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ABSTRACT

In this third grade teaching guide emphasis is placed on community study, providing data for generalizations about cultural diversity. Affective objectives foster curiosity and respect for cultural contributions and differences. Inquiry, critical thinking, geographic and sequential development of skills are stressed. Four resource units that focus on political and social institutions are on contrasting communities, gold mining, Manus Community in the Admiralty Islands, and the Paris community. The first part of the guide gives information on course goals, teaching strategies, the focus of the course, the place of the course in the elementary curriculum, the format of the units, adaptation of the units, and preparation of materials. Over half the document contains charts showing the sequential development of concepts and attitudinal behaviors in this course. Related documents are ED 051 027 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

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Chelmsford Public Schools

Chelmsford, Massachusetts

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Gr 3

TEACHER'S GUIDE TO

GRADE THREE

on

COMMUNITIES AROUND THE WORLD

These courses are part of an articulated curriculum for grades K-12 that by the Project Social Studies Curriculum Center at the University of Minnesota special grant from the United States Office of Education. The resource units following field testing in the Chelmsford Public Schools.

1968

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COMMUNITIES AROUND THE WORLD

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1968

FOREWORD

The basic responsibility of the Chelmsford social studies program is the development of informed citizens fully aware of the need for insuring the dignity and worth of the individual, for personal involvement in improving the society they have inherited, and for recognizing the interdependence of all peoples. In the largest sense, then, the goal of the social studies program in the Chelmsford Public Schools is to prepare students for intelligent participation in a free society.

In order to develop a program to achieve this goal a variety of materials were examined along with recent research and curriculum development in social studies education. A strong feeling developed as the result of this study, that materials finally selected for use in the Chelmsford Schools should develop concepts and skills from both the affective and cognitive domain, that the materials foster the development of the process of inquiry, and that the program incorporate the systems approach in its use of media.

Following extensive field testing in Chelmsford classrooms, materials developed at the Project Social Studies Curriculum Center at the University of Minnesota were selected to provide the curricular framework for the Chelmsford program. The resource units that accompany this guide were revised in light of classroom experiences by teams of classroom teachers during the summer of 1968.

These units are designed for use by the teacher in his classroom. They are kits that are for use in the 16 mm film format. They are available through the Chelmsford Schools. It is strongly suggested that the teacher who worked with these units in the classroom introduce the units to the classroom teacher by reading the background material and introducing the culture and its related materials. These are resource units that are designed to add their own ideas and teaching strategies. The units are designed to develop the teacher's own using the framework and the teacher's skills, and attitudes in the classroom program.

The Chelmsford Schools are indebted to Dr. E. J. Minnesota Project for making the Project Social Studies Curriculum Center for field testing and for the Special thanks are given to the classroom teacher who revised the resource units for the Chelmsford School.

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August 1, 1968

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These units are designed to guide the teacher in his use of the multi-media kits that are found in the classroom and in the 16 mm films and videotapes available through the Chelmsford media center. It is strongly suggested by the teachers who worked with the program that the classroom teacher do two things before introducing the unit to his students: read the background paper provided on the culture and then survey the unit and its related materials. Since these units are resource units, teachers are encouraged to add their own ideas for media and teaching strategies. Teachers are also encouraged to develop resource units of their own using the framework of generalizations, skills, and attitudes outlined by the program.

The Chelmsford Public Schools are indebted to Dr. Edith West, Director of Minnesota Project Social Studies, for making the Project's materials available for field testing and for her advice and counsel during the field test period. Special thanks are also extended to the classroom teachers who field tested and revised the resource units for use in the Chelmsford Schools.

Charles L. Mitsakos
Coordinator of Social Studies

August 1, 1968.

GOALS FOR THE COURSE

The resource units make it clear that the third grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with the objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in a number of units.

Behavioral Goals Related to Values

The course is designed to help children develop a number of values identified by the Center's staff as goals for the entire social studies program. For example, units are built to try to develop curiosity about social data and scepticism of single causation in the social sciences. The choice of units at this level also indicates rather clearly the staff's concern for helping children learn to accept diversity as natural, to value human dignity, and to appreciate and respect the cultural contributions of other countries. In addition to these goals, which are also goals of earlier courses, this course deals in an introductory fashion with political institutions and is designed to help develop a belief that law and government are necessary, as well as to help children learn to value procedural safeguards needed for a fair trial.

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Skills

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THE COURSE

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It should not be thought that some of the attitudinal goals are neglected completely merely because there is no check against them under a specific unit on the chart on attitudinal goals. The checks indicate those units in which the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checked. One of the goals is starred in the chart because it was a major reason for the focus of the course but was not stated as an individual goal within unit objectives.

Skills

This third grade course is designed to develop many skills. A number of these are related to methods of inquiry, but inquiry skills are not the only ones developed. Some of the geographic skills were introduced in the kindergarten and in grades one and two. They are reviewed and developed more intensively at this level. They are also taught again at later levels in the curriculum.

The chart showing the sequential development of skills in this course is presented on pages 26-29 of this guide. It should be noted that some of these

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Concepts and Generalizations

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ralizations from the various

social sciences and has tried to provide
for sequential development of them in the
K-12 curriculum. The course for grade
three is interdisciplinary. It is designed
to teach children important concepts and
generalizations from the fields of anthro-
pology, sociology, and geography, with some
attention to concepts from political science
and economics. The concepts taught in the
course do not constitute a structure for
any one of the disciplines, but those chosen
are important to each of them or at times
to several of them. Teachers who are
concerned about a structure of each disci-
pline should examine the background papers,
including the paper which introduces the
curriculum as a whole. The staff's view
of structure is clarified in the background
papers, particularly in papers #'s 1 and
2. It should be pointed out here that as
children move through the curriculum, they
will develop a structure for each of the
disciplines. It was not thought wise to
introduce separate structures in the third
grade.

Most of the generalizations to be
developed are presented in the terms of
the social scientist. No attempt should
be made to have children learn the state-
ments as presented in the resource units.
Children should be encouraged to generalize
in their own words.

Even though the objectives for a par-
ticular procedure within a resource unit do
not show clearly that the procedure is
designed to teach children about the culture

concept, the teacher should keep in mind that many of the procedures have been designed to do just this. Details about how people eat, for example, are included not because it is important to know these details. They are included to teach children that all people must eat (a cultural universal) but that what they eat and how they eat may differ from society to society (cultural diversity). Data on Manus canoes and homes or Paris buildings are not important except to develop an appreciation of the skills and culture of Manus or the French. Data on Parisian schools are provided to show that, as in many other societies, not all socialization is left to families but that types of schooling (and so aspects of culture) differ from one society to another. Details of Manus life before and after World War II are important only to develop the concept of culture change. In other words, details about cultures are included only because they are needed to teach certain concepts, generalizations, skills, and attitudes which are the important goals of the program.

The Rationale for the Number of Objectives

The resource units in this course differ from many units in part because of the large number of generalizations and skills to be taught in each. The teacher should remember that these generalizations and skills are reintroduced throughout the course, that many have been introduced in earlier courses, and that all will be reinforced and the generalizations tested against further data in later courses. This means that it is not necessary or wise to spend too much time clinching a single

generalization in a children should generalize as theses to be tested study other communities the course, they should size more fully because studied more cultural. pare with other cultures years. Children should that generalizations modified later, that tentatively, always the light of new evidence.

Because of this further development of tions, and skills, the teacher to read through all of the units in begins teaching at the year..

The charts on sequential concepts, generalizations, attitudinal behavior show which ones are first time in the course are reviewed from each which have been introduced are marked with stars.

TEACHING

For a more complete approaches in teaching read a number of the Background paper #1

teacher should keep in mind that procedures have been designed to include details about how people eat, but these details are included not because it is known that all people must eat in a certain way (and so aspects of culture) but that what they eat may differ from society to society (and so aspects of culture). Data on Manus or Paris buildings are not included to develop an appreciation of the culture of Manus or the French. In other schools are provided to show other societies, not all is left to families but that details about society to another. Details before and after World War II only to develop the concept of generalization. In other words, details about certain concepts, generalizations and attitudes which are the objectives of the program.

For the Number of Objectives

The units in this course differ in part because of the large number of generalizations and skills to be included. The teacher should remember that generalizations and skills are reinforced throughout the course, that many have been introduced in earlier courses, and that generalizations are reinforced and the generalizations are reinforced with further data in later courses. It is not necessary or wise to spend too much time clinching a single

generalization in any one unit. Rather, children should generalize and hold these generalizations as tentative -- as hypotheses to be tested more fully as they study other communities. At the end of the course, they should be able to generalize more fully because they will have studied more cultures which they can compare with other cultures studied in earlier years. Children should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units in the course before she begins teaching at the beginning of the year.

The charts on sequential development of concepts, generalizations, skills, and attitudinal behaviors have been keyed to show which ones are introduced for the first time in the curriculum and which ones are reviewed from earlier grades. Those which have been introduced in earlier courses are marked with stars.

TEACHING STRATEGIES

For a more complete discussion of inquiry approaches in teaching, the teacher should read a number of the background papers. Background paper #1 analyzes in more detail

the Center's point of view about inquiry and what inquiry involves. Background paper #10 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils.

The third grade course emphasizes a teaching strategy which encourages children to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher. Children are asked to make guesses or set up hypotheses. They undoubtedly arrive at hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they think that this might be so. Inquiry also involves gathering data, testing their hypotheses, and generalizing from their findings.

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. There is also a place at times for children to find out what others think about certain kinds of data. They may do so by listening to the teacher read a story or to a guest speaker or by seeing films. Such activities may help children compare sources of information and provide them with opportunities to evaluate sources. These activities provide children with help in understanding different points of view or how people in other cultures may perceive things. The stories give children a chance to identify with people in the story and so to understand their feelings.

The stories also contain data from which they learn about cultural diversity or how culture is learned, values, about social and governmental services, not tell children the when she may provide which they can genera

There are many occasions when children view pictures to make guesses about pictures. Questions help them make such guesses other materials, including be used to help them c

Teachers should encourage guesses as being as well as stages of thinking as well as sent a commentary on facts or heard in stories. Children should be asked for things which can be guesses or hypotheses. However, children should be thinking of new ideas or hypotheses or for asking questions not been raised earlier. Children will learn to set up hypotheses, and generalizing depends in part upon whether behavior is discouraged by teachers. However, they always say "yes" or "thank you" when a child presents a teacher thinks good. They may wish to suggest their idea or an interesting

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The stories also give children concrete
data from which they can generalize about
cultural diversity or universals, about
how culture is learned, about norms and
values, about socialization, and about
governmental services. The teacher should
not tell children the generalizations, even
when she may provide the raw data from
which they can generalize.

There are many occasions in the units
when children view pictures and are asked
to make guesses about things from these
pictures. Questions in the guides should
help them make such guesses. Stories and
other materials, including maps, can then
be used to help them check on their guesses.

Teachers should encourage children's
guesses as being as worthwhile at some
stages of thinking as statements which pre-
sent a commentary on facts seen in pictures
or heard in stories. At other times,
children should be asked to listen or look
for things which can be used to test these
guesses or hypotheses. Even at this stage,
however, children should be rewarded for
thinking of new ideas about possible hypo-
theses or for asking questions which have
not been raised earlier. Whether or not
children will learn to ask questions, set
up hypotheses, and generalize for themselves,
depends in part upon whether or not such
behavior is discouraged or encouraged by
teachers. However, the teacher should not
always say "yes" or "that's right" or "good"
when a child presents an idea which the
teacher thinks good. Rather, the teacher
may wish to suggest that this is a new
idea or an interesting idea and ask what

ideas other children have. Then children can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the child has come up with a "correct" answer.

At times children may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data or knowledge in the social sciences. If so, the teacher should not feel obligated to correct children immediately. Rather, she should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for children to over-generalize and later discover that they must modify their generalizations. Thus, if in unit one they generalize that too many functions and services are provided by all governments, they will be forced to modify their generalization when they study the Manus later in the year. This experience should help them learn the need to hold generalizations tentatively.

When children arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that children should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations? For example, will units in grade four or grade five help them limit a generalization which they have arrived at in grade three?

If the answer to either questions is "yes," it may be wise to let children hold these generalizations tentatively, but to remind them

that they should then be tested in later units. Probably the procedure which does not take the more sophisticated social scientist or might place upon it

On the other hand, both questions is "no," a generalization is not obviously contradicted. Children have already come up with it. It can be presented to them in a form within the unit. The teacher should then let children test their generalization at that time. Rather than forcing them to modify their generalization, the teacher should read excerpts from pictures or films, or facts. This data should help children to modify their generalization and arrive at a better one. Telling them what is

FOCUS OF THE THIR

In this course the curriculum shifts from "The World." In grade three the family was used as a series of important concepts related to culture, (including the family as a social process, and the community is used about more social science earlier. By focusing

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which does not take into account some of
the more sophisticated limitations which a
social scientist or even an older child
might place upon it.

On the other hand, suppose the answer to
both questions is "no." Or suppose the
generalization is not just too broad but is
obviously contradicted by data which chil-
dren have already come across or which could
be presented to them in an understandable
form within the unit being studied. The
teacher should then spend more time helping
children test their generalizations at this
time. Rather than merely telling children
that their generalization is wrong or needs
to be modified, the teacher might confront
children with data. For example, she could
read excerpts from books, tell stories, show
pictures or films, or merely relate certain
facts. This data should be such as to lead
children to modify their generalization or
arrive at a better generalization without
telling them what is wrong.

FOCUS OF THE THIRD GRADE COURSE

In this course the emphasis in the
curriculum shifts from "Families Around
the World." In grades one and two the
family was used as a vehicle to teach a
series of important social science concepts
related to culture, social organization,
(including the family as an institution),
social process, and site. In grade three
the community is used as a vehicle to teach
about more social science concepts developed
earlier. By focusing upon communities and

cultures not studied earlier, this course provides the data for further generalizations about cultural diversity and uniqueness, norms and values, and culture as learned behavior. The study of new cultures will support and expand children's previous learning about cultural universals and the psychic unity of mankind. (It should be noted that again children study a non-western culture during the course of the year.) As in grades one and two, the communities are used to teach children more site concepts and to review and extend their map-reading skills.

GENERAL OUTLINE OF THE COURSE

Grade three includes the following units:

Unit 1. Contrasting Communities in the United States.

This unit focuses upon the study of the children's own community but includes the study of New York City.

Unit 2. An American Frontier Community: Early California Gold Mining Camp.

This community was chosen to emphasize the need for law and government and the way in which people take their culture with them to new places.

Unit 3. The Manus Community in the Admiralty Islands.

This community is studied in two periods, both before and after contact with American soldiers during World War II. The unit emphasizes change through cultural diffusion, the persistence of some cultural traits despite drastic change, and the cultural use of the environment.

Unit 4. The Paris Community

This community illustrates an urban community. It provides a contrast to the community studied in grade two. It illustrates both cultural universals and differences.

As children study this community, they also study their own community in relation to the site of the community. In addition, they study geographic concepts. In addition, they study map and globe skills.

THE PLACE OF THE CURRICULUM

It is important to note that the third grade curriculum is an elementary school curriculum. The third grade curriculum is wise to read through the curriculum in earlier grades so that children can make comparisons between the curriculum in grades one and two.

It seems appropriate to begin their study of the curriculum upon only one institution close to their lives. The year sequence on the curriculum in grades one and two is in other institutions. The family. Child education and religion introduced to simple interdependence.

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Unit 4. The Paris Community.

This community has been chosen to illustrate an urban community in another culture. It provides a contrast with the urban community studied in the local area and illustrates both diversity and cultural universals.

As children study each of these communities, they also study the situation of the community in relationship to other places, the site of the community, and a number of geographic concepts and generalizations. In addition, they review and expand their map and globe skills.

THE PLACE OF THE COURSE IN THE ELEMENTARY CURRICULUM

It is important to note the way in which the third grade course fits into the entire elementary school curriculum in social studies. The third grade teacher would be wise to read through the units in the earlier grades so that she can help children make comparisons between cultures studied in grades one and two.

It seems appropriate to have children begin their study of culture by focusing upon only one institution -- an institution close to their lives. However, the two-year sequence on "Families Around the World" in grades one and two does introduce several other institutions as children focus upon the family. Children note differences in education and religion. They are also introduced to simple economic ideas such as interdependence. However, institutions

other than the family are not studied in detail until grade three.

The course in grade three uses the theme of "Communities Around the World" to focus upon other social institutions: schools, the church, and political institutions. Some economic concepts are introduced, but the major focus upon economic institutions does not come until grade four.

The course in grade four again uses the theme of "Communities Around the World." However, it focuses upon contrasting economic systems. Children will spend a large portion of their time finding out in simple terms how our own economic system operates. They will also discover that in some societies the government plays a greater role and that in some other societies traditional reciprocal relationships among people are more important to exchange than is our type of market relationship. Children will learn that the total way of life, including cultural values, affects economic systems.

In both the third and fourth grades, institutions are added to a study of other institutions which pupils have examined earlier. That is, as children look at the Manus or at the Paris community in grade three, they will also notice things about the family life in these communities. As children look at economic life in the Village of India in grade four, they will find out much about the family life and the social and political life in an Indian village. In this fashion children study more institutions in each grade level until they are able to look at total cultures without too much confusion.

Since the courses in grades one through four focus upon different cultures, children will find each unit new and interesting. They will also be able to make many comparisons with what

they have studied and continue to get a sense of diversity and new culture.

There is one unit studied in grade three and they study a Soviet Union seems just in world affairs. American culture colonial family mining community attention to the for children in

In grade five detail how different people over time environment in perceptions, and focus is upon the States, Canada,

Children become a variety of cultures through the elements each grade from to at least one grade five they studying Latin.

THE FORMAT

The main body set up in a double

ily are not studied in detail

grade three uses the theme of "The World" to focus upon other institutions: schools, the church, and economic systems. Some economic concepts are the major focus upon economic systems, but do not come until grade four.

Grade four again uses the theme "The World." However, it focuses on contrasting economic systems. A large portion of their time is spent in terms of how our own economic system works. They will also discover that the government plays a greater role in some other societies. Traditions and relationships among people are different from our type of exchange. Children will learn that economic life, including cultural values, is different in other systems.

In third and fourth grades, institutions are studied in a study of other institutions examined earlier. That is, in the Village of the Manus or at the Paris in grade three, they will also notice family life in these communities. In the study of economic life in the Village of the Manus, they will find out much about the economic life and the social and political life in a village. In this fashion, the study of institutions in each grade is able to look at total culture without much confusion.

In grades one through four, in the study of other cultures, children will find it interesting. They will make comparisons with what

they have studied earlier. They should continue to generalize about cultural diversity and universals as they study each new culture.

There is only minimal overlap in cultures studied in grades one through four. True, children do study their own and a contrasting community in the United States in grade three and they also study the economic system of their community in grade four. They study a Soviet family in grade two and how the economic system operates in the U.S.S.R. in grade four. This attention to the Soviet Union seems justified by its present role in world affairs. Children also study American culture in two other units: the colonial family of Boston and the early mining community in California. This much attention to the American scene is appropriate for children in American schools.

In grade five children study in much more detail how different cultures or the same people over time use the same physical environment in terms of their cultural values, perceptions, and level of technology. The focus is upon the geography of the United States, Canada, and Latin America.

Children become acquainted with a wide variety of cultures as they progress through the elementary school years. In each grade from 1 - 4 they are introduced to at least one non-western culture. In grade five they spend considerable time studying Latin American countries.

THE FORMAT OF RESOURCE UNITS

The main body of each resource unit is set up in a double-page format to help

teachers see the relationship among objectives, content, teaching procedures and materials of instruction. The objectives column on the left answers the questions: Why should we teach this content and use this procedure? The second column on the left-hand page presents an outline of content. It answers the question: What topics should we teach? The third column (found on the right-hand page) includes teaching procedures. It answers the question: How can we teach these objectives and this content? And the last column on materials of instruction answers the question: With what materials can we teach the objectives and content and handle the procedures?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

The materials column does not present bibliographic data or all possible materials. Complete bibliographic data can be found in the bibliography at the end of the unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new procedure.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective(s) listed in the column for a single procedure. The same objectives are not repeated until a different objective intervenes.

It should be noted that any one teaching

procedure may have generalizations, one or more attitudes. Procedures are designed to achieve several

By knowing what is listed for a particular teacher can direct procedure to apply should not feel a generalization procedure. The to the development but it is almost aimed at accomplishing within the same

ADAPTING RESOURCES

Since the units, teachers of the teaching should select procedures suitable for the unit omit some procedures still others. They add their own ideas to teaching procedures intended to suggest present a cut-away

As the teacher for her class, selects from the resources

1. The objectives in the unit.

For example, pupils need map-reading

relationship among objectives, procedures and materials of objectives column on the left is: Why should we teach this procedure? The second hand page presents an out-answers the question: e teach? The third column (hand page) includes teaching ers the question: How can tives, and this content? And materials of instruction With what materials can ves and content and handle

the objectives column to ective stand out clearly. eceded by a G and are in are preceded by an S and are nal behaviors are preceded apital letters.

umn does not present r all possible materials. c data can be found in the nd of the unit.

ted in the content column r procedure, the teacher st content presented for It is not repeated for

s found in the left-hand ar procedure, the teacher st objective(s) listed in le procedure. The same epeated until a different

procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization(s) are listed for a particular procedure, the teacher can direct her handling of the procedure to appropriate ends. However, she should not feel that children should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization, but it is almost never the only procedure aimed at accomplishing this end, even within the same unit.

ADAPTING RESOURCE UNITS TO SPECIFIC CLASSES

Since the units provided are resource units, teachers are not expected to use all of the teaching procedures. Rather, they should select procedures which are most suitable for their class. They may need to omit some procedures, adapt others, and add still others. Teachers are encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut-and-dried course.

As the teacher develops a teaching unit for her class, she should make a selection from the resource unit in terms of:

1. The objectives she wishes to emphasize in the unit.

For example, if she discovers that pupils need much more help on certain map-reading skills, she may wish to add

some objectives which do not appear in the resource unit.

2. The general ability level of the class.

For example, in a class of largely low ability children, she may wish to spend more time on some of the activities which call for use of pictorial materials.

3. Differences in interests and ability among members of the class.

This criterion is particularly important in selecting individual and small group activities and materials.

4. The previous experiences of children.

The selection of objectives, content, procedures, and materials will depend in part upon previous experiences outside of school such as trips, visits to museums, where children have lived prior to coming to the community, the socio-economic background of children, etc. It will also depend upon whether or not children have come through earlier courses in the curriculum. Much more attention will have to be paid to geographic skills and concepts if children have not had the earlier courses. Moreover, more time should be spent on an analysis of the family as an institution in each of the communities studied if children have not had at least one of the courses in the first two grades.

5. Available materials (including books, films, pictures, and resource people in the community.)

As teachers should keep in mind how the course should flow there is a flow of things are placed later because of certain concepts to obtain data or ideas skills are presented of procedures or teacher needs to and skills needed in order to decide or, if it is made shifted in order for carrying out the teacher does logical flow. A logical progress pupils' organization ideas.

As a teacher she should also procedure is written objectives. If is shifted to a probably needs more greater analysis procedure designed knowledge, skills their interest, of the unit. Use of stages of a unit in later stages.

It would be possible to shift the order or modify each resource done with the unit

activities which do not appear in the unit.

Ability level of the class.

For example, in a class of largely low-ability children, she may wish to spend more time on some of the activities which require the use of pictorial materials.

Differences in interests and ability among members of the class.

Selection of criterion is particularly important in selecting individual and small group activities and materials.

Previous experiences of children.

Selection of objectives, content, materials, and materials will depend in part on previous experiences outside of school such as trips, visits to museums, etc. Children have lived prior to coming to school in their community, the socio-economic background of their children, etc. It will also depend on whether or not children have taken high earlier courses in the curriculum. Much more attention will have to be given to geographic skills and concepts if children have not had the earlier courses. More time should be spent on an overview of the family as an institution in the communities studied if children have not had at least one of the courses in the two grades.

Materials (including books, films, and resource people in the community)

As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or skills or present certain data or ideas before other ideas or skills are presented. Before the order of procedures or content is shifted, the teacher needs to analyze the concepts, data, and skills needed to teach each procedure in order to decide whether the shift is wise, or, if it is made, what else needs to be shifted in order to provide the background for carrying out the procedure. Whatever the teacher does, she should develop a logical flow. A jumbled order which has no logical progression may interfere with pupils' organization and development of ideas.

As a teacher shifts activities around, she should also remember that each procedure is written to accomplish certain objectives. If an introductory activity is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore children's knowledge, skills, and attitudes, arouse their interest, or develop an overview of the unit. Use of a film in the early stages of a unit will differ from its use in later stages.

It would be possible for the teacher to shift the order of units as well as to modify each resource unit. This might be done with the units following the intro-

ductory one. Again, however, the teacher will have to make adjustments if the order is shifted, since the units as now written call for drawing upon concepts, generalizations, and skills developed in the earlier units.

PREPARATION OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K - 12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper # 1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for children. Rather, the aim was to try out the curriculum using as many materials available from other sources as possible, and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units.

Background papers for units were developed by Caroline Rose, the staff's sociologist, Robert Berkhofer, Jr., the staff's historian, and Albert Anderson, a visiting sociologist.

The resource units and stories for children were developed by a number of people. Drafts for preliminary try-out were developed by Professors Vincent Rogers and Everett Keach of the University of Minnesota, Professor Ray Muessig of Ohio State University, Mrs. Dorothy Dolmar of the Richfield Public Schools, Mr. Allan Kyle, an instructor at the University of Minnesota, and Mrs. Dorinda McClellan, at the time at the laboratory school at Bemidji State College in

Minnesota.
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were revised
teachers dur
Margaret The
Hitchcock ma

Again, however, the teacher will make adjustments if the order is shifted, as now written call for drawing generalizations, and skills from the earlier units.

DEVELOPMENT OF THESE MATERIALS

The Curriculum Center at the University of Minnesota has as its major goal the development of a new curricular framework for grades 1-12. The basic assumptions of the criteria for selecting topics are outlined in the Center's Background Paper # 1. This curricular framework was used in the development of a series of resource units and sample lessons at various levels where they were available. An attempt was made to develop a complete curriculum for children. Rather, the aim was to develop the curriculum using as many materials available from other sources as possible, supplementing these materials with a few materials developed at the Center only where they were available to teach the units.

The papers for units were developed by the staff, the staff's sociologist, the staff's historian, Mr. Johnson, Jr., the staff's historian, and a visiting sociologist.

The units and stories for children were developed by a number of people. Drafts were developed by Professor Rogers and Everett Keach of the University of Minnesota, Professor Ray Muessig of the University of Minnesota, Mrs. Dorothy Dolmar of Chelmsford Public Schools, Mr. Allan Kyle, of the University of Minnesota, and a McClellan, at the time at the University of North Dakota State College in

Minnesota. The materials were all developed under the general direction of Professor Rogers.

Following a period of field testing in the Chelmsford Public Schools, the units were revised by a team of Chelmsford teachers during the summer of 1968. Margaret Theroux, Lois Haslam, and Jane Hitchcock made up this team.

		RURAL	URBAN
		(U.S.)	
SEQUENTIAL DEVELOPMENT OF CONCEPTS			
	CULTURE		
*	1. Diversity		X
*	2. Uniqueness		X
*	3. Norms and values		X
	a. Law		X
*	4. Learned behavior		X
*	5. Universals (and psychic unity of mankind)		X
*	6. Change		X
*	7. Persistence		X
*	8. Cultural use of environment		X
	SOCIAL PROCESSES		
*	1. Socialization		X
*	2. Application of sanctions to achieve social control		X
*	3. Conflict		X
	4. Accommodation		X
	5. Communication		X
	SOCIAL ORGANIZATION		
	1. Institutions		X
	a. Government		X
	* b. Education		X
	* c. Church or religion		X
	* d. Family		X
*	2. Role		X
	3. Leadership		X
*	4. Functions		X
	5. Primary and secondary groups		X
	6. Community		X
*	7. Interdependence		X
	LOCATION		
*	1. Position		X
*	2. Situation		X
*	3. Site		X

* Introduced in earlier courses.



SEQUENTIAL DEVELOPMENT OF CONCEPTS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
	X	X	X	X
	X	X	X	X
s		X	X	X
values		X	X	X
	X	X	X	X
behavior	X	X		X
s (and psychic unity of mankind)	X	X	X	X
	X	X	X	X
ce		X	X	
use of environment	X	X	X	X
SES	X	X	X	X
tion	X	X	X	X
on of sanctions to achieve social control		X	X	
	X	X	X	X
tion	X	X		X
tion			X	
ATION	X	X	X	X
ons	X	X	X	X
ment	X	X	X	X
tion	X	X	X	X
or rel. on	X	X	X	X
			X	X
	X	X	X	
		X	X	
d secondary groups	X			X
	X			X
dence	X		X	
	X	X	X	X
		X	X	X
		X	X	X
		X	X	X

	RURAL	URBAN	(U.S.)
* a. Mountains			
b. Volcano			
* c. Canyons			
d. Gulch			
* e. River			
f. River's source			
g. River bar			
h. River Valley			
* i. Plain			
j. Marshlands			
* k. Ocean			
l. Lagoon			
m. Coral Reef			
n. Coral Atoll			
* o. Island			
p. Resources			
* q. City			
r. Rainforest			
* s. Village			
t. Climate			
u. Temperature			
v. Precipitation			
w. Seasonal Variation			
x. Elevation			
INTERRELATEDNESS			
1. Areal association			
2. Trade			
* 3. Interdependence			X
* CHANGE (man-made)			X
* CULTURAL USE OF ENVIRONMENT			X
ECONOMIC CONCEPTS			
1. Productivity			

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
ns		X	X	
			X	
		X		
		X		
source			X	X
ar		X		
alley		X		
				X
nds				X
			X	
			X	X
ef			X	
oll			X	
			X	
s		X		
				X
st			X	
			X	
ure			X	X
ation			X	X
Variation			X	
n			X	
			X	X
ation			X	
	X	X	X	X
nce	X	X	X	X
)	X	X	X	X
ENVIRONMENT	X	X	X	X
S				
		X		

	RURAL	URBA	(U.S.)
* 2. Trade			X
3. Supply			
4. Demand			
5. Price			
* 6. Tools			

* Introduced in earlier courses.

GENERALIZATIONS

*	1. All people, regardless of where they live or to what race, nationality, religion, or era they have belonged, have many things in common.
*	a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.
*	b. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.
*	c. Human beings everywhere have acquired needs for positive affect (affection) and inter-action with other human beings (gregariousness).
*	d. The broad outlines of the ground plan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature
*	1) Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affection and gregariousness.
*	2) All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.
*	3) In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.
*	4) All societies have some means of socializing children.
	5) All societies have some type(s) of religion.
	6) All societies have some laws (rules) which will be enforced through force if necessary.

* Introduced in earlier courses.

GENERALIZATIONS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
People, regardless of where they live or to what nationality, religion, or era they have belonged, have many things in common.	X	X	X	X
All people, everywhere, have certain basic physical drives, although they satisfy them differently.			X	X
All human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.			X	X
All human beings everywhere have acquired needs for positive affect (affection) and inter-action with other human beings (gregariousness).				X
The broad outlines of the ground plan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.	X			X
Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affection and gregariousness.	X	X	X	
All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.	X	X	X	
In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.	X	X	X	
All societies have some means of socializing children.	X	X	X	
All societies have some type(s) of religion.	X	X		X
All societies have some laws (rules) which will be enforced through force if necessary.	X	X		

	RURA	URB	(U.S)
* 7) Certain family functions are found universally in all societies.			
* 2. Ways of living differ from one society to another and within the same society; they differ from one period to another within the same country. Indeed, each culture is unique.			X
* a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.			
* b. People differ as to how they expect people to act and as to what they think good and bad.			X
c. Although all societies have some kind(s) of religion, religious beliefs differ from society to society.			
d. Societies differ in terms of the kinds of services which are provided by governments.			X
e. Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.			
f. Cities are made up of many people from many different backgrounds; consequently, there are people who behave quite differently even within one city; nevertheless, the people of the city share some common meanings and values.			X
* 3. Culture is learned, not inborn.			X
* a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.			X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Certain family functions are found universally in all societies.				X
Ways of living differ from one society to another and within the same society; they differ from one period to another within the same country. Indeed, each society is unique.	X	X	X	X
Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.			X	X
People differ as to how they expect people to act and as to what they think good and bad.	X		X	
Although all societies have some kind(s) of religion, religious beliefs differ from society to society.				X
Societies differ in terms of the kinds of services which are provided by governments.	X	X		
Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.		X		
Cities are made up of many people from many different backgrounds; consequently, there are people who behave quite differently even within the city; nevertheless, the people of the city share some common meanings and values.	X			X
Culture is learned, not inborn.	X		X	X
In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.	X		X	X

	RUR UR (U.S.)
1) People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.	
2) Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience; it makes cumulativeness of culture possible.	
3) The meanings of certain gestures are determined by the culture and differ from one society to another.	
* b. The members of every group direct expectations (organized into roles) toward other members; they apply both positive and negative sanctions to get members to behave in certain ways.	X
* c. In almost all societies some aspects of socialization are entrusted to people outside the child's family; most societies have formal schools to educate children.	X
d. A person may learn and assume many different roles at any particular period of his life; every person must learn new roles as he develops and matures.	X
4. People live in many groups in addition to their family group.	X
a. Some groups have direct, intimate face-to-face relationships; others have indirect, or less personal, less stable and long lasting relationships.	X
b. Sometimes people are expected to behave in one way by members of one group to which they belong and another way by another group to which they belong; when they face role conflicts, they usually behave in accordance with the desires of the group to which they feel the strongest ties.	X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.				X
Language enables man to make his experiences continuous and to apply previous experience to problems beyond actual physical experience; it makes cumulativeness of culture possible.			X	X
The meanings of certain gestures are determined by the culture and differ from one society to another.				X
Members of every group direct expectations (and into roles) toward other members; they use both positive and negative sanctions to get others to behave in certain ways.	X	X	X	
In all societies some aspects of socialization are entrusted to people outside the child's family; most societies have formal schools to educate children.	X			X
People may learn and assume many different roles during a particular period of his life; every person assumes new roles as he develops and matures.	X			
People in many groups in addition to their family group.	X			X
Some groups have direct, intimate face-to-face relationships; others have indirect, or less intimate, relationships; the latter are less stable and long lasting relationships.	X			X
People in one group are expected to behave in one way toward people of one group to which they belong and differently toward people of another group to which they belong; when they face role conflicts, they usually behave in accordance with the desires of the group to which they feel the strongest ties.	X			

	RURAL URBAN (U.S.)
c. Communities are groups of people living together in the same general area and sharing a culture and common problems; there are different sizes and kinds of communities.	X
d. People in small communities in which people are homogeneous in culture and which are characterized by primary group relationships, may have a strong sense of belonging, evidence a good deal of mutual assistance and cooperation, and may strongly discourage individual behavior which is different from that of the community.	X
e. People in large communities which are made up of many groups of variable and non-homogeneous cultures and in which the individual may have many secondary relationships but fewer primary relationships, may allow a wider latitude of behavior to the individual and a greater amount of privacy; large communities may also allow the individual to be more lonely and dependent on others he does not know or may never see for many of his needs.	X
f. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.	X
5. All societies develop means of enforcing laws (or rules) and working out new laws.	X
a. Some norms are considered so important by a society that they will be enforced through the use of force if necessary; other norms are considered less important.	X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
ities are groups of people living together same general area and sharing a culture and problems; there are different sizes and of communities.	X			
in small communities in which people are eous in culture and which are characterized ary group relationships, may have a strong of belonging, evidence a good deal of mutual nce and cooperation, and may strongly age individual behavior which is different at of the community.	X			
in large communities which are made up groups of variable and non-homogeneous s and in which the individual may have many ry relationships but fewer primary relation- may allow a wider latitude of behavior to ividual and a greater amount of privacy; ommunities may also allow the individual to lonely and dependent on others he does w or may never seen for many of his needs.	X			
ities are characterized by a large number le per sqare mile, by a great division of nd specialization, by a demand for many s (private and governmental), by a hetero- population, and by greater anonymity than n smaller communities.	X			X
es develop means of enforcing laws (or working out new laws.	X	X		X
rms are considered so important by a society ey will be enforced through the use of force ssary; other norms are considered less nt.	X	X		

	RURAL & URBAN (U.S.)	GOLD MININ
b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions when people's goals differ.		
c. In many societies governmental institutions are established to enforce laws and work out new laws.	X	X
d. Government action may help increase as well as restrict individual rights.	X	X
1) Governments restrict people who would interfere with the rights of or even the life of others.		X
2) Governments enforce laws with force if necessary.		X
e. The greater the population density, the greater the need for more laws and for some institutions for changing laws.		X
6. Governments provide many services which people cannot provide for themselves.	X	X
a. Governments frequently provide schools.	X	X
b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease).	X	protected against crime
c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently building bridges across rivers.	X	
d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).	X	
e. Governments may provide other kinds of services (mail, water supply, etc.).	X	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Societies have potential conflict and must find means of trying to settle disputes and negotiate differences; in every society there is a means of making authoritative decisions when its goals differ.	X	X		X
In societies governmental institutions are established to enforce laws and work out new laws. Government action may help increase as well as protect individual rights.	X	X		
Governments restrict people who would interfere with the rights of or even the life of others. Governments enforce laws with force if necessary.	X	X		X
As the population density, the greater the number of laws and for some institutions for enforcing laws.		X		X
Governments provide many services which people cannot provide themselves.	X	X		X
Governments frequently provide schools.	X	X		X
Governments provide protection against outside dangers and frequently provide protection against dangers (crime, fire, disease).	X	protect against crime	X	X
Governments frequently build roads to make it easier for people to travel from one place to another; they frequently building bridges across rivers.	X			X
Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).	X			X
Governments may provide other kinds of services (water supply, etc.).	X			X

covered in earlier courses.

	RURAL & URBAN (U.S.)
7. The members of a group are likely to delegate responsibilities and rights; they assign certain role behaviors.	
* a. Families in all societies delegate responsibilities and rights (specific roles to different family members); age and sex are principles used in all societies to differentiate family roles and status.	
b. Leadership is necessary to maintain group cohesion, especially during periods of change.	
* 8. Although culture is always changing, certain parts or elements may persist over long periods of time.	
* a. Innovations occur in all societies; they occur in ideas and behavior, not just in things.	
* b. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).	
1) Innovations or changes in a culture or group are most commonly made by accepting patterns of behavior already practiced by other groups (i.e. by diffusion rather than invention).	
c. Sometimes change comes slowly, but radical and far-reaching alterations of a society's culture may take place; such social or revitalization movements may redesign the pattern of community life and transform the way in which people feel about themselves.	
1) Far-reaching changes may occur when members of a society feel that major wants are unfulfilled and prospects of fulfillment are impossible under existing conditions.	
* d. Culture changes, although it changes more rapidly and drastically in some times and places than in others.	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Members of a group are likely to delegate responsibilities and rights; they assign certain role behaviors.		X		
Families in all societies delegate responsibilities and rights (specific roles to different family members); age and sex are principles used in all societies to differentiate family roles and status.			X	
Leadership is necessary to maintain group cohesion, especially during periods of change.			X	
A culture is always changing, certain parts or aspects may persist over long periods of time.		X		X
Innovations occur in all societies; they occur in ideas and behavior, not just in things.		X	X	X
Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).				X
Innovations or changes in a culture or group are most commonly made by accepting patterns of behavior already practiced by other groups (i.e. by diffusion rather than invention).			X	
Times change comes slowly, but radical and far-reaching alterations of a society's culture take place; such social or revitalization movements may redesign the pattern of community life and transform the way in which people feel about themselves.			X	
Far-reaching changes may occur when members of a society feel that major wants are unfulfilled and prospects of fulfillment are impossible under existing conditions.			X	
Culture changes, although it changes more rapidly and drastically in some times and places than in others.			X	X

	RURAL & URBAN (U.S.)
* e. An important change in one aspect of a society's culture will result in changes in other aspects of their culture.	X
f. Persistence of culture traits is a result of either a reluctance to change or a lack of exposure to conditions which further change.	
1) People in all societies change their behavior only if they feel a need to do so.	
2) Communication barriers are an important obstacle to cultural diffusion.	
3) Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.	
4) Some values are conducive to change; some make change difficult.	
g. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.	
1) Even when a major reorganization of society and its culture takes place, not all of a culture is completely modified.	
9. Every place has three types of location: a position, a site, and a situation.	X
a. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.	
* 1) Things can be located at specific spots on the earth's surface.	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Important change in one aspect of a society's culture will result in changes in other aspects of their culture.	X	X	X	
Persistence of culture traits is a result of either reluctance to change or a lack of exposure to conditions which further change.			X	
People in all societies change their behavior only if they feel a need to do so.			X	
Communication barriers are an important obstacle to cultural diffusion.			X	
Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.			X	
Some values are conducive to change; some make change difficult.			X	
People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.		X	X	
Even when a major reorganization of society and its culture takes place, not all of a society's culture is completely modified.			X	
Place has three types of location: a position, a situation, and a situation.	X		X	X
A position is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.			X	X
Things can be located at specific spots on the earth's surface.				X

	RURAL	URBAN	(U.S.)
b. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.			
1) It is important to know the direction and distance from other places.			
* a) Places can be located in relationship to where we live in terms of their distance and direction from us.			
2) It is important to know the functional relationship to other places.			
c. Site relates a phenomenon to the detailed physical setting of the area it occupies.			
10. Phenomena are distributed unequally over the earth's surfaces, resulting in great diversity or variability from one place to another.			
* 11. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.			X
a. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.			
1) The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.			
* b. Temperature is affected in part by elevation. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.			
* c. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near			

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
It is important to know the direction and distance from other places.		X	X	X
* a) Places can be located in relationship to where we live in terms of their distance and direction from us.		X		
It is important to know the functional relationship to other places.				X
It relates a phenomenon to the detailed physical setting of the area it occupies.		X		
Phenomena are distributed unequally over the earth's surface, resulting in great diversity or variability from one place to another.			X	X
Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.	X	X		
Temperature is cooler over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.			X	X
The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.				X
* b. Temperature is affected in part by elevation. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.				X
* c. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near			X	X

		RURAL & URBAN (U.S.)	M
	the equator than farther away from it.		
	12. Precipitation is affected by factors such as distance from bodies of warm water, wind direction, and temperature.		
	13. Nature changes the character of the earth through physical and biotic processes.	X	
*	14. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.	X	
	15. Towns need means of shipping goods in and out; they are likely to grow up where transportation is good.		
	16. Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops and manufacturing.		
*	17. People living in a particular environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.	X	
	* a. Man changes the character of the earth.	X	
	* b. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water, and over hindrances to surface transportation such as swamps, mountains, or ice. Airplanes are also faster than land transportation.		
*	18. Division of labor and specialization can make possible increased production.	X	
	a. Division of labor and specialization can increase a person's output.	X	
	b. Cities usually have a greater division of labor and specialization than small towns or farm areas.	X	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
the equator than farther away from it.			X	
tion is affected by factors such as distance es of warm water, wind direction, and tempera-			X	
anges the character of the earth through and biotic processes.	X	X	X	
gs can be produced better in one place than in ecause of climate, resources, access, people's tc.	X		X	
d means of shipping goods in and out; they are grow up where transportation is good.				X
drinking water to survive; he also needs many of his economic activities such as grow- and manufacturing.				X
iving in a particular environment or in similar environments use the environment according cultural values, knowledge, and technology.	X	X	X	
changes the character of the earth.	X	X		
anes can follow the shortest distance between oints more easily than can other types of ortation because they can fly over both land ater, and over hindrances to surface trans- tion such as swamps, mountains, or ice. Air- s are also faster than land transportation.				X
of labor and specialization can make possible production.	X			
on of labor and specialization can increase on's output.	X	X		
usually have a greater division of labor and lization than small towns or farm areas.	X			X

	RURAL & URBAN (U.S.)	C MI
* 19. The people who live in one community depend upon each other for different goods and services, for markets for their goods and services, and help in solving problems.	X	
* 20. People in most societies of the world depend on people who live in other communities, regions, and countries for certain goods and services, for markets for their own goods and services, and for help in solving problems.	X	
a. People who live in cities depend upon farmers for much of their food.		
21. An individual may learn a variety of occupational skills and may earn his living in many different ways. His choice of vocation may be influenced by numerous factors, including the groups to which he belongs.	X	
* 22. Improved tools can make possible increased production.		
23. The price of a good rises when the supply of this good is in short supply as compared to the demand for the good. If the money supply increases while the supply remains the same, the demand increases and prices rise.		

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
People who live in one community depend upon each other for different goods and services, for markets for their goods and services, and help in solving their problems.	X			X
People in most societies of the world depend on people who live in other communities, regions, and countries for different goods and services, for markets for their goods and services, and for help in solving their problems.	X		X	
People who live in cities depend upon farmers for the production of their food.				X
An individual may learn a variety of occupational skills and may earn his living in many different ways. His choice of vocation may be influenced by numerous factors, including the groups to which he belongs.	X			
Improved tools can make possible increased production.		X		
The price of a good rises when the supply of this good is short supply as compared to the demand for the good.				
If the money supply increases while the supply of goods is the same, the demand increases and prices rise.		X		

SEQUENTIAL DEVELOPMENT OF SKILLS		RURAL & URBAN (U.S.)	
	ATTACKS PROBLEMS IN A RATIONAL MANNER.		
*	1. Sets up hypotheses.		
	LOCATES INFORMATION EFFICIENTLY.		
*	1. Uses the table of contents and the index of a book.		
	2. Uses encyclopedias.		
	GATHERS INFORMATION EFFECTIVELY.		
	1. Listens for main ideas and supporting details.		
	a. Listens to discussion for main ideas and supporting details and to evaluate what he hears.	X	
*	2. Gains information by studying pictures.		
	a. Draws inferences from pictures.		
	3. Gains information from interviews.		
*	4. Interprets a simple graph used to convey social studies data.		X
	5. Uses dictionaries effectively.		
	a. Alphabetizes words in order to locate definitions.		
	b. Uses guide words at top of pages.		
	6. Reads for the main ideas; is able to use introduction, summaries, and headings to pick out main ideas.		
	7. Reads for details which support or contradict generalizations and main ideas.		
*	8. Gains information by making, and observing, and using models.		
	EVALUATES INFORMATION.		
	1. Checks on the accuracy of information and decides how much faith to put in the source.		
	2. Distinguishes between primary and secondary sources of information.		
*	a. Checks on the bias and competency of witnesses, authors, and producers of materials.		X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
GENERAL DEVELOPMENT OF SKILLS				
THINGS IN A RATIONAL MANNER. Hypotheses.		X	X	X
REASONING EFFICIENTLY. Table of contents and the index of a book. Encyclopedias.		X	X	
REASONING EFFECTIVELY. Main ideas and supporting details. Transition to discussion for main ideas and supporting ideas and to evaluate what he hears.	X	X	X	X
Information by studying pictures.			X	X
Inferences from pictures.			X	
Information from interviews.				X
A simple graph used to convey social studies information.	X			
Summarizes effectively.		X	X	
Organizes words in order to locate definitions.		X	X	
Places words at top of pages.		X	X	
Identifies the main ideas; is able to use introduction, and headings to pick out main ideas.		X		
Identifies details which support or contradict general main ideas.		X	X	
Information by making, and observing, and using models.			X	
Evaluates the accuracy of information and decides how to put in the source.		X		
Compares between primary and secondary sources of information.			X	X
Identifies the bias and competency of witnesses, and producers of materials.	X	X		

	RURAL & URBAN (U.S.)	M.
1) Notes opportunities of witness to observe place or event, how closely he did observe, his training and qualifications for observing or studying places or events, the time elapsing between observation and the writing of the account.		
2) Notes author's training, position, status in profession, sources of information, techniques for collecting and analyzing data, etc.		
* 3. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.		
ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS.		
1. Identifies differences among data.		
* 2. Categorizes data.		
* 3. Applies previously-learned concepts and generalizations to new data.		
4. Studies his data to see if he needs to gather more data before coming to a conclusion.		
* 5. Tests hypotheses against data.		
* 6. Generalizes from data.		
7. Organizes information according to some logical pattern.		
USES EFFECTIVE GEOGRAPHIC SKILLS.		
* 1. Compares distances.	X	
* a. Compares distances with known distances.		
* 2. Compares areas with known areas.		
* 3. Knows cardinal directions.	X	
* 4. Knows intermediate directions.		
5. Sets a directional course and follows it.		
6. Interprets maps and globes.		
a. Interprets different types of map symbols.		
* 1) Understands the use of symbols to represent reality.		

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
notes opportunities of witness to observe place of event, how closely he did observe, his training and qualifications for observing or studying places or events, the time elapsing between observation and the writing of the account.			X	
notes author's training, position, status in profession, sources of information, techniques for collecting and analyzing data, etc.			X	
notes the completeness of data and is wary of conclusions based on insufficient evidence.				X
ANALYZES INFORMATION AND DRAWS CONCLUSIONS. notes differences among data.			X	
notes differences among data.			X	
notes previously-learned concepts and generalizations.				
notes data to see if he needs to gather more before coming to a conclusion.		X	X	X
notes theses against data.		X		
notes inferences from data.			X	X
notes information according to some logical pattern.			X	X
notes GEOGRAPHIC SKILLS.				X
notes distances.	X	X		
notes distances with known distances.			X	X
notes distances with known areas.			X	
notes cardinal directions.	X			X
notes intermediate directions.				X
notes sectional course and follows it.				X
notes maps and globes.		X		
notes interprets different types of map symbols.		X		
notes understands the use of symbols to represent reality.			X	X

	RURAL	URBA	(U.S.
* 2) Uses pictorial and semi-pictorial symbols on a map.			X
* 3) Interprets symbols for land and water on a globe.			
* 4) Understands use of color layers; interprets color layers in terms of legend rather than in the same way all the time.			
5) Interprets shading in order to visualize surface relief.			
* 6) Uses legend to interpret symbols.			
* b. Identifies directions on maps and globes.			X
* c. Orients a map (to the north, in the direction which one is going, with another map or globe).			
d. Uses map scale to estimate distances on maps and globes.			X
e. Recognizes distortions on maps.			
f. Differentiates between large-scale and small-scale maps and knows when to use each.			
HAS A WELL-DEVELOPED SENSE OF TIME.			
* 1. Differentiates between past and present.			X
* 2. Has a sense of the passage of time.			
* 3. Compares lengths of periods.			
* 4. Makes and interprets simple timelines.			
5. Looks for relationships among events.			
COMMUNICATES EFFECTIVELY.			
1. Clarifies his purpose or theme.			
2. Organizes his materials to fit his theme and follows his organization.			
3. Uses techniques to clarify ideas and arouse interests.			
4. Checks his writing for errors.			
5. Uses only a few notes for oral reports and discussions.			
6. Limits the length of his talk or his part in a			

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Uses pictorial and semi-pictorial symbols on a map.	X			X
Interprets symbols for land and water on a globe.			X	
Understands use of color layers; interprets color layers in terms of legend rather than in the same way all the time.		X	X	
Interprets shading in order to visualize surface relief.		X		
Uses legend to interpret symbols.			X	X
Identifies directions on maps and globes.	X	X	X	X
Compares a map (to the north, in the direction which is going, with another map or globe).		X		
Uses map scale to estimate distances on maps and globes.	X	X	X	X
Recognizes distortions on maps.		X		
Differentiates between large-scale and small-scale maps and knows when to use each.			X	
DEVELOPED SENSE OF TIME.				
Differentiates between past and present.	X			
Understands the passage of time.		X		
Understands lengths of periods.		X		
Interprets simple timelines.				X
Understands relationships among events.			X	
PRESENTS EFFECTIVELY.				
States his purpose or theme.		X		
Organizes his materials to fit his theme and follows a logical organization.		X		
Uses techniques to clarify ideas and arouse interests.		X		
Avoids writing for errors.		X		
Prepares a few notes for oral reports and discussions.		X		
Controls the length of his talk or his part in a group.				

RURAL
URBAN
(U.S.)

discussion.

WORKS EFFECTIVELY WITH OTHERS.

1. Helps create and sustain an atmosphere in which all members of the group feel secure and anxious to participate.
2. Accepts his share of the responsibility for the work of a group; participates without trying to dominate.
- * 3. Is able to empathize with others.

SEQUENTIAL DEVELOPMENT OF ATTITUDINAL BEHAVIORS		RURAL & URBAN (U.S.)	G MI
*	1. Is curious about social data and human behavior and desires to study further in the social sciences.		
	2. Is committed to the free examination of social attitudes and data. Searches actively to understand different points of view.		
	3. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.		
	4. Feels that he should reserve judgement or postpone the formation of even a tentative conclusion if he has not gathered adequate, valid, reliable information.	X	
*	5. Appreciates the cultural contributions of other races, nationalities, religions, and countries.	X	
	6. Believes that people of different backgrounds, interests, abilities, and persuasions can contribute to American society.	X	
*	7. Is sensitive to the feelings of others.	X	
*	8. Values human dignity.	X	
	9. Accepts laws until they can be changed by peaceful means.		
	10. Accepts the will of the majority until it can be changed by peaceful means.		
	11. Values procedural safeguards needed for a fair trial of those accused of crimes.		

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
DEVELOPMENT OF ATTITUDINAL BEHAVIORS				
out social data and human behavior and udy further in the social sciences.		X	X	X
to the free examination of social data. Searches actively to understand nts of view.			X	
of the finality of knowledge; considers ns and theories as tentative, always ange in the light of new evidence.		X		
should reserve judgement or postpone the even a tentative conclusion if he has not ate, valid, reliable information.	X			
he cultural contributions of other races, religions, and countries.	X		X	X
people of different backgrounds, interests, l persuasions can contribute to American	X			
to the feelings of others.	X			X
ignity.	X			X
until they can be changed by peaceful		X		
ll of the majority until it can be ceful means.				X
ral safeguards needed for a fair trial ed of crimes.		X		