

DOCUMENT RESUME

ED 054 095

SP 007 239

AUTHOR Gaydosh, Ronald; And Others  
TITLE Social Science Curriculum Guide and Selected Multi-Media, 7-9.  
INSTITUTION Clark County School District, Las Vegas, Nev.  
PUB DATE 69  
NOTE 161p.  
EDRS PRICE EDRS Price MF-\$0.65 HC-\$6.58  
DESCRIPTORS \*Curriculum Guides, \*Geography, Grade 7, Grade 8, Grade 9, \*History, \*Junior High Schools, \*Social Sciences

ABSTRACT

GRADES OR AGES: Grades 7-9. SUBJECT MATTER: Social science; history. ORGANIZATION AND PHYSICAL APPEARANCE: The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, behavioral and long-range objectives, guide format, and descriptions of concepts. The course content is presented in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each grade level. There is also a junior high school history model which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Long-range objectives are included in the introductory material. Behavioral objectives and activities are set out in the main content of the guide. INSTRUCTIONAL MATERIALS: Multimedia materials listed for each grade include books, filmstrips, films, records, tapes, and transparencies. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

U.S. DEPARTMENT OF HEALTH,  
EDUCATION, & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY

## SOCIAL SCIENCE

A Curriculum Guide  
Levels Seven Through Nine and Selected Multi-Media

Developed by

The Department of Curriculum Services  
Clark County School District  
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn  
Superintendent

1969

ED054095

SP 007 239

## FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has placed new demands on public schools in preparing children to meet these changes. A realistic picture of the social world of the future is the planned social science program. In an attempt to spearhead this change, there has been created a new social science interest focused on the "new" social science. Today's needs and tomorrow's challenges must be met by the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, and political forces which impede normal growth and development of man and society. Students must develop wholesome attitudes toward these factors, and learn to deal with it as a phase of reality. With this thought in mind initially applied to the curriculum, we reflect our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of this curriculum to make it a curriculum and flexible enough to meet the ever changing needs of our society. It should provide the opportunity of presenting the social sciences in a rational manner. It is hoped that as a result of its utilization, there will be effectiveness and efficiency in assisting children to reach their educational goals. Those individuals who have undertaken this curriculum undertaking are to be commended for their fine professional work and the educational contribution their unique work will provide the children of the Clark County School District with a social science program.



Kenny C. Guinn  
Superintendent

## FOREWORD

However, the rapidly changing American society has placed much responsibility on the shoulders of educators to meet these changes. A realistic picture of the social world can be given to students through a well-structured curriculum. To spearhead this change, there has been created a tremendous local, state, and national effort. Today's needs and tomorrow's challenges must be met with a new structure and organization.

Factors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the modern society. Students must develop wholesome attitudes toward conflict, understand its initiatory nature, and see the use of reality. With this thought in mind initially applied to local problems, it will possibly lead to the solution of the world's larger problems.

The participation of many people in the development of this curriculum guide to make it a vital ongoing program to meet the ever changing needs of our society. It should provide teachers with the sequential guidelines in a logical manner. It is hoped that as a result of its utilization, every teacher will attain maximum success in helping children to reach their educational goals. Those individuals who have been involved in this project are thanked for their fine professional work and the educational cooperation they have exhibited. This curriculum guide will provide the Clark County School District with a social science program of continuous growth and development.

5

## ACKNOWLEDGMENTS

Much appreciation is due the members of the Social Science Curriculum Task Force for their work in developing this curriculum guide:

Mr. Ronald Gaydosh . . . . . Curriculum Consultant	Mr. Paul T. Gray
Mr. Dwight Billedeaux . . . . . Western High School	Mrs. Bernice Moran
Mrs. June Erfert . . . . . Bonanza Elementary School	Mr. Robert Zalet

Further appreciation is expressed to the members of the Social Science Multi-Media Selection Committee for identifying and selecting materials that are supportive to this guide:

Mr. Glenn Alleman, Chairman . . . Las Vegas High School	Mrs. Mary Kiese
Mr. Gary BeDunnah . . . . . J. C. Fremont Jr. High School	Mrs. Mary Louis
Mr. Phillip Cook . . . . . Rancho High School	Mr. Walter Mason
Mr. David Dwyer . . . . . Rancho High School	Mr. Kent McCom
Mr. Richard Fitzpatrick . . . . . Valley High School	Mr. John Murdoc
Mrs. Janet Frelove . . . . . Paradise Elementary School	Mr. Allen Nichol
Mr. Ward Gubler . . . . . E. W. Clark High School	Mrs. Helen Potter
Mr. J. Stuart Halliday . . . . . Rancho High School	Mrs. Mary Scritch
Mr. Hubert Hawkins . . . . . Western High School	Miss Elizabeth Sl
Mrs. Jean Hirsch . . . . . So. Nev. Voc. Tech. Center	Mr. Ralph J. Will
Mr. Jack E. Howard . . . . . Overton Elementary School	Mrs. Joyce Willis
Miss Linda Johnson . . . . . Kit Carson Elementary School	Mr. James Woolst

A special acknowledgment is extended to the following teachers who served as members of the Social Science Curriculum Task Force. A number of teachers, too numerous to mention here, who contributed meaningful reactions to this guide:

Mrs. Sandra Barclay . . . . . Rex Bell Elementary School	Miss Carol Deputy
Mr. Jim Blazzard . . . . . Park Village Elementary School	Mr. Donald Dickson
Mr. Keith Byrner . . . . . Ira J. Earl Elementary School	Mr. Robert Frei
Mrs. Louise Carlisi . . . . . Vegas Verdes Elementary School	Mr. Richard Han
Mrs. Hazel Cast . . . . . Nellis Elementary School	Mrs. Ruth Hendric
Mr. Steve Cozine . . . . . Lincoln Elementary School	Mr. John Hunt . .
Mr. H. Ray Cypret . . . . . Sunrise Acres Elementary School	Mrs. Elizabeth Jo

## ACKNOWLEDGMENTS

Science Curriculum Task Force for their willingness to put in many extra hours of work in develop-

consultant	Mr. Paul T. Gray . . . . .	Roy Martin Junior High School
School	Mrs. Bernice Moten . . . . .	William Orr Junior High School
Elementary School	Mr. Robert Zaletel . . . . .	C. C. Ronnow Elementary School

of the Social Science Multi-Media Selection Committee for the great effort they put forth in evalu-  
 ation of this guide:

High School	Mrs. Mary Kieser . . . . .	J. Harold Brinley Jr. High School
Junior High School	Mrs. Mary Louis . . . . .	C. P. Squires Elementary School
School	Mr. Walter Mason . . . . .	Valley High School
School	Mr. Kent McComb . . . . .	Henderson Jr. High School
School	Mr. John Murdoch . . . . .	Boulder City Elementary School
Elementary School	Mr. Allen Nicholson . . . . .	R. O. Gibson Jr. High School
High School	Mrs. Helen Potter . . . . .	Vegas Verdes Elementary School
School	Mrs. Mary Scritchfield . . . . .	Las Vegas High School
High School	Miss Elizabeth Sloan . . . . .	R. O. Gibson Jr. High School
Spec. Tech. Center	Mr. Ralph J. Wilde . . . . .	Doris Hancock Elementary School
Elementary School	Mrs. Joyce Willis . . . . .	Ira J. Earl Elementary School
Elementary School	Mr. James Woolston . . . . .	Tom Williams Elementary School

Following teachers who served as members of the Social Science Reaction Committee and to the large  
 number of teachers who contributed meaningful reactions to this material in its working copy form:

Elementary School	Miss Carol Deputy . . . . .	Jo Mackey Elementary School
Elementary School	Mr. Donald Dickson . . . . .	Laura Dearing Elementary School
Elementary School	Mr. Robert Frei . . . . .	John F. Miller Elementary School
Elementary School	Mr. Richard Han . . . . .	Whitney Elementary School
Elementary School	Mrs. Ruth Hendricks . . . . .	J. T. McWilliams Elementary School
Elementary School	Mr. John Hunt . . . . .	Valley High School
Elementary School	Mrs. Elizabeth Jones . . . . .	Las Vegas High School

Mrs. Lucille MacDonald . . . . .	J. T. McWilliams Elementary School	Mrs. Susan Robinson . . . . .
Mrs. Mary McDonald . . . . .	Walter Bracken Elementary School	Mrs. Bernadine Shown . . . . .
Mr. Bill Miller . . . . .	E. W. Clark High School	Mr. Oren J. Spillett . . . . .
Miss Paula Nordblom . . . . .	Rancho High School	Mrs. Adelia Tobler . . . . .
Mr. Duane A. Oaks . . . . .	Roy Martin Jr. High School	Mrs. Burietta Tolander . . . . .
Mr. David Owens . . . . .	Mountain View Elementary School	Mrs. Carrie Townley . . . . .
Mrs. Reitha Page . . . . .	Tom Williams Elementary School	Mrs. Joyce Walker . . . . .
Mr. Don Peterson . . . . .	K. O. Knudson Jr. High School	Mrs. Venetia Wallace . . . . .
Miss Katherine Redish . . . . .	C. P. Squires Elementary School	Mr. Rick Watson . . . . .

A special note of thanks goes to those members of the Social Science Reaction Committee who served as revisors of a composite of reactions from all teachers who teach the social sciences.

Mr. H. Ray Cypret . . . . . Sunrise Acres Elementary School  
 Mr. Bill Miller . . . . . E. W. Clark High School  
 Mrs. Susan Robinson . . . . . C. C. Ronnow Elementary School

The following people served in a consultant capacity to this project and we are much indebted to them for their assistance:

Dr. Robert Baker, Project Director, Southwest Regional Laboratory	Mr. O. P. Lowe, Vice-President
Miss Diane Barry, Consultant, University of California, Los Angeles	Mr. Jack Mallon, Assistant Superintendent
Dr. Barry Beyer, Director, Project Africa, Ohio State University	District
Mr. Scott Chalfant, Administrative Intern, Clark County School District	Mr. Larry Moses, Teacher, Clark County School District
Mrs. Verna Fancett, Research Associate, Social Studies Curriculum Center, Syracuse University	Dr. Milton Ploghoft, Director, Department of Education, Ohio University
Mr. Charles Fleming, Teacher Consultant, Clark County School District	Dr. Roy Price, Project Director, Department of Education, Syracuse University
Dr. John Haas, Associate Professor, Secondary Education, Utah State University	Dr. Ralph Roske, Director, Social Studies Department, Nevada State University, Las Vegas
Dr. Albert Leep, Assistant Professor, Department of Elementary Education, Ohio University	Mr. Charles Sylvestri, Personnel Consultant, Clark County School District
Mr. Monte Littell, Teacher Consultant, Clark County School District	Mr. Bernard Vidmar, Consultant, Department of Education, Clark County School District

ms Elementary School	Mrs. Susan Robinson . . . . .	C. C. Ronnow Elementary School
Elementary School	Mrs. Bernadine Shown . . . . .	Robert E. Lake Elementary School
gh School	Mr. Oren J. Spillett . . . . .	Vail Pittman Elementary School
ool	Mrs. Adelia Tobler . . . . .	Crestwood Elementary School
High School	Mrs. Burietta Tolander . . . . .	Paul Culley Elementary School
Elementary School	Mrs. Carrie Townley . . . . .	R. O. Gibson Jr. High School
Elementary School	Mrs. Joyce Walker . . . . .	Bertha B. Ronzone Elementary School
Jr. High School	Mrs. Venetia Wallace . . . . .	Rose Warren Elementary School
Elementary School	Mr. Rick Watson . . . . .	Ruby Thomas Elementary School

Social Science Reaction Committee who served as revision writers thereby formulating a total  
e social sciences.

Elementary School  
ah School  
Elementary School

to this project and we are much indebted to them for their guidance and many contributions:

nal Laboratory	Mr. O. P. Lowe, Vice-President, Mississippi State College
ca, Los Angeles	Mr. Jack Mallon, Assistant Superintendent, Cleveland Heights School
ie University	District
nty School	Mr. Larry Moses, Teacher, Clark County School District
ies Curriculum	Dr. Milton Ploghoft, Director, Cooperative Center For Social Science
nty School	Education, Ohio University
ation, Utah	Dr. Roy Price, Project Director, Social Studies Curriculum Center,
Elementary	Syracuse University
ty School	Dr. Ralph Roske, Director, Social Science Department, University of
	Nevada, Las Vegas
	Mr. Charles Sylvestri, Personnel Assistant, Clark County School
	District
	Mr. Bernard Vidmar, Consultant, Secondary Social Studies, Nevada State
	Department of Education

TABLE OF CONTENTS

RATIONALE . . . . .

TO THE TEACHER . . . . .

THE SOCIAL STUDIES AND THE SOCIAL SCIENCES . . . . .

DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES . . . . .

GLOSSARY OF TERMS . . . . .

USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING . . . . .

THE TEACHING-LEARNING PROCESS . . . . .

BEHAVIORAL OBJECTIVES . . . . .

LONG-RANGE OBJECTIVES . . . . .

GUIDE FORMAT . . . . .

GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES . . . . .

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS . . . . .

CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE  
AIMS AND OBJECTIVES . . . . .

JUNIOR HIGH MODEL—HISTORY . . . . .

TABLE OF CONTENTS

..... 1

..... 2

..... SCIENCES ..... 3

..... CORE DISCIPLINES ..... 4

..... 5

..... GUIDELINES FOR TEACHING ..... 8

..... 10

..... 11

..... 12

..... 13

..... DISCIPLINES WITHIN THE SOCIAL SCIENCES ..... 14

..... AND DESCRIPTIONS OF CONCEPTS ..... 21

..... SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE, ..... 26

..... 27

TABLE OF CONTENTS (cont'd)

HISTORY—LEVEL 7 . . . . .

HISTORY—LEVEL 8 . . . . .

HISTORY—LEVEL 9 . . . . .

TABLE OF CONTENTS (cont'd)

..... 34

..... 50

..... 64



## RATIONALE

possibility for giving the child the most realistic picture possible of his social world. Although today's youth face as adults can only be hypothesized now, they will have emerged from the future. The broad directions of change can be predicted. For this reason, the best preparation for a realistic understanding of contemporary society and the dynamics of change that are constantly re-

is to be involved at every level with basic social science concepts. The search for meaning for every child is one of the long-range goals of this Social Science Curriculum Guide. The ability to cope with his changing world is the student's responsibility. He must be able to think through problems much more logically and with much more commitment. This ability is the key to this change.

The selection of methods, skill development, and materials has determined the guidelines established. A conceptual approach with emphasis on critical thinking skills, a program reflecting all the social science disciplines, and the characteristics of this curriculum. It is intended that the teacher's firm commitment to this rationale will result in a deeper comprehension, better transfer of knowledge, and more meaningful subsequent learning.

## TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for the development, and materials that will be used. A conceptual approach, a discovery-inquiry method, skills, a program reflecting all of the social science disciplines, and the use of multimedia are the

When planning a social science lesson, start with a generalization in mind that may be used as starting point. No way expected to repeat a generalization verbatim. They will be successful if they come near understanding. Instruction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center, Syracuse. These concepts have been divided into the categories of substantive, value, and method. The eight not identified as concepts. They are envisioned as inevitable skills coming into focus as the inquiry is utilized.

Sequence has been given to the K-12 social science continuum by assigning history as the discipline. The teacher must keep in mind that emphasis should be given to this discipline at the grade levels and bring other disciplines into focus during a unit of work.

Detailed subject matter has not been placed into any sequential order. Factual information will be concepts, behavioral objectives, and multimedia used in lesson preparation. The concepts have been flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first introduced in of instruction should enable the child to arrive at the large central idea--the generalization.

## TO THE TEACHER

Curriculum guide is to establish guidelines with a concern for the approach to instruction, methods, skills to be used. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking in social science disciplines, and the use of multimedia are the major characteristics of this curriculum.

Students start with a generalization in mind that may be used as stated or may be reworded. Students are instructed to repeat the generalization verbatim. They will be successful if they come near understanding the ideas to which the instruction refers.

The curriculum was developed from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price. The curriculum is organized into three categories of substantive, value, and method. The eight techniques and aspects of method are envisioned as inevitable skills coming into focus as the inquiry method and conceptual approach is used.

The curriculum is placed on the social science continuum by assigning history as the discipline to be stressed at levels seven through nine. Emphasis should be given to this discipline at the grade levels assigned. The concepts are designed to be used throughout a unit of work.

The curriculum is not placed into any sequential order. Factual information will be determined by the concepts, sub-concepts, and multimedia used in lesson preparation. The concepts have been structured open-ended to provide flexibility to any type of school program.

Classroom instruction starts with factual material first introduced in a conceptual framework. This procedure is designed to arrive at the large central idea--the generalization.

## THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

The term social studies has traditionally been defined in reference to the social sciences. These are the scholarly fields of study of man in his social environment. These disciplines include sociology, psychology, political science, economics, history, geography, and philosophy. The social sciences are the social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the social conditions, changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from the learning, child development, and other psychological-methodological aspects of instruction.

Social studies can then be defined as the social sciences adapted and simplified for pedagogical purposes.

With this basic structure clearly defined, it is possible to achieve maximum value from the social studies in the basic program to societal and individual needs and conditions. The emphasis is clearly on the foundation of the social studies.

## THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

defined in reference to the social sciences. That is, the social sciences are first defined as a social environment. These disciplines include sociology, cultural anthropology, social psychology, geography, and philosophy. The social sciences are primary sources of the concept of the social and methods of inquiry.

Teachers in the social studies draw data from the social sciences related to societal values, problems, and social change.

Teachers in the social studies draw data from the social sciences related to social process, psychological-methodological aspects of instruction.

Social sciences adapted and simplified for pedagogical purposes.

It is possible to achieve maximum value from the social and psychological foundations in attuning to the needs and conditions. The emphasis is clearly on the social sciences as the substantive

## DEFINITIONS OF THE SOCIAL SCIENCE CORE DIS

1. History: A narrative of events, an exposition that tells how these events unfolded.  
History can be the annals of a nation, a society, or a social group. History is also affect a nation, an institution, or a social group, and an account usually connect. Thus, it can be both narrative and interpretative. In still another way, history is and explains past events as an aggregate or as steps in human progress. In short, analytical record of the human past.
2. Geography: The study of the earth's surface and of man's relationship to his environment. It has also been defined as the study and interpretation of the distribution of phenomena examined may be physical, such as climates, landforms, and soils; or human, such as transportation routes. Since the types of such phenomena are numberless, geography is distribution rather than content.
3. Economics: The study of how men and society choose, with or without the use of money, to produce various commodities over time and distribute them for consumption, now and in society.
4. Anthropology: The study of the relationship between man as a biological entity and his environment.
5. Political Science: A field of inquiry devoted to an analysis of power in society.  
It is traditionally known as that branch of the social sciences dealing with the organization and operation of government.
6. Sociology: The science that deals with social groups, their internal forms or modes of organization, and the relations between groups.
7. Philosophy: The most general science originally defined as the rational explanation of facts. It is the general principle under which all facts could be explained, in this sense.
8. Psychology: The systematic study of the processes whereby the individual interacts with his environment.

\* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York)

## DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES\*

an exposition that tells how these events unfolded.

nation, a society, or a social group. History is also a systematic written account of events that or a social group, and an account usually connected with a philosophical explanation of causes. and interpretative. In still another way, history is described as the branch of knowledge that records aggregate or as steps in human progress. In short, the dictionary defines history as a description or past.

th's surface and of man's relationship to his environment.

study and interpretation of the distribution of phenomena on the face of the earth. The phenomena such as climates, landforms, and soils; or human, such as religions, population densities, and trans- types of such phenomena are numberless, geography is preferably defined in terms of this concept of nt.

n and society choose, with or without the use of money, to employ scarce productive resources to pro- time and distribute them for consumption, now and in the future, among various people and groups

relationship between man as a biological entity and his adaptations to his environment.

quiry devoted to an analysis of power in society.

that branch of the social sciences dealing with the organization and government of states.

ols with social groups, their internal forms or modes of organization, the processes that tend to maint- organization, and the relations between groups.

science originally defined as the rational explanation of anything.  
der which all facts could be explained, in this sense, indistinguishable from science.

ay of the processes whereby the individual interacts with his environment.

Kolb, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

## GLOSSARY OF TERMS

1. **Concept:** An individual's own way of making meaning of things he has experienced. It is a way of classifying his experiences, and which continually changes as his experiences accumulate. A symbol which represents the real content of the insights and meanings the word evokes in the mind, an abstraction or general idea in the mind of a person used to represent a class or group of things with characteristics in common. It is a synthesis of a number of things an individual has experienced in his experiences. \*
2. **Generalization:** A universally applicable statement at the highest level of abstraction relevant to the past and/or present, engaging in a basic human activity. In accord with this definition, the following are implicit:
  - A. The stated generalization, or the context in which it appears, shows that the author believes it to be a generalization.
  - B. The stated generalization is not limited by reference to specific geographic or cultural conditions.
  - C. The facts upon which a generalization is based are not in themselves generalizations.
  - D. Neither a concept nor a definition is here considered to be a generalization and can apply to an acceptable generalization.
  - E. Opinions are not considered to be generalizations unless the specialist also reports that they have been tested and found to have no exceptions.
  - F. Generalizations must have applicability to all places in all times, or be applicable to a specific place or time.
  - G. Generalizations can be either primary, statistical, or functional.
  - H. Generalizations must deal with man in a societal orientation, not as an isolated individual.
  - I. Generalizations must be applicable to man at the highest level of abstraction rather than to a specific individual.
3. **Sub-Concept:** A closer examination of ideas related to the major concept.
4. **Behavioral Objective:** A statement of intent that describes in performance terms the desired outcome of a learning experience. A statement of intent which describes in performance terms what the learner is to be like once the learning experience is completed.
5. **Enroute Objectives:** Those which are encountered in the process of doing assignments such as collecting data.
6. **Terminal Objectives:** Those outcomes at the conclusion of a given learning situation or course.

\*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 1965).

## GLOSSARY OF TERMS

making meaning of things he has experienced. It is a mental image which assists a person in continually changes as his experiences accumulate. A concept is expressed by a verbal symbol for the insights and meanings the word evokes in the mind of an individual. A concept is an idea of a person used to represent a class or group of things or actions having certain qualities or characteristics. It is the synthesis of a number of things an individual has experienced and conclusions he has drawn about

able statement at the highest level of abstraction relevant to all time or stated times about man, or human activity. In accord with this definition, the following statements must be made ex-

context in which it appears, shows that the author believes that there are no known exceptions. Generalizations limited by reference to specific geographic or cultural boundaries.

Generalization is based on specific observations and is not in themselves generalizations.

Generalization is here considered to be a generalization and can appear only in the context of an otherwise

Generalizations unless the specialist also reports that the opinion as a hypothesis has been tested in various situations.

Generalization must be applicable to all places in all times, or be applicable to all places within a stated period of time. Generalization may be primary, statistical, or functional.

Generalization must be based on man in a societal orientation, not as an isolated individual.

Generalization must be applicable to man at the highest level of abstraction rather than to specific men or communities.\*

Generalization must be based on a synthesis of ideas related to the major concept.

Generalization must be stated in terms of intent that describes in performance terms the desired outcomes of an instructional program.

Generalization must be stated in performance terms what the learner is to be like once he has successfully completed a

Generalization must be based on skills encountered in the process of doing assignments such as skills in gathering facts and selecting

Generalization must be based on skills at the conclusion of a given learning situation or course of study.

Social Studies (Syracuse: Syracuse University, 1965).

7. Vehicle: The term topic, that conventionally has been used to designate the subject matter of curriculum, is being replaced by the term vehicle. This has been done to avoid the structure trap of the term topic as it operated in the past. For example, all of the social science disciplines can be used as vehicles by which teaching is done from elementary science to levels K-5.
8. Inductive: The teacher will initiate the student's attempt to discover new knowledge by helping him to discover the facts that will lead him to a higher level of critical thinking toward major concepts and generalizations.
9. Deductive: Introducing the entire theme and then breaking it down into concepts, sub-concepts, and facts so that the learner arrives at conclusions by reasoning.
10. Reflective Thinking: The active, careful, persistent examination of any belief or purported form of knowledge on its own grounds that support it and the further conclusions toward which it tends.
11. Inquiry Method: A method of teaching whereby a teacher assumes the nondirective role and the student provides the answers of well thought-out questions, by asking questions and through research and discovery.
12. Rationale: A reason or purpose for developing certain motives and objectives through which the teacher and student work toward a common goal.
13. Cognitive: A generic term used to indicate all the various aspects of knowing including perception, learning, remembering, understanding, reasoning, thinking, and imagining. A cognitive response is usually observable. It can be described in terms of the objectives are achieved with this response in teaching. The cognitive mental process includes:
  - A. Objective-observation and description
  - B. Classification
  - C. Correspondence
  - D. Disjunction-relationship of alternatives
  - E. Seriation-arranging in orderly sequence
14. Affective: In the broadest sense, as used in psychology, it refers to the feeling quality of experience. Commonly, the term is used as equivalent to emotion and even more narrowly to refer to the subjective signs. The affective response is internal and is difficult to determine or measure. In all usage it includes both positive and negative states including, for instance, anger and anxiety as well as affection in the sense of love.
15. Processes: Methods and procedures of achieving a particular task or goal such as modes of thought and their interrelationships with each other.

inally has been used to designate the subject matter of curriculum, has been replaced by the  
bid the structure trap of the term topic as it operated in the systems of relationship of what  
science disciplines can be used as vehicles by which teachers can travel in teaching social

student's attempt to discover new knowledge by helping him to select from data information  
critical thinking toward major concepts and generalizations.

and then breaking it down into concepts, sub-concepts, and facts. A process by which a  
ng.

ul, persistent examination of any belief or purported form of knowledge in the light of the  
conclusions toward which it tends.

whereby a teacher assumes the nondirective role and the student seeks information to the  
by asking questions and through research and discovery.

veloping certain motives and objectives through which the teacher can reach a specific aim

rate all the various aspects of knowing including perception, judgment, reasoning, remem-  
ognitive response is usually observable. It can be described and it is easy to determine if the  
nse in teaching. The cognitive mental process includes:

tion

atives  
uence

ed in psychology, it refers to the feeling quality of experience. More specifically and most  
ent to emotion and even more narrowly to refer to the subjective aspect of emotional observ-  
internal and is difficult to determine or measure. In all usages, the term covers both positive  
ance, anger and anxiety as well as affection in the sense of love.

achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.
17. Values: The beliefs and ideas which society or an individual esteems and seeks to achieve.
18. Perceptual: The awareness of objects or data through the medium of the senses.
19. Precept: A commandment or direction meant as a rule of action or conduct.
20. Empirical: Relying or based solely on experimentation and observation.
21. Disjunctive Thinking: Presenting alternatives regarding a proposition, e.g., either all men

concepts.  
which society or an individual esteems and seeks to achieve.  
objects or data through the medium of the senses.  
action meant as a rule of action or conduct.  
by experimentation and observation.  
alternatives regarding a proposition, e.g., either all men are free or no man is free.



## USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING\*

ntly about 'newer' ways of teaching and learning in social studies. Considerable attention  
assumptions underpinning them. Much effort has been expended on the merits and deficien-  
g and learning. Time and space have even been consumed debating whether or not these  
eal essence of the 'new way' still remains obscured. For the busy— but intensely con-  
daily faced with the practical necessity of actually teaching, two crucial questions remain  
nd, even more basic, 'How do I do it?'

of necessity be only partial and tentative, are needed and needed now. Social studies  
is 'new way' of teaching but have been frustrated repeatedly in their efforts to discover  
ntly, many have become disillusioned with the idea to the point where they feel there is  
ers merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those  
'I do this already.' There can be little doubt that this situation needs some clarification.

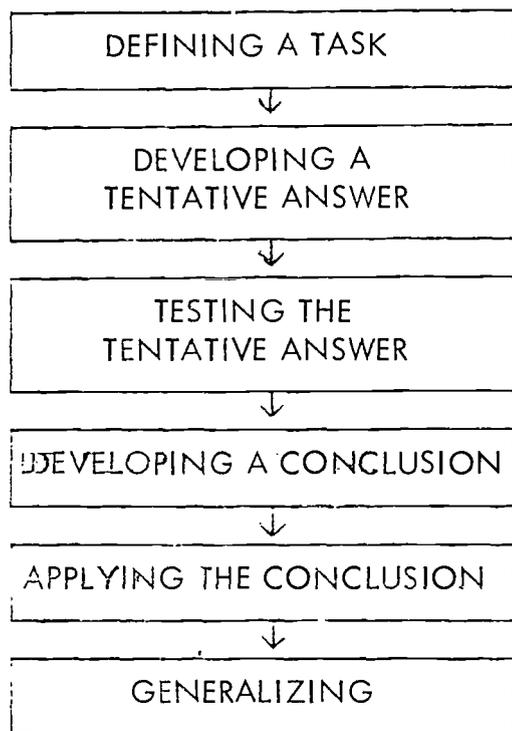
d by a variety of terms. It has been labeled as an approach, a method and, more frequently,  
as reflective thinking, problem solving, critical thinking inquiry, inductive thinking and  
ally these are all the same—they are descriptive of a process by which, with slight variations  
people engage in learning. They do not describe a single act but a whole series of acts,  
d and almost automatic, by which one inquires into something for some purpose. They are  
inquiry."

### THE PROCESS OF INQUIRY

It is the application of purpose to data in order to develop useful knowledge. The purpose  
satisfy a curiosity, apply a concept or so on. The data may be any information in any  
d experience, either the learner's or that of others; it may be in the form of statistical in-  
picture, an artifact or some bit of written material such as a textbock, newspaper article  
developed is useful knowledge—knowledge that solves the initiatory problem, answers the  
strates or validates a concept, or gives some meaning to experience. It could be in the form  
titude.

ell just precisely what happens when one inquires. Basically, the process of inquiry consists  
biases or interests (referred to variously as a frame of reference, set of analytical concepts  
ed data in order to complete a particular task. This is done by following certain sequential

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does, as follows:



The method, or mode, of inquiry is not a single act but a series of complex analytical—deliberate, step-by-step-thinking and intuitive thinking—operations leading to conclusions. It includes inductive reasoning, moving from the specific to the general and from the general to the supporting specifics. It usually starts with a question or condition and moves at varying rates of speed to some sort of a resolution.

Describing precisely how one inquires is a task not lightly undertaken. No one can speak with finality on this. Nevertheless, certain aspects can be identified, at least, to represent the major stages of this process. Familiarity with this process is a teaching strategy that will facilitate this way of learning and the use and understanding associated with it.

This process is obviously much more complex than this diagram would suggest. It involves three types of mental operations repeated over and over again—developing a hypothesis, testing this hypothesis, and drawing conclusions (generalizing) on the basis of the results. In this process there is one ever present factor—the use of data. Consideration of this factor is essential in the development of learning experiences based on and fostering inquiry.

It should be remembered, however, that inquiry is only one way, one process of learning. We learn by a variety of processes each of which is best suited to different types of material. Sometimes memorization is the quickest way to learn an essential fact or a combination for a lock or a list of dates. On the other hand, some concepts can be learned best by individual inquiry instead of deliberate memorization. The key is just how one goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly expanded. The teacher is programmer, resource person, process observer, process commentator, and adjuster.)

the learner consciously or unconsciously does, as follows:

The mode, of inquiry is not a single act but a series of complicated, related acts. It involves both deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to conclusions'—includes inductive reasoning, moving from the specific to the general, and deduction—moving from the general to the supporting specifics. It usually starts with a question or problem or some unsettled concept and proceeds at varying rates of speed to some sort of a resolution.

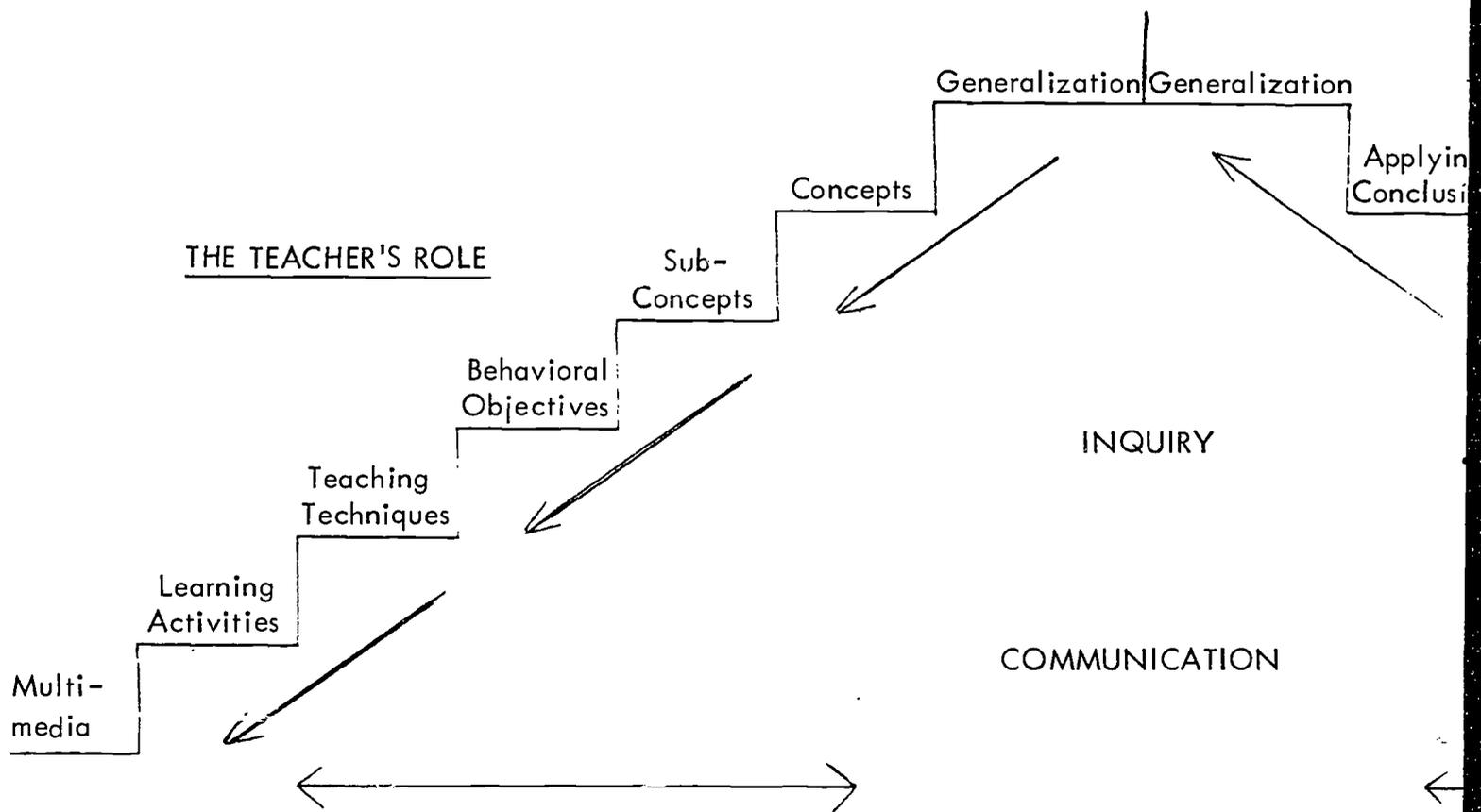
Exactly how one inquires is a task not lightly undertaken. Much research remains to be done before we can speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present, to represent the major stages of this process. Familiarity with these stages will enable one to build a framework that will facilitate this way of learning and the use and development of the intellectual skills involved in it.

Obviously much more complex than this diagram would suggest. In essence, however, it involves mental operations repeated over and over again—developing a hypothesis or tentative answer, testing it, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the process, there is one ever present factor—the use of data. Consideration of these factors must be of prime concern in the design of learning experiences based on and fostering inquiry.

Remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. There is a variety of processes each of which is best suited to different purposes. At times we learn best by rote. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, or a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can be learned only by individual inquiry instead of deliberate memorization. The purpose for learning is the key to the process. "It goes about it."

In design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, process commentator, and adjuster.)

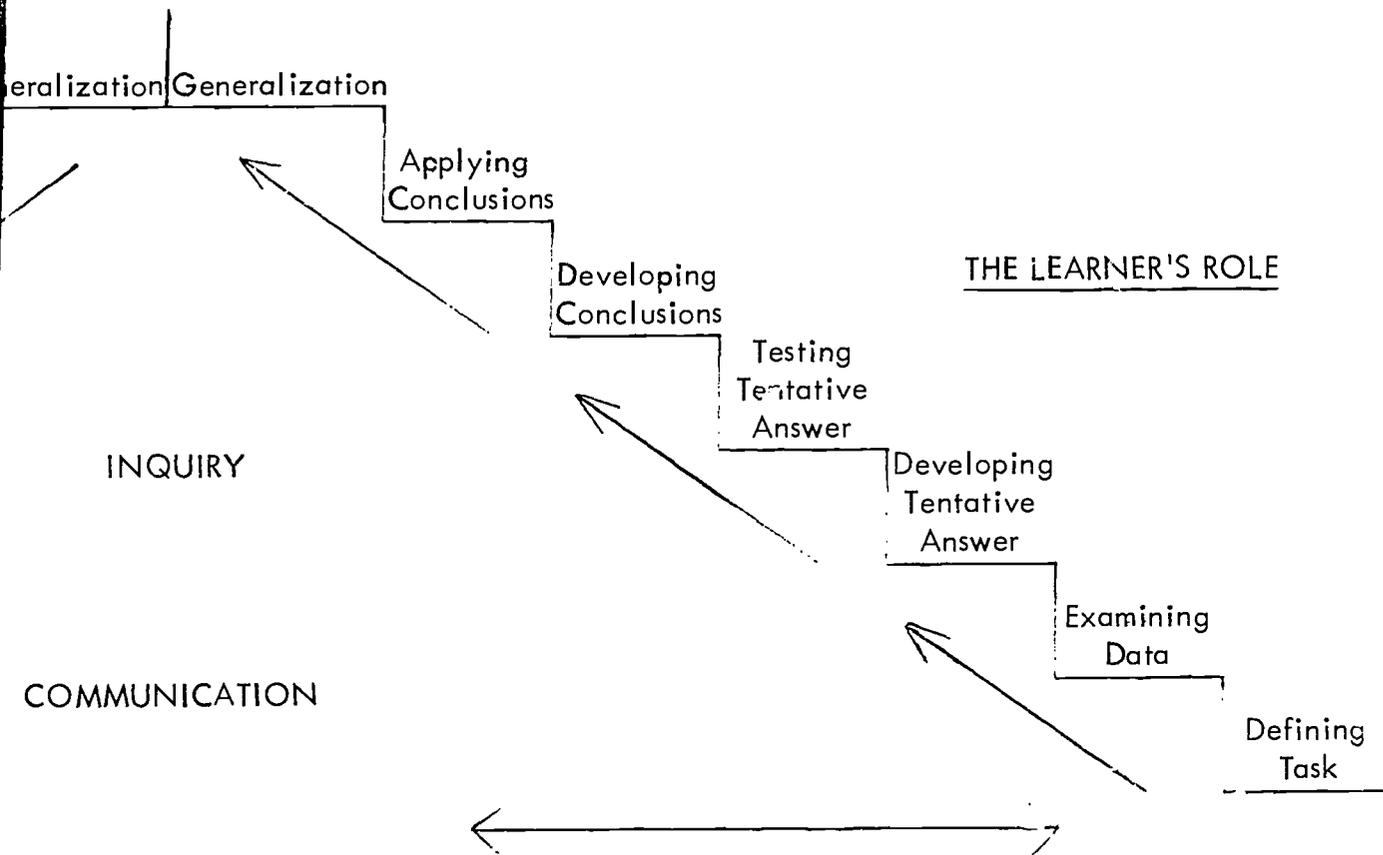
## THE TEACHING-LEARNING PROCESS



Teachers should be aware that using the conceptual approach and discovery-inquiry methods with their students. Concepts, skills, and data now come into play as interrelated items of concern. Teachers plan teaching units in which they make use of the generalizations, concepts, sub-concepts defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which they seek meaning as they work with the data available in many forms of multimedia material. Skills are developed as progressive steps in the discovery-inquiry method.

TEACHING-LEARNING PROCESS



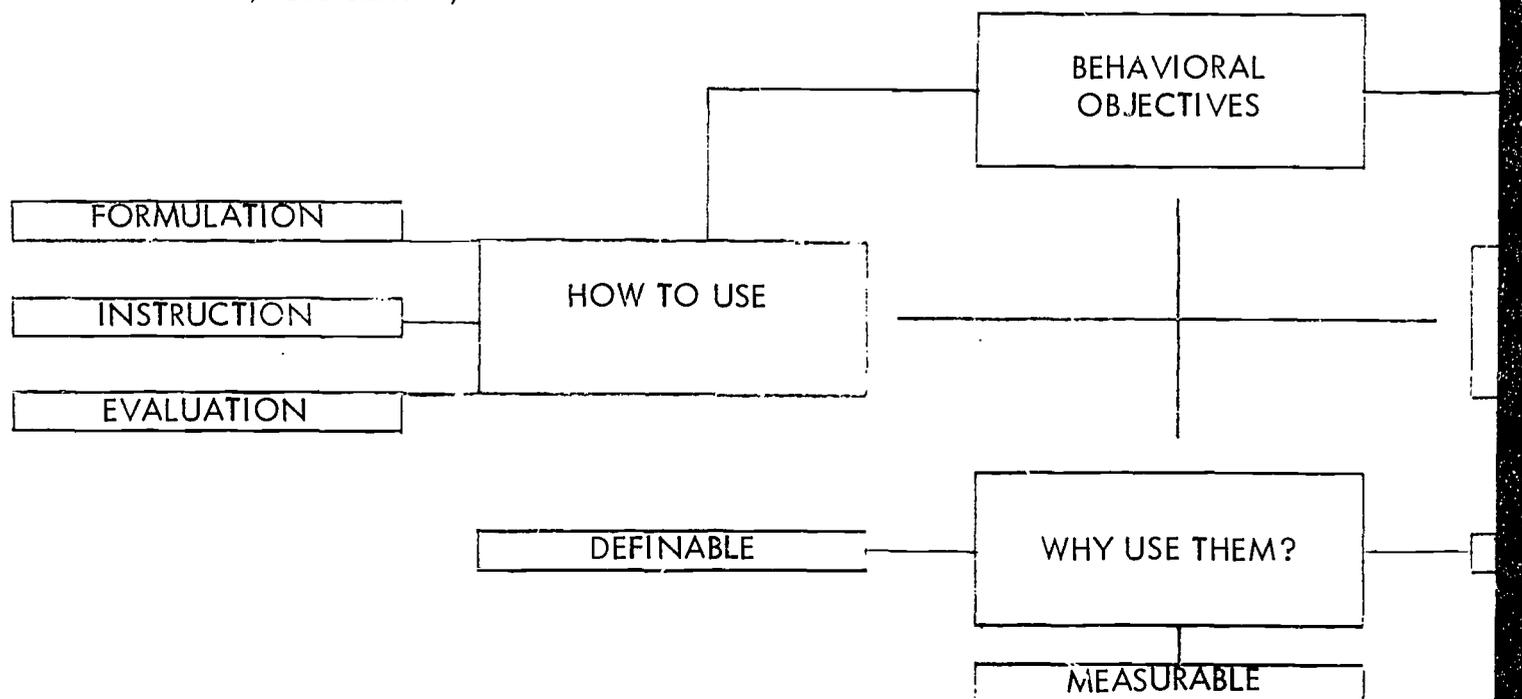
approach and discovery-inquiry method to instruction poses a new role for them and into play as interrelated items of central concern and control. It is suggested that of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

student learning activities in which they will develop skills and acquire facts and forms of multimedia material. Skill development levels through inquiry are seen

## BEHAVIORAL OBJECTIVES

Behavioral objectives deserve an important place in the repertoire of those who teach the new. Consider the following questions:

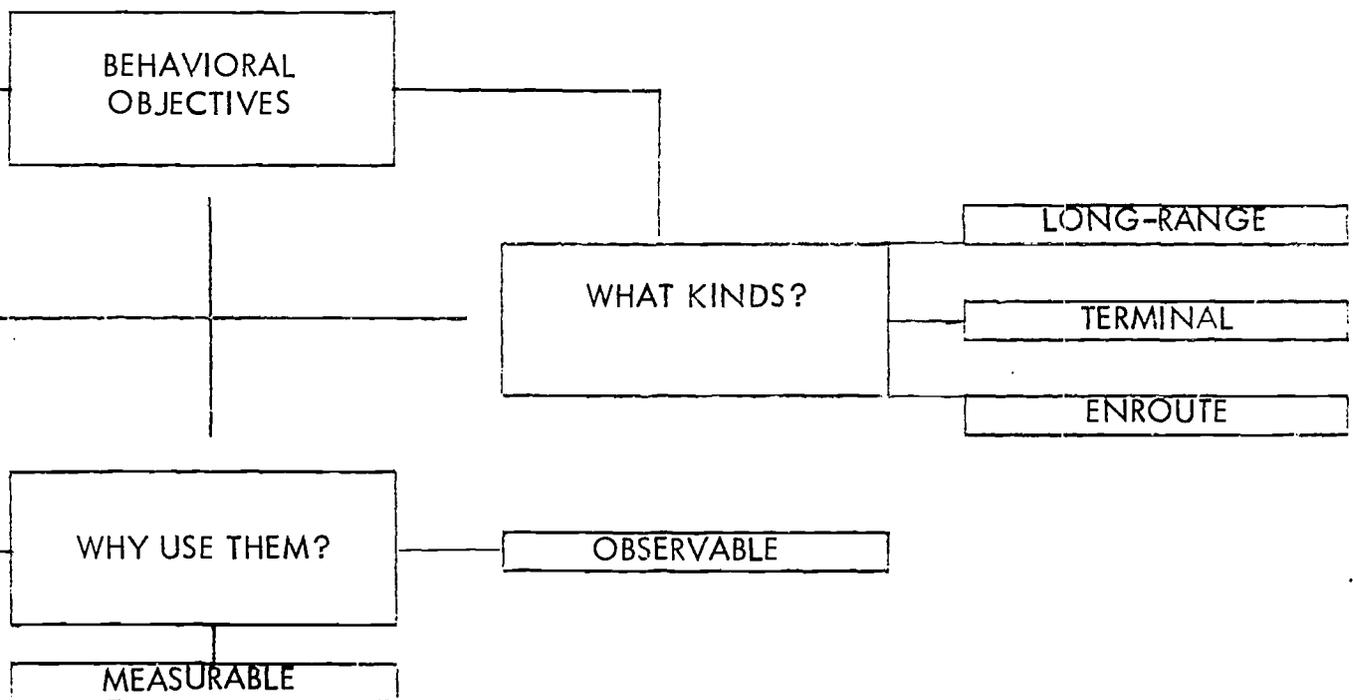
1. Why use behavioral objectives?
  - a) Definable )
  - b) Observable)-- Learner Behavior
  - c) Measurable )
2. What are the kinds of behavioral objectives?
  - a) Long-range)
  - b) Terminal )-- Response/Product
  - c) Enroute )
3. How does the teacher use them?
  - a) Formulation)
  - b) Instruction )-- Sequential Design
  - c) Evaluation )



## BEHAVIORAL OBJECTIVES

place in the repertoire of those who teach the new social sciences.

ctives?



## LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for meaningful sequences of alternate actions available to him. The student develops the ability to use scientific solving tools.
  - A. The student must select a topic or problem from a given body of conceptual material and put it in a specific form.
  - B. He must then pose an answerable question that is not too general (e.g., What is the function of the government?) (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
  - C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.
2. The student develops the ability to locate, identify, relate, and use empirical data drawn from various sources (concepts, generalization) in the process of social inquiry and problem-solving.
  - A. Given a problem or question, the student must list and defend verbally or in written form alternative hypotheses that are equivalent, that offer material proving or disproving his hypothesis to his question.
  - B. This material must be periscoped into a brief and articulate written summary by the student.
3. The student must exhibit the ability to participate in open and respectful discussion of his problem through the presentation of his question, the formulation of his hypothesis, and the development of a hypothesis. He reacts with a critical analysis of the presentation.

## LONG-RANGE OBJECTIVES

utions to the problem but proceeds to search for meaning in the problem and explores the con-  
to him. The student develops the ability to use scientific and democratic processes as problem-

problem from a given body of conceptual material and defend his interests verbally or in written

question that is not too general (e.g., What is the function of government?) nor too specific,  
vne?) that offers a rewardable in-depth study.

hypothesis or set of hypotheses in relation to the question asked.

e, identify, relate, and use empirical data drawn from social and behavioral sciences (facts,  
of social inquiry and problem-solving.

udent must list and defend verbally or in written form a minimum of four references, or their  
ing or disproving his hypothesis to his question.

to a brief and articulate written summary by the student.

participate in open and respectful discussion of his premise in a seminar meeting. He does this  
the formulation of his hypothesis, and the development of a conclusion. His group in turn  
sentation.

GUIDE FORMAT

A

GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
-----------------	----------	--------------	-----------------------	-------------------------------

MODEL FORMAT

B

GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES
----------------	----------	--------------	-----------------------	-------------------------------

The main body of this guide is designed in a five column (A) arrangement that is intended to show a teacher how a teacher would perceive the process of its utilization. In the guide format, suggested teaching techniques are purposely omitted to allow the teacher to exercise his instructional individuality in developing and preferences. For explicit examples of how teaching techniques and learning activities of models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, and ultimately--in-service training, implementation, application, and evaluation. This feature is seen as having been involved in the developmental process. This has made the guide part of their own creative effort.

GUIDE FORMAT

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA
----------	--------------	-----------------------	-----------------------

MODEL FORMAT

CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA
----------	-----------------------	-------------------------------	-------------------------------	-----------------------

a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way  
 utilization. In the guide format, suggested teaching techniques and suggested learning activities  
 or to exercise his instructional individuality in developing these areas to fit his own particular needs  
 of how teaching techniques and learning activities are developed for instructional purposes, teaching

developmental--constantly, continually, and ultimately--drawing on the Clark County School District's  
 application, and evaluation. This feature is seen as having merit in that teachers, have been personally  
 This has made the guide part of their own creative efforts thus stimulating more effective teaching.

## GENERALIZATIONS FROM THE DISCIPLINES WITHIN

Teaching social science through the use of major concepts involves an almost inherent core structure of teaching and learning units. Therefore, it should be made clear that the generalizations are a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included in the following and are listed under the various disciplines to which they are most closely related.

### History:

1. "Continuous and Unrelenting Change Has Been a Universal Feature of Human History Since Recorded Time." <sup>1</sup>
2. "History Makes Man Aware of the Possible Rather Than the Actual. It Provides the Frameworks and Perspectives Concerning the Time in Which He Lives. History Provides the Basis Upon Which to Base Such Decisions." <sup>2</sup>
3. "Ideally, the Past Should Be Understood on Its Own Terms and Not Judged by the Standards, Values, Attitudes, and Beliefs That Were Dominant in the Present. The Past Should Be Evaluated Exclusively by Twentieth-Century Standards." <sup>3</sup>
4. "Rarely Can Complex Historical Events Be Explained in Terms of a Single Cause and Effect Relationship. Rather, a Study of the Past Indicates That Multiple Causes and Effects Are Involved." <sup>4</sup>
5. "The Record of the Past Is Irremediably Fragmentary, Selective, and Subjective. The 'Facts' Varies With the Individual Who Studies Them, and the Interpretation of the Past Is in Terms of Its Own Needs, Aspirations, and Point of View." <sup>5</sup>

### Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Cause. It Is the Interplay of a Number of Phenomena, Both Physical and Cultural." <sup>6</sup>
2. "The Evolution of Mankind from Isolated, Self-Sufficient Groups to a World of Trade, Migration, Diffusion of Ideas and Practices, and Cultural Exchange." <sup>7</sup>
3. "Each Culture Tends to View Its Physical Habitat Differently. The Level of Technology Determine Which Elements of the Landscape are Significant." <sup>8</sup>
4. "Every Region Is an Area Homogeneous in Terms of Specific Characteristics. The Delimitation Is Always Based on an Intellectual Judgment." <sup>9</sup>

## FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES\*

cepts involves an almost inherent contact with generalizations. They are closely related to any that should be made clear that the generalizations listed in this guide are recognized as being only planning by the teacher.

by the researcher. These are included as being essential to structures built for teaching processes in which they are most closely related.

Representing Change Has Been a Universal Condition of Human Society Throughout Both Remembered

ware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alternatives in the Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, in Making Such Decisions." 2

ould Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the Attitudes, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather Than Exclusively by Twentieth-Century Standards." 3

Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relationship. The Complexity of the Past Indicates That Multiple-Causation Is the Dominant Pattern." 4

History Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical Evidence Is Determined by the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in Accordance with Its Needs, Aspirations, and Point of View." 5

History Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by the Interaction of a Number of Phenomena, Both Physical and Cultural." 6

Human History Has Moved from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More the Diffusion of Ideas and Practices, and Greater Importance of Relative Location or Situation." 7

History Should Be Viewed in Relation to Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and Customs Determine Which Elements of the Land Are Prized and Utilized." 8

History Should Be Viewed as an Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This Area Is Defined on an Intellectual Judgment." 9

5. "The Character of a Place Is the Product of the Past as Well as an Interi

Economics:

1. "Every Society Has Some Kind of Economic System. This Pattern of Arra and Use of Goods and Services and Reflects the Values and Objectives
2. "All Economic Systems Are Confronted by the Problem of Relative Scarce
3. "Economic Conditions and Systems Change Over a Period of Time." 13
4. "Every Economic System Possesses Regularities Which Make Certain Form
5. "In a Modern, Complex Economic System, Individuals Are Dependent Up Needs and Wants." 15

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups. He May Belong Differentiated by Its Structure." 16
2. "A Society Exists in the Minds of Its Members and Occurs Only When Th Those Members. The Mere Grouping or Aggregating of People Does N
3. "Man Is a Flexible, Becoming Creature. Through the Socialization Pro in a Variety of Societies." 18
4. "The Interdependence of Groups in a Complex Contemporary Society Se gether." 19
5. "Every Group Is a Complex of Roles. Group Members Perform Given Ro pectations Associated with Those Roles. As a Member of Various Group Roles During a Particular Period In His Life and at Various Stages in H

Political Science:

1. "As a minimum condition for its existence a society establishes authorita are binding on all the people, provide for the resolution of dissent, an

... a Place Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." 10

... as Some Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution, and Services and Reflects the Values and Objectives of the Particular Society." 11

... systems Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." 12

... tions and Systems Change Over a Period of Time." 13

... System Possesses Regularities Which Make Certain Forms of Prediction Possible." 14

... complex Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their Needs." 15

... Animal Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be Defined by Its Structure." 16

... s in the Minds of Its Members and Occurs Only When There Is Communication or Interaction Among Its Members. The Mere Grouping or Aggregating of People Does Not Produce a Society." 17

... le, Becoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving in Different Societies." 18

... dence of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society Together.

... a Complex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Expectations Associated with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different Roles at a Particular Period In His Life and at Various Stages in His Development and Maturation." 20

... ondition for its existence a society establishes authoritative institutions that can make decisions which bind all the people, provide for the resolution of dissent, and effectively enforce basic rules." 21

2. "The nature of a given society's political system and the nature of its fundamental system of values to which the society adheres." 24
3. "Political ideals, values, attitudes, and institutions develop and change over time." 25
4. "In every society, individuals and groups disagree over some social goals to be achieved, and over the enforcement of standards of behavior." 26

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs and practices which an individual perceives as he adapts to his world." 25
2. "Every cultural system is an interconnected series of ideas and practices, and changes in one segment generally lead to changes in other segments of the system." 28
3. "Every human cultural system is logical and coherent in its own way, and is available to the given community." 27
4. "The customs and beliefs of peoples are often made more understandable when viewed in relation to the relations among types of individual and group statuses and roles." 28
5. "The customs and beliefs of peoples are often made more understandable when viewed from a logical and cultural perspective." 29
6. "Analysis of the implications (or 'functions') of cultural behavior must take into account the intentions of the people involved; but analysis must also be made of the 'latent functions' (called 'latent functions') of particular acts and beliefs." 30
7. "Study of practically any behaviors and beliefs among primitive peoples is a key to understanding our own complex culture, for it appears that human beings have responded to the same fundamental human problems." 31
8. "Explanation of human behavior is essentially one-sided and incomplete if only the cultural, social, and psychological characteristics is taken into account and not the biophysical environment." 32

of a given society's political system and the nature of its political behavior are closely related to the political system of values to which the society adheres." 22

Goals, values, attitudes, and institutions develop and change over time." 23

In a society, individuals and groups disagree over some societal goals and directions, over how aims will be achieved and over the enforcement of standards of behavior." 24

Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives, and he adapts to his world." 25

A cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect lead to changes in other segments of the system." 26

A cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community." 27

Attitudes and beliefs of peoples are often made more understandable by studying them in terms of the social interactions among types of individual and group statuses and roles in social action." 28

Attitudes and beliefs of peoples are often made more understandable if we examine them from a combined psychological and cultural perspective." 29

Analysis of the implications (or 'functions') of cultural behavior must take into account the explicit beliefs and attitudes of the people involved; but analysis must also be made of the unnoticed, unintended, further consequences (or 'latent functions') of particular acts and beliefs." 30

Practically any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance to understanding our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems." 31

Understanding of human behavior is essentially one-sided and incomplete unless information about man's biological, social, and psychological characteristics is taken into account, together with information about man's physical environment." 32

9. "Although the peoples of the world may be roughly (and arbitrarily) divided into different groups based on physical characteristics, there are no pure races, and probably never have been any of individuals who are intermediate in racial characteristics, so that no sharp 'boundaries' exist between the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33
10. "There is no undisputed evidence of significant differences in ability or intelligence among the peoples of the world." 34
11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mixing' are frequently superior to their 'pure-blooded' parents in strength, stature, and other characteristics. 'hybrid vigor' is well known among many species of 'lower' animals and plants as well." 35
12. "Anthropologists (and other scientists) have discovered no human biological characteristics that are significantly affected by environmental conditions. Conversely, no human characteristics of thought or behavior are as unaffected by genetically inherited biological factors." 36
13. "Practically all the significant differences in behavior among human populations (including differences in intelligence, and other psychological characteristics) are understandable as learned cultural differences rather than as biologically inherited characteristics." 37

the world may be roughly (and arbitrarily) divided into different 'races,' or major groups, statistics, there are no pure races, and probably never have been. There are large numbers intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 'Caucasoid' and 'Mongoloid' peoples." 33

absence of significant differences in ability or intelligence among major racial groupings of

held, individuals who are the products of racial 'mixing,' or interbreeding, are frequently 'cross-blooded' parents in strength, stature, and other characteristics. This phenomenon of interbreeding is common among many species of 'lower' animals and plants as well." 35

scientists) have discovered no human biological characteristics that are unaffected by life conditions. Conversely, no human characteristics of thought or action can be regarded as purely inherited biological factors." 36

important differences in behavior among human populations (including expression of attitudes, psychological characteristics) are understandable as learned cultural patterns rather than biological characteristics." 37

### FOOTNOTES

<sup>1</sup> Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

<sup>2</sup> *Ibid.*, p. 110.

<sup>3</sup> *Ibid.*, p. 120.

<sup>4</sup> *Ibid.*, p. 131.

<sup>5</sup> *Ibid.*, p. 139.

<sup>6</sup> Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

<sup>7</sup> *Ibid.*, p. 86.

<sup>8</sup> *Ibid.*, p. 92.

<sup>9</sup> *Ibid.*, p. 98.

<sup>10</sup> *Ibid.*, p. 105.

<sup>11</sup> Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

<sup>12</sup> *Ibid.*, p. 115.

<sup>13</sup> *Ibid.*, p. 129.

<sup>14</sup> *Ibid.*, p. 142.

<sup>15</sup> *Ibid.*, p. 155.

<sup>16</sup> Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

<sup>17</sup> Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

<sup>18</sup> *Ibid.*, p. 79.

<sup>19</sup> *Ibid.*, p. 86.

<sup>20</sup> *Ibid.*, p. 93.

<sup>21</sup> Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

<sup>22</sup> *Ibid.*, p. 91.

<sup>23</sup> *Ibid.*, p. 97.

<sup>24</sup> *Ibid.*, p. 105.

<sup>25</sup> Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

<sup>26</sup> *Ibid.*, p. 70.

<sup>27</sup> *Ibid.*, p. 71.

<sup>28</sup> *Ibid.*, p. 73.

<sup>29</sup> *Ibid.*, p. 74.

<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*, p. 75.

<sup>32</sup> *Ibid.*

<sup>33</sup> *Ibid.*, p. 76.

<sup>34</sup>Pertti J. Peltö, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

<sup>35</sup>ibid.

<sup>36</sup>ibid.

<sup>37</sup>ibid.

MAJOR SOCIAL SCIENCE CONCEPTS  
DESCRIPTIONS OF CONCEPTS

A. Substantive: Concepts that deal with recall or recognition of ideas from phenomena.

1. Sovereignty of the Nation-State in the Community of Nations:

Contrary to popular belief that nations are as old as recorded history, the nation-state has only existed since the sixteenth century. Having gone through periods of steady development, nations are now going through a period of giving-way of sovereignty to a role of international cooperation. Nations take certain actions without consideration of the wishes of other states.

2. Conflict--Its Origin, Expression, and Resolution:

Conflict is characteristic of the growth and development of individuals and nations. It is necessary to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:

If one were to attempt a description of the most important social trends in the modern world, the development and the movement of populations to the cities would be an intellectual challenge.

4. Secularization:

Early man attributed all his blessings, travails, and disasters to the gods. By the sixteenth century, man was supreme in all the affairs of men. The development of the nation-state, new social structures, and a new oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:

Compromise and adjustment are the keys to successfully facing political, economic, and social problems. It faces the need to compromise and adjust to his physical as well as to his social environment.

6. Comparative Advantage:

Students should understand this concept in order to appreciate the need for cooperation. If conflicts of any nature arise, there often comes a time when advantages must be sacrificed for total conformity by an opposing force. Without an understanding of this concept, no one ever does achieve "total victory."

\* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University Press, 1964).

## MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS\*

call on recognition of ideas from phenomena within the social sciences.

### the Community of Nations:

ations are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged. Having gone through periods of steady development, they reached a peak in the twentieth century and are giving-way of sovereignty to a role of interdependence in which states feel they must not under-estimate the wishes of other states.

### and Resolution:

rowth and development of individuals and of civilization as a whole. Society is constantly pressured

### n Syndrome:

on of the most important social trends in the world today, the inclusion of the quest for industrial populations to the cities would be an intellectual mandate.

ings, travails, and disasters to the gods. By the Middle Ages the universal church was considered the center of the world. The development of the nation-state, new cities, and industries changed all that to a more secular and beliefs.

he keys to successfully facing political, economic, social, and religious change and conflict. Man must adjust to his physical as well as to his social surroundings.

concept in order to appreciate the need for long-range consideration of goals and methods. When the time often comes a time when advantages must be weighed because of the impossibility of assuring victory. Without an understanding of this concept, a citizen is ill-equipped to face a world in which victory."

for Social Studies (Syracuse: Syracuse University, 1965).

## CONCEPTS (con't)

7. **Power:**  
Power is a relationship by which one individual or group can take action that affects as both a goal and an instrument for achieving that goal. No student can fulfill his part of the procedure of a democracy without being aware of this concept.
8. **Morality and Choice:**  
Any student who proposes to go through life having all decisions made for him is an automaton. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and be responsible for effecting these decisions. Moreover, he must abide by his choices once they have been made.
9. **Scarcity:**  
This concept refers to the fact that there is a limit to any nation's economic potential. Scarcity is a reference both to physical limitations and to limitations of a society.
10. **Input and Output:**  
Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to the value of the product. The student should expect that his reward in terms of consumption will be based largely on his contribution to the total output.
11. **Savings:**  
This concept is concerned with the effects of claims (savings) on the American economy. The relationship between individual, or government is someone else's savings and the relationship between the stability of a system is important to any discussion of inflation or recession. Study of saving by one unit to the claims on another unit, if they are to intelligently participate in a free enterprise economy.
12. **The Modified Market Economy:**  
Students should understand the free private function of the entrepreneur, the growth of the source of capital (loans and grants), and the effect of this increasing role of the government in the enterprise market economy. Included should be an understanding of the position of the entrepreneur of price, cost, monopoly, competition, supply, and demand.

## CONCEPTS (con't)

One individual or group can take action that affects the behavior of another. It must be seen for achieving that goal. No student can fulfill his potential role as a citizen participating in without being aware of this concept.

Although life having all decisions made for him is an ideal future citizen for a totalitarian state. As a human animal, the citizen must deliberate upon decisions and participate in both making and obeying, he must abide by his choices once they have been made.

There is a limit to any nation's economic potential and that a successful nation ought to get the most out of a reference both to physical limitations and to limitations relative to the wants of the people.

Resources furnished by persons in producing a product. Output means all the products or services for sale during a period of time, measured according to how much money is paid for these by buyers. The reward in terms of consumption will be based largely on his value as a producer.

The effects of claims (savings) on the American economy and the rest of the world. The debt of a government is someone else's savings and the relationship of this situation to the stability or growth of the economy. It is not to be confused with any discussion of inflation or recession. Students must be cognizant of the relationships between savings and investment on another unit, if they are to intelligently participate in maintaining economic stability as a nation.

The free private function of the entrepreneur, the growing role of government as a market and as a regulator (and its effects), and the effect of this increasing role of the government in modifying the free private market. Included should be an understanding of the position of producer and consumer and the functions of competition, supply, and demand.

## CONCEPTS (con't)

(con't)

It is important for students to comprehend and weigh the values of freedom of economics and social limitations of these freedoms that justify themselves by professing to strengthen and support the ren

13. **Habitat and Its Significance:**

Without interference of man, ecosystems are produced by areal associations of interconnected phy involves five groups of physical and biotic processes: (1) surface features, (2) climate, (3) water. Habitat provides the natural surrounding of man's occupancy of the earth. It is of the utmost impo concept regarding the significance of man to the features of habitat. The student should not go o and his culture are determined by physical surroundings and that he cannot alter it.

14. **Culture:**

Culture refers to a way of living that any society develops to meet its fundamental needs for survi the ordering of social organizations; learned modes of behavior, knowledge, beliefs; and all other human association. Culture then is man's contribution to his environment. An understanding of s in a sea of culture from birth to death, may help many young people to appreciate the relationship themselves as individuals.

15. **Institution:**

This is an organized way of doing something. It is a formal, recognized, established, and stable social activity. Institutions have been described as complex clusters of cultural meanings, norms by a high degree of organization and permanence and revolving about at least one major human n our society is in some manner directed in his activities by our institutions, it is important to learn how they affect us.

16. **Social Control:**

This concept deals with the mechanisms by which society exercises its dominance over componen to its norms. Included as mechanisms are taboos, mores, customs, and laws. Students should be social controls at all levels of society.

## CONCEPTS (con't)

Understand and weigh the values of freedom of economics and social action against modifications or justify themselves by professing to strengthen and support the remaining freedoms.

Systems are produced by areal associations of interconnected physical and biotic processes. It includes biotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils. Understanding of man's occupancy of the earth. It is of the utmost importance then to develop a valid understanding of man to the features of habitat. The student should not go out in life believing all his actions are determined by physical surroundings and that he cannot alter it.

What any society develops to meet its fundamental needs for survival; perpetuation of the species; learned modes of behavior, knowledge, beliefs; and all other activities that are developed in response to man's contribution to his environment. An understanding of each individual as a part, immersed in the culture, may help many young people to appreciate the relationship of the society around them to

something. It is a formal, recognized, established, and stabilized way of pursuing some major goal. It has been described as complex clusters of cultural meanings, norms, values, and behavior characterized by continuity and permanence and revolving about at least one major human need. Because every individual is influenced in his activities by our institutions, it is important to learn how they become established and

mechanisms by which society exercises its dominance over component individuals and enforces conformity. Mechanisms are taboos, mores, customs, and laws. Students should be aware of the need and existence of social order and conformity.

## CONCEPTS (con't)

### 17. Social Change:

Change is a neutral process. It may be progress or decline, depending on the perspective of the observer. Some societies experience social change at a more rapid rate than do other societies. There is probably no one factor or consistent cause responsible for all social change in all societies. Contact between cultures or the interaction of goods with a culture often results in a modification of knowledge, attitudes, and skills of the people.

### 18. Interaction:

Within a given social system, the interaction of individuals and groups follows certain common patterns that can be found in all social systems. Two general types of interaction - competition and cooperation - have specific forms of interaction. The basis of all human interaction is found in social systems. This is a part of a total conceptual picture that includes culture, society, social control, and social change.

## B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

### 1. Dignity of Man:

Dignity is defined as worth or merit. Human dignity should imply to every citizen the worth of the individual worth that exists because the individual exists, and not because of his achievements. It can be said that a person would respect the dignity of all other men.

### 2. Empathy:

The Dictionary of Social Sciences defines empathy as the ability to understand others through their own experience and behavior. Empathy has been referred to as "putting one's self in the other's shoes."

### 3. Loyalty:

Loyalty is the willing devotion of an individual to a cause greater than himself, as represented by a social process. In the development of the concept of loyalty, one is as concerned with the more sophisticated processes and ideas as he is to individuals or states. Process refers to those who are employed to uphold the cultural values of a given society.

### 4. Government by Consent of the Governed:

Government is the creation of man to secure the rights of the individual to safety, tranquility, and justice. Whenever government fails to secure these rights, the people may alter it to make it a more effective government.

## CONCEPTS (con't)

ss. It may be progress or decline, depending on the perspective of the observer. Some societies are more advanced than do other societies. There is probably no one factor or consistent set of factors that is common to all societies. Contact between cultures or the interactions of new ideas or material progress results in a modification of knowledge, attitudes, and skills of the people.

tem, the interaction of individuals and groups follows certain common types or forms. These forms are found in all social systems. Two general types of interaction - competition and cooperation - include all the more complex forms. The basis of all human interaction is found in social systems. This specific concept becomes a general picture that includes culture, society, social control, and social change.

on questions of attitude, beliefs, and principles.

th or merit. Human dignity should imply to every citizen the worth of all individuals. This is not because the individual exists, and not because of his achievements. It can be expected that most men are equal in the eyes of all other men.

Sciences defines empathy as the ability to understand others through being able to call out in one's behavior. Empathy has been referred to as "putting one's self in the other man's shoes."

otion of an individual to a cause greater than himself, as represented by an institution, idea, or movement. In the development of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to the state as to individuals or states. Process refers to those who are employed to achieve as ends the other members of the society.

of the Governed:

ion of man to secure the rights of the individual to safety, tranquility, freedom, and happiness. In order for the government to secure these rights, the people may alter it to make it a more effective instrument of their will.

## CONCEPTS (con't)

5. Freedom and Equality:  
Freedom refers to the relative absence of perceived external restraints on individual behavior. It has come to mean equality before law, equal access to suffrage, and equality of opportunity. Freedom may mean chaos and equality may become the tyranny of the majority.
- C. Method: Concepts that deal with techniques, skills, and aspects used in obtaining information. They are concepts that cross the lines of all the social science disciplines.
  1. Historical Method and Point of View:  
Historical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, facts, evaluation of facts, interpretation, chronology, and causal relationships.
  2. The Geographical Approach:  
Geography is the field of learning that undertakes to develop concepts based on the chronological attention is focused on the areal association of things and events of unlike origin and on the interaction and events that are thus associated. The distinctive purpose of geographic study is to develop an understanding of the action of things and events related to unlike processes that are associated with particular areas. Geography has examined the interaction between man and his habitat. Equally significant are the studies of diverse cultural processes or among physical and biotic phenomena. Geography seeks to understand the sequences of differences from place to place on the earth.
  3. Causation:  
In the teaching of the causation concept, we aim to develop a method of thinking as well as understanding the effects around us. Causation, as an aspect of method, should be integrated with the substance of the subject.
- D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are not identified in the literature but are envisioned as inevitable skills coming into focus as inquiry methods and approaches are utilized.
  1. Observation, Classification, and Measurement
  2. Analysis and Synthesis
  3. Questions and Answers
  4. Objectivity
  5. Skepticism
  6. Interpretation
  7. Evaluation
  8. Evidence

## CONCEPTS (con't)

absence of perceived external restraints on individual behavior. In the western world, equality of law, equal access to suffrage, and equality of opportunity. Taken to extremes, freedom may become the tyranny of the majority.

Techniques, skills, and aspects used in obtaining information. They are broader methodological concepts of all the social science disciplines.

View:

Dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of interpretation, chronology, and causal relationships.

Geography that undertakes to develop concepts based on the chronological principle. In this field, the association of things and events of unlike origin and on the interconnections among things is stressed. The distinctive purpose of geographic study is to develop concepts regarding the interconnections of unlike processes that are associated with particular areas. Traditionally, geography stresses the interaction between man and his habitat. Equally significant are the studies of the interaction among physical and biotic phenomena. Geography seeks understanding of the causes and consequences of place to place on the earth.

In developing a concept, we aim to develop a method of thinking as well as understanding of causes and consequences. As an aspect of method, should be integrated with the substance of several disciplines.

These eight techniques of skills and/or behavior are not identified as concepts as such. They are envisioned as inevitable skills coming into focus as inquiry methods and conceptual approaches are utilized.

Concepts, and Measurement

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CLARK COUNTY SCHOOL DISTRICT  
SOCIAL SCIENCE MULTI-MEDIA SELECTION CO

AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social science disciplines. These guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on the use of multimedia. Since we accept the product of their effort as a departure from the traditional textbook oriented teacher exposition method, we feel it behooves us to make an eclectic media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the development of the social science disciplines. We will guideline the generalizations and concepts set down by the curriculum committee in their curriculum.

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desire, we will present a new approach in the social sciences. To facilitate this, we will present the concepts and generalizations and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their representatives, the need for new media and vow to join with our colleagues from other parts of the country to assemble a new media.

The following list of multimedia is presented as a total package. Teachers are to be aware that the materials are selected for use from any or all of the various disciplines. Teachers and principals should join in the selection.

The areas of breakdown within the package are self-explanatory. Such areas as films, filmstrips, and television programs. Several new definitions are presented in relationship to textbook materials. The following are:

Standard Focal Reference Guides are materials usually compiled in a single volume that give a comprehensive treatment of a concept. These materials are not limited to a single concept. They represent a basis of sophistication from which to build on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an area of the social science disciplines.

Although the committee did review numerous ITV programs, none were recommended. It was suggested that the television station produce local programs that would better correlate with the new social science program. No television time is available for this.

CLARK COUNTY SCHOOL DISTRICT  
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the multimedia. Since we accept the product of their efforts and recognize it as a radical departure from the traditional method, we feel it behooves us to make an equally radical departure in establishing guidelines to select materials for the program.

We recommend those materials designed to enhance the development of the aforementioned program using as our criteria those set down by the curriculum committee in their curriculum guide.

In order to meet our needs to the extent that we desire, we will select those materials most applicable to this program. To facilitate this, we will present the concepts and generalizations to the various companies and their representatives in order to relate them to the conceptual areas.

By contacting these companies, directly and through their representatives, the measure of impatience that we harbor with our colleagues from other parts of the country to assist publishers in finding new directions in social science education is hereby expressed.

As a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be developed in all social science disciplines. Teachers and principals should jointly make this decision, if possible.

These materials are self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. Their relationship to textbook materials. The following are these definitions:

Materials usually compiled in a single volume that give a broad view of the mainstreams of social science. These materials represent a basis of sophistication from which the student is led to a higher level of sophistication

Materials in which the student and teacher may delve into an area of research.

As for ITV programs, none were recommended. It was the decision of the committee that the District television program should better correlate with the new social science program in Clark County. It was felt that local teacher exper-

	GENERALIZATION	CONCEPTS	SUB-CONCEPTS
<p>JUNIOR HIGH MODEL HISTORY</p> <p>Vehicles</p> <p>Comparative Studies: Factories and Cities Emerge</p>	<p>Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.</p>	<p>I. Social change</p>	<p>A. Change is a neutral process. No progress or decline.</p> <p>B. Some societies change at a much more rapid rate of progress than others.</p> <p>C. There are many causes for social change. (1) contact between societies, (2) the interaction of new ideas and materials within a culture, (3) development of modern means of communication and transportation, and (4) innovation as a means of meeting the challenge of social, economic, and political problems.</p>

	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
age	<p>A. Change is a neutral process. It may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change. (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, (3) the development of modern means of communication and transportation, and (4) innovation as a means of meeting the challenge of social, economic, and political problems.</p>	<p>A. The student will demonstrate his knowledge and understanding of the changes that occurred in Colonial New England village life by describing the growth of farming as an occupation in Colonial New England and considering soil, climate, productivity, and prosperity.</p> <p>B. The student will write an essay describing the reasons for the rapid growth of Colonial New England as compared to the slow growth of the Southern Colonies.</p> <p>C. The student will list the ways the New England Colonists were influenced by the nearby Indian tribes and the ways the Indians were influenced by the colonists.</p>

CONCEPTS	SUB-CONCEPTS	
<p>II. Industrialization-urbanization syndrome</p>	<p>A. Historically, the process of industrialization is a product of technical advance.</p> <p>B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</p> <p>C. Industrialization has provided new jobs and new ways of acquiring wealth. People who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</p> <p>D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</p> <p>E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</p>	<p>A. The student will present craftsmanship, working machine, factory-based ship, interest and/or so equipment, income, in security.)</p> <p>B. The student will respond did manufacturing get s (3) What industry started England factories. (5) L</p> <p>C. The student will describe in New England, includ workers.</p> <p>D. The student will list at cities and give a possibl</p> <p>E. The student will explain attracted to New Englan</p>

BEHAVIORAL OBJECTIVES

ialization is  
 se and effect.  
 ew commercial  
 eral great  
 ment of popu-  
 jobs and new  
 who lived from  
 ir positions  
 ustrial complex,  
 ms with their  
 opportunities  
 migration.  
 otting of  
 ave rise to  
 and class  
 -urbanization  
 despair to man-  
 nd posed many

- A. The student will present a written report contrasting a New Englander skilled in craftsmanship, working in a home-based craft, to a New Englander working at a machine, factory-based manufacturing enterprise. (Compare pride in workmanship, interest and/or satisfaction in his work, ownership of tools, products and equipment, income, independence and/or freedom of action, and economic security.)
- B. The student will respond orally or in writing to the following: (1) When and how did manufacturing get started in New England? (2) By whom was it started? (3) What industry started it? (4) Describe working conditions in the early New England factories. (5) Describe the workers.
- C. The student will describe in a written report the development of manufacturing in New England, including a description of the early working conditions and workers.
- D. The student will list at least five problems that were created by the growth of cities and give a possible solution to each.
- E. The student will explain in writing why the newly arrived immigrants were attracted to New England as a place to settle.

CONCEPTS	SUB-CONCEPTS	
<p>III. Compromise and adjustment</p>	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is a result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>	<p>A. The student will state the reasons for the success of the colonies, and the own of England.</p> <p>B. The student will, describe the economic life made by the subsistence and factory workers, houses, furniture,</p> <p>C. The student will name the major events during the colonial period.</p> <p>D. The student will compare the economic status of a country by origin and economic status of a country (This may be done by adjusting the map in five minutes, explain the map orally in five minutes)</p>

BEHAVIORAL OBJECTIVES

the keys to suc-  
economic, social,  
nict.

omise and adjust to his  
political, and

part of a product of  
ery; it is a result of  
Survival depends  
compromise.

omise and adjustment  
cept and not interpret  
render.

A. The student will state in written form how shipbuilding, shipping cargo and passengers, and the owning and operating of ships fit into the life of the people in New England.

B. The student will, describe, in writing the historical facts surrounding the adjustments made by the subsistence farmer, the New England merchant, fisherman, seaman, and factory worker. The historical facts should include facts pertaining to houses, furniture, food, clothing, and family life.

C. The student will name four regions that were developed by the early settlers during the colonial period.

D. The student will (1) tell the immigration story orally, including facts on region or country by origin, social stock, numbers, where in America they settled, economic status at time of arrival, and kinds of jobs or work they pursued in this country (This may be done in written form on a chart); (2) make a list of five adjustments the immigrants faced here in the New World; (3) orally, in three minutes, explain the purpose of a New England town meeting; and (4) explain orally in five minutes the safety valve theory of America's frontier.

## SUGGESTED TEACHING TECHNIQUES

### TO THE TEACHER:

The teaching procedure described below is deliberately untraditional. This procedure is aimed at emphasis on developing critical thinking skills in students. The process here involves the use of multimedia history although it is the major vehicle toward which instructional material has been oriented.

It should be clearly pointed out that utilization of instructional staff, time, and class-size components experiences: (1) team-teacher lectures to 180 students for one hour, once a week; (2) students on in-film and filmstrip labs scheduled on a daily program; (3) students in small group discussions of 15 students.

At this point, some emphasis should be placed on learning through discussion. This is a relatively new planned and thoroughly organized.

The teacher's role in the small group discussion method is changing. The teacher is seen basically as a commentator.

The teaching procedures for this unit consist of three aspects of learning on the part of the student.

1. Lecture: Presents an overall view of the subject matter.
  - A. Technology changes things in New England and elsewhere.
    1. New machines in textile production, e.g., Samuel Slater's mill.
    2. Use of water power.
    3. Factory-based machines supplant home-based crafts.
    4. New kinds of machines like power boats, trains, and automobiles appear. As a result, a
  - B. The "pull" of the city begins to deplete small, unproductive farms.
    1. Money in the pocket weekly in the form of wages has irresistible appeal in contrast to so
    2. New jobs beckon as factories increase in size and number. The pattern of New England
    3. Commerce becomes the fellow traveler of industry.
    4. Farming all but disappears in the Northeast as a major occupation. The problem of city
    5. Immigrants respond to new job opportunities in the cities of the Northeast.
  - C. The immigration story--geographic, economic, cultural, ethnic, size, and time.
    1. Results of immigration are interaction and conflict, class hatred, and adjustments.
    2. Manufacturing supplants agriculture as the major economic base of the Northeast.
    3. Cities contain a built-in labor force. There are also built-in consumers and customers for
    4. City dwellers make demands for wages, goods, and services that develop consumer patter
    5. New policies are necessary to cope with this new organized society.

## SUGGESTED TEACHING TECHNIQUES

1. This procedure is aimed at using a conceptual approach and a discovery-inquiry method with emphasis on the use of multimedia and the disciplines within the social sciences. It is not limited to any particular material that has been oriented.

2. Frequency, time, and class-size components should be arranged in such a way as to facilitate the following: (1) students on independent study and research in the resource centers, libraries, and other places, once a week; (2) students on independent study and research in the resource centers, libraries, and other places, once a week; (3) students in small group discussions of 15 students or less for one hour, once a week.

3. Discussion. This is a relatively new and effective aspect of instruction, especially when it is well facilitated.

4. The teacher is seen basically as a programmer, process observer, resource person, and process facilitator.

5. Learning on the part of the student.

6. Teacher's mill.

7. Automobiles appear. As a result, cities grow and patterns of city life begin to emerge.

8. Farming on the part of the student.

9. The irresistible appeal in contrast to some money at harvest time of a given year.

10. The pattern of New England industrialization appears.

11. Occupation. The problem of city life grows as cities grow.

12. The pattern of New England industrialization appears.

13. Ethnic, size, and time.

14. Class hatred, and adjustments.

15. Economic base of the Northeast.

16. Built-in consumers and customers for the market place.

17. Services that develop consumer patterns.

18. Organized society.

## SUGGESTED TEACHING TECHNIQUES

D. Citizens begin to search for meaning, status, and security in urbana.

1. The farmer develops some nostalgia about his former way of life--the agrarian society he once knew.
2. A job is the new equation of security for citizens. Workers and their families are exploited on the farm.
3. Unrest and disillusion drive some farmers to new lands in the West.
4. A few farmers still cling to the farm as a way of life. Subsistence farming still exists. Nature provides the means for their works. Rural independence and self-sufficiency are treasured as opposed to urban dependence.
5. Search for status and security by the great mass of people has degrees of mixed success and uncertainty.

E. Manufacturing is encouraged by the government.

1. Government responds to tariff demands and is unresponsive to the needs of farming.
2. Americans begin to look to the government for action to provide controls, services, and direction.
3. The tariff and interests abroad overshadow some domestic issues.
4. Government gradually responds to matters of public interest.
5. Government's role expands to help business and industry, workers, and consumers.

II. Student research: Students engage in research and independent study to obtain facts related to all material covered from a different view.

III. Small group discussions: An opportunity for students to maximize learning through discussions.

Matters to be considered and programmed into this process include: (1) class size; (2) rotation of leadership roles rather than on pupils' opinions; (4) base discussions on the major concepts and sub-concepts; (5) orient students toward participation by all; (6) emphasize that all students are to come prepared; (7) provide a preparation work sheet; (8) encourage open expression of individual and group performance, (9) encourage postponement of opinions until author's message is clear; (10) open expression of individual and group opinions on the material, and (10) students should interact, interrelate, and apply the practical application of the material covered.

## SUGGESTED TEACHING TECHNIQUES

in urbana.  
way of life--the agrarian society he once knew.  
Workers and their families are exploited on the industrial frontier.  
s in the West.  
Subsistence farming still exists. Nature philosophers such as Thoreau and Emerson react to the trends in  
y are treasured as opposed to urban dependence and interdependence.  
ople has degrees of mixed success and uncertainty.

nsive to the needs of farming.  
to provide controls, services, and direction.  
estic issues.  
nterest.  
stry, workers, and consumers.

nt study to obtain facts related to all material presented in the lectures and obtain divergent points of

ize learning through discussions.

clude: (1) class size; (2) rotation of leadership roles; (3) emphasis on lesson subject matter to be learned  
ajor concepts and sub-concepts; (5) orient students in the discussion process so as to elicit free and easy  
me prepared; (7) provide a preparation worksheet for each student; (8) provide for effective evaluation  
onement of opinions until author's message is first treated objectively then encourage and promote full  
erial, and (10) students should interact, internalize, und personalize while seeking the relevance and

## SUGGESTED LEARNING ACTIVITIES

1. Recognize and state a problem from data. For example: (a) The tariff was a problem; and (b) The
2. Write and/or ask relevant questions about the problem.
3. Write a tentative hypothesis.
4. Probe for symptoms of the problem.
5. Investigate to determine the aspects of the problem.
6. Study the scope of the problem.
7. Study the cause or causes of the problem.
8. Speculate as to some possible solutions to the problem.
9. Students search for facts, examples, case studies, patterns, and other pertinent data.
10. Students look for supporting evidence related to the problem.
11. Students classify data, patterns, trends, events, cycles, contrasts, and similarities.
12. Students organize notes, structures, and outlines.
13. Students analyze and interpret their accumulated data.
14. Students evaluate and test the hypothesis in relation to the data.
15. Modify or restate the hypothesis not supported by the data.
16. Write a research paper about the problem.
17. State a generalization.
18. Formulate tentative conclusions and concepts that will be defended under inquisition by classmates.
19. Students will present and exchange views concerning their chosen problems for research in the small
20. Students may be scheduled, one at a time, in small group sessions in which each presents and defend
21. Students' peers may try to debate against each others' positions and hypotheses.
22. Student under fire must defend his position and conclusions and make his generalization as he attempt

### SUGGESTED LEARNING ACTIVITIES

(a) The tariff was a problem; and (b) The tariff benefited the North and was a detriment to the South.

...s, and other pertinent data.

...em.

...contrasts, and similarities.

...he data.

...a.

...e defended under inquisition by classmates.

...ir chosen problems for research in the small group discussion sessions.

...p sessions in which each presents and defends his hypothesis, findings, and conclusions.

...sitions and hypotheses.

...ons and make his generalization as he attempts to narrow down the overall problem.

SUGGESTED MULTIMEDIA

FILMS

- "Pilgrim Adventure"
- "Colonial Life and Crafts"
- "Colonial Life in New England"
- "Colonial Shipbuilding and Sea Trade"
- "Colonial Life in the South"
- "Indians of Early America"
- "Pioneer Journey Across the Appalachians"
- "Pioneer Trains, Indian Lore, and Bird Life of the Plains"
- "Beginnings and Growth of Industrial America"
- "The Westward Movement: Settlers of the Old Northwest Territory"
- "The Meaning of the Industrial Revolution"

FILMSTRIPS

- "Early Settlers of New England"
- "Cowboys, Homesteaders, and Outlaws"
- "The Cradle of American Industry"
- "Coming of the Machine"
- "Life In a New England Town"
- "Occupations and Amusements of the Colonists"
- "We Learned From the Indians"

BOOKS

- The Free and  
Graft, H
- One Nation  
Heller-P
- pp. 16-2
- This Is Ameri  
Wilder,
- Comparative  
Fenton,
- Comparative  
Fenton,
- Major Conce  
Price, R

SUGGESTED MULTIMEDIA

FILMSTRIPS

"Settlers of New England"  
 "Pioneers, Homesteaders, and  
 Settlers"  
 "Rise of American Industry"  
 "The Age of the Machine"  
 "A New England Town"  
 "Recreations and Amusements of the  
 Settlers"  
 "Returned From the Indians"

BOOKS

The Free and the Brave,  
 Graff, Henry F., Chapters 7-10.  
One Nation Indivisible,  
 Heller-Potter, Chapters 2 & 3,  
 pp. 16-22.  
This Is America's Story,  
 Wilder, Ludlum, & Brown  
Comparative Economics,  
 Fenton, Edwin  
Comparative Political Systems,  
 Fenton, Edwin  
Major Concepts for Social Studies,  
 Price, Roy A., pp. 9, 10, & 17

OTHER

"New York Times Student  
 Weekly" Junior High Edition,  
 current issues

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p>	<p>HISTORY Level 7 <u>Vehicles</u> The Great Basin Geography &amp; Man's Environment Civic Privileges &amp; Responsibilities</p>	GENERALIZATION	CONCEPTS	
		<p>Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.</p>	<p>Institution</p> <p>Causation</p>	<p>A. Every ins</p> <p>B. The three on indivi</p> <p>C. Institutio</p> <p>D. Every ma specific</p> <p>A. There is</p> <p>B. Causatio standing</p> <p>C. Cause an operation enough a may bring as the se</p> <p>D. The fact to be ba</p>

	CONCEPTS	SUB-CONCEPTS
	Institution	<p>A. Every institution has statutes and special roles.</p> <p>B. The three primary institutions in American society have different effects on individuals within the society.</p> <p>C. Institutions are creations that developed from needs of human beings.</p> <p>D. Every major institution must have organization and a code of norms and specifications.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</p> <p>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)</p> <p>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>

ting  
ersal  
ety  
bered

## BEHAVIORAL OBJECTIVES

- A. The student will demonstrate his understanding of man's use of priority lists by ranking in order of preference a family of four with a budget that permits a \$60 non-budget expenditure has to decide on the purchase and use the money for a needed television repair.
  - B. The student, in study teams, will prepare a chart with two headings-- beneficial effects of television and harmful effects of television. Under each heading, the student will list findings under each of these headings.
  - C. The student will present a five minute talk explaining how farming, as a way of life, changed during the last century.
  - D. The student will make his own organizational flow chart of the United Nations.
- 
- A. The student will make a written list of the causes of the Eighteenth Amendment (prohibition) and list the effects of prohibition.
  - B. The student will write an essay explaining how the causes of slum districts are conducive to a study of the effects of slum districts.
  - C. The student will list the causes of the American Revolution and list a number of effects that eventually resulted from the American Revolution.
  - D. The student will chart the causes of the emancipation of women in America.

## BEHAVIORAL OBJECTIVES

Use of priority lists by ranking in order of preference the alternatives in the following situation. Budget expenditure has to decide on the purchase of a new bicycle for Tommy, a trip to Disneyland, or

Two headings-- beneficial effects of television and the negative effects of television--and list their

How farming, as a way of life, changed during the machine age and cite examples to support his views.

Part of the United Nations.

The Eighteenth Amendment (prohibition) and list the effects of prohibition that subsequently led to its repeal.

Causes of slum districts are conducive to a study of possible remedial actions.

Evolution and list a number of effects that eventually occurred.

Role of women in America.

GENERALIZATION	CONCEPTS	SUB-CONCEPTS
<p>History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables, upon which to base such decisions.</p>	<p>Scarcity</p> <p>Geographical approach</p>	<p>A. A person's/nation's wants are almost endless; thus, a</p> <p>B. Needs are different from wants in that a person's need</p> <p>C. There are definite limits as to the production of any g with people's needs and wants.</p> <p>A. In the field of geography, attention is focused on the and on the interconnections among things and events</p> <p>B. Many different kinds of processes of change are oper biotic, economic, social, and political processes.</p> <p>C. The distinctive purpose of geographic study is to dev events related to unlike processes that are associated</p> <p>D. Geography has examined the interaction between ma interaction among diverse cultural processes or among</p> <p>E. Geography seeks understanding of the causes and cor</p> <p>F. Grouping events and concepts together by the area o principle by which to approach and analyze them.</p>

### SUB-CONCEPTS

son's/nation's wants are almost endless; thus, a priority of wants must be established.

s are different from wants in that a person's needs must be met in order to survive.

are definite limits on to the production of any given item. Many times production is unable to keep up people's needs and wants.

e field of geography, attention is focused on the areal association of things and events of unlike origin in the interconnections among things and events that are thus associated.

different kinds of processes of change are operating on the face of the earth. There are physical, economic, social, and political processes.

distinctive purpose of geographic study is to develop concepts regarding the interaction of things and s related to unlike processes that are associated with particular areas.

geography has examined the interaction between man and his habitat but equally significant are studies of the action among diverse cultural processes or among physical and biotic phenomena.

geography seeks understanding of the causes and consequences of differences from place to place on the earth.

grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

## BEHAVIORAL OBJECTIVES

- A. The student will write a resumé of the existing conditions that faced America at the end of World War I at that time.
- B. The student, given a list of goods carried in a covered wagon through Nevada in the 1840's, will show wants and needs by putting the goods in order of what he would throw out of the wagon first, as the
- C. The student will list on the chalkboard as many factors as he can that limited the silver output in Nevada.
- A. The student will write a resumé describing how camels were used in Asia and how Americans used them.
- B. The student will select films, filmstrips, magazine articles, or other sources (learner's choice) about how encroachment into these natural regions upset the pattern of wildlife and ecological balance.
- C. The student will make a display using cut-out pictures and articles that show the results of water pollution.
- D. The student will be able to rank names of countries in order of their dependency on the sea, e.g., France, India.
- E. The student will draw three pictures of shelters built by primitive people using materials found in the
- F. The student will list the similarities and contrasts found between the forest Indians of early America and

## BEHAVIORAL OBJECTIVES

at faced America at the end of World War II and record and describe the list of priorities established

through Nevada in the 1840's, will show the priority of importance of the items as they affect his  
ould throw out of the wagon first, as the load needed to be lightened crossing the forty-mile desert.

can that limited the silver output in Nevada during the early mining era.

used in Asia and how Americans used them in the desert areas of our Southwest.

or other sources (learner's choice) about Florida's Everglades that show how man's economic en-  
wildlife and ecological balance.

articles that show the results of water pollution of rivers and lakes in America.

of their dependency on the sea, e.g., Portugal, Spain, England, Japan, Norway, Egypt, China, and

primitive people using materials found in their region and describe the shelter building process for each.

between the forest Indians of early America and the plains Indians of the Expansion Nationalist Period.



### SUB-CONCEPTS

- . Change is a neutral process; it may progress or decline.
- . Some societies change at a more rapid rate of progress than others.
- . There are many causes for social change, such as the following:
  1. Contact between cultures.
  2. The interaction of new ideas or materials within a culture.
  3. The development of modern means of communication and transportation.
  4. Innovation as means of meeting the challenge of social, economic, and political problems.
- . Freedom refers to the relative absence of perceived external restraints on individual behavior.
- . In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.
- . Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.
- . This concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under theegis of a government of laws and not of men.

## BEHAVIORAL OBJECTIVES

- A. The student will make a list of the different levels of society that existed during the colonial period in or
- B. The student will name at least four social classes of the colonial period. He will make a drawing in the of the lowest class at the bottom, proceeding to name the other classes and placing the uppermost class o
- C. The student will write a short description of each social class of the colonial period telling about their w would help to explain his understanding of that class of society. He will also explain how people could society of that period.
  
- A. The student will tell where in the Constitution freedom and equality are guaranteed and cite four categor
- B. The student will write a paper explaining his own understanding of the term--writ of habeas corpus and c
- C. The student will explain how the French Revolution was a result of freedom taken to extremes.
- D. The student will state arguments pro/con and cite references from the Constitution to support his position a government of law and not of men. "

## BEHAVIORAL OBJECTIVES

ed during the colonial period in order of their rank.

ed. He will make a drawing in the form of a pyramid. On this drawing he will write the name  
s and placing the uppermost class at the top.

colonial period telling about their work, homelife, accomplishments, and other information that  
will also explain how people could move up and down from one class to another in the open

are guaranteed and cite four categories to which the guarantee applies.

the term--writ *of* habeas corpus and cite facts to support his ideas.

edom taken to extremes.

Constitution to support his position on the statement, "The government of the United States is



### SUB-CONCEPTS

affects and is affected by his natural environment.

at is the resource base of man's society.

in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and provision of food, shelter, and clothing.

te influences ways of living.

at tends to direct man until he accepts or alters it.

iduals enter into relationships with a great number of individuals and groups.

in a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

basis of all human interaction is found in social systems.

## BEHAVIORAL OBJECTIVES

- A. The student will list three ways that modern man has turned Nevada's desert wasteland into a land that
  - B. The student will describe the contrasts of ownership, work, cares, responsibility, and importance of the "cattle kingdom" in the American West.
  - C. The student will work in a study team and will make a list of goods, services, and products that are natural resources.
  - D. The student will describe how the landforms in the Nevada Indian areas influenced the climate, food,
  - E. The student will write a paragraph essay explaining how Nevada, being a desert, influenced the government.
  - F. The student will write an essay comparing the culture of the Paiute Indians of Nevada with that of the Anasazi culture and how the alteration of their habitat affected the advancement of the Anasazi culture.
- 
- A. The student will describe the interaction or reaction of a Chinese and a Briton during the Boxer Rebellion.
  - B. The student will orally describe the conduct of the crowd (the spectators) at a bullfight.
  - C. The student will state how political elections are examples of both cooperation and competition.
  - D. The student will write the names of four or five different rituals and/or ceremonies that are found in our country.

## BEHAVIORAL OBJECTIVES

da's desert wasteland into a land that is useful to mankind.

, responsibility, and importance of the rancher and the cowboy in the overall emergence of the

ds, services, and products that are not produced in our desert environment due to lack of water

n areas influenced the climate, food, clothing, and shelter there.

, being a desert, influenced the government's decision to place the atomic testing site there.

ute Indians of Nevada with that of the Anasazi Indians of the Pueblo Grande de Nevada showing how  
Anasazi culture.

e and a Britain during the Boxer Rebellion.

pectators) at a bullfight.

oth cooperation and competition.

and/or ceremonies that are found in our own society.

GENERALIZATION	CONCEPTS	
<p>The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.</p>	<p>Conflict--its origin, expression, and resolution</p> <p>Power</p>	<p>A. Conflict is characteristic of the growth and development of society.</p> <p>B. Society is constantly pressured to respond to the needs of young students from the fact of its existence, and to help them to develop healthy attitudes toward conflict.</p> <p>C. This concept is developed to assist the student in dealing with classmates, between individuals and the community.</p> <p>A. Power has many connotations to many different people.</p> <p>B. Power relationships abound throughout society.</p> <p>C. Power can either be a goal or the means to gain a goal.</p>

### SUB-CONCEPTS

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether between classmates, between individuals and the state, or between nations to be used throughout life.

Conflict has many connotations to many different people.

Conflict relationships abound throughout society and societies.

Conflict can either be a goal or the means to goal attainment.

## BEHAVIORAL OBJECTIVES

- A. The student will select for study an example of the idea that men and nations often experience conflict, achievement and report his findings in writing.
- F. The student will pose arguments either "pro" or "con" on the value of following the ancient Chinese practices of the world.
- C. The student will write an essay describing how a person can satisfactorily deal with conflict.
  
- A. The student will describe the relationship of the elastic clause of the Constitution to the President's power.
- B. The student will make a list of American Presidents who exerted much personal power through the force of their personality.
- C. The student will categorize the names of the Heads of State under the three headings: (1) power for world good goals and personal glory.

## BEHAVIORAL OBJECTIVES

idea that men and nations often experience conflict (growing pains) in their growth, development, and

" on the value of following the ancient Chinese practice of shielding young children from all unpleasant aspects

erson can satisfactorily deal with conflict.

astic clause of the Constitution to the President's power as it was argued by Hamilton and Jefferson.

who exerted much personal power through the force of their personalities and strong leadership.

of State under the three headings: (1) power for worthy goals, (2) power for personal glory, and (3) power for

SUGGESTED MULTIMEDIA FOR HISTORY

STANDARD FOCAL REFERENCE GUIDES (Nevada History)

Wichita Eagle and Beacon  
Living Textbook

CONCEPT PENETRATION SOURCES

Childrens Press  
Nevada (Enchantment of American Series)

Ginn  
The First Americans

FILMSTRIPS

Bailey  
Great Explorers of America

Curriculum Materials  
Western Pioneer Trails  
Spanish Explorers

STANDARD FOCAL REFERENCE GUIDES (Civics)

Follett  
Civics Study Lessons

Houghton - Mifflin  
The Citizen and His Government

Macmillan  
Civics for Americans

CON

All

Ban

Ben

Gir

Ho

Ho

Lai

Ma

Me

Sac

SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 7

Nevada History)

CONCEPT PENETRATION SOURCES (Civics)

Allyn & Bacon  
Today's Problems

Bantam  
Presidents of the U.S.A.

Benefic Press  
The Progress of the Afro-American

Ginn  
Your Rights and Responsibilities As An American Citizen  
Teenagers and the Law

Holt, Rinehart & Winston  
American Political Dictionary

Houghton Mifflin  
Civil Liberties  
American Negro

Laidlaw  
Challenges In Our Changing Urban Society

McGraw - Hill  
Our Constitution and What It Means

Merrill  
United Nations Handbook  
American Government In Action

Sadlier  
You and Your Government

es)

(Civics)

FILMSTRIPS (Civics)

- Alpha
  - The Black American
- Bailey
  - Understanding Citizenship
  - Citizenship
- Encyclopaedia Britannica
  - Government In Action
- Eye - Gate
  - The Story Of America's People
- Learning Arts
  - Civics Series
- McGraw - Hill
  - Grow In Citizenship Series
- Society for Visual Education
  - Display of Flag
  - Leading American Negroes
- Warren Schloat
  - Minorities Have Made America Great Series
- Wasp
  - Exploding Myths of Prejudice

RECORDS (Civics)

- Learning Arts
  - Autobiography of Frederick Douglas
  - Glory of Negro History
  - Songs of the American Negro Slaves
  - Bless This House

Social Stud  
Your Li  
The Liv  
The De

16mm FILMS

Bailey  
LSD: In  
Mariju  
McGraw -  
Our Imr  
I Pledg  
Nationa  
Conserv

STANDARD

Ginn  
Your Co  
Harcourt, B  
The Wor  
Macmillan  
Living A

CONCEPT P

Benefic Pre  
How Peo  
Fideler  
Geograp  
The N

Social Studies School Services  
Your Living Bill of Rights  
The Living Constitution of the United States  
The Declaration of Independence

16mm FILMS (Civics)

Bailey

LSD: Insight Or Insanity?

Marijuana

McGraw - Hill

Our Immigrant Heritage

I Pledge Allegiance

National Citizenship Test

Conservation: A Job For Young Americans

STANDARD FOCAL REFERENCE GUIDES (Geography)

Ginn

Your Country and the World

Harcourt, Brace, and World

The World Around Us

Macmillan

Living As World Neighbors

CONCEPT PENETRATION SOURCES (Geography)

Benefic Press

How People Live In Japan - USSR - China

Fideler

Geography of the United States Series  
The Northeast

The South  
 The Midwest  
 The Far West

Field Education  
 Japan, Home Of The Sun

Franklin  
 Africa With Focus On Nigeria

Ginn  
 World Resources  
 Europe And The Soviet Union  
 Eurasia, Africa - Australia  
 U.S. And Canada  
 Eurasia  
 Africa/Canada/Asia

Harcourt, Brace, and World  
 Sub-Saharan Africa

Harper and Row  
 World Cultures

Houghton Mifflin  
 China  
 The Middle East  
 India

Laidlaw  
 Foreign Relations Series  
 Canada and Our Latin American Neighbors  
 Understanding Your World Series

Macmillan  
 Latin America  
 Africa-- South Of The Sahara  
 India And South Asia

McCormick  
 The Sto  
 East  
 Italy  
 Afgh  
 Indo  
 Fran  
 Thai  
 Paki  
 Chi  
 New  
 Laos  
 Sam  
 Chin  
 Kore  
 Phil  
 Ind  
 Libe

Merrill  
 The An  
 Sadlier  
 Anglo  
 Wester

FILMSTRIPS

Bailey  
 Africa  
 Japan  
 Southe  
 Living

McCormick - Mathers  
The Story of: Series

East Africa  
Italy  
Afghanistan  
Indonesia  
France  
Thailand  
Pakistan  
Chile  
New Zealand  
Laos  
Samoa  
China  
Korea  
Philippines  
India  
Liberia

Merrill  
The Ancient Near East

Sadler  
Anglo American Latin America  
Western Europe - Eastern Europe

FILMSTRIPS

Bailey  
Africa: Devil Continent  
Japan: Asia's Modern Power  
Southeast Asia: Past and Present  
Living in Mexico: City and Town

Curriculum Materials  
 How Geography Moved Civilization

Encyclopaedia Britannica  
 Southeast Asia

Learning Arts  
 Africa: Regional Geography

McGraw - Hill  
 China and Her Neighbors Series  
 World Geography Series

Photo & Sound  
 Australia, Indonesia, Philippines  
 India & Ceylon  
 Lands of East & Southeast Asia  
 Soviet Union Today

Popular Science Publications  
 Africa - South America

RMI  
 Age of the Maya

Society for Visual Education  
 Geography of 50 States of America  
 Modern Central & Southern Europe  
 Modern Northwestern Europe

TRANSPARENCIES (Geography)

Allyn & Bacon  
 Alpha Map Transparencies

MAPS, GLOBES

Denoyer - Co  
 World Maps  
 Set jg/jb  
 Globe c

Hammond  
 Comparat

Merrill  
 Merrill Sa

A. J. Nystro  
 See catai

Rand McNal  
 World Atl

RECORDS (G

Social Studie  
 Internatio

TAPES

Social Studie  
 This Is My

16mm FILMS

Bailey  
 Red China

Coronet  
 North Am  
 North Am

MAPS, GLOBES, ATLASES (Geography)

Denoyer - Geppert

World Map ss78rp 86x58 with mylar overlay

Set jg/jbvr - x666

Globe cl2p3 12"

Hammond

Comparative World Atlas

Merrill

Merrill School Atlas

A.J. Nystrom

See catalog

Rand McNally

World Atlas

RECORDS (Geography)

Social Studies School Services

International Series

TAPES

Social Studies School Services

This Is My Country Series

16mm FILMS (Geography)

Bailey

Red China Diary: With Morley Safer

Coronet

North American Regions: Rocky Mountains

North American Regions: The Pacific Coast

Encyclopaedia Britannica  
· Changing Matilda: The New Australia

McGraw - Hill

Israel: Making A Land Productive  
Siberia: A Day In Irkutsk  
The Middle East: The Need For Water  
India: The Struggle For Food  
India: Urban Conditions  
Thailand: Winds of Change  
European Culture Region  
China: The Social Revolution  
Oceania  
Leningrad Parts I-II  
Australia: Challenge of a Growing Nation  
The Philippines: Island Republic  
Afghanistan: Emerging From Isolation  
The Old Africa and the New  
Ethiopia and Botswana  
New Zealand: Its Farms and Cities  
Turkey: Modern Reforms  
West Germany - Industrial  
South Africa  
Yugoslavia  
China: The Awakening Giant  
Scandinavia - The Rewards of Excellence  
Antarctica: The Cold Frontier  
· Country Called Europe  
Low Countries, The Very Much Alive

TEACHER NOTES:

<p>HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY</p>	<p>HISTORY Level 8</p>	GENERALIZATION	CONCEPTS	
	<p><u>Vehicles</u></p> <p>Democracy Develops in the New World Factories &amp; Cities Emerge The Frontier--Land of the Second Chance America's Influence as a World Power</p>	<p>Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.</p>	<p>Modified market economy</p> <p>Social change</p>	<p>A. Expand</p> <p>B. The deg does no</p> <p>C. Supply</p> <p>D. Laws re benefit</p> <p>A. Change</p> <p>B. Some s</p> <p>C. There d</p> <p>1. Con</p> <p>2. The</p> <p>3. The</p> <p>4. Inc and</p>

	CONCEPTS	SUB-CONCEPTS
	Modified market economy	<p>A. Expanding industry provides both labor and market.</p> <p>B. The depletion of natural resources can adversely affect a community that does not have a diversified economic base.</p> <p>C. Supply points to the need of conservation practices for future demands.</p> <p>D. Laws regulate the use of natural resources and control human activity benefiting the majority.</p>
ing ersal ety ered	Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change, such as the following:</p> <ol style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials within a culture.</li> <li>3. The development of modern means of communication and transportation.</li> <li>4. Innovation as means of meeting the challenge of social, economic, and political problems.</li> </ol>

## BEHAVIORAL OBJECTIVES

- A. The student will identify himself as a bus boy in a large growing hotel and explain why more jobs and services continue to expand.
  - B. The student will select one Southern state where the soil was depleted and make a list of all the factors of economic stalemate that followed as a result.
  - C. The student will select four natural resources that he considers to be of highest priority and will indicate how they might best be achieved.
  - D. The student will give an oral report naming the rules and regulations that apply to our national forests and special use of the forests and in turn, benefits derived by the general public.
- 
- A. The student will take one side in the following situation and defend his position with facts: An old man could now choose to live in luxury and for pleasure. Instead, he renounced it all and chose to live a simple life. He said, "On the contrary, he is very wise."
  - B. The student, given a picture of a sleepy village in Mexico with Pedro taking his siesta, will list the changes that led to the successful implementation of the program.
  - C. The student will write an essay describing the types of changes that led to the successful implementation of the program.

## BEHAVIORAL OBJECTIVES

...ing hotel and explain why more jobs and promotions are continually available and why the hotel's

...e depleted and make a list of all the factors that brought about the depletion of the soil and the adverse

...ers to be of highest priority and will in writing make recommendations as to how conservation of these

...egulations that apply to our national forests. He will explain how these rules benefit people who make  
... general public.

... defend his position with facts: An old Indian who lived in a primitive fashion suddenly became rich.  
...ead, he renounced it all and chose to continue as he was. John said, "That Indian is foolish." Henry

...with Pedro taking his siesta, will list the reasons for the slow pace found in the society.

...ges that led to the successful implementation of "Operation Boot Sirap" in Puerto Rico.

GENERALIZATION	CONCEPTS	
<p>History makes man aware of the possible, rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decisions.</p>	<p>Conflict--Its origin, expression, and resolution</p> <p>Loyalty</p>	<p>A. Conflict is characteristic of the growth and development of society.</p> <p>B. Society is constantly pressured to respond to the needs of young students from the fact of its existence, and it is the duty of the teacher to help them to develop healthy attitudes toward conflict.</p> <p>C. This concept is developed to assist the student in dealing with classmates, between individuals and the community.</p> <p>A. Loyalty is the willing devotion of an individual to a person, idea, or process.</p> <p>B. Loyalty processes are those means employed to achieve the ends of a group.</p> <p>C. The legislative process by which all sections of a community are represented are processes that should command the loyalty of all.</p> <p>D. Loyalty to ideas such as human dignity, equality, and justice are more important than symbols.</p>

### SUB-CONCEPTS.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

Students are constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.

Loyalty is the willing devotion of an individual to a cause greater than himself, as represented by an institution, organization, or process.

Traditional processes are those means employed to achieve as ends the other cultural values of a given society.

The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Commitment to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas more important than symbols.

## BEHAVIORAL OBJECTIVES

- A. The student will draw five cartoons each depicting a different mode of travel used by the pioneer been encountered with each mode of transportation.
- B. The student will write a short story telling of the battles, skirmishes, breakdowns, impassable barriers as they traveled westward.
- C. The student will explain in an oral report how the pioneer struggles illustrate a relationship between conflict.
  
- A. The student will write a commentary on a historical character who was in direct contrast to Benjamin Franklin.
- B. The student, given any nation, will be able to make a list of the cultural values that he thinks make up that nation.
- C. The student will write an essay describing an event in American political history where loyalty was tested.
- D. The student will orally name at least four national symbols (statues, monuments) that he thinks are important to the United States.

## BEHAVIORAL OBJECTIVES

different mode of travel used by the pioneers in their journey westward and state what hardship might have occurred, skirmishes, breakdowns, impassable barriers, and other adventures that might have happened to people. How do these struggles illustrate a relationship between the growth and development of a region and the concept of individualism? Describe a character who was in direct contrast to Benedict Arnold. How do these events reflect the cultural values that he thinks made it great. Describe an event in American political history where loyalty was not found in the political party affairs. Identify symbols (statues, monuments) that he thinks depict our American ideals and values.



### SUB-CONCEPTS

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitution, the people may alter it to make it a more effective instrument of their will.

To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.

In a government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Stability and the greatest guarantee of rights and values are through government by consent of the governed.

## BEHAVIORAL OBJECTIVES

- A. The student, in a panel discussion, will define the terms gerrymandering, logrolling, and lobbying; and explain how each works in carrying out its intended purpose.
- B. The student will list the following institutions: government, school, home, church, bank, and mosque; and in seminar his reasons for his order of preference.
- C. The student will make a chart listing the activities of the American Government in the days of the Founding Fathers and the American Government today.
- D. The student will list all of the different levels in our Government according to rank of the national government.
- A. The student, in a seminar, will explain his views on how the government helps to secure individual liberties.
- B. The student will find historical data, posters, dioramas, cartoons, advertisements, and sketches that illustrate the development of the American government.
- C. The student will write a one-page commentary on the following subject: Ours is a government of the people, by the people, and for the people.
- D. The student will write a definition in his own words of the following terms: courts, elections, impeachment, and the Bill of Rights.
- E. The student will compare a government in Latin America with one in the United States or Canada and explain why one is more government stable.

### BEHAVIORAL OBJECTIVES

tyranny, logrolling, and lobbying; describe the origin and circumstances under which they intended purpose.

, school, home, church, bank, and market place in the order of their impact on the individual and explain

American Government in the days of Thomas Jefferson and by contrast the major functions of the American

Government according to rank of the national, state, county, and local governments.

Government helps to secure individual rights to safety, freedom, tranquility, and happiness.

Cartoons, advertisements, and sketches that show the way people brought about reforms in suffrage.

Writing subject: Ours is a government of law, not of men.

Following terms: courts, elections, impeachment, and consent of the governed.

With one in the United States or Canada in terms of their stability and will list the factors that make a



## SUB-CONCEPTS

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.

By different kinds of processes of change are operating on the face of the earth. There are physical, biological, economic, social, and political processes.

A distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

Geography has examined the interaction between man and his habitat but equally significant are studies of interaction among diverse cultural processes or among physical and biotic phenomena.

Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

## BEHAVIORAL OBJECTIVES

- A. The student will draw a sketch of a typical Indian, Eskimo, Arab, Mexican, and an American and list their characteristics.
- B. The student will describe the customs and traditions left in the new world by the Spanish Conquistadors.
- C. The student will collect pictures that show the culture and traditions a given country values.
- D. The student will write the names of the different nationalities or national groups that make up our American population.
- A. The student, in a small group seminar, will explain any connections, similarities, and differences that exist between the Spanish Conquistadors, the Boxer Rebellion, and the Boxer Rebellion.
- B. The student will select one country in Europe and one in Asia and write a two-page report on how each country is affected by its geographical location.
- C. The student will make a list of some of the geographic features of Norway that have a bearing on the lives of the Norwegians.
- D. The student, in a small group discussion, will name some examples of activities which are affected by geographical location.
- E. The student will describe the methods used by the Eskimo and pygmy Bushman of South Africa to adjust to their environment.
- F. The student will explain the geographic relationship between D-Day and the African campaign of World War II.

## BEHAVIORAL OBJECTIVES

o, Arab, Mexican, and an American and list four ways that their needs/feelings are similar.

in the new world by the Spanish Conquistadores.

and traditions a given country values.

ities or national groups that make up our American population.

nections, similarities, and differences that characterized the "Huks" guerilla war under the leader

Asia and write a two-page report on how climate and geography affect the main economic activities in

atures of Norway that have a bearing on the ways of making a living and/or occupations followed by

amples of activities which are affected by geographic influences.

and pygmy Bushman of South Africa to adjust to their native habitat in regard to food and shelter.

ween D-Day and the African campaign of World War II.



### SUB-CONCEPTS

- A. Freedom refers to the relative absence of perceived external restraints on individual behavior.
  - B. In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.
  - C. Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.
  - D. This concept of equality is an American tradition; it is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.
- 
- A. History is a process-- a continuing development involving constant change.
  - B. Every citizen who seeks an explanation for any event should be made to understand he has a "point of view."
  - C. A historian is an observer who stands "amid the process." This observer must realize events are flowing by him and that his particular place in time and space (his community, profession, church, school) are coloring and molding his thinking through moral pressure, stereotypes, and other current influences.
  - D. All previous observers have received past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of other time and space coordinates.
  - E. A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own position in time and space.

## BEHAVIORAL OBJECTIVES

- A. The student will tell how this quotation relates to the concept of freedom and equality: "You have a
  - B. The student will advance opinions and support his position with facts on the statement that we have ri
  - C. The student will write whether or not he thinks campus disorders in American colleges and universities position.
  - D. The student will list the conditions of frontier life that in his opinion helped to produce feelings of eq work, and hardships.
- 
- A. The student will trace the development of the franchise (the right to vote) in America beginning with
  - B. The student will orally explain both points of view on the Stamp Act in the colonies and cite facts the
  - C. The student will make a list of different external forces, e.g., political, economic, diplomatic, relig to become the kind of man he was.
  - D. The student will present some present-day facts that refute the idea of the United States of America as "melted," but still maintain strong national and ethnic cultural bonds and patterns.
  - E. The student will expound in seminar on the fallacy of the policy of appeasement preceding World War i policy was not good.

## BEHAVIORAL OBJECTIVES

concept of freedom and equality: "You have a right to your own opinion as long as it is the same as mine."

with facts on the statement that we have rich man's justice and poor man's justice.

orders in American colleges and universities are a result of freedoms taken to extremes and support his

his opinion helped to produce feelings of equality in and among the people there, e.g., dangers, hard

the right to vote) in America beginning with colonial days up to the present time.

the Stamp Act in the colonies and cite facts that support his statements.

e.g., political, economic, diplomatic, religious, moral, and military, that he thinks influenced Franklin

the idea of the United States of America as a "melting pot" and show that some ethnic groups have not  
cultural bonds and patterns.

the policy of appeasement preceding World War II by citing incidents that subsequently proved that the

STANDARD FOCAL REFERENCE GUIDES (U.S. History)

Benefic Press

You and The Nation

Harcourt, Brace and World

Building The American Nation

Holt, Rinehart & Winston

Discovering American History

Laidlaw

History of Our United States

CONCEPT PENETRATION SOURCES

American Book

Viewpoints U.S.A.

Bantam

Presidents of The U.S.A.

Day of Infamy

Up From Slavery

Drums Along The Mohawk

The Oregon Trail

Century

Negro American Heritage

Franklin

Westward: The Nation In Song And Dance

Follett

Study Lesson In U.S. History

Ginn

The First Americans

## SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 8

DES (U.S. History)

Atlas of American History  
The Human Side of American History  
Conflict, Politics & Freedom

Golden Press  
The Civil War

Harcourt, Brace and World  
Impressions of America  
Living American Documents  
40 American Biographies

Heath  
Toward A More Perfect Union

Holt, Rinehart, & Winston  
American Biographies

Houghton - Mifflin  
The Negro In American Life  
The American Negro

Macmillan  
A Sense Of The Past  
The Negro Revolution

McGraw - Hill  
Our Constitution And What It Means

Merrill  
Our Nation's Builders  
Abraham Lincoln's Gettysburg Address  
American History Time Line - Date Chart

Pitman  
Eyewitness: The Negro In American History

And Dance

Rand McNally  
The Free And The Brave

Silver Burdett  
Illustrious American Series

FILMSTRIPS (U.S. History)

Alpha  
Great Issues And Decisions of American History

Encyclopaedia Britannica  
A Picture History of the Civil War  
War of Independence  
Settling The New World

Guidance Association/ Harcourt, Brace & World  
The Reckless Years

Landmark  
Pony Express  
California Gold Rush  
Fulton  
Louisiana Purchase  
Panama Canal

Learning Arts  
Our Heritage From The Old World  
History of the American Negro

R.M.I.  
American History Series

Wasp  
Minorities Have Made America Great

TRAN

Ally

Ham

Hou

MAP

Den

Ham

Ran

RECO

Soc

TRANSPARENCIES (U.S. History)

Allyn & Bacon  
Alpha Map Transparencies

Hammond  
Hammond Series

Houghton Mifflin  
Overhead Visuals - A History of the U.S.

MAPS AND ATLASES (U.S. History)

Denoyer - Geppert  
Conterminous United States #ssslvr  
Mylar Overlap same size  
The Our America Series

Hammond  
American History Atlas

Rand McNally  
Atlas of American History

RECORDS (U.S. History)

Social Studies School Services  
American Document Records  
Great Moments in Negro History  
Crisis (1936 to present)  
Inheritance

TAPES (U.S. History)

Social Studies School Services  
Industrial Growth

KITS (U.S. History)

Portal Press  
Springboards American History Program

16mm FILMS (U.S. History)

Bailey  
Mississippi River: Trade Route of Mid-America

Coronet  
The Lewis And Clark Journey  
Boyhood of Abraham Lincoln  
Boyhood of George Washington

McGraw - Hill  
Change In The Western Mountains  
U.S. Number 1 - American Profile  
U.S. Becomes A World Power  
Our Immigrant Heritage  
Age of Kennedy Part 1 - II  
Tippecanoe And Lyndon Too  
History of The Negro In America  
Golden Twenties  
Rise of Industrial Giants  
America Becomes An Industrial Nation  
Rise of Organized Labor



	CONCEPTS	SUB-CONCEPTS
	Social change	<ul style="list-style-type: none"> <li>A. Change is a neutral process; it may progress or decline.</li> <li>B. Some societies change at a more rapid rate of progress than others.</li> <li>C. There are many causes for social change, such as the following:               <ul style="list-style-type: none"> <li>1. Contact between cultures.</li> <li>2. The interaction of new ideas or materials within a culture.</li> <li>3. The development of modern means of communication and transportation.</li> <li>4. Innovation as means of meeting the challenge of social, economic, and political problems.</li> </ul> </li> </ul>
	Causation	<ul style="list-style-type: none"> <li>A. There is a relationship of cause and effect.</li> <li>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</li> <li>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)</li> <li>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</li> </ul>

BEHAVIORAL OBJECTIVES

- A. The student will construct a chart showing the territorial growth of the United States during conquest, annexation, or purchase and the date, the circumstances, and from what country.
  - B. The student will choose a category on which to write a commentary explaining social change in the school, or the town meetings in New England.
  - C. The student will list five specific incidents from the colonial period which show that contact with the Indians was beneficial to the colonists.
- 
- A. The student will give a three—five minute oral presentation on the causation of the first Thanksgiving.
  - B. The student will select a problem of his own choice and expound on the causes, effects, and solutions.
  - C. The student responds orally or in writing explaining the basic facts surrounding the complete and jubilant celebration.
  - D. The student with two other members in a study team, will list possible causes of a hypothetical field.

## BEHAVIORAL OBJECTIVES

of the United States during the period 1790-1917 indicating if land was acquired by military forces, and from what country each was purchased.

mentary explaining social changes that may have occurred in either the guild, the church, the home,

period which show that contacts between cultures bring about social change.

on the causation of the first tariff in the United States.

and on the causes, effects, and possible solutions.

facts surrounding the completion of the first railroad and telling why this was an occasion of

possible causes of a hypothetical situation where a fire destroyed a storage building in an open



### SUB-CONCEPTS

Empathy is the concept of demonstrating the ability of an individual to understand others through one's responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Empathy is a process, a continuing development involving constant change.

A citizen who seeks an explanation for any event should be made to understand he has a "point of view."

A historian is an observer who stands "amid the process." This observer must realize events are flowing by and that his particular place in time and space (his community, profession, church, school) are coloring and molding his thinking through moral pressure, stereotypes, and other current influences.

Previous observers have perceived past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of their time and space coordinates.

A competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own position in time and space.

Student understanding these problems of a continually changing process can be taught something of selectivity and skepticism. He can learn respect for all evidence and the need to doubt all evidence without becoming a skeptic or cynic. The student should become aware of the need for continual reevaluation of past evidence, for the certitude of one generation often is labeled fallacious by the next.

## BEHAVIORAL OBJECTIVES

- A. The student will be able to list the most pertinent facts surrounding the 1948 presidential election in the scene of Truman's acceptance speech and how the people must have felt who shared his triumph.
  - B. The student will write an essay explaining why Greek heroes, such as Ulysses, were very popular among the Greeks.
  - C. The student will name four or five spectator-type sports in which the spectators share some of the excitement of the event.
- 
- A. The student will give an oral or written presentation explaining the American frontier as an example of American society.
  - B. The student will explain the controversy and events centering around the liquor problem that led to the prohibition of alcohol.
  - C. The student will write an essay explaining how the Civil War caused the progress of Nevada from territory to statehood under normal circumstances and tell how his being a resident in Nevada could "color" his interpretation of the events.
  - D. The student will assume the role of a writer of history and record an event of his own choosing for the history of Nevada.
  - E. The student will read selected articles that represent the point of view of both the North and South in the Civil War and describe his own interpretation in at least three paragraphs.
  - F. The student will list in chronological order the events he feels led up to America's entry into World War I.

## BEHAVIORAL OBJECTIVES

Surrounding the 1948 presidential election in which Harry S. Truman emerged victorious and describe people must have felt who shared his triumph.

Heroes, such as Ulysses, were very popular adventure epics.

in which the spectators share some of the feelings of the participants.

Explaining the American frontier as an example of the "safety value" theory of population pressure in

centering around the liquor problem that led to the passage of the 18th Amendment.

World War caused the progress of Nevada from territory to statehood to proceed more quickly than it might have if a president in Nevada could "color" his interpretation.

and record an event of his own choosing for the benefit of future generations.

the point of view of both the North and South immediately after the battle of Fort Sumter, and will then graphs.

the feels led up to America's entry into World War II.

GENERALIZATION	CONCEPTS	
<p>Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.</p>	<p>Compromise and adjustment</p> <p>Comparative advantage</p>	<p>A. Compromise and adjustment are the key to change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger world and compromise. Survival depends upon compromise.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p> <p>A. A nation, group, or individual must have realistic goals, be aware of the advantages and disadvantages, and be willing to compromise.</p> <p>B. Compromise and adjustment are an important part of life and are the same.</p>

### SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

## BEHAVIORAL OBJECTIVES

- A. The student will demonstrate his understanding of compromise and adjustment within the content of compromises in the Constitution, their initial problems, and how the compromises resolved the problems.
  - B. The student will present an oral or written report on how the first American settlers of Texas had to adjust to new circumstances.
  - C. The student will list five ways in which the African slaves were forced to compromise their native customs and group prior to the Civil War.
  - D. The student will assume the role of a news commentator and comment on the relationship between the Mexican Revolution, no winner and was settled under terms expressed in the Latin phrase "Status Quo Ante Bellum." and the concept of a natural evolutionary concept and not as a sign of weakness and surrender.
- 
- A. The student will compare orally or in writing the public sentiment regarding liquor immediately before and after the 21st Amendment, 1933.
  - B. The student working in a study team, will make a poster illustrating the advantage and disadvantage of prohibition.

## BEHAVIORAL OBJECTIVES

compromise and adjustment within the content and writing of the United States Constitution by naming five compromises, and how the compromises resolved the problems.

how the first American settlers of Texas had to compromise and adjust to new rules, new ways, and

slaves were forced to compromise their native culture and mores in order to survive as an ethnic

ator and comment on the relationship between the following two statements: (1) The War of 1812 had the Latin phrase "Status Quo Ante Bellum." and (2) Man should recognize compromise and adjustment as weakness and surrender.

public sentiment regarding liquor immediately before and after the Prohibition Law; 18th Amendment, 1919;

poster illustrating the advantage and disadvantages of America's position as a world power.



### SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

## BEHAVIORAL OBJECTIVES

- A. The student will define five common characteristics that could denote the attitudes of both the Union to an idea, love of country, love of family, and fear.
  - B. The student will select either painting, music, literature, or sculpture and write a biographical sketch of the selected art form including reasons why his work was liked by the people.
  - C. The student will describe the Chinese custom of "filial piety" and tell why he feels the Chinese retain it.
  - D. The student will select a cultural group, such as the Indians, and write an essay in which he states the reasons for their cultural practices.
- 
- A. The student will be able to name orally or in writing the type of officials found in control of a typical city.
  - B. The student will make a list of some of the problems associated with the control of shoplifting in his city.

## BEHAVIORAL OBJECTIVES

could denote the attitudes of both the Union and Confederate soldiers during the Civil War, e.g., loyalty

e, or sculpture and write a biographical sketch of one important European artist associated with the  
ed by the people.

piety" and tell why he feels the Chinese retained this custom.

ians, and write an essay in which he states their cultural contributions to America.

e type of officials found in control of a typical country club that offers golf, tennis, and swimming.

ociated with the control of shoplifting in his city and tell why such control is necessary.



### SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.

Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.

The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Loyalty to ideas, such as human dignity, equality of opportunity, and freedom of speech and religion are important.

## BEHAVIORAL OBJECTIVES

- A. The student will assume the role of a newly hired worker in the construction industry who finds it difficult to understand the rules or procedures involved in becoming a unionized construction employee in the craft of his choice.
  - B. The student will name, in order of their importance, as many customs as he can that might be observed on a construction site (this orally or in writing.)
  - C. The student will state examples of the two types of interaction, competition and cooperation, seen on a construction site.
  - D. The student will write an essay explaining the system behind the Social Security Act.
- 
- A. The student will tell the story of Nathan Hale in an oral discussion centered around the Revolutionary War.
  - B. The student will orally tell about a movie or television show he has seen that exemplifies loyalty in the face of adversity used to achieve other ends.
  - C. The student will collect clippings and photos and make a scrapbook on the campaign of Robert F. Kennedy.
  - D. The student will discuss, in small groups, the aspects of loyalty involved in the U.S.S. Pueblo incident.

## BEHAVIORAL OBJECTIVES

the construction industry who finds it necessary to join the union. The student will list the steps and/employee in the craft of his choice.

customs as he can that might be observed at a formal dance at a New Year's Eve celebration. (Do

on, competition and cooperation, seen in the United States—Russian space race.

the Social Security Act .

discussion centered around the Revolutionary War period of our history.

ly he has seen that exemplifies loyalty in one way or another and describe how the loyalty process was

rapbook on the campaign of Robert F. Kennedy showing the loyalty of his supporters.

ty involved in the U.S.S. Pueblo incident.

SOCIAL SCIENCE-GRADES 9-12

THE FOLLOWING STANDARD FOCAL REFERENCE GUIDES, FILMSTRIPS, AND SIMULATION GAMES CAN BE UTILIZED IN ALL AREAS OF SOCIAL SCIENCE, GRADES 9-12.

STANDARD FOCAL REFERENCE GUIDES

Allyn and Bacon  
People and Music

American Book Company  
Mirrors of Man

Laidlaw  
Our Changing World

Macmillan  
Social Science  
Man's Behavior

McGraw - Hill  
The Humanities

FILMSTRIPS

Grolier  
The Book of Arts

SIMULATION GAMES

Free Press  
SimSoc

SUGGESTED MULTI-MEDIA FOR HISTORY--LEVEL 9

L REFERENCE  
TION GAMES  
SOCIAL

High School Geography Project  
Section

Holt, Rinehart and Winston  
Market Game

Johns Hopkins University  
Life Career  
Parent - Child

Merrill  
Napoli

West Behavioral Sciences  
Plans

STANDARD FOCAL REFERENCE GUIDES

American Book Co.  
A Global History of Man  
New Dimensions of World History  
Viewpoints in World History

Harper - Row  
Tradition and Change in Four Societies  
The Shaping of Western Society

Lippincott  
Man's Cultural Heritage

Merrill  
World Culture In Perspective

Scott Foresman  
Contemporary Civilization

Silver Burdett  
The Human Achievement

CONCEPT PENETRATION SOURCES

Allyn - Bacon  
The Afro-Asian World, A Cultural Understanding

American Book  
Readings In World History  
Culture Area In Perspective

American Education  
Public Issues Series/ Harvard Social Studies Project  
Communist China  
20th Century Russia  
Nazi Germany  
Colonial Kenya  
Taking A Stand  
The Middle East  
China: Troubled Asian Giant  
Changing Latin America  
Southeast Asia  
India, Pakistan  
Africa: Emerging Nations Below the Sahara  
Anthropology In Today's World

Cambridge  
Cambridge Regional Studies  
The Middle East  
China, Japan, Korea  
Latin America  
Soviet Russia

Follett  
World History Study Lessons

Ginn  
Today's World In Focus

Understanding	Soviet Union Africa China Israel Indonesia Mexico India Thailand Middle East Japan Brazil The Human Side Of World History
Global Studies Project	Harcourt, Brace, & World The Human Adventure
How the Sahara	Houghton Mifflin Houghton Mifflin Regional Studies India India Selected Readings China China Selected Readings Japan Selected Readings The Middle East Selected Readings Panorama of the Past
d	Macmillan Mainstreams of Civilization Culture Regions of the World India and South Asia Latin America Western Europe Southeast Asia China, Japan, and Korea Africa South of the Sahara Southwest Asia and North Africa Soviet Union and Eastern Europe Voices of the Past, Vol. 1-3

Merrill  
 World Cultures in Perspective

G. P. Putnam's Sons  
 Jackdaws - World History Series  
 (Collection of Contemporary Documents)

Rand McNally  
 Pamphlets in World History

Scholastic  
 Scholastic Great Issues Series  
 Scholastic World Affairs Multi-Text

Scott Foresman  
 The China Giant  
 32 Problems in World History  
 The Clash of Ideas

Silver Burdett  
 Great Ages of Man  
 Early Man

Van Nostrand  
 Making of the French Mind  
 The Late Victorians  
 The World in the Twentieth Century  
 Fifty Major Documents of the Twentieth Century  
 Marx and the Marxists  
 Fifty Major Documents of the Nineteenth Century  
 Conservatism  
 The Papacy  
 The Age of the Reformation  
 Basic Documents  
 Contemporary Africa: Continent in Transition  
 The Russian Revolutions of 1917  
 The Greek Mind  
 British Constitutional History Since 1832  
 Liberalism: Its Meaning and History

The E  
 Basic  
 Basic  
 The N  
 NATO  
 The M  
 Revol  
 South  
 Histor  
 Histor  
 The R  
 A Sho  
 Basic  
 Basic  
 Found  
 The B  
 Mexic  
 Sovie  
 Early  
 Rise o  
 Card  
 The H  
 Cavo  
 The E  
 Cold  
 Move  
 Medic  
 The P  
 Worl  
 Islam  
 The M  
 The lo  
 Musso  
 Sovie  
 The C  
 Docu  
 Varie  
 Louis

The Era of the French Revolution 1789-1799  
 Basic History of Modern Germany  
 Basic History of Modern Russia  
 The North Atlantic Civilization  
 NATO- A Twentieth Century Community of Nations  
 The Medieval Town  
 Revolution and Reaction 1848-1852  
 Southeast Asia and the World Today  
 Historic Documents of World War I  
 Historic Documents of World War II  
 The Roman Mind At Work  
 A Short History of Canada  
 Basic Documents in Medieval History  
 Basic Documents in Canadian History  
 Foundations of Israel  
 The Benelux Countries - An Historical Survey  
 Mexico and the Caribbean  
 Soviet Foreign Policy, 1917-1941  
 Early Christianity  
 Rise and Fall of the Romanovs  
 Cardinal Documents in British History  
 The Hapsburg Empire 1804-1918  
 Cavour and the Unification of Italy  
 The Era of Charlemagne  
 Cold War Diplomacy 1945-1960  
 Movements of Social Dissent in Modern Europe  
 Medieval Commerce  
 The People's Republic of China  
 World Communism  
 Islam and the West  
 The Medieval Church  
 The Idea of Racialism  
 Mussolini and Italian Fascism  
 Soviet Russian Imperialism  
 The Counter Reformation  
 Documents on Modern Africa  
 Varieties of Fascism  
 Louis Philippe and the July Monarchy

European Economic History Documents and Readings  
 African Nationalism in the Twentieth Century  
 The Ottoman Empire: Its Record and Legacy  
 The Roman Republic  
 Feudalism  
 The Third French Republic 1870-1940  
 Immigration, The American Mosaic  
 The Weimar Republic  
 The Medieval University  
 Anticlericalism  
 Soviet Economic Development  
 The Lower Mekong: Challenge to Cooperation in Southeast Asia  
 The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal  
 Pakistan: Emerging Democracy  
 The Soviet Union  
 The Changing Map of Africa  
 The Global Sea  
 Canada in the American Community  
 The Balkans in Transition  
 A New Soviet Heartland  
 The Alliance for Progress  
 Argentina: The Divided Land  
 Dilemmas Down Under  
 Military Geography  
 Mexico: Land of Sunshine and Shadow  
 The Northern Tier: Afghanistan, Iran, and Turkey  
 China Ageless Land & Countless People  
 China Emerging World Power

Western Publishing  
 Industrial Revolution and Nationalism  
 Imperialism and World War I  
 The Age of Revolution  
 Reformation and Exploration

FILMSTRIPS

Budek Films and Slides  
 The Inca Empire

Readings  
 tury  
 cy

---

ation in Southeast Asia  
 m, and Nepal

---

and Turkey

---

Eye Gate  
 Life in Other Times  
 U.S.S.R. (Russia) Series

The Panama Canal  
 The Ancient Greek Site of Mycenae and Tiryns  
 Ancient Delphi  
 The Civilization of Ancient Crete  
 London  
 The Etruscan Civilization  
 Traditional Life In Iran  
 Bengal  
 The Phoenician Civilization  
 The Persian Civilization  
 The Mesopotamian Civilization  
 Prehistoric to Early Dynastic  
 The Early Dynastic Period  
 Akkadian - Kassite Periods  
 The Palace of Assurnasirpal at Nimrod, Assyria  
 Assyrian and Neo-Babylonian Periods  
 The Australian Aborigines  
 Temples of Abydos, Egypt  
 Carthage

Encyclopaedia Britannica  
 The British Isles  
 Israel: The Land and the People  
 Indian Cultures of the Americans  
 Indians of the Southeast  
 Indians of the Southwest  
 Indians of the Northeast  
 Indians of the Plains  
 Indians and Eskimos of the Northeast  
 Culture Diffusion in the Mediterranean World  
 The Rise of Settled Village Life  
 The Birthplaces of Civilization  
 Great Accomplishments of the Roman Empire  
 The Crusades and Their Significance  
 The Industrial Revolution

Modern Japan  
The Islands of the Pacific: A Regional Study Series  
Man Learns to Govern Himself  
Life in Ancient Greece

LaFollette

Concept Centered Lessons in World History

Society for Visual Education

The Middle Ages  
The Classic Age  
Communism: A Challenge to Freedom  
Ancient Greece: Cradle of Western Culture  
Living in the Americas  
Living in South America Today  
Modern Central and Southern Europe  
Modern Northwestern Europe  
Living in Iron Curtain Countries Today  
Living in the Soviet Union Today  
Modern Eastern and Southeastern Asia  
Living in China Today  
Modern Balkans, Southern, and Southwestern Asia  
Modern Australia and the Pacific Islands  
Rome: The Eternal City  
    Kings and Consuls  
    The Emperors  
    The Early Christians  
    The Renaissance  
    Rome  
Understanding Buddhism  
Understanding Hinduism  
Understanding Shintoism  
Understanding Islamism  
Life Education Program  
    The Epic of Man Series  
        Man Inherits the Earth  
        Stone Age People of Today  
        The Dawn of Religion  
        Stone Age Faith Today  
        The Growth of Society

M  
D  
N  
C  
S  
O  
E  
C  
H  
T  
History of  
Middle  
Rena  
Age of  
Gold  
Prote  
Fran  
18th  
Amer  
World of  
Ancie  
Athen  
Pekin  
Herit  
The  
World's  
Hindu  
Buddh  
Conf

TRANSPAREN

Denoyer - C  
World H  
Encyclopa  
Culture:  
The Gro  
The Mak

y Series

- Mesolithic Age Today
- Discovery of Agriculture
- Neolithic Folk Today
- Coming of Civilization
- Sumer: First Great Civilization
- Oldest Nation: Egypt
- Egypt's Eras of Splendor
- Crete: The Minoan Age
- Homeric Greece
- The Celts

History of Western Culture Series

- Middle Ages
- Renaissance Venice
- Age of Exploration
- Golden Age of Spain
- Protestant Reformation
- France in the 18th Century
- 18th Century England
- American Revolution

World of the Past Series

- Ancient Egypt
- Athens
- Peking
- Heritage of the Maya
- The Incas

World's Great Religions

- Hinduism            Islam
- Buddhism            Judaism
- Confucianism and Taoism      Christianity

e

ern Asia

TRANSPARENCIES

Denoyer - Geppert  
World History Series

Encyclopaedia Britannica  
Culture: Diffusion in the Mediterranean World  
The Growth of Medieval Towns  
The Making of a Nation State

The French Revolution and Nationalism  
European Imperialism in Africa

Nystrom  
World History Transparencies

Visiline  
Basic Projectuals of World History

MAPS, GLOBES, ATLASES

Denoyer - Geppert  
Wenchow Map Series  
World History Map Series  
Ancient World  
Oriental Empires  
Greek, Phoenician Colonies and Commerce  
Alexander's Empire  
Roman Empire, Time of Augustus  
Barbarian Migrations  
Europe, Time of Charlemagne  
Holy Roman Empire, 10th - 11th Centuries  
Europe at Time of Crusades, 1097  
Europe in 1360  
Medieval Commerce  
Europe at Time of Charles V, 1519  
Germany at Time of Reformation, 1547  
Europe 1648, After Treaty of Westphalia  
Europe 1740, Partitions of Poland  
World Exploration and Discovery, 13th - 20th Centuries  
Struggle for a Continent, 1689 - 1800  
Europe at Time of Napoleon, 1812  
Europe After 1815  
Industrial England, 1700 and 1911  
Growth of Prussia: Modern Germany  
The World in 1914  
Europe in 1914  
European Area in World War I  
Peoples of Europe

Euro  
Gro  
Part  
The  
Pred  
Euro  
Paci  
Asia  
Afric  
Euro  
Indi  
Air-  
The

Hammo  
Hist  
Rand M  
Stud  
Goo

RECORD

Columb  
I Co  
Blitz  
Win  
You

Educati  
Lite

McGra  
Chu  
The  
Sir V

Europe, 1918-1928  
Growth of Russia, 1462-1939  
Partition of Africa to 1935  
The World, 1918-1937  
Predominant World Economies  
European Area in World War II  
Pacific Area in World War II  
Asia in 1963  
Africa in 1940 and 1966  
Europe in 1965  
India, Pakistan, Burma, Ceylon Today  
Air-Age World  
The World Today

Hammond  
Historical Atlas

Rand McNally  
Students' Political Atlas of the World  
Goode's World Atlas

#### RECORDS

Columbia Masterworks  
I Can Hear It Now 1919-1932, 1933-45, 1945-1949  
Blitzkrieg  
Winston Churchill  
You Are There: Signing of Magna Carta  
Battle of Gettysburg

Educational Audio Visual  
Literature of World Wars I and II

McGraw - Hill  
Churchill in His Own Voice  
The Hollow Crown  
Sir Winston Churchill "The Sinews of Peace"

World LandMark  
Great Events in World History

TAPES

World  
World History

16mm FILMS

Av-ed  
China: A One Class Society  
China: The Big Question

Atlantis  
Ancient Phoenicia  
Negro Kingdoms

Contemporary/McGraw - Hill  
Knud

Encyclopaedia Britannica  
Middle Ages: Rise of Feudalism  
Spanish Explorers  
China: A Portrait of the Land

Independent Film Producers  
Israel

McGraw - Hill  
Israel: Making a Land Productive  
India: Urban Conditions  
Thailand: Winds of Change  
European Culture Region  
China: The Social Revolution  
Leningrad, Parts 1-2  
Ethiopia and Botswana

West Germany - Industrial  
South Africa  
Yugoslavia  
Rise of the Industrial Giants  
China: The Awakening Giant  
Low Countries, The - Very Much Alive  
Rise of Europe, 1000-1500  
Crisis at Munich  
Road to World War II  
Russia - Czar to Lenin  
Greece - The Golden Age  
Rise of Nationalism in Southeast Asia  
Spanish Armada  
Greece - So Rich, So Poor