at work and makes judgements about their behavior, their study habits, and their finished projects.

The following section deals with classroom evaluation of student learning on a day-to-day basis. First is a list of methods from which the teacher and student may enlist as their evaluation tool. Second, a chart of these methods as they are used to evaluate student progress in social studies classes based on cognitive gain, attitude and value change, and achievement of skills. \*

1. Group work and discussions - Evaluate methods, techniques, sources, etc., which students used for their topic. (Example, if the group chooses to report on Athens and Sparta, note their sources and methods of presentation.) See Form 1, the "Group Rate Scale" to use in evaluating performance when working together as a group.

\* See chart 1 - based on Jarolimek's "Social Studies Skills and Competencies".

## EVALUATION PROCEDURES (continued)

1. Group Work and Discussion - (continued) - Student discussions may be evaluated through the following: (See Form 2)
  - Responds when called on
  - Asks good questions
  - Cites examples
  - Uses analogies
  - Encourages others to participate
  - Summarizes
2. Observation - In order to determine if the students are beginning to use the value process, observation can be the best strategy. The objective record of your observations should be made as soon as possible. The teacher must be careful to record only what he/she actually observes, not what they think they observe. (These observations should not be averaged into the students grade.)
3. Checklists - Reports feedback to the student, keeping them informed of their progress. (See Form 3, Geography Skills (checklist). The Classroom Environment Checklist (See Form 4), provides feedback to the teacher about the classroom environment and provide students with a common format for considering their personal learning preferences.
4. Personal Conferences - This is a time of discussion between the student and teacher to gain insight into the cognitive and affective domain of the student. This is an informal measure used to clarify the kinds of assistance needed by the student.
5. Work samples - This includes any daily assignments the student produces reports, booklets, map skills, tests, crossword puzzles, etc.

6. Experience Summaries (Diaries, logs, contracts, role playing, brainstorming, and reactions journals.) See Form 5.  
Diaries and logs - helps students recall what was learned.  
Contracts - student teacher agreement.  
Role playing - student interpretation of a role and the ability to apply what they have learned to solve problems.  
Brainstorming - student evaluates his/her ability to give spontaneous alternatives to a given situation.  
Reaction Journals - usually a daily journal which is shared by the student and teacher. In the journal the student tells how he/she felt about themselves in the the classroom setting.
7. Sociometric devices - used to evaluate changes in the social structure of the class.
8. Teacher-made tests - used to evaluate understanding of concepts, generalizations, trends, and content.

Following the chart, the reader will find a section of evaluation forms which may be used to evaluate student progress.

**CHART 1** *Techniques, devices and procedures commonly used by teachers to evaluate pupil progress in social studies.*

Outcome to be evaluated		Cognitive gain	Attitude and value change	Skill growth
<p>Techniques, procedure, or device used</p> <p>↓</p> <p>1 Group discussion</p>	Things to note:	Things to note:	Things to note:	
	<p>How well do pupils use the appropriate vocabulary?</p> <p>Are essential concepts understood?</p> <p>Are important relationships understood?</p> <p>Are there important concepts needing further study?</p> <p>Is the factual base adequate for the ideas being discussed?</p>	<p>Extent to which pupils express like or dislike of topic.</p> <p>Presence or absence of comments suggesting racism, sexism, or prejudice.</p> <p>Extent of openness to new ideas.</p> <p>Evidence of responsible self-evaluation.</p>	<p>Ability to express ideas in a group.</p> <p>Ability to use standards in evaluating work.</p>	
	2 Observation	3 Checklists	4 Conferences	
	<p>Do pupils</p> <p>Talk with understanding about the topics under study?</p> <p>Cite examples of out-of-school applications of ideas studied?</p>	<p>Do pupils</p> <p>Show respect for the ideas and feelings of others?</p> <p>Carry a fair share of the work load?</p> <p>Show evidence of responsible habits of work?</p>	<p>Do pupils</p> <p>Use relevant skills independently when they are needed?</p> <p>Have apparent deficiencies in skills?</p> <p>Avoid using certain important and needed skills?</p>	
<p>Applied to behaviorally stated objectives that serve as criterion references of pupil achievement.</p>	<p>Used to record observations of specific behaviors of pupils.</p>	<p>Checklists are developed to evaluate the use of a specific skill: giving an oral report, clarity of speaking, or use of references.</p>		
<p>Use individual pupil conferences to</p> <p>Discover evidence of confusion or misunderstanding of ideas.</p> <p>Clarify the kinds of assistance needed by the pupil.</p> <p>Discover the nature of needed remedial work.</p>	<p>May be used to learn specific interests of individual pupils—likes, dislikes, preferred activities, books, topics, and so on.</p>	<p>Used to diagnose specific problems in the use of skills.</p> <p>Can be used to check the proficiency of skill use on an individual basis.</p>		

EVALUATION PROCEDURES AND PROCESSES IN THE CLASSROOM

CHART 1 (continued)

<p>5 Work samples</p>	<p>To note qualitative differences in pupil work products over time: a written report, booklet, map, or a classroom test.</p>	<p>To note greater sensitivity to others in written work and artwork. To note increased concern for neatness of work; concern for punctuality in completing assigned work.</p>	<p>To note qualitative differences in proficiency in use of specific skills.</p>
<p>6 Diaries and logs</p>	<p>Basically the same as Experience Summaries, Help pupils recall what has been learned.</p>	<p>except that diaries and logs are kept on a continuing basis. Remind pupils of the gap between intentions and behavior.</p>	<p>Show incremental growth in skill use over time</p>
<p>7 Sociometric devices</p>	<p>Of no special use in evaluating cognitive gain.</p>	<p>Used to observe changes in the social structure of the group. Show how children have or have not won greater acceptance by the group. Show how leadership roles have changed over time. Show how the preferences of children for one another have changed over time.</p>	<p>Of no special use in evaluating skill growth.</p>
<p>8 Teacher-made tests</p>	<p>Used to evaluate understanding of concepts, generalizations, trends, and informational content through the use of such exercises as the following: Matching causes and effects. Arranging events in order or arranging steps in a sequence. Providing reasons or explanations for events. Selecting the best explanations from a list of alternatives. Determining the truth or falsity of statements. Providing examples of concepts. Supplying a generalization based on given facts. Being able to use key terms correctly. Providing ends to unfinished stories or situations based on facts. Placing events on a time line.</p>	<p>Used to find out about likes, dislikes, interests, and preferences for activities through the use of such exercises as the following: From a list, select the things you liked best, liked least. Check what you like to do during your free time. Write ends to unfinished stories that deal with emotions, prejudice, and discrimination. Select words from a narrative that engender strong feelings.</p>	<p>Used to check the proficiency of skill use or to diagnose specific difficulties through the use of exercises such as the following: Placing geographic features on an outline map. Locating places on a map. Reading to find the main idea. Making an outline of material read; or finishing a partially completed outline. Using an index to find information. Skimming to find specific facts.</p>





# Evaluation

# Form 2

CRITERIA FOR AN ORAL GRADE

Minor Contributions

Major Contributions

Student's Name

<p>Responds when called on</p> <p>Attempts to say something</p> <p>Asks good question (relevant)</p> <p>Cites example</p> <p>Draws minor conclusion</p> <p>Enlarge on fact already mentioned</p> <p>Disagrees or engages in worthwhile controversy</p>	
<p>Draws major conclusion</p> <p>Forms major hypothesis</p>	
<p>Introduces specific fact to support discussion</p> <p>Uses analogies</p> <p>Interprets ideas</p> <p>Encourages others to participate</p> <p>Summarizes</p>	

(Student's name)

/ denotes skill has been learned  
— denotes skill not learned

GEOGRAPHY SKILL	RESULT	GEOGRAPHY	RESULT
Pre-test		Post-test	
Finding Directions		Recognizes different types of maps	
Locating the seven continents		Identifies different landforms	
Locating the five oceans		Knows the layers of the atmosphere	
Correct spelling of the five continents continents and oceans		Knows difference in revolution and rotation	
Longitude and Latitude		Name the nine planets	
Knowledge of geographical terms		Find a place using the letter-number key	
Knows purpose of map legend		Can read a bar graph	
Knows which continents are in the four hemispheres		Can interpret symbols on a map	
Using a world map, can make a color-coded map legend		Compare population density	
Determine scale of miles		Made a dictionary of geography terms	

## Evaluation

## Form 4

## Sample Instrument: Classroom Environment Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I. If I had to describe this activity/unit/course, I would use the words: (Check no more than two from this list)

- easy
- confusing
- hard
- makes me think
- fun
- not very important
- boring
- my favorite subject
- important to me
- related to problems today
- interesting
- other (What is it? \_\_\_\_\_)

II. During the last three weeks in this class I spent most of my time: (Check three answers)

- listening to what was being said
- bored
- interested
- asking questions
- answering the teacher's questions
- confused
- learning a lot of things I never knew before
- wishing we could go more slowly
- wishing we could go faster
- wanting more information
- taking part
- other (What is it? \_\_\_\_\_)

III. During the last three weeks my class spent a lot of time: (Check three answers)

- reading
- writing answers to questions
- having whole class discussions
- listening to the teacher
- answering the teacher's questions
- working in small groups
- taking notes
- doing role play, debates
- doing projects
- other (What is it? \_\_\_\_\_)

IV. I learned the most in this activity/unit/course when I: (Check three answers)

- read the books
- listened to the ideas of other students in my class
- talked about my ideas with a small group
- listened to the teacher
- gave my own opinions
- asked questions
- did the written exercises
- answered questions
- discussed with the whole class
- did small group projects
- other (What is it? \_\_\_\_\_)

V. What I liked best about this activity/unit/course was:

VI. What I liked least about this activity/unit/course was:

VII. During class I find it *hard* to: (Check as many as you wish)

- understand what I read in some of the books
- take part in class discussions
- work well in small groups
- explain to the teacher what I was confused about
- ask questions
- take part in role play, debates
- express my own opinion
- remember what I had read in the books
- learn the names of people and places studied
- read diagrams and charts
- use outside source materials
- other (What is it? \_\_\_\_\_)

VIII. To do well in this class I have to: (Check as many as you wish)

- memorize all the facts in the reading materials
- read well
- ask questions
- take part in discussions
- remember everything the teacher said
- agree with the teacher
- have my own opinion
- write well
- do extra projects
- try to be as quiet as possible
- bring in extra information
- answer a lot of the teacher's questions
- use evidence to support my position
- listen to and remember what others think
- other (What is it? \_\_\_\_\_)

IX. In this class, my classmates and I ask: (Check one answer)

- many questions
- a few questions
- hardly any questions

X. In this course we work in small groups: (Check one answer)

- often
- sometimes
- never

XI. In this activity/unit/course I prefer to work: (Check one answer)

- by myself
- in a small group
- with one big group (with the whole class)

XII. The most important thing I have learned in this activity/unit/course is:

XIII. If I could change anything about this activity/unit/course, I would do the following:



# Evaluating a Directed Reading Lesson

CHARACTERISTIC	1	2	3	4	5
teacher explores students' backgrounds to determine what is known about the material to be studied.					
teacher helps students relate material to be studied to what is already known.					
teacher helps students preview the reading assignment by:					
pointing out important features of the assignment—introduction, topic headings, summary, etc.					
helping students use graphics and study aids included in the material—pictures, charts, diagrams, index, footnotes, etc.					
teacher pre-teaches vocabulary and concepts.					
before the reading, the teacher helps pupils establish specific purposes by:					
suggesting questions to be answered from reading the material.					
helping students formulate their own questions.					
teacher suggests how to read the assignment (word by word, by sections, skimming, read portions more than once, etc.).					
teacher uses a variety of questioning strategies to encourage reading for:					
specific facts.					
inferences and interpretations.					
critical analysis and evaluation.					
personal reactions.					
application to other situations.					
retention.					
teacher has re-reading of portions of the assignment to help students interpret information for:					
drawing conclusions and noting relationships.					
evaluating the intent and style of the author.					
formulating new concepts.					
assessing the significance of the material.					
teacher helps further interest in the material read by:					
providing supplementary reading material.					
relating reading material to everyday life.					

evaluation

Form 7

## PROJECT EVALUATION FORM

Student's Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Project Grade \_\_\_\_\_

This grade is based upon the following factors:

1. The creativity of your project.
2. How well you applied the concepts of the story to your project.
3. Over-all appearance of your project - neatness.
4. Quality of your product.
5. How well you followed directions.

Teacher Comments:

---

Class Participation Grade \_\_\_\_\_

This grade is based upon your utilization of class time (planning, constructing, bringing basic materials to class, etc.).

# Evaluation

# Form 8

### CASE STUDY

CASE \_\_\_\_\_ NAME \_\_\_\_\_ DATE \_\_\_\_\_

Possible issues stated as questions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

State the issue chosen by the class:

\_\_\_\_\_

Values in conflict: \_\_\_\_\_ vs \_\_\_\_\_

Take a Stand:     Yes   because

                  No

Write out a possible analogy to support your stand.



EvaluationForm 9

## FEEDBACK FORM

1. How satisfied were you with this week's sessions? (Circle one)

1                      2                      3                      4                      5                      6                      7  
very                      very  
dissatisfied                      satisfied

2. What was the high point of your week in class?

3. What factors contributed toward your satisfaction?

4. What could be changed to make these classes better for you?

5. What can I do to make these classes better for you?

6. What can you do for yourself to make these classes better for you?

7. What are some of the special issues, concerns or questions that you would like to see raised in class next week?

8. Free comment/suggestions/questions/jokes/etc.

TEACHER SELF-EVALUATION FORM

1. COMMUNITY-ATMOSPHERE of acceptance, trust, openness:

1	2	3	4	5	6	7
Low						High

2. Achievement motivation--(a) students involved in setting goals.

1	2	3	4	5	6	7
Low						High

3. Achievement motivation--(b and c) students involved in setting procedures and conditions.

1	2	3	4	5	6	7
Low						High

4. Awareness of student concerns.

1	2	3	4	5	6	7
Low						High

5. Self-renewal--utilization of variety of learning styles and settings.

1	2	3	4	5	6	7
Low						High

6. Presence of creativity.

1	2	3	4	5	6	7
Low						High

7. Atmosphere of joy and vitality.

1	2	3	4	5	6	7
Low						High

## HOW TO ASK CLASSROOM QUESTIONS

Asking classroom questions is an instructional practice which has recently received much attention. The teacher's ability to use and to ask different levels of questions is an essential ingredient in the instructional process of the classroom.

Although much scholarly work has been done on identifying and distinguishing between various levels of classroom questions, a basic criteria for a meaningful classroom questioning technique rests upon practicality and results. With this in mind, the following questioning technique is offered for use and adaptation.

To facilitate the use of questioning, three levels of mental activity can be identified for classroom use.

1. **Recall:** Frequently used, recall questions require the student to recognize and retain information previously read or presented. Such questions are normally used to make sure that students can remember the material being studied. When employing this level of questioning, the classroom dialogue can generally be described as the teacher initiating the question with the student providing a short or single word response.

Words typically associated with recall questioning include: State, Name, Identify, List, Describe, Relate, Tell, Recall, Give and Locate. This level deals mainly with retention and demands a capability to memorize information.

2. **Evaluation:** The student is required to analyze information in accordance with a criteria in order to make an evaluation or judgment. The teacher promotes examination and analysis in order to determine the worth and value of the basic facts of an issue or problem being studied. Asked to give reasons for their analysis, students need to be able to identify and use the basic information of an issue in a critical and systematic manner. With much more verbal interaction occurring in the classroom, students readily question and respond to each other.

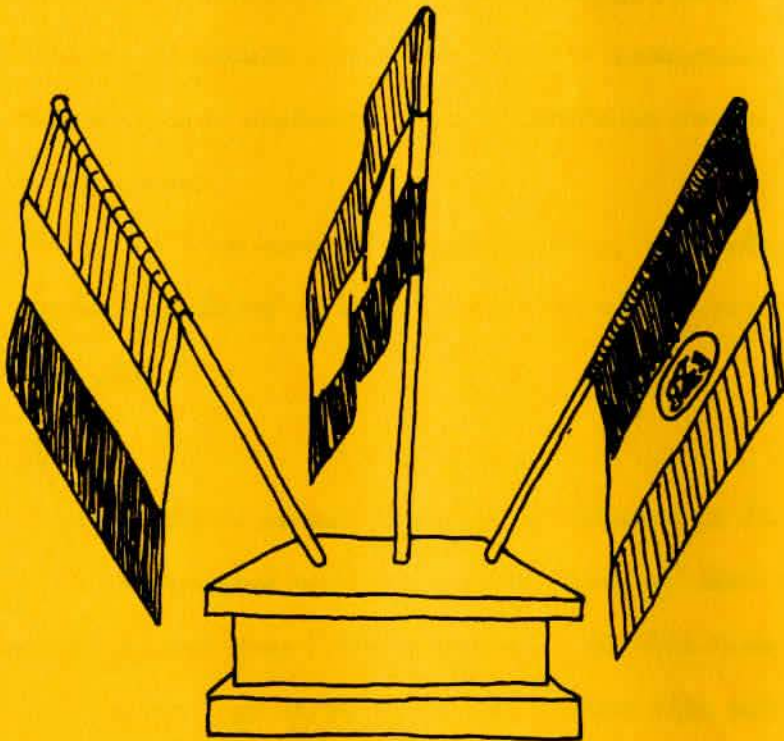
Key words which could be used to initiate evaluation type questions include: Evaluate, Analyze, Judge, Compare, Contrast, Differentiate, Calculate, Measure, Appraise, Deliberate and Estimate. The major characteristic of evaluation is that students are encouraged to make an analysis and to provide reasons for their judgments.

3. **Creativity:** In this level, the student is asked to create or invent something different. The student is urged to think beyond the materials presented and to use imagination in creating new ideas or theories. Classroom discussions resulting from creative operations exhibit a variety of ideas which are freely expressed.

Key words used to initiate this level of activity include: Make, Create, Speculate, Design, Invent, Construct, Devise, Predict, Hypothesize, and What would have happened if...A major purpose of creativity is to provoke students to draft ideas beyond that previously experienced.

At a time of greater awareness and sophistication of the educational process, it is increasingly important for teachers to understand the means by which they communicate and instruct their students. Certainly, there is no perfect or "foolproof" questioning strategy. The context within which a question is asked, the knowledge possessed by a student and the way a question is constructed, all help determine the level of student performance.

Slide Presentation  
Social Studies Curriculum  
in the  
Francis Howell School District



SLIDE PRESENTATIONSocial Studies Curriculum in the Francis Howell DistrictPURPOSE

The purpose of this slide presentation is three-fold:

1. First, to acquaint you with the school district my culminating project was designed for, therefore, hoping to give a better understanding of the direction my paper took.
2. Second, to explain the social studies curriculum in the Francis Howell School District, with an emphasis on the junior high school, and,
3. Third, to show some of the activities, exhibits, projects and methods employed in the teaching of social studies in our district.

INTRODUCTION

The Francis Howell School District is located in St. Charles County, Missouri. It encompasses over 160 square miles of land and within these boundaries, it houses over 7,000 students. At this time, five elementary schools, two junior high schools and one senior high school comprise what is known as the Howell District.

We share similar educational problems with our neighboring school district such as,

1. low tax rates,
2. budget cuts,
3. teacher burn-out
4. and disciplinary problems,

however, as many school districts are closing their doors and cutting their teaching staffs, we are experiencing a rapid residential and industrial growth, therefore creating an additional burden.

We are opening new buildings annually and increasing our staff by 35% every year. It has been estimated that if this outrageous rate of growth continues, by the year 2000 we will be equal to four major school districts.

Because of the pressing problem of growth, our curriculum has suffered immensely. We are now realizing that we must organize and articulate the social studies curriculum. When I began this project we had nothing down on paper for new as well as experienced teachers to refer to regarding the social studies curriculum in our school district.

I felt that we needed to have down in black and white exactly what was being taught per grade level, not only for us, but for new staff members entering our district.

The Scope and Sequence portion of the guide was designed to give the viewer a total look at the social studies offerings from K through 12.

The social studies curriculum in Francis Howell is referred to in curriculum books as the "widening horizon" approach. In our explanation to students, we explain this "widening horizon" concept as follows:

"Have you ever thrown a pebble into a pool of water or a lake? When the pebble falls into the water, it forms rings of circles. Each circle keeps getting wider and wider.

You are something like that pebble with circles around it as you study social studies in our school district.

You live in a house on a street in your neighborhood. Your neighborhood is the first circle.

Your neighborhood is only one of many neighborhoods in your town or city. Your neighborhood is the second circle.

Many neighborhoods make up the second circle. Your town or city is in the state of Missouri. Missouri is only one of

fifty states that make-up the United States. Missouri and the United States are two larger circles.

Does the circles stop here? Of course not. They go on and on. And each one gets bigger.

The United States is on the continent of North America and North America is one of seven continents on the planet - your planet - Earth. The world, or earth, is part of the universe.

### STARJ PROJECTOR

#### SLIDE 1 - INTRODUCTION TO HOLLENBECK JUNIOR HIGH SOCIAL STUDIES

In our district goals and objectives, we stress the teaching of these five content areas:

1. Political Science
2. Geography
3. Sociology
4. Economics
5. History

The following room displays are all designed by my students. They do everything from gathering materials, drawing up preliminary plans, to the final displaying on the wall or bulletin board.

#### SLIDE 2 - HISTORY WALL DISPLAY

The history display includes parchment copies of the Constitution, Declaration of Independence, Gettysburg Address, Maps of Civil and Revolutionary War Battlefields and pictures dealing with topics from American History. These pictures include:

1. Boston Tea Party
2. Midnight Ride of Paul Revere
3. Independence Hall
4. Signing of the Constitution



SLIDE 3 - GEOGRAPHY WALL DISPLAY

The Geography wall display on the side wall is a political map of the world showing the location of the continents, oceans and countries of the world. This map offers a springboard to introduce our Map and Globe unit at the beginning of the school year.

SLIDE 4 - PARENT NIGHT BOOTH DISPLAY

The persons in the picture are my department chairman Neil Berry and a colleague, Lyn Estill.

This display was designed by one of my students after I gave him a copy of my scope and sequence section of my paper. I explained to him I wanted a display to go along with it, and he designed this exhibit for the social studies booth at Parent Orientation Night.

If you will notice in the background he took the five content areas stressed in our curriculum and designed the wall displays to coordinate with subject matter taught in seventh grade social studies. (Review those five content areas: Political Science, Geography, Sociology, Economics, and History.)

Some of the items displayed are:

1. Felt flags of the world.
2. Poster showing examples of geographical terms.
3. All our basic texts and supplementary materials were displayed.
4. Souvenirs from England, France, Holland, Greece, Germany and Japan were displayed.
5. The Missouri flag was draped in front of the booth for our unit on Missouri History and Constitution.

(Refer to content section of curriculum guide - read the following synopsis for Grade 7.)

GRADE 7History and Culture of the Eastern Hemisphere

Seventh grade social studies includes the growth of civilization from prehistoric times to present, with an emphasis upon the contributions of past civilizations.

The historical development, economic importance and political significance of the entire geographical area of the eastern hemisphere, or the Old World is covered. This includes the continents of Europe, Asia, Africa, and Australia. (Includes the Missouri Constitution)

SIDE 6 - ARCHEOLOGY SIMULATION GAME

1. In the seventh grade we did a simulation game called "Going On A Dig." Each class divided into four groups and constructed their own culture. It could be any period of time - past, present, or future. It could be fiction or non-fiction.
2. After they gave their culture a name, they had to create the following:
  - a. system of government
  - b. economic system
  - c. religion
  - d. type of clothing
  - e. shelter to live in
  - f. design an educational system.
  - g. physical characteristics of the people
3. Then they made artifacts representing their culture. Their imaginations ran wild. The physical characteristics included - green hair, one eye, fins for feet, etc.
4. Next they had to break up their artifacts and bury them. The other classes

took the role of archeologists. Dug them up, pieced the artifacts back together and reconstructed the culture.

5. The groups then presented their findings in narrative form, as well as oral presentations.

#### SLIDE 7 - GREEK HISTORY WALL DISPLAY

Our Greek History wall display concentrated on these major themes of Ancient Greece:

- a. Greek architecture
- b. Greek mythology
- c. Greek alphabet
- d. Idea of democracy
- e. Greek theatre

#### SLIDE 8 - GREEK HISTORY WALL DISPLAY CONTINUED

The poster showing the Parthenon and the three styles of Greek architecture was drawn by one of my students.

#### SLIDE 9 - SEVENTH GRADE CLASSROOM

The wall display of felt flags of the world are some of the projects that my students are assigned to complete after they do research papers on that specific country.

#### SLIDE 10 - EIGHTH GRADE SOCIAL STUDIES CURRICULUM

The eighth grade social studies program is an objective study of the social, economic and political systems that have influenced the development of the United States.

The emphasis is on the forces which have shaped the patterns of American history from the first Americans through civil war times.

SLIDE 10 - EIGHTH GRADE SOCIAL STUDIES CURRICULUM CONTINUED

The bulletin board in the background titled "Colonial Days," shows the style of architecture, furniture, school, family and social life during the colonial period of history.

On the bulletin board is a hand-woven purse made by one of my students to fulfill their project requirement for the quarter.

FOREGROUND - IN CLASSROOM - STUDENTS ARE MAKING QUESTIONNAIRES

We took some time out during our Colonial Days unit to cover the Presidential election. Here the students are busy formulating a questionnaire that they plan to send to students, faculty and parents regarding their presidential preference.

SLIDE 11 - NOMINATING SPEECHES FOR ELECTION '80

Susan and Jim are giving their nominating speech for Reagan and Carter before the election tomorrow.

SLIDE 12 - ELECTION '80 WALL DISPLAY

The Election '80 bulletin board display was divided into two sides

Republican

Democrats

The students visited local election headquarters and brought posters, ballots, signs and campaign buttons for national, state and local elections.

SLIDE 13 - ABSENTEE BALLOT ON ELECTIONS WALL DISPLAY

The pink sheets at the bottom are sample ballots for the upcoming election. Since my husband voted absentee, I was able to bring in his ballot to show the students the kind now being used in the voting machines in St. Charles County. (Used for the first time this year.)

SLIDE 14 - STUDENT VOTING ON ELECTION DAY

The voting booths were set up in the lobby and each student in our school had the opportunity to vote for President, Vice-President, and State Governor.

The next slide did not come out. After the election results were finalized, the students took down the election 80 wall display except for the sign - This Is Reagan Country.

SLIDE 15 - NINTH GRADE SOCIAL STUDIES CURRICULUM

This course covers the people from the Civil War to present times. Skills include collecting and using information, using the library, giving and listening to student reports and writing research papers. Here Mr. Ricker is lecturing about the causes of the Civil War. The confederate flag and projects in the foreground are some of his students Civil War projects. Mr. Ricker teaches ninth graders.

SLIDE 16 - CIVIL WAR BULLETIN BOARD

The bulletin board stresses the differences between the north and south, which later led to war. The students are preparing a debate on these issues, specifically, the issue of slavery.

SLIDE 17 - DEBATE ON THE ISSUE OF SLAVERY

These ninth graders are debating over the issue of slavery. They are divided into two groups, both presenting and defending their ideas.

SLIDE 18 - NINTH GRADE PROJECT

Here a ninth grade student of Mrs. Moeller is showing his replica of a southwestern Indian dwelling. It is called a "pueblo."

SLIDE 19 - LINCOLN DAY FESTIVITIES

This display was made by students to promote the Lincoln Day festivities coming up next. As a department, we sponsored a "Meet President Lincoln Day" for all 8th and 9th grade students. The next series of slides show the diligent, creative, and artistic students I work with.

SLIDE 20 - PROMOTION BANNER ON FRONT LOBBY

Our social studies classes were responsible for the entire proceedings of the day. They scheduled the chorus, band and sent out invitations to local dignitaries. They decorated the gym, auditorium, hallways, dressing room and reception area in a red, white and blue theme.

Later in the day they held press conferences with the President. The students took the roll of reporters, asking him questions about the country as if they were living in 1864.

SLIDE 21 - POLITICAL CONVENTION

We held a political convention in the gym and each class was assigned seats. Example: Sylvia Delegation, Horn Delegation, Wright Delegation, etc.

SLIDE 22 - MEDLEY OF PATRIOTIC MUSIC BY THE NINTH GRADE CHORUS

Our chorus sang Battle Hymn, Grand Ole Flag and other tunes which helped to set the tone of the assembly.

(Note the banners on the gym wall - another class project completed by our students.)

SLIDE 23 - HAIL TO THE CHIEF!

The students stood and the band played "Hail to the Chief" as the President entered the convention.

SLIDE 24 - DSGNJARGES PRESENT AT THE CONVENTION

Dr. Henderson

Dr. Rebores

Dr. Russell

Mr. Oetting

Mr. Grimes

Mrs. Richard

SLIDE 25 - PRESIDENTIAL SPEECH

President Lincoln gave a speech expressing the problems facing our country as if we were living in 1864.

(Please note the split rail fence surrounding the stage. Our principal, Mr. Gronfeldt, and his sons split the rails and displayed the fence for us.)

SLIDE 26 - PRESIDENTIAL SPEECH

The students assembled in the auditorium for press conferences. Here they were able to ask the President questions they formulated as they studied his life.

SLIDE 27 - RECEPTION HELD BY THE HOME ECONOMICS DEPARTMENT

Our Home Economics department held a reception for President Lincoln and the dignitaries.

They baked and served Vermont Maple Cookies, Southern Praline Bars, and Snickerdoodles.

Also served was an American Flag cake with the thirty-six stars decorated in the red, white and blue theme.

SLIDE 28 - HOSTESSES DRESSED IN CIVIL WAR DRESSES

Our Hostess were dressed in long dresses symbolic of this period of history.

SLIDE 29 - DOGNJARGES AT THE RECEPTION

Talk about the Jefferson Award and Dr. Henderson.

SLIDES 30 and 31 - CHORAL CONCERT FOR THE AMERICAN HOSTAGES

Our choral concert this year was dedicated to the release and future happiness of the fifty American hostages held in Iran. Since the music followed an American History theme, I volunteered some of my students to research, write and present the narration for the program. They went to the library and researched these topics:

- a. Westward Movement
- b. Slavery
- c. Birth of Jazz
- d. Country Music
- e. World War II
- f. George M. Cohan
- g. Iranian Crisis

During Christmas my classes sent Mr. and Mrs. Sickman a floral arrangement of yellow roses and wrote a letter expressing their concern for Rocky and his family.

Rocky was invited to the concert and a special song written by one of my students was sung and dedicated to him. It was based on the song Green, Green Grass of Home.

SLIDE 32 - GRAPHICS

This next project came about during one of my map and globe units. Many students had a difficult time finding their way around our building,



so with the help of two volunteer artists, Peggy Keim and Marcia Kanyuck, we designed and painted the following graphics in the hallways of Hollenbeck.

OFFICE - This graphic was done by the architect when the building was constructed. We tried to carry on the same color scheme throughout the building. (orange - with block letters)

SLIDE 33 - Cafeteria with a rainbow over it. Also, in the cafeteria we painted the words "cafeteria" with a butterfly and ladybug next to it.

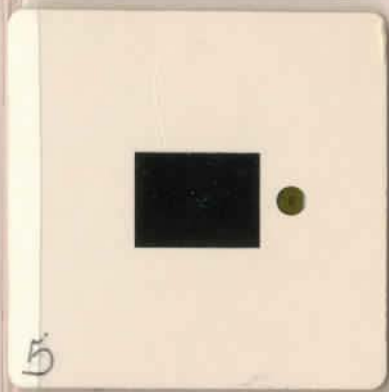
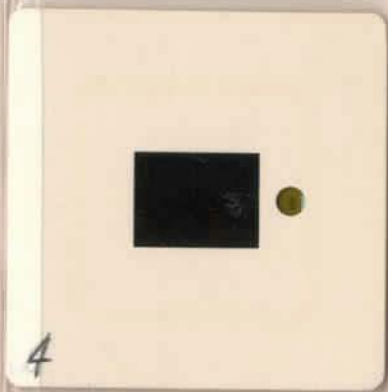
SLIDE 34 - Shop enclosed in a screwdriver.

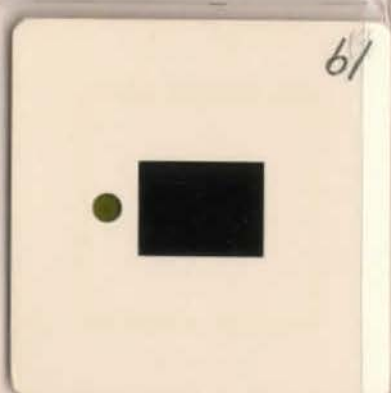
SLIDE 35 - Art next to the art rooms.

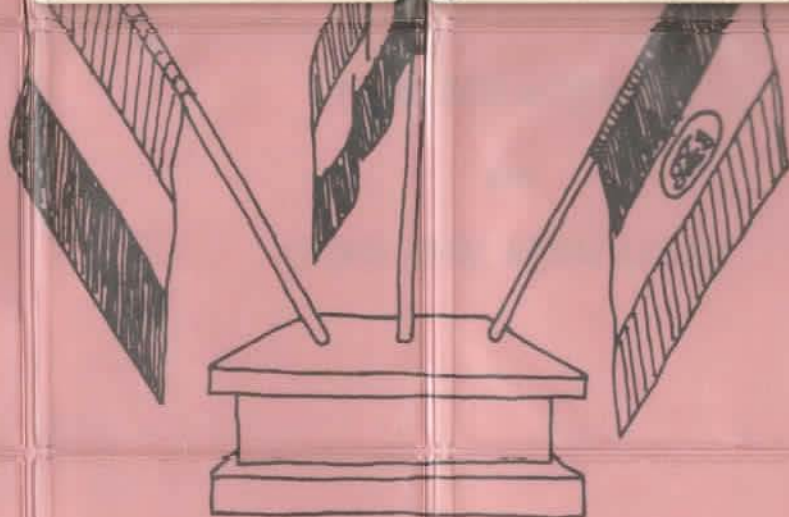
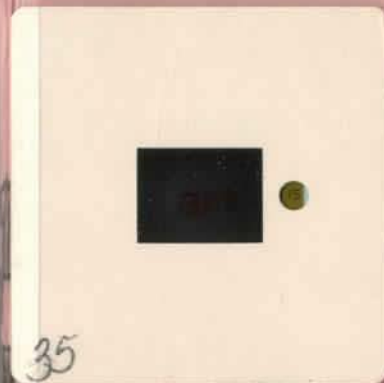
SLIDE 36 - Band outside the bandroom. Also, a sheet of music with an eighth note for chorus, and tennis shoes on top of the block letters "gym." The library slides, as well as, the gym and chorus slides did not develop properly.

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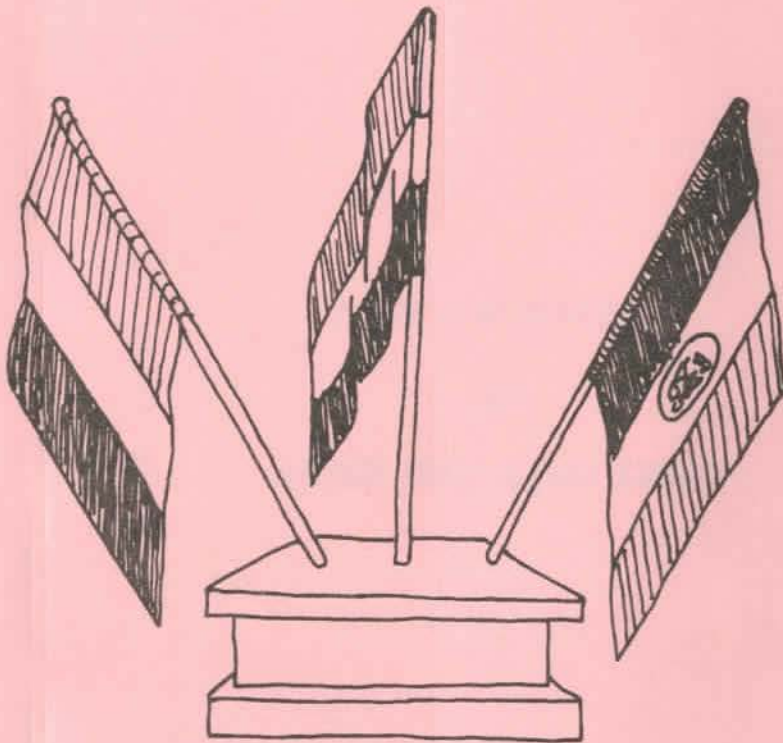


CURRICULUM MATERIALS

for

SEVENTH GRADE SOCIAL STUDIES

APPENDIX



CURRICULUM MATERIALS  
for  
SEVENTH GRADE SOCIAL STUDIES



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SOUND FILMSTRIPS

located in the Hollenbeck Library

- S/F 1 FRANCE - NAIONS OF TODAY - 4 filmstrips and 2 records  
 Livelihood  
 Paris  
 Geography  
 History
- S/F 2 ANCIENT GREECE: CRADLE OF WESTERN CULTURE - 6 filmstrips and 3 records  
 The Aegean Era  
 Age of Migration and Early Settlement  
 The Rise of the City States  
 The Golden Age: Ascendancy of Athens  
 The Golden Age: The Greek Wars and the Decline of Athens  
 The Rise of Macedonians: Power and the Hellenistic Age
- S/F 5 LOVING IN CHINA TODAY - 4 filmstrips and 2 records  
 Land of Change and Growth  
 Resources, Industries, Transportation and Communication  
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- S/F 6 THIS IS THE SOVIET UNION - 4 filmstrips and 2 records  
 Agriculture in the Soviet Union  
 Urban centers and Historical Background  
 The Land and Climate of the Soviet Union  
 Housing in the Soviet Union (missing)
- S/F 7 GREEK MYTHOLOGY - 6 filmstrips and 3 records, with teacher's guide  
 Why We Study It?  
 Origins of the Gods  
 The Olympic Gods - part 1  
 The Olympic Gods - part 2  
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 Legendary Heroes
- S/F 8 JAPAN: EMERGENCE OF A MODERN NATION - 3 filmstrips and 3 records  
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 Part 3

- S/J 9 THE ROMAN WAY OF LIFE - 4 filmstrips - 2 records - Teacher's Guides  
 The People of Rome  
 The Religion of Rome  
 Roman Communities and Homes  
 Roman Architecture and Art.
- S/J 10 MILESTONES TO MODERN CIVILIZATIONS - Group 1 - 6 filmstrips - 3 cassettes  
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 Europe's Awakening  
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 The Age of Revolutions  
 The Napoleons and Modern Imperialism  
 The Modern Era
- S/J 12 JAPAN - OLD AND NEW - 8 filmstrips - 4 cassettes  
 Hiroshima - the Rebuilding of Japan's Cities  
 Religion  
 Daily Life  
 Economic Life  
 Recreation  
 Education  
 Old Japan  
 The Countryside
- S/J 13 GREAT BRITAIN: A REGIONAL STUDY 4 filmstrips - 2 cassettes  
 What is Great Britain?  
 Land, Features and Cities  
 Resources, Agriculture and Industry  
 Life in Great Britain
- S/J 14 THE INDUSTRIAL REVOLUTION - 2 filmstrips - 2 cassettes  
 Part 1  
 Part 2

- S/J 15 RELIGIONS AROUND THE WORLD - 4 filmstrips - 2 records  
 Understanding Hinduism  
 Understanding Buddhism  
 Understanding Shintoism  
 Understanding Islamism
- S/J 42 THE HUMAN ADVENTURE - 5 filmstrips - 5 records - 6 posters - Teacher's guide  
 Art  
 Hunger  
 Communication  
 Education  
 War
- S/J 60 ARCHAEOLOGICAL DIG AT JELL GESER - 3 filmstrips - 3 cassettes - 1 guide  
 Part 1 - Archaeological in the Mediterranean World  
 Part 2 - Field Methods  
 Part 3 - Handling and Analysis of Finds
- S/J 62 HIROSHIMA DECISION - WAS THE USE OF THE A-BOMB NECESSARY?  
 1 filmstrip  
 1 record  
 1 Teacher's Guide
- S/J 63 HITLER AND THE GERMANS  
 1 filmstrip  
 1 record  
 1 Teacher's Guide
- S/J 67 SEEING SOUTHERN AFRICA - 4 filmstrips - 2 records - 1 guide  
 Part 1 Land and People  
 Part 2 History and Culture  
 Part 3 Farming, Hunting and Herding  
 Part 4 Manufacturing, Mining and Commerce
- S/J 69 THE RUSSIAN REVOLUTION OF 1917 - 4 filmstrips - 2 records - 1 guide  
 Part 1 The Russian Peasantry  
 Part 2 The Effects of World War I  
 Part 3 Overview of the Revolution  
 Part 4 The Bolshevik Rise to Power
- S/J 72 SEEING OUT A NEWSPAPER - 1 filmstrip - 1 cassette - 1 guide

S/J 93 MOSAIC OF PROGRESS - SOUTH AFRICA TODAY

1 filmstrip

1 cassette

Wall chart with map and Teacher's Guide

S/J 91 MISSOURI CONSTITUTION - BACKGROUND TO THE CONSTITUTION

1 filmstrip

1 cassette

S/J 88 SOUTHEAST ASIA: THE INDOAN SUBCONTINENT - 5 filmstrips - 5 cassettes

The Physical Base

The Economic Base

Religion and Culture

The Villages

The Cities

S/J 90 EUROPE: THE LOW COUNTRIES 6 filmstrips - 6 cassettes - Teachers' Guide

Geography of the Low Countries

Agriculture of the Low Countries

Living in the Low Countries

Reshaping the Low Countries

Cheesemaking in the Netherlands

Economics of the Low Countries

FOUNDS ONLY - HISTORY DRAWER

- A 1 - King Henry VIII
- A 2 - Chief Roman Deities
- A 3 - Po Valley and the Alps
- A 4 - Villages in Greece
- A 5 - People of Yugoslavia
- A 6 - Exploring Ancient Egypt
- A 13 - The Town and Its Guilds
- A 14 - The Medieval Manor
- A 15 - Farmers of Portugal
- A 16 - The Crusaders and Their Significance
- A 17 - Rhone Valley in France
- A 18 - The Knight and His Training
- A 19 - Two Spanish Towns
- A 20 - Granada
- A 21 - Toledo, Fortress City of Spain
- A 22 - Our Heritage from the Renaissance
- A 25 - Living in Ancient Rome
- A 27 - Architecture of Rome
- A 28 - Rome: The City
- A 29 - Julius Caesar: Politician and Dictator
- A 30 - Great Accomplishments of the Roman Empire
- B 7 - Creativity and Change in the Middle Ages
- B 8 - The Middle East: Wellspring of Progress
- B 9 - The Meeting of East and West
- B 10 - Nationalism and the World's Balance of Power
- B 11 - The Renaissance



39 LMS STRIPS ONLY - HISTORY DRAWER

- B 12 - Milestones on the Road to Democracy  
 B 19 - Our Heritage from the Moslem Empire  
 B 20 - Our Heritage from Rome  
 B 21 - Our Heritage from Egypt  
 B 22 - Our Heritage from the Middle East  
 B 23 - Our Heritage from the Byzantine Empire  
 C 1 - How Russians Get Their News ( Guides )  
 C 7 - The River Cultures - Mesopotamia  
 C 8 - The River Cultures - Egypt  
 C 9 - The Old Stone Age  
 C 10 - The New Stone Age  
 C 11 - Life in Egypt  
 D 1 - The Theatre and Its Plays  
 D 2 - Life of William Shakespeare  
 D 3 - England during the Reign of Elizabeth  
 D 4 - Life in Elizabethan London  
 D 5 - Our Heritage of Greece  
 D 6 - Our Heritage of Medieval England

MULTIMEDIA LEARNING AIDS

Found in the Hollenbeck Library

ANCIENT CIVILIZATIONS: EGYPT

- 1 filmstrip
- Duplicating masters
- Transparencies
- Teaching Guide

ANCIENT CIVILIZATIONS: GREECE

- 1 filmstrip
- Duplicating masters
- Transparencies
- Teaching Guide

ANCIENT CIVILIZATIONS: ROME

- 1 filmstrip
- Duplicating masters
- Transparencies
- Teaching Guide

THE SOVIET UNION IN THE 20th CENTURY

- 1 filmstrip
- Duplicating masters
- Transparencies
- Teaching Guide

CLASSROOM RESEARCH AIDS

ROME CAPSULE WORLD WAR II

- 2 filmstrips
- 1 record
- 7 paperback books
- World War II Documents
- Map - Time Chart
- Teacher's Guide

PROBATION MATERIALS

Children's English, P. H. and J. H. 1976

Learning to Read, P. H. and J. H. 1976

How to Read, P. H. and J. H. 1976

The World of Reading, P. H. and J. H. 1976

The World of Writing, P. H. and J. H. 1976

SUPPLEMENTARY MATERIALS

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

BASIC TEXTBOOKS

AND

SUPPLEMENTARY MATERIALS

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

Reading for Pleasure, Educational Research Council, 1976

TEXTBOOKS AVAILABLE

Eastern Lands, Allyn and Bacon, 1966.

Exploring the Old World, Follet, 1965.

Man - His World and Cultures, Benefic Press, 1974.

The Human Adventure, Field Enterprises, 1970.

The Ways of Man, The Macmillan Company, 1971.

SUPPLEMENTARY MATERIALS

Ancient Civilization, Educational Research Council, Allyn and Bacon, 1971.

African Crafts, Young Readers Press Corporation, 1973.

Building the Constitution, Post Dispatch, 1966.

Cambridge Work-a-Text, Eastern Hemisphere, 1966.

Cram's Atlas, Crams Company, 1973.

Digging into the Past, Piffin, 1974.

Directed Activities, Exploring the Old World, Follet, 1962.

Four World Views, Educational Research Council, Allyn and Bacon, 1971.

Greek and Roman Civilization, Field Educational Research Council, 1971.

Heroes, Monsters of Greek Myths, Scholastic, 1967.

Looking Backward, Perfection Form Company, 1974.

Map and Globe Skills, SRA Kit, 1964.

Medieval Civilization, Educational Research Council, Allyn and Bacon, 1971.

Middle East, AEP Booklets, 1965.

Show-Me Missouri, Benefic Press, 1975.

Simplified Constitution, Webster, .

State and Local Government, Scholastic Book Services, 1977.

Study Lessons in Map Reading, Follet, 1965.

World History Study Lessons Unit 1 - Ancient Times to Middle Ages, Follet, 1966.

World History Study Lessons Unit 2 - From Middle Ages to Modern Times, Follet, 1966.

SUPPLEMENTARY MATERIALS (continued)

- World History Study Lessons Unit 3 - The Rise of Democracy, Follet, 1966.  
 World History Study Lessons Unit 4 - The Industrial Revolution, Follet, 1966.  
 World History Study Lessons Unit 5 - French Revolution and Napoleon, Follet, 1966.  
 World History Study Lessons Unit 6 - The Expansion of Democracy, Follet, 1966.  
 World History Study Lessons Unit 7 - Nationalism and Imperialism, Follet, 1966.  
 World History Study Lessons Unit 8 - World War 1 to World War 2, Follet, 1966.  
 World History Study Lessons Unit 9 - The World Since 1945, Follet, 1966.  
 World Geography Readers, Charles E. Merrill Books, 1961. (paperbacks)

China

USSR

India

Italy

LEARNING RESOURCES

- Ancient Civilizations: Egypt  
 1 filmstrip  
 Duplicating masters  
 Transparencies  
 Teaching Guide
- Ancient Civilizations: Greece  
 1 filmstrip  
 Duplicating masters  
 Transparencies  
 Teaching Guide
- Ancient Civilizations: Rome  
 1 filmstrip  
 Duplicating masters  
 Transparencies  
 Teaching Guide
- Drama of Social Studies - Set 1: Intermediate Level

LEARNING GOALS (continued)

Geography of Europe - part 11, Educational Insights, Inc.

Instructo Teaching Transparencies - Introduction to Longitude and Latitude

The Soviet Union in the 20th Century

1 filmstrip

Duplicating masters

Transparencies

Teaching Guide

Time Capsule World War 11

2 filmstrips

1 record

7 paperback books

World War 11 Documents

Map/Time Chart

Teacher's Guide

SRA - Deminsions in Reading: An American Album

1984

- "Western Paintings" - wall display
- "Western Manuscripts" - bulletin board display
- "Classic Figures of Africa" - wall display
- The Pharaohs
- The Nile
- The Pyramids
- The Sphinx
- The Great Wall of Africa
- "Early African (Cave Paintings)" - wall display
- "Life in Africa" - bulletin board
- "Great African Today" - wall map and chart
- "African Clothing (Kente Cloth)" - wall display
- "West African (Masks)" - bulletin board display

**BULLETIN BOARD MATERIALS  
AND  
ROOM DISPLAYS**

1985

- "World Geography" - wall display
- "Great and Small World and Continents" - wall display
- "History of the American People" - newspaper display

1986

- "The American - History of the West" - bulletin board

1987

- "China" - bulletin board
- "Asian Culture" - wall display
- "Japan" - bulletin board
- "Japanese Life" - bulletin board
- "Mandarin Language" - wall display

AJRCA

"African Heritage" - wall posters

"African Instruments" - bulletin board display kit

"Climatic Regions of Africa" - wall charts

Hot Deserts

Temperate Grasslands

Savanna Grasslands

Equatorial Forest Regions

"Early African Civilization" - wall chart

"Life in Africa" - Jackdaw kit

"South Africa Today" - wall map and chart

"Twentieth Century Afro-Americans" - wall chart

"West African Countries" - bulletin board display

ANCIENT GREECE

"Greek Democracy" - wall chart

"Greek and Roman Gods and Goddesses" - wall display

"Greece / Mediterranean Lands" - comparison chart

ARCHAEOLOGY

"Tutankhamen - Discovery of the Tomb" - Jackdaw kit (2)

ASGAChina

"China" - Jackdaw Kit (3)

"China Culture" - wall chart

Japan

"Japanese Life" - Bulletin board kit

"Hiroshima Decision" - wall display (2)



AS9A - (continued)Soviet Union

"Russia to 1917" - bulletin board kit

EGYPT AND THE MIDDLE EAST

"Ancient Egypt Time Line" - wall chart (2)

"The Arabs" - Jackdaw Kit

EUROPE

"Customs, Dress and Flags of Europe" - wall chart and historical map

"Flags of Europe" - student made wall display of felt flags

"Mediterranean Lands" - comparison chart of Mediterranean countries

Great Britain

"Industrial Revolution" - wallchart (2)

Soviet Union

"Russia to 1917" - bulletin board kit

GOVERNMENT

"Foundations of Freedom" - wall posters

"Historical Freedom" - wall posters

MAP AND GLOBE SKILLS

"Climatic Regions of the World" - wall charts

Hot Deserts

Temperate Grasslands

Savanna Grasslands

Equatorial Forest Regions

Superior Wall Maps "24" x "36"

Africa

Asia

MAP AND GLOBE SKILLS (continued)Wall Maps

Australia

Islands of the Pacific and Their Discoverers

The Vietnam Conflict

MIDDLE AGES

"Black Death" - Jackdaw Kit

"Magna Carta" - Jackdaw Kit

"Medieval Monasticism" - wall chart (2)

"Medieval Village" - wall chart (2)

"Plague and Fire of London" - Jackdaw Kit

"1066" - Jackdaw Kit (2)

"Tower of London" - Jackdaw Kit

"Wall Posters of the Middle Ages: Life Style, Events and Coat of Arms"

PROMISIVE MAN

"Evolution of Early Man" - wall chart

"Stone Age People" - wall chart

WORLD RELIGION

"Islam, Buddhism, Confucianism and Hinduism" - student made wall display

"World Religions and Philosophies" - wall chart

ARTS

- The World's Greatest Art - International and modern, Bulletin 1974
- The World's Greatest Art - part 1, modern only, Bulletin 1974

ARTS AND SCIENCE

- Art and Science - comparison and contrast, Bulletin 1974
- Art and Science - science only, Bulletin 1974

ARTS AND HISTORY

- Art - part 1, International and modern, Bulletin 1974
- Art - part 2, International and modern, Bulletin 1974

ARTS

- Art - World's Greatest Art, International and modern, Bulletin 1974

ARTS

- Art - World's Greatest Art, International and modern, Bulletin 1974

**INSTRUCTIONAL MATERIALS**

Transparencies  
and  
Duplicating Books

ARTS AND SCIENCE

- Art and Science - comparison and contrast, Bulletin 1974

ARTS

- Art - International and modern, Bulletin 1974
- Art - modern only, Bulletin 1974
- Art - science only, Bulletin 1974
- Art - International and modern, Bulletin 1974
- The World's Greatest Art and International, Bulletin 1974

ARTS

- Art - part 1, modern only, Bulletin 1974
- Art - part 2, modern only, Bulletin 1974

AFRICA

The African Experience - Transparencies and masters, Milliken, 1971.

The Black Experience - part 1, masters only, Milliken, 1971.

ANCIENT GREECE

Ancient Greece - Transparencies and dittos, Milliken, 1971.

Ancient Greece - dittos only, Milliken, 1971.

ANCIENT ROME

Rome - book 1, Transparencies and dittos, Milliken, 1971.

Rome - book 2, Transparencies and dittos, Milliken, 1971.

CHINA

China - Teacher Transparency Workbook with duplicating masters, VMS, 1974.

ECONOMICS

Economics - Action Pack Duplicating Masters Kit from McDonald's.

EXPLORATION AND DISCOVERY

Exploration and Colonization - part 1, Transparencies and dittos, Milliken, 1971.

MAPS - OUTLINE

Africa - Transparencies and masters, Hayes, 1970.

Africa - masters only, Hayes 1970.

Asia - masters only, Hayes, 1970.

Europe - Transparencies and masters, Hayes, 1970.

The World - Masters and Transparencies, Milliken, 1970.

MAP READING

Asia - part 1, masters only, Milliken, 1970.

Asia - part 2, masters only, Milliken, 1970.

MAP READING - (continued)

Europe - part 1, Transparencies and masters, Milliken, 1970.

Europe - part 2, Transparencies and masters, Milliken, 1970.

Getting Acquainted With Our World - Masters only, Milliken, 1971.

Making Inferences from Maps - Transparencies and masters, VMS, 1971.

Map Reading Skills - Transparencies and masters, VMS, 1971.

The World - part 1, Transparencies and masters, Milliken, 1971.

The World - part 2, Transparencies and masters, Milliken, 1971.

MIDDLE AGES

Medieval Period - book 1, Transparencies and masters, Milliken 1971.

MISSOURI CONSTITUTION

State and Local Government - Skills Spirit Masters, Scholastic Books, 1975.

RENAISSANCE

The Italian Renaissance - book 1, Transparencies and masters, Milliken, 1971.

RUSSIA

Russia - Transparencies and masters, Milliken, 1971.

Russia Today - Masters only, Milliken, 1971.

VALUES

World Culture - Ideas in Action - Skills and Evaluation Package (with masters)  
Prentice - Hall, 1977.

WORLD CULTURES

World Cultures - Ideas in Action - Skills and Evaluation Package (with masters)  
Prentice - Hall, 1977.

WORLD GEOGRAPHY

Focus on World Geography - Independent Activities, Masters, Milliken, 1974.

Geography of Europe - Hayes, 1971.

Man - His World and Cultures, Benefic Press, 1974.

WORLD HISTORY

Ancient History Through the Middle Ages - Ideal, 1971.

European History Renaissance To the Present - Ideal, 1971.

History of Our Old World Background - Hayes, 1974.

Section 1 - [Faint Title]

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Section 2 - [Faint Title]

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Section 3 - [Faint Title]

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MAPS

Section 4 - [Faint Title]

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Section 5 - [Faint Title]

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MAPS

Outline Maps - Erasable Vito-Graphic Chalk - Benefic Press, Chicago, Illinois.

Asia (2)

Europe (2)

World (1)

Outline Maps - Wall Poster Series - Denoyer - Geppert.

Africa (2)

Ancient World (1)

Asia (2)

Europe (3)

World Map (3)

Physical - Political Maps

World

Rand McNally, 1971.

Cram's World Map

Denoyer-Geppert (2)

Relief Maps

Europe

Denoyer - Geppert #15012

Denoyer - Geppert #11002

Asia

Denoyer - Geppert #11003

Series of Denoyer - Geppert Maps

World Origins of Man (2)

Changing Ways of Living 3000 B.C. - A.D. 1 (2)

Bronze Age

Ancient Empires to 200 B. C.



Series of Denoyer - Geppert Maps - (Continued)

Ancient Times circa A. D. 100.

Barbarian Invasions and World Religions to 600 A. D.

World Relations

State Map of Missouri - (2)

Persons Sidelined - and some unemployable

1973-1975

April 1, 1973 - James Schickler  
 May 1, 1973 - James Schickler  
 October 26, 1973 - James Schickler  
 November 26, 1973 - James Schickler

1976

January 26, 1976 - James Schickler  
 March 2, 1976 - James Schickler  
 April 6, 1976 - James Schickler  
 April 16, 1976 - James Schickler  
 April 23, 1976 - James Schickler  
 April 30, 1976 - James Schickler  
 May 1, 1976 - James Schickler

1977

April 24, 1977 - James Schickler  
 April 27, 1977 - James Schickler  
 April 29, 1977 - James Schickler  
 April 30, 1977 - James Schickler  
 April 30, 1977 - James Schickler  
 May 5, 1977 - James Schickler  
 May 19, 1977 - James Schickler  
 September 3, 1977 - James Schickler  
 September 3, 1977 - James Schickler  
 December 1, 1977 - James Schickler  
 December 15, 1977 - James Schickler

PERSONSCALS

1977

December 2, 1976 - James Schickler  
 December 16, 1976 - James Schickler  
 December 19, 1976 - James Schickler

1977

January 13, 1977 - James Schickler  
 January 26, 1977 - James Schickler  
 January 27, 1977 - James Schickler  
 February 10, 1977 - James Schickler  
 February 24, 1977 - James Schickler  
 March 1, 1977 - James Schickler  
 March 10, 1977 - James Schickler  
 March 26, 1977 - James Schickler

January 13, 1977 - James Schickler  
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 January 28, 1977 - James Schickler  
 January 31, 1977 - James Schickler  
 February 14, 1977 - James Schickler  
 February 23, 1977 - James Schickler  
 February 25, 1977 - James Schickler  
 March 7, 1977 - James Schickler  
 March 9, 1977 - James Schickler  
 March 14, 1977 - James Schickler  
 March 21, 1977 - James Schickler  
 April 6, 1977 - James Schickler

Junior Scholastic and Search catalogued by dates1973 - 1975

April 9, 1973 Junior Scholastic  
 May 2, 1974 Scope  
 October 28, 1975 Junior Scholastic  
 November 28, 1975 Junior Scholastic

1976

February 24, 1976 Junior Scholastic  
 March 2, 1976 Junior Scholastic  
 March 9, 1976 Junior Scholastic  
 March 9, 1976 Search  
 March 23, 1976 Junior Scholastic  
 April 6, 1976 Junior Scholastic  
 May 4, 1976 Junior Scholastic  
 September 23, 1976 Junior Scholastic  
 December 2, 1976 Junior Scholastic  
 December 16, 1976 Search  
 December 16, 1978 Junior Scholastic

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January 13, 1977 Junior Scholastic  
 January 20, 1977 Junior Scholastic  
 January 27, 1977 Junior Scholastic  
 February 10, 1977 Junior Scholastic  
 February 24, 1977 Junior Scholastic  
 March 3, 1977 Junior Scholastic  
 March 10, 1977 Junior Scholastic  
 March 24, 1977 Junior Scholastic

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March 31, 1977 Junior Scholastic  
 April 7, 1977 Junior Scholastic  
 April 7, 1977 Search  
 April 21, 1977 Junior Scholastic  
 April 21, 1977 Search  
 April 28, 1978 Junior Scholastic  
 May 5, 1977 Junior Scholastic  
 May 19, 1977 Junior Scholastic  
 September 7, 1977 Current Events  
 September 8, 1977 Junior Scholastic  
 December 1, 1977 Junior Scholastic  
 December 15, 1977 Junior Scholastic

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January 12, 1978 Junior Scholastic  
 January 19, 1978 Junior Scholastic  
 January 26, 1978 Junior Scholastic  
 February 9, 1978 Junior Scholastic  
 February 16, 1978 Junior Scholastic  
 February 23, 1978 Search  
 February 23, 1978 Junior Scholastic  
 March 9, 1978 Search  
 March 9, 1978 Junior Scholastic  
 March 23, 1978 Junior Scholastic  
 March 23, 1978 Search  
 April 6, 1978 Junior Scholastic

Periodicals - continued

1978

April 6, 1978

April 13, 1978

April 29, 1978

May 18, 1978

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Topics catalogued by dates

1. Africa
2. Archeology
3. Asia
  - a. China
  - b. India
  - c. Iran
  - d. Japan
  - e. Korea
  - f. Malaysia / Hindus
  - g. Thailand
  - h. Turkey
  - i. USSR
  - j. Vietnam
4. Careers
5. Climatology
6. Consumer Economics
7. Egypt and the Middle East
8. Europe
  - a. Great Britain
  - b. Greece
  - c. Lapland
  - d. Portugal
  - e. Switzerland
  - f. Turkey
  - g. USSR
  - h. Wales

Topics catalogued by dates

9. Map and Globe Skills

a. Brazil

b. Canada

c. Latin America

d. Mexico

e. Panama Canal

f. Skills

10. Middle Ages

11. Primitive Man

12. State Government

13. Values

14. World War II

1. AJRS&CA

- November 18, 1975 "A Dragon Village in Mali," page 2-4.  
 "Africa Today," pages 8-9.  
 "Southern Africa: Shift of Power," pages 5-7.
- February 24, 1976 "Civil War in Anglo," page 2-8.
- April 7, 1977 "Rich Nation, Poor Nation," page 16-17.
- January 19, 1978 "Morocco: A Day at the Camel Market," pages 5-7.
- March 9, 1978 Skillsquiz: Can You Read a Population Map?" page 16.  
 "War in An Ancient Land: Ethiopia," pages 2-5.
- May 18, 1978 "Rhodesia: The Way Beyond The Fence," pages 3-7.

2. ARCHAEOLOGY

- April 9, 1973 "Archeology: You Dig," pages 2-3.
- April 9, 1973 "Archeology: Meet Another Amateur Archeologist," pages 4-5.
- April 9, 1973 "Archeology: The Ghost of Sardis," pages 6-7.

3. ASSAA. China

- September 8, 1977 "Color Meets China," page 8-11.

B. India

- March 24, 1977 "Wedding Day In India," pages 10-12.

C. Iran

- February 24, 1977 "Is Iran Becoming a World Power," page 7.  
 "Skillsquiz: U. S. Oil Imports Grow," page 16.  
 "Interpret a Bar Graph," page 16.

D. Japan

- March 2, 1976 "Farewell to Manzanar," page 3 (a play)  
 "Japan: The Next Move," pages 6-8.  
 "Boy Kyoto," pages 9-11.

- D. JAPAN - (continued)  
 March 23, 1978 "Latest Word in Japan's War Against Gangs," page 23.  
 December 16, 1978 "Japan - Who's Santa Kurosui and What's He Doing for Japan?"
- E. Korea  
 April 21, 1977 "Kim So-Bang: Life of a Korean Teenager," page 12-14.  
 "Skillsquiz: Read the Korean Economics."  
 "General MacArthur You've Gone Too Far," (play)
- F. Malaysia / Hindus  
 February 23, 1978 "The Body Piercers of Kuala Lumpur," pages 5-7.
- G. Thailand  
 January 13, 1977 "Thailand," pages 13-15.
- H. Turkey  
 April 9, 1973 "Turkey," pages 8-11.
- I. U. S. S. R.  
 September 7, 1978 "Siberia," pages 11-13.
- J. Vietnam  
 February 16, 1978 "The Boat People of Vietnam," page 8.
4. Careers  
 January 13, 1977 "Careers and You: Jobs for the Future," page 18.
5. Climatology  
 March 10, 1977 "Is the Ice Age Coming," pages 2-6.  
 May 5, 1977 "Skillsquiz: Read a Weather Map," page 14.  
 April 6, 1978 "Eskimos: People of the Frozen North," pages 9-12.



6. Consumer Economics

- December 16, 1976 "When Stories Switch the Bait, Don't Bite," pages 15-16.  
 February 16, 1978 "Farmers Go On Strike," page 5.  
 February 23, 1978 "Getting Started in the Rock: Everybody's Gamble, page 8.

7. Egypt and the Middle East

- May 2, 1974 "Were There Ancient Astronauts?" page 6-11.  
 April 7, 1977 "Egypt: People of the Nile," page 5.  
 February 9, 1978 "The Middle East: What Chance for Peace?" page 3-5.  
 February 9, 1978 "An Arab Boy and Jewish Girl Speak Out?" pages 6-7.  
 February 9, 1978 "Skillsquiz: Land In Dispute, Map Skill," pages 16-17.

8. EUROPEA. Great Britain

- April 21, 1977 "It's Britains Turn To Celebrate," pages 2-5.

B. Greece

- April 9, 1973 "U.S. Trade with six Mediterranean Nations," page 16.  
 "Skillsquiz: Interpreting Charts and Graphs.

C. Wales

- February 10, 1977 "Wales: A Boy of Six Bells," pages 2-6.  
 "Skillsquiz: Great Britain and Its People."

D. Lapland

- March 9, 1976 "The Lapps: Last of the Nomads," pages 8-10.

E. Portugal

- April 7, 1977 "Ones Fernandes: Girl of the Burracas," pages 5-7.

J. Switzerland

- March 9, 1978 "Place the Language," (ethnic map), page 13.  
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