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**ABSTRACT**

This bibliography is introduced by a short essay on social studies, concentrating on reforms since 1960 and speculating about future trends. The bibliography itself deals with current topics in social studies for intermediate grades and is divided into the following three sections: curriculum, teaching methods, and global/interpersonal learning. The curricular section includes career education, environmental studies, interdisciplinary studies, racially/ethnic studies, and women's studies. Teaching methods involves the inquiry method, media, simulation/games, and textbooks. Global/interpersonal learning deals with values clarification. The bibliography was developed from a computer search of the ERIC data base by the ERIC Clearinghouse on Teacher Education, and a note on this Clearinghouse is included. (PB)

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# Social Studies for the Intermediate Grades: An Annotated Bibliography

Prepared in cooperation with  
the ERIC Clearinghouse on Teacher Education  
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U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## Introduction

Recent events have made clear to us as never before that we can only survive as a nation as long as we provide a strong and lasting social education for our young people. This education must not only afford a deep appreciation of the richness and diversity that derives from the ethnic and cultural pluralism of our society, but it must also provide a sound basis for analysis of intricate political happenings and a durable framework for establishing and maintaining personal values that will help sustain the welfare of all.

It is teachers who are called upon to contribute the essential elements of this social learning, reinforcing the positive early teaching students receive in their homes. Indeed teachers must be ready to take up this responsibility at any level of a young person's awareness as early as possible in each student's school experience. In order to provide effective learning, teachers need to be equipped with the most recent data from responsible and selective sources — data that will motivate students through its relevance, at the same time that it is worthwhile in the most traditional senses and sufficiently memorable to guide young people through a confused and increasingly troubled future.

It is appropriate, therefore, that NEA, in cooperation with the ERIC Clearinghouse on Teacher Education, offers a reference tool that contains descriptive listings of up-to-date print resources for classroom teachers, as well as specialists in the social studies, at the upper elementary and lower junior high school levels. This annotated bibliography touches on those areas of the curriculum that are of vital consequence to the present — among them, anthropology, area studies, energy use, ecology, population geography — as well as to the successful development of the future — values clarification, decision making, political learning, and other concerns of global/interpersonal relationships.

The sections on racial/ethnic and women's studies, as well as career education demonstrate a sense of past, present, and future. This document also reflects the constant need for good teaching techniques and materials, pointing toward ways in which both may be evaluated and utilized effectively for the most positive results in learning.

It is our hope that this book and others in the series will provide the assistance each teacher needs to have that sense of daily achievement that is the subjective measure of professional growth in the classroom.

## Social Studies—Yesterday, Today, and Tomorrow

Howard D Mehlinger

Whatever else might be said about the field of social studies, it is different. As compared to a decade ago, social studies promotes different purposes and goals, employs different content and approaches, and sponsors a wide range of different programs.

Before the dawn of the "new social studies," the field was characterized by massive narrative textbooks, choked with detailed information, and thoroughly sanitized so as to avoid controversy and to buttress conventional wisdom.

Not that the field was dead! Many social studies teachers offered exciting courses in spite of uninspiring instructional materials. And a few leaders, such as Shirley Engle and Lawrence Metcalf, stimulated their readers by suggestions of how social studies could be improved. But, from the present perspective, the social studies landscape was drab and flat.

*The new social studies.* The scene began to change in the early 1960's. To a great extent, the reform in social studies was the product of forces operating in American society generally. One of these was the keen competition with the USSR, which ranged across the production of nuclear weapons, the race to the moon, growth of GNP, and the nurture and cultivation of scientists. A second factor was the general public respect extended to intellectual achievement. A third was the spirit of optimism that pervaded American life, an optimism that implied we could do nearly anything we wished if we but devoted our energies and resources to the task.

What did this mean for education in general and social studies in particular in the early 1960's? First of all, critics of public education bemoaned what they perceived to be the lack of intellectual rigor in American schools. They pointed out that we seemed less willing than the Russians to challenge and reward intellectually superior students. Programs for gifted students and advanced-placement programs were one result of pressure from these critics. School textbooks were

scrutinized and judged deficient because they failed to capture modern approaches too.

To a nation that was in the process of mobilizing resources and assembling scientists and engineers to place a man on the moon, the effort to reform instruction in American schools nationally seemed relatively simple. Backed first by private foundations and later by government grants, academic scholars, developmental psychologists, media specialists, and classroom teachers formed project teams to produce new materials.

Jerome Bruner was the guru for curriculum reform in social studies as he was in other fields. His little book, *The Process of Education*, published in 1960, encouraged curriculum developers and teachers to focus upon the underlying concepts that comprise the structure of a discipline, to approach a subject through the particular mode of inquiry employed by a scholar in the field, and to emphasize discovery learning. These ideas undercut the place of history in the curriculum.

Prior to 1960, history held an unassailable position in the social studies. But, historians rarely organized their instruction around concepts, could not agree on the "structure" of history, and practiced only the most diffused "method of inquiry." This enabled the social sciences to elbow into the school curriculum.

In the elementary grades, the new social studies was championed by such large, richly funded projects as the Education Development Center program, "Man: A Course of Study," and by such charismatic individuals as Lawrence Senesh, Hilda Taba, and Paul Brandwein, who directed small teams of people in curriculum reform.

For the secondary grades, Edwin Fenton and Donald Oliver were especially important in this period. Fenton was probably the leading spokesman for the new social studies. His curriculum materials, articles, books, and speeches advocated basing the social studies on concepts, discipline structures, inquiry methods of

historians and social scientists, and inductive methods of reasoning.

While Fenton and Oliver were leading spokesmen for the secondary school social studies, probably the most visible and influential projects were those sponsored by the relevant professional associations and supported by the National Science Foundation. These were the *Anthropology Curriculum Study Project*, the *High School Geography Project*, and the *Sociological Resources for the Social Studies* project. These projects employed relatively large numbers of people and tested their products throughout the United States. They set the style for discipline-based, social science programs.

*The "new" new social studies.* If the early 1960's was a period when people were stimulated by competition with the USSR, championed intellectualism, and were generally optimistic about our capacity to influence the future, the period from around 1965 to the present seems like a different age. Americans began to turn inward. Not only did the United States seem unable to solve the problems of the world, but its internal difficulties threatened to tear the nation apart. Problems of poverty, civil rights, pollution, opposition to the war in Southeast Asia, racism, sexism, inflation, and crime became uppermost in the minds of many Americans.

Americans grew pessimistic about the future and less trusting of leaders and institutions. The growing popularity of T-groups, encounter groups, and transactional analysis revealed the need many felt for setting intellectual problems aside to attend to human feelings in order that people might better understand and get along with each other.

As before, the schools were not immune to the forces operating in society. No longer were schools attacked because they lacked intellectual rigor; now they were charged with being joyless places, with stifling the natural expression of children's feelings, and with being too removed from the "real world" outside of the school walls.

No longer were teachers criticized for being deficient as scholars; now they were told they were insensitive, even racist. No longer were schools expected to link themselves to academic disciplines; now they were asked to become more responsive to the communities they were serving.

The consequences of these attitudes can be found in the social studies. Schools launched courses in black studies, Chicano studies, and ethnic studies in general. Ecology courses became popular as well as courses on

war and peace. Unlike the past when reforms seemed to flow from universities and special projects to schools, much of the more recent reform stemmed from classroom teachers or from the communities the schools served.

If competition with the Russians prompted massive investments in social studies in 1960, the specter of crime and the demand for law and order triggered the development of programs in law-related education in 1970. A recent publication of the American Bar Association Special Committee on Youth Education for Citizenship lists 175 ongoing law-related programs. The Law Enforcement Assistance Administration in the Department of Justice, currently one of the sources of funds for social studies reform, has supported some of these projects. Just as many worthwhile social studies programs were launched under the provisions of the National Defense Education Act a decade ago, it now seems likely that further innovations may be accomplished as a result of public concern for law enforcement.

Recent projects supported by the National Science Foundation also reflect changing priorities in education. These projects tend to draw content from many fields rather than depend upon a single discipline, show concern for affective goals, attempt to make instruction relevant to student interests, and help students take action on the basis of their new knowledge.

For example, *Human Sciences: A Developmental Approach to Adolescent Education* attempts to merge science and social studies into a single program. The instructional materials, intended for use in grades 6, 7, and 8, are designed to fit the psychological and physiological concerns of 11- to 13-year-olds. Rather than begin with assumptions about important concepts that comprise the "structure" of a discipline, this project begins with questions adolescents typically pose.

The *Environmental Studies for Urban Youth* project is a multi-disciplinary program with materials for kindergarten through graduate school in science, social studies, mathematics, art, language arts, and other disciplines. The materials consist of a guide for teachers and assignment cards with ambiguous invitations for students to explore some aspect of their environment. Students must decide what they will do and how they will do it. Since they make their own choices about what they will do, the time required for projects varies enormously from one student to another, and the "answers" they bring to class are cor-

rect because correctness depends upon their own interpretation of the assignment.

Although the American Political Science Association sponsors the *High School Political Science Curriculum Project*, the Project's goal is not to impart the structure of the political science discipline. Rather, it aims at promoting student social self-fulfillment—enhancing the capacity of individuals to influence and make decisions that yield positive results for themselves and for the groups in which they participate.

One feature of this project is the use of the school itself as a laboratory for testing propositions about politics and for practicing skills in political participation.

*A glance at the future.* Some educators describe the new social studies as if it were a *thing*: a course, a project, or a particular teaching method. But it is none of these. Rather it is a process, a reform movement, in which the central purpose is to test alternative ways for improving the social education of youth through formal instruction. The main result of the new social studies has been to de-emphasize traditional textbooks and teaching methods and to encourage the development of alternatives.

In the early 1960's, the emphasis was upon intellectual rigor and imparting the most salient characteristics of the academic disciplines. In recent years, the pendulum has swung to a greater emphasis upon affective education, to multi-disciplinary approaches, and to an emphasis on taking action within or outside of the school.

What will be the next major thrust? Predicting the future is risky in any case and seldom more hazardous than when speculating about future intellectual trends, especially in fields as anarchic as social studies. Nevertheless, there are some signs suggesting a surge of interest in global education.

The mood of the public at large gives some indications. Since World War II, Americans have had a keen interest in affairs abroad. Disgust with the Vietnam War and troubles at home caused Americans to turn inward for a time, but this cannot last. President Nixon's trip to China, improved relations with the USSR, and even the troubles in the Middle East have sparked renewed public interest in global affairs.

The appearance of institutes and centers for the study of the future and new journals and books on the subject point to the expansion of intellectual interest in future studies, which include the problem of how to

make life more pleasant on planet earth. A recent book by Edwin O. Reischauer, *Toward the 21st Century: Education for a Changing World*, argues convincingly that we must reshape education if mankind is to survive.

Behind the scenes, a group of educators have been working steadily to promote global education. In 1969, two of these people, James Becker of Indiana University and Lee Anderson of Northwestern University, completed a study for the U.S. Office of Education entitled "An Examination of Objectives, Needs, and Priorities in International Education in U.S. Secondary and Elementary Schools." They could not have chosen a worse title to publish it, but their report has attracted new followers recently.

Much of the growing interest in global education that schools now display stems from activities of the Center for War/Peace Studies, which in the last four years has established a network of projects and activities that span the entire nation.

Global education is building on priorities from the past decade. For example, some educators are urging schools to focus on intercultural studies, with emphasis upon human diversity generally, because this may provide a more effective handle for dealing with ethnic diversity than proved possible through special programs in black studies, Chicano studies, and so on. Also, it is clear that without a global perspective, problems of poverty, pollution, population, and energy use and distribution cannot be treated adequately.

Finally, the belief that interdisciplinary and comparative studies provide better ways for understanding human beings and their social institutions is driving teachers and curriculum developers to seek examples from societies other than the United States.

A pessimist might conclude that the social studies field today is confused, diffused, and misused. On the other hand, an optimist might judge the present to be the best of times for social studies instruction. Seldom, if ever before, have educators debated more about the purposes of social studies. Never before have teachers been offered more freedom and options for creating exciting and relevant courses. And rarely has the opportunity been greater to have an impact on the social education of youth.

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# 1. Curriculum

## Career Education

Copa, George H. "Research Raises Eight Issues." *American Vocational Journal* 49: 29-30, 42; February 1974

Several documents summarizing research findings which have policy implications for vocational education have been produced recently by groups outside the field. In this article, eight of the major issues raised by these documents are analyzed

Grubb, W. Norton, and Lazerson, Marvin. "Vocational Education in American Schooling: Historical Perspective." *Inequality in Education* 16 5-18; March 1974.

Includes economic and political background in a review of the historical development of vocationalism in America, beginning with the latter part of the 19th century and continuing to the current career education movement.

Hefzallah, Ibrahim M., and Maloney, W. Paul. "Public Perspectives on Career Education." *Vocational Guidance Quarterly* 22 195-99; March 1974.

Four public perspectives are identified and evaluated, and three prerequisite conditions are recommended for implementation of a comprehensive career education program.

Kaufman, Jacob J. "Career Education: A New Approach?" *Inequality in Education* 16 42-46; March 1974.

Delineating the differences between vocational and career education, the author offers some analysis of the concept and workings of career education

Manneback, Alfred J., and Stilwell, William E. "Installing Career Education. A Systems Approach." *Vocational Guidance Quarterly* 22 180-88; March 1974.

This article describes the systematic installation of a career education program on a local or regional level.

Miller, Larry, and Hinkle, Dennis. "Exploratory Agriculture in Virginia." *Agricultural Education* 46: 232, 237; April 1974.

Teachers and administrators responding to a questionnaire on the exploratory agriculture program in Virginia middle schools agreed that career exploration is not intended as preparation for earning a living and that textbooks are not necessary. But additional funding, administrative and guidance support, curriculum development, and more teacher training are needed

Pandolfi, Ralph R. "Career Education at the Elementary School Level: Preparation for the Future." *Man/Society/Technology* 33: 206-208; April 1974.

An account is given of the first year of participation by three schools in a federally funded project entitled "A Comprehensive Career Education Model, K-14," and their plans for future development. A spiral curriculum related to the fifteen occupational clusters identified by the U.S. Office of Education is described

Ryan, T. Antoinette. "A Systems Approach to Career Education." *Vocational Guidance Quarterly* 22: 172-79; March 1974

The systems approach is described, and a generalized model for planning and maintaining a career education delivery system in any setting is presented.

Worthington, Robert M. "Guidance and the Promises and Demands of Career Education." *American Vocational Journal* 49 62-64; March 1974.

The success of career education will depend in no small measure on the input of the guidance and counseling component to make it possible for students to choose knowledgeably from among all careers open to them.

Yawkey, Thomas D., and Aronin, Eugene L. "Career Education and Vocational Development in the Junior High Schools." *Career Education Digest*: 15-18; January-February 1974.

A growing number of junior high schools are becoming interested in career development programs promoted by the federal government through the Office of Education. The current career programs stress major values and attitudes held in common by society along with those found desirable on job settings.

## Environmental Studies

Andrews, Dorothy M. "Classroom Safari." *American Biology Teacher* 36: 28-30, 46; January 1974.

Describes the use of slides and artifacts from East Africa as a means of stimulating student interest and discussion in environmental and ecological problems.

Bowman, Ray, and others. "Sunnyvale Elementary Studies Ecology Project." *Social Studies Review* 13 (3 Conference Issue) 33-34, 1974.

Ideas used to sensitize students to a rapid-growth suburban area are outlined.

Chapin, Jean. "Curriculum Development, Ekistics K-12." *Social Studies Review* 13 (3 Conference Review) 43-47, 1974

Three tables outline a framework for conservation and environmental studies curriculum development.

Christiansen, Mark A. "Ecology: A Challenge to Every Educator." *Tennessee Education* 4: 12-13; Spring 1974.

Consideration is given to the importance of including ecological awareness in the education of young Americans.

Kennedy, Dave, and others. *Create Tomorrow Today. An Energy Awareness Program*. Olympia: Washington State Board of Education, March 1974. 73 pp. ED 089 993 MF-\$0.75 HC-\$3.15

This resource guide is designed for use by teachers. Units are included on the energy crisis, environmental awareness, and decision making concerning shrinking energy resources. Both short-term and long-term problems and alternatives are discussed. Group and individual activities are suggested. Charts and graphs, suitable for making transparencies, are included. A bibliographic section describes books, films, and government publications that are pertinent to the topics.

Nation's Schools. "Energy Consumers Turn into Conservationists." *Nation's Schools* 93: 26-28; April 1974.

Describes how the topic energy conservation has been introduced into school curricula.

Papps, Grayce and others **A Blueprint for a Television Environmental Simulation Project: "The Land and Me."** Orono Maine Public Broadcasting Network, 1974 84 pp. ED 088 494 MF \$0 75 HC \$4 20

An experimental project sought to build a replicable model of a viewer active television simulation. Other educational goals were to (1) increase citizen concern for environmental factors and land use in Maine (2) disseminate information on land use agencies, (3) illuminate the citizen's role in public planning, and (4) develop new patterns of problem solving. Five hour-long television programs were broadcast, each of which presented alternatives for the use of a simulated parcel of Maine land. Viewer and leader guides and a land use game were supplied at no cost to viewers who requested them and after each program viewers voted on alternative uses of land via toll free phone lines.

Polos, Nicolas C. "Learning To Protect Real Gold—The Land." *Social Studies Review* 13 (3 Conference Issue) 15-19, 1974

A framework is suggested for an environmental education course of study integrated with a social science program.

Schieffer, Joseph H. "Simulations and Environmental Issues." *Social Studies Review* 13 (3 Conference Issue) 49-52, 1974

Simulations for teaching environmental issues are described.

Sims, Ronald. "History Includes Man and His Environment." *Social Studies Review* 13 (3 Conference Issue) 26-27, 1974

A successful attempt at teaching a unit on ecology or environmental studies in a junior high school U.S. history class is described.

Stehney, Virginia. "Environmental Education: What It Is and What Schools Can Do About It." *Social Studies Review* 13 (3 Conference Issue) 3-9, 1974

A broad historical review of environmental education and an examination of practical approaches are followed by a bibliography of curriculum and reference materials.

Tozzi, Louis. "Environmental Education: Toward Thorough and Efficient Education." *NJEA Review* 47: 20-21, 44; April 1974

Article presented guidelines for a program of environmental education and discussed attitudes toward the biophysical atmosphere.

## Interdisciplinary Studies

Alberta (Canada) Department of Education. **Junior High School Curriculum Guide for Social Studies.** Alberta: Department of Education, April 1971 71 pp. ED 059 944 MF \$0 75 HC \$3 15

This framework provides a sequential course outline for grades 7, 8, and 9, attempting to motivate students to investigate value issues with the aid of concepts and processes presented in an interdisciplinary manner. The outline is based on the theme "Man, Culture, and Technology" in pre-industrial, Afro-Asian and Western societies. Value issues relating to the theme are presented and methods of developing concepts are provided. A flexible course outline allows curriculum decision making at the classroom, school, and dis-

trict levels and suggests that approximately one third of the time remain unstructured for current interest topics chosen by students and teachers. Special features include suggestions for the use of teaching aids and lists of additional reference books.

Allen, Charles L., and Burke, Marguerite V. **Project Canada West. Identity in a Canadian Urban Community.** Edmonton, Alberta: Western Curriculum Project on Canada Studies, June 1971 156 pp. ED 055 011 MF \$0 75 HC \$7 80

The overall objective of this project is to develop an interdisciplinary social science curriculum to encourage elementary school children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to continuing Canadian concerns; and, to examine their own separate identity and values, the identity of others, and their relationships with others in society. The child is challenged to develop an understanding of Canadian society which is pluralistic, economically and strategically exposed, divided regionally, and rapidly becoming urbanized. Contact experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry, interpret data, and propose solutions. The basis for the curriculum development is Dr. T. Aoki's curriculum and instructional design model. The development system is based on the cultural content consisting of disciplined knowledge, Dr. John I. Goodlad's 'funded knowledge', and nondisciplined knowledge referring to value concepts adopted by a society as described by Goodlad's conventional wisdom. The authors have attempted to identify the major Canadian values and outline them in a conceptual framework. An intended learning outcome matrix is also described. Examples of sequential learning experiences are given, including interviews and field trips, and the "Wilson Retirement Plan" simulation game is explained and evaluated.

Blouin, Virginia, and others. **Area Studies: Europe. Teacher's Resource Guide.** Chelmsford, Mass.: Chelmsford Public Schools, 1973. 82 pp. ED 090 084 MF \$0 75 HC \$4 20

This resource unit on the study of Europe at the sixth-grade level focuses on European culture as seen through five major strands from the social sciences: anthropology-sociology, history, geography, economics, and political science. Among objectives which the student is to achieve are the following: (1) identify on a map major European regions, countries, geographical features, cities, and seaports; (2) Given a topographical map, list the advantages and disadvantages of building a city at a given location; (3) Given a country in Europe, show through specific examples how various groups and regions are interdependent; (4) Given families in varying European countries, identify similarities and differences in family organization, socialization, customs, and values; (5) Given a form of government, list the major characteristics of this government and impact this government has on its people, and (6) Having selected a European country, develop a specialty report and share it with the class. Teaching strategies include questioning techniques, class discussion, problem-solving, games, individual and group projects, and research. Behavioral objectives, resource media, and teaching strategies are provided. A handbook for preparing a pupil specialty on Europe and a research guidebook for social studies to be used by students are provided in the appendix.

Carey, George W., and Schwartzberg, Julie. **Teaching Population Geography.** Columbia University Teachers

College Press. 1969. 134 pp. ED 085 290. Available only from Columbia University Teachers College Press, New York, NY 10027

Written under the sponsorship of the Population Council, with the financial support of the Population Instructional Materials Project, this work is intended to provide the thoughtful teacher of the social sciences with some suggestions and techniques for introducing population study to students in terms of concrete case studies which explore the relationship between the carrying capacities of particular environments and the populations they support and to show how changes in population are affected by changes in other variables: environment, technology, social organization, and ideology. The authors suggest that there are a number of useful points of intervention in which the functional equilibrium of population can be restored. Organized in four parts, I Demography, Human Ecology, and Geography, II Three Case Studies: The M'Zab, The Irish Famine, and Morrisville, Pennsylvania, III. An Annotated Bibliography, and IV Visual Media in Ecological Study, this book offers extensive teaching suggestions especially useful to the high school teacher of social studies, but it is also recommended for high school and college students. An annotated bibliography of more than 300 entries is included, as well as information on regional case studies, on sources of teaching materials, visual aids, and on sources of original data, from census reports to aerial photographs.

Cooperative Educational Service Agency. 13 Comparative Cultures Project Looking Out is In: 12 Lesson Television Series for Sixth-Grade Anthropology. Teacher Guides. Waupun, Wisc. CSEA, August 1973. 221 pp. ED 086 633 MF-\$0 75 HC-\$10 20

Teacher-developed guides for a 12-unit series on anthropology at the sixth-grade level are outlined. Although these materials were designed to accompany a lesson on a state instructional television network, they can be utilized to a degree without the video experience. Topics of the units consist of What is Anthropology? What is Culture? Why is Man a Social Animal? Why is Culture Changing? How Do Some Cultures Meet Their Need for Food? How Do the Methods of Gathering Food Influence Culture? What is an Agrarian Culture? What Caused Agrarian Cultures? What is an Industrial Complex? What Caused Industrial Complexes? What is Enculturation? The series feature the inquiry approach and use materials developed largely by teachers. The teacher guide for each unit includes a general introduction, a discussion of the inquiry method, goals and objectives, concept definitions, an outline of the unit's position within the Wisconsin Conceptual Framework, a telecast overview, vocabulary list, previewing discussion suggestions, pre- and post-telecast activities, background information, program sequences, and examples of teacher resources.

Crosby, Sandra G. "Man: A Course of Study" Program report. Berkeley: Far West Laboratory for Educational Research and Development, 1972. 24 pp. ED 071 984 MF-\$0 75 HC-\$1 50

The program description gives basic information on the one-year social studies course focusing on anthropology, designed primarily for intermediate-grade (4-6) students but applicable to secondary students. While the long-range objective is for students to contemplate the nature of humankind and the forces that shape humanity, some terminal objectives are to give students confidence in their reasoning abilities, a framework for analyzing the nature of their social world, an

understanding of human capabilities, and concern for the human condition. The teaching-learning strategy emphasizes student-teacher cooperative interaction in the sharing and discussing of ideas. Stressing problem-solving using the inquiry approach, techniques employ the tools of behavioral science. Brief information is also provided on the project's typical lessons, view of student evaluation, and out-of-class preparation, arrangement and school facilities, student and teacher prerequisites and training, the cost of materials, equipment, and services needed for implementation of the project, and also background, rationale and evaluation of the project.

Davis County (Utah) School District. American Values Guide. Farmington, Utah. Davis County School District, 1968. 131 pp. ED 041 787 MF-\$0 75 HC-\$6 60

This social studies curriculum guide for grades 5 and 6 is a product of the American Values Exemplary Center directed by Ralph H. Davis. The introduction describes a model program to introduce students to the functioning of local and national government through a student government program set up as an essential part of the social studies curriculum. Each classroom establishes a government modeled after a common form of city government and sends representatives to a constitutional convention. There students write a constitution establishing a federal system of school government to handle those areas not covered by school policy. Chapter I is a checklist for teachers to use in evaluating student attitudes: dignity and worth of the individual, belief in the value of self-government, understanding of democracy's privileges and responsibilities, and the use of intelligence to solve problems. Other chapters give objectives, purposes, procedures, and activities for establishing the need for government, classroom organization, national government, elections, and campaigns. Materials include forms, procedures, and sample bills for classroom government, sample lesson plans for grade 5; and activities and dramatizations based on American documents and symbols.

Dennis, Jack, and others. A Pilot Experiment in Early Childhood Political Learning. Report from the Project on Concepts in Political Science. Madison: University of Wisconsin, Research and Development Center for Cognitive Learning, September 1968. 33 pp. ED 043 368 MF-\$0 75 HC-\$1 85

To determine the effect of early political instruction, a series of basic political concepts were introduced to primary grade children. Using one class of second and one class of fourth graders as control groups and one class of second and another class of fourth graders as experimental groups, a unit of civic instruction was taught during the 2-week period before a national election. The experimental groups received formal instruction in political concepts over a 3-week period and engaged in concept-related role playing activities. All children were given structured interviews before and after the period of instruction; these results were coded. Pre- and post-tests were the science research associates achievement and primary abilities tests. Interview results showed that all groups increased in the average level of political concept attainment during the election period, but the experimental groups increased more rapidly even when initial levels of political concept attainment and general school achievement were held constant. It is suggested that the young child is capable of understanding more about the political realm than is generally assumed and that school political instruction could profitably begin earlier than it normally does. Appendix-

es describe concepts, interviews, and changes in political conceptualization

Education Development Center, Inc. **Man: A Course of Study. Evaluation Strategies.** Newton, Mass. Education Development Center, Inc. 1970. 96 pp. ED 064 185 MF \$0.75 HC \$4.20

Strategies suggested in this handbook provide ways for the intermediate-grade teacher and class to share in summarizing and analyzing educational developments associated with "man: a course of study (macos)." The evaluation devices focus on pupils' perceptions and critical insights to develop their ability to explore questions about the "humaneness" of humankind. A brief review of macos is included—objectives, teaching techniques, learning theories upon which the course is based, and implications of previous research described in ED 045 561. Questions that helped organize the evaluation strategies are: Do students as a result of the course gain understanding of themselves and others, gain cognitive knowledge, emulate and use anthropologists' techniques, and see a difference in the new teaching approach and, moreover, in learning and class activities? Five major strategies described for an evaluation process are: the small group interview, classroom environment checklists, creative formats (content questionnaires, and classroom observations. Samples of interview extracts, children's creative works, opinion surveys, questionnaires, and checklists are included.

Fairfax County Schools. **Man in a Changing World.** Fairfax County (Virginia) Schools. August 1970. ED 048 045 MF \$0.75 HC \$1.85

The sixth level of the social studies curriculum (Fairfax County Public Schools, Virginia) "Man in a Changing World," is designed to maintain a balance between the study of concepts and the development of inquiry skills. Emphasis is given to the role of individual man in several social settings, past and present, Western and non-Western. The content is drawn primarily from the disciplines of anthropology, history, and to a lesser extent, from economics, geography, sociology, and political science. The units developed in the guide are: (1) Man and Culture, (2) Man in the Classical World, (3) Man in the Medieval World, (4) Man and His Search for Freedom (England), (5) Three Modern Faces of Man: Africa South of the Sahara, Japan, Russia. The program utilizes multimedia materials to provide a variety of activities for all students and to prevent reading difficulty from being a stumbling block in achieving social studies objectives, including, records, transparencies, study prints, filmstrips, films, documents, and text and trade books.

Gaydos, Ronald, and others. **Social Science Curriculum Guide and Selected Multi-Media, K-6.** Las Vegas, Nev.: Clark County School District. 1969. 338 pp. ED 054 094 MF \$0.75 HC \$15

Grades or ages: K-6. Subject matter: social science. Organization and physical appearance: the introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3, anthropology, kindergarten and levels 1, 2 and 3, and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. Objectives

and activities. Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, are detailed throughout the guide. Instructional materials detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. Student assessment: no specific provision is made for evaluation.

Gill, Clark C., and Conroy, William B. **Latin America: Its Land, Story and Peoples (An Instructional Unit for the Middle Grades).** Instructional Unit No. 3 with Readings. Austin: University of Texas, 1968. 111 pp. ED 036 679 MF \$0.75 HC \$5.40

This 8- to 12-week introductory unit is designed to give fifth, sixth or seventh graders an overview of Latin American geography, history (before, during, and after European rule) and culture. Exploring Mexico and Peru in particular, the unit places emphasis on the individual, the family, racial composition, social classes, religion, education, government, economics, recreation, and creative expression in Latin American countries. Reading materials and numerous specific activities, in which stress is placed on the inquiry method and reflective thinking, are suggested. Also included are bibliographies for both students and teachers and transparency masters of maps and diagrams.

Gonzales, Nancie L. "Applied Anthropology and the Grade Schools." *Human Organization* 32: 295-304; Fall 1973.

Three kinds of training experience for teaching "man: a course of study" were tested: (1) a 3-week intensive anthropology workshop, (2) a 1-week intensive workshop in prepared materials use, and (3) a workshop in both anthropology and the use of prepared materials.

Hardy, Donald W., and others. **California Archeology.** Berkeley: University of California, 1967. 70 pp. ED 029 791. Available only from U.S. Office of Education, Bureau of Research, Washington, D.C.

Provided are three units in anthropology and archaeology for use with sixth-grade pupils. A major purpose of the units is to provide a framework of anthropological concepts which can be used to reconstruct an understanding of a primitive culture when confronting data inherent in that culture. The culture invariants from which the concepts used in these units were drawn are material, social, intellectual, aesthetic, and linguistic. Each concept is broken into subconcepts, and learning activities are provided for their attainment. Information provided is based on California archaeological findings and their interpretation. Extensive use is made of drawings and photographs in the development of each unit.

Hazelwood (Missouri) School District. **Social Studies Guide, Kindergarten-Level Twelve.** Mo.: Hazelwood School District, June 1970. 198 pp. ED 051 159 MF \$0.75 HC \$9.

Grades or ages: grades K-12. Subject matter: social studies. Organization and physical appearance: the guide has three main sections: (1) kindergarten-grade 6, (2) required courses, grades 7-11, and (3) electives, grades 10-12. In each subsection the objectives are listed, an outline of the course is given, concepts and suggested activities are listed in two parallel columns, and evaluation questions are provided. A sample unit is included for each course, including overview, objectives, initiation of the unit, suggested activities, evaluation, selected references, and other resources. The guide is mimeographed and spiral-bound with a soft cover. Objectives and activities: objectives are listed at the beginning of the course for each

grade. Suggested activities are listed for each course, and more detailed activities are included in the sample units. Instructional materials references to books, periodicals, and audiovisual materials are included in the sample units for elementary grades and in both the general course descriptions and the sample units for secondary grades. Student assessment typical evaluation questions are included for each grade with more detailed questions in the sample units. An explanation of evaluation techniques, together with sample evaluation charts, is included at the end of the section on elementary grades.

Holms, John L. and Davis, Rose Marie. "A Comparative Study of the Effects of a Traditional Social Studies Curriculum at the Sixth Grade Level and 'Man: A Course of Study.' Final Report." Ashland Southern Oregon College, November 20, 1972. 19 pp. ED 071 987 MF-\$0.75 HC-\$1.50

This study compares the effects of the traditional sixth-grade social studies curriculum for Oregon pupils with that of "Man: A Course of Study (MACOS)." Students were pre- and post tested. Data were analyzed statistically by the use of the F Test on Equality of Variance and T-Tests for Pooled Variance and Distinct Variances To Test Two Null Hypotheses. As measured by the Torrance Tests of Creative Thinking, sixth-grade students using a traditional social studies curriculum of Latin America will not differ significantly in creativity nor in the achievement of social studies skills as measured by the "Sequential Tests of Education Progress (STEP): Social Studies" from those students using the social studies curriculum MACOS. No significance at the .10 level was found when the T-Test for Distinct Variances was applied, thus verifying the Null Hypotheses. A pattern, however, emerged from the data that indicated the MACOS materials may produce greater verbal creativity.

Instructional Objectives Exchange. *Instructional Objectives Exchange, Anthropology, Grades 4-6*. Los Angeles: the Exchange, 1971. 150 pp. ED 072 985 Available only from Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, CA 90024 \$8

This collection contains 42 objectives with six related evaluation items for each objective. An effort was made to present these objectives at a level and in an organization easily adaptable to the elementary curriculum. The major goals of the collection are (1) to present elementary students with a different way of looking at man and his environment, (2) to give them an initial exposure to some basic ideas and viewpoints of anthropological theories and problems, and (3) to simplify the presentation of these new viewpoints in relation to the grade levels. The material is organized according to the following sections: Man as a Unique Animal, Fossil Man and Prehistory, The Record of Culture, The Nature of Culture, Genetics, Evolution and Race. Three elements are included for each objective: 1) the objective, 2) six evaluation items, and 3) the answers or criteria for judging the adequacy of student responses. The objectives are stated in operational terms. An appendix contains three additional enrichment objectives.

Lovell, High, editor. *Teacher's Guide to Economics in Grade 4*. Salem Oregon State Board of Education, 1968. 62 pp. ED 046 845 MF-\$0.75 HC-\$3.15.

This guide is organized around fundamental economic concepts which are applied to particular themes in United States history. The concepts deal with such things as availability and use of resources, division of labor, trade, and are illustrated through the following situations: (1) Indians of the Pacific

Northwest; (2) explorers, fur traders, and Lewis and Clark; (3) the pioneers; (4) Oregon statehood; (5) our transportation and communication system; (6) our industries, businesses and resources. As in the other guides within the series, learning activities, resources, and evaluation methods are provided for each concept. In addition to guidelines for the ideas teachers should include or emphasize, the appendices also include: examples of some of the things we buy and sell; notes on the early history of taxation in Oregon; where Oregon state and local governments get and spend their money; employment in the Pacific Northwest; and, information on the developmental economic education program.

*Teacher's Guide to Economics in Grade 5*. Salem: Oregon State Board of Education, 1968. 74 pp. ED 046 846 MF-\$0.75 HC-\$3.15

This guide traces and amplifies basic economic concepts through various periods in United States History, such as: (1) discovering the New World, (2) colonial period, (3) from the Revolution to the Civil War, (4) regional approach to the American economy, (5) modern period. The concepts deal with such issues as resources and their development and use, trade, specialization, taxes, and capital. For each concept and subconcept there are suggested learning activities, lists of resources, and methods for evaluating student understanding of these concepts. Appendices provide an outline of the economic ideas to be included and emphasized, as well as statistical information on gross national product, and population and employment trends.

Madison (Wisc.) Public Schools. *Sixth-Grade Interdisciplinary Packet: Science-Social Studies*. Madison (Wisc.) Public Schools, 1972. 80 pp. ED 062 261 MF-\$0.75 HC-\$3.15.

This curriculum guide for sixth graders focuses upon "Who Is Man?," "Who Am I?" and "Man Needs Man" in an interdisciplinary sequence that combines scientific and social studies ideas and theories. It is hoped that this approach will help the pupil shape positive change within self and society. Emphasis is upon pupils gaining both conceptual understandings and developmental skills progressively through the year. The course is arranged into five units, each listing concepts, objectives, and activities, with outlines on: (1) "Man and Time: How Do We Know?", emphasizing how time duration and sequence can be used to compare events, and, measured and described in a variety of ways; (2) "Man Changes Through Time", stressing evolutionary theory and man's psychological needs; (3) "Decoding a Message from Early Man"; (4) "Man's Similarities to Other Animals", discussing man's unique abilities as reflected in his achievements; his values as reflected in his culture; and, (5) "Man Needs Man" descriptions of man's social organization, needs, and achievements. Since it is essential teachers evaluate the course, a checklist evaluation instrument is included after each unit.

Manella, Joseph R. "Dig-In Excites Social Studies." *Education Digest* 37: 32-33, April 1972.

Article describes an archaeological dig conducted by a group of elementary school students in Milford, Massachusetts. It gave the students a look at the past and a link with the citizens of Milford in yesteryear.

Prannis, Robert W., and Veronesi, Marvin D. "Teaching Economics in Elementary Schools: Comparing Acquisition of Economic Knowledge by Elementary School Students in Different Types of Communities." Chicago: University of

Chicago. Industrial Relations Center. 1971 17 pp. ED 064 186 MF-\$0.75 HC-\$1.50

Objectives of this educational research conducted in 1969-70 to determine if two categories of variables, socioeconomic level and location (rural, suburban, or urban), affect 6th and 7th grade students in their: 1) acquired economic knowledge and 2) ability to gain knowledge from an economic program. Classes and teachers were randomly selected from communities of differing sizes to participate in the field tests. Teachers were supplied with materials for the "Economic Man" program and were asked to administer to their students the Otis-Lennon Mental Ability Test, to yield a dependable measure of general intelligence, and pre-/post-IRC Tests, to measure economic knowledge and application. Methods of investigation created two additional variables, grade level, and order of testing. Based upon differences between observed and predicted scores, findings indicate that location and socioeconomic status were not significant variables affecting acquired economic understanding and that grade and order of testing were significant. Results show that, for ability to gain knowledge from a classroom economics program, location was significant, rural students scoring higher than urban or suburban students, and that grade level was also significant.

Reading (Ohio) Community Schools. **K-12 Social Studies Curriculum Guide**. Ohio Reading Community Schools, 1968 170 pp. ED 051 180 MF-\$0.75 HC-\$7.80.

Grades or ages K-12. Subject matter: social studies. Organization and physical appearance: the guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. Objectives and activities: general objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, map study, oral reports, independent projects, lectures by outside experts, and field trips. Instructional materials: materials needed for an activity are listed with the activity description. Lists include both print and audiovisual materials. Student assessment: suggestions for evaluation accompany each group of activities correlated with a concept—usually teacher observation in the lower grades and teacher-developed tests and research papers in the upper grades.

Rice, Marion J., and others. **The Effects of the Position of Organizers on the Learning of Structured Anthropology Materials in Grades Three and Six. Final Report**. Athens: University of Georgia, College of Education, September 30, 1972 108 pp. ED 069 597 MF-\$0.75 HC-\$5.40.

The study compared the facilitative effects of pre- and postorganizers on the learning of structured anthropology materials in the third and sixth grades. Investigator-prepared student texts were published in three formats: preorganizers, postorganizers, and no-organizers. Two investigator-constructed, norm-referenced anthropology achievement tests were administered at each grade level. A one-way, fixed-effects analysis of covariance, with reading as covariate, used the class mean scores of the three treatment groups on anthropology achievement test one and two at each grade level to determine if the adjusted mean scores

differed significantly (p.15) across treatment groups. Computed F ratios were nonsignificant at both grade levels when class means were used as the unit of statistical analysis with reading as covariate. When class means were used as the unit of statistical analysis, the findings of the main treatment effect were consistent. The data did not produce evidence that pre- or postorganizers facilitate learning of structured anthropology materials at either the third or sixth grade.

Robeck, Mildred C. **Social Science—How the Anthropologist Studies Man: Chumash Indians. A Resource Guide for Teachers of Fourth-Grade Gifted Students**. Sacramento: California State Department of Education, December 1965. 67 pp. ED 076 439 MF-\$0.75 HC-\$3.15

This resource guide was prepared for the teachers of academically-talented children in grade four. As part of the curriculum materials developed for special class demonstrations, this guide indicates a level and depth of study which was found to be rewarding and satisfying for gifted students. Because of the pace at which nearly all special-class children acquired the information presented in basic curriculum materials, new goals and new approaches were conceived. The orientation for social science was essentially humanitarian, but the content was arranged to enable students to distinguish between what is known and what is believed—between evidence and hypotheses. Although the content of this resource guide is the Chumash Indians, the questions are arranged for the study of any of the California Tribes. The choice of this particular cultural group enabled the curriculum writers to be specific about the purposes, problems, and techniques which were used to involve gifted children in the scientific study of groups of people. The first section of the guide indicates a social science framework for the intermediate grades which emphasizes the concepts and methods of anthropology. Main sections in the guide are: social science framework, intellectual processes, objectives, introduction of the unit, content and techniques, evaluation, bibliography, and appendices.

Social Education. "Education Development Center, Inc.: **Man: A Course of Study**." *Social Education* 36: 742-44; November 1972.

The core discipline of the evaluated fifth-grade course which is applicable to secondary grades is anthropology; however, because human kind is the subject, the scope of the curriculum is interdisciplinary. The learning process is emphasized with methodology based on comparison and contrast.

Taylor, Marshall R. **Social Studies: Selected Cultures. Grade 6**. West Allis, Wisc.: Joint City School District No. 1, September 1970. 123 pp. ED 045 508 MF-\$0.75 HC-\$5.40.

This revised teachers guide attempts to facilitate the study of selected cultures through a conceptual approach and multimedia instruction in a spiral curriculum. There are six units: (1) cultures and archaeology—cultural factors, cultural study, artifacts, fossils, archaeological sites and evidence; (2) food gathering complex—life-styles, cultural development, tribal organization, and society of the Malayan Semang, aborigines, bushman, pygmies, and Eskimo; (3) agrarian-handicraft complex—characteristics, land and resources, family life, education, religion, arts, and sciences in Southeast Asia, Africa, South America, and Egypt-Mesopotamia; (4) Greek culture and (5) Roman culture—life-styles, religion, philosophy, education, fine arts, politics, government, military.

technology and cultural tradition, and, (6) industrial complex—environmental influences on industrialization, types of industries, institutions promoting and controlling industry, cultural and social change with regard to industrial development, urbanization, and world trade. Each of the content sections outlines the major concepts, behavioral objectives, class activities, resources, and evaluation techniques. In addition, there is a list of basic instructional materials including books and filmstrips

## Racial/Ethnic Studies

Davis, Gerald N. "Making the Independent School Relevant to Blacks." *Independent School Bulletin* 33: 25-27; October 1973

A Black teacher discussed the history of race factors he realized while he attended to his early teaching efforts and how he believed Black students and teachers can learn a greater black perspective

Journal of Open Education. "Native American Bibliography." *Journal of Open Education* 2: 72-78; Winter 1974.

An annotated bibliography of contemporary books approved by Native Americans currently studying their native history, culture, and current Indian affairs is provided by those involved in education and in programs of Indian self-determination.

Mangione, Anthony R. *The Story That Has Not Been Told*. 63rd annual meeting paper presented in Philadelphia, November 22-24, 1973. Urbana, Ill.: National Council of Teachers of English, November 1973. 31 pp. ED 088 08P MF-\$0.75 HC-\$1.85

This annotated bibliography is designed to assist teachers of English and social studies in improving the self-image of pupils of immigrant parents and grandparents and to nurture mutual understanding of cultural and ethnic diversities. It includes writings on every major White ethnic group represented in the United States. In most cases, only works originally written in English have been included; fiction and nonfiction titles by and about the ethnic American form the bulk of the references. The entries are listed under the following headings: The Immigrant Experience (non-fiction), Ethnic Literature (anthologies), and The Literature of Eleven Specific Ethnic Groups. The availability of each book, both in hard-bound and paperback, is indicated.

Meinke, Dean L., and Glick, I. David. *Afro-American Curriculum Office and Resource Center, ESEA Title III, Toledo Public Schools, Toledo, Ohio, Toledo Public Schools, September 1973*. 255 pp. ED 086 783 MF-\$0.75 HC-\$1.40

The Afro-American Curriculum Office and Resource Center, funded under Title III of the 1965 Elementary Secondary Education Act, had the general purpose of upgrading the instructional level and the material resources concerning the Black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo public schools, it was designed to service all public, private and parochial school systems in the metropolitan area. The project was designed to reach not only this core area of Blacks but also the suburban areas of Whites. A central Resource Center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audiovisual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared

criteria. Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area in order to provide teachers and other interested personnel with the background to handle the instructional materials, a series of in-service methods have been employed, including presentations, demonstrations, speakers, and long-term institutes.

Murphy, Lila, editor. *Goals and Guidelines: Social Studies in the Ungraded Primary*. St. Louis, Mo.: St. Louis Public Schools, 1973. 277 pp. ED 090 069 MF-\$0.75 HC-Available only from St. Louis Board of Education, Div. of Curriculum Services, 1517 S. Theresa Ave., St. Louis, MO 63104 (\$2.50).

A guide, intended as a resource for teaching social studies in ungraded kindergarten and primary classrooms, correlates the social studies materials with Black studies resource materials and with reading materials. After a statement of philosophy and an outline of a social studies skill sequence, the guide is divided into sections for kindergarten and primary levels I, II, and III. Each level begins with a reading correlation chart and a list of materials. Most levels have five units; the primary II and III levels have appendices on law and economics. Each unit presents generalizations and concepts to be learned and suggested activities and materials to be used in the learning process. The kindergarten units are on the topics of A Healthy Self Image, A Healthy School Image, The Neighborhood and the Community, and Children from Other Cultures. The primary I levels adds a new topic, Family Identification and Family Needs, Transportation and Communication, and Growth of Communities Supplements the primary II level. The primary III level includes units on the City of St. Louis, maps and globes, and Hawaii.

North Las Vegas Library. *Right On, A List by and about the American Negro*. Second edition. North Las Vegas (Nevada) Library, 1973. 62 pp. ED 075 061 MF-\$0.75 HC-\$3.15

The booklist is divided into the following sections: (1) adult titles, (2) adult author index, (3) juvenile titles, (4) juvenile author index, and (5) recordings and cassette tapes. A Guide to assist the reader in locating general subject areas is also provided.

Oben, Freda Mary. "Our Race Is Humanity." 63rd annual meeting paper presented in Philadelphia, Nov. 22-24, 1973. Urbana, Ill.: National Council of Teachers of English, November 1973. 13 pp. ED 089 306 MF-\$0.75 HC-\$1.50.

Once Black students are introduced to the charisma of all literature through a reading of their own great writers, with whom they can identify, they can also be fired with motivation for the entire realm of literature. If Black literature and the new Black art are brought into the classroom, the fears and prejudices between Blacks and Whites will lessen and trust between them will grow. There is much joy to be found in the beauty and strength now unfolding in the Black consciousness, in the developing artistic genius, and in the as yet unrealized vast potential of mind and spirit. If the youth is to be educated, so must the adult be. This implies an openness on the part of the teacher if we are to conquer the gap in communication by a never ending search for the experience of humanity conveyed in the art form. Through the medium of literature, the teacher penetrates and breaks rigidity and darkness with the student, nourishing instead enlightenment, inspiration, and hope. This is possible only through the teacher's own humanity, demonstrated by an awareness of life, an attitude of philosophic doubt in the search for truth,

and a grasp of the beauty of spirit within her/his students.

Quarles, Benjamin. "Black History L'nbound." *Daedalus* 103 163-78. Spring 1974.

Views and new emphases in Black history, the problem of source materials, and a review of the periodical literature are presented

Rice, Marion J. "Premises for Structuring Ethnic Curricula." Athens, University of Georgia, Anthropology Curriculum Project, 1972. 15 pp. ED 081 660 MF-\$0.75 HC-\$1.50.

The primary purpose of the Georgia Anthropology Curriculum Project is to present the organizing concepts of anthropology in curricula suitable for use in elementary and intermediate grades. The philosophic premise of the project is that a conceptually-structured curricula is the most effective means of helping students to acquire a base of knowledge for categorization and organization of phenomena. Project value assumptions deal with the nature of the learner, the organization of the material, the methodology of instruction and the nature of the content. The role of ethnic studies as part of anthropology is pointed out, as is the preoccupation with ethnic studies in general in the United States. The major issue in ethnic studies is felt to be whether it should be used to politicize a particular group in the school population. A project model program should not focus on self-identity, be preoccupied with ethnic groups in one country or culture, or have a retrospective emphasis. A suggested model which permits a reconciliation of core values of the national culture with respect for ethnic diversity is the cross-cultural curricula development approach.

Toledo (Ohio) Public Schools, Afro-American Resource Center. *Afro-American Resource Center Newsletter*, 1971-73. Columbus, Ohio State Department of Education, 1973. 88 pp. ED 090 074 MF-\$0.75 HC-\$4.20. Also available from: Afro-American Curriculum Center, Manhattan and Elm, Toledo Public Schools, Toledo, OH 43608 (\$3).

These eleven newsletters from the Afro-American Center were originally produced between 1971 and 1973 to acquaint teachers with a variety of aspects of Black studies and to furnish references and materials for classroom teaching. Each issue gives an overview of one of the following subjects: African Heritage, The African Comes to America, Resistance and Revolution, Civil Rights, Black Leadership in America, Man Commonality and Diversity, Afro-American Literature, Blacks in Politics, Black Music, Biography Illuminates the Black Experience, and Media and Minority Studies. Following the overviews are discussions directed to the elementary, junior high, or high school level with a suggested bibliography of books and audiovisual media aids to facilitate the teacher's implementation of the discussion ideas.

Yee, Albert H., and Fruth, Marvin J. "Do Black Studies Make a Difference in Ghetto Children's Achievement and Attitudes?" *Journal of Negro Education* 42: 33-38, Winter 1973.

This experiment, carried out in the school year following an integrated Black history institute conducted during the summer of 1969, attempted to evaluate the effectiveness of the social studies units and instruction developed at the institute.

## Women's Studies

Association of American Colleges, Project on the Status and Education of Women. *Women and Film: A Resource Hand-*

*book*. Washington, D C the Association, 1972. 27 pp. ED 085 034 MF-\$0.75 HC-\$1.85.

This resource handbook provides a summary of the media resources available concerning women. Emphasis is placed on some questions to consider in planning a film festival, suggestions for reducing costs, feature length films pertinent to women's roles, films shown at The First International Festival of Women's Films, short films, slide programs, and other resources. Following a listing of feature length films pertinent to women's roles, films shown at The International Festival of Women's Films are listed with necessary information. This information covers the year, length in minutes, color or black-and-white, filmmaker, producer, or director, source, and comments. Short films and slides include color or black-and-white, length in minutes, rental cost, purchase price, source and comments.

Dunn, N. E., and Hedges, Elaine. "You Still Have a Long Way To Go, Baby: Neglected Women Writers; and Women's Studies and the High School English Curriculum." *Maryland English Journal* 11: 2-18, Spring 1973. ED 083 617 MF-\$0.75 HC-\$1.50.

The first of these two articles on women's studies offers suggestions toward a specific course centered upon significant women novelists in twentieth century literature. It is suggested that the subject could be offered as a semester's work on the college or junior college level, and, with a more restricted scope, it could be adapted to the high school mini-course. Most of the discussion is devoted to a consideration of an approach to the study of the novels of Ellen Glasgow. The second article examines women's studies that have been offered on the college and university level. Against this background, women's studies on the high school level are discussed, particularly the challenges and opportunities they present to the English teacher.

Gillespie, Patricia. "Boy Things, Girl Things . . ." *Instructor* 83 62-66; November 1973.

Article lists resource units on three levels to help students break away from sex-role stereotypes.

Kenzel, Elaine, and Williams, Jean. *Women in Literature, English, World Literature: 5114.301*. Miami, Fla.: Dade County Public Schools, 1972. 39 pp. ED 078 440 MF-\$0.75. HC-\$1.85.

In an attempt to understand the shaping of the feminine personality in contemporary society and the processing of culturally defined sex roles, their images and identities, this course, "Women in Literature," examines the diverse images of women and the female mystique as represented by selected feminine protagonists in noted literary works. Teaching strategies are suggested that will lead students to focus on personal views of feminine problems and to rationalize the docile acceptance of roles expected of women. The range of subject matter includes contemporary attitudes toward women, statistics on males and females, current media views of women, literary portrayals of women, life-styles and achievements of contemporary women, and evaluation by students of attitudinal stances. Through analyses of literary heroines, of social, economic, and literary forces, and of the literary works themselves, insights should be provided into the divergence between fictional females and their real life counterparts.

Nation's Schools. "Women's Studies Stamp Out Sexist Stereotypes." *Nation's Schools* 93: 29-30; April 1974.

Describes how several high schools are studying sex discrimination and sex stereotypes

Stanley, Judith M "A Sound Rendering of Women's History" *History Teacher* 6 511-22; August 1973.

This article describes the Pacifica Tape Program which is available for classroom use: a six-part series on pioneer women based on primary sources consisting of diaries, letters,

and other recorded historical events focusing on social history.

Wells, Nancy "Women in American Literature." *English Journal* 62 1159-61; November 1973.

Discusses the objectives and presents instructional materials for a high school course entitled "Women in American Literature" which attempts to introduce students to the concept of alternative life-styles for American women.

## 2. Teaching Methods

### Inquiry Method

Baltimore City Public Schools. Commission on Revision of the Social Studies. preparers **Social Studies Human Behavior Studies Program, K-6**. Baltimore, Md.: the Commission. April 1972. 281 pp. ED 088 753 MF-\$0.75 HC-\$13.50

The social studies curriculum guide for levels K-6 emphasizes the role played by all ethnic groups in the development of the American culture. Main goals of the course are to enhance the student's knowledge of self, appreciation of her/his heritage and the heritage of others, and understanding of the contributions of many peoples to the growth of the United States. An inquiry method of teaching is used throughout the course. The following courses are outlined: 1) Who Am I? As I See Myself. As Others See Me; 2) Individuals — Similarities and Differences; 3) Group Behavior—Individuality and Conformity; 4) Communities—Interdependence and Change; 5) Individuals and Groups—Prejudice and Propaganda; and 6) Individuals and Groups—Human Rights and Protection. Teaching-learning strategies which include sample questions and learning activities, information sources, behavioral goals, and a bibliography of teacher and pupil references are provided for each course. Also included are a course rationale, graphic notes on teaching techniques, a glossary of terms, and an additional teacher bibliography.

Beyer, Barry K. "Inquiry Teaching—What Is It?" **Social Studies Journal 2**: 6-11, Fall 1973.

The five steps in the basic process of inquiry are discussed. Methods to facilitate student inquiry in the classroom are emphasized.

————— "What's the Matter with Inquiry Teaching?" **Social Studies Journal 2**: 64-70, Fall 1973.

Five objections to inquiry teaching in the social studies classroom are discussed.

Buggey, L. Joanne. "A Study of the Relationship of Classroom Questions and Social Studies Achievement of Second-Grade Children." Annual meeting paper presented in Chicago, 1972. Washington, D.C.: American Educational Research Association, 1972. 14 pp. ED 088 391 MF-\$0.75 HC-\$1.50

The study reported here builds on, and overcomes certain difficulties in, a previous study by Hunkins. The major focus of the research was to determine the relative effects on learning of two teaching techniques: one using 70 percent knowledge-level questions and 30 percent higher-level questions (Treatment A); the other using the reverse ratio (Treatment B). Secondary variables relating to sex, school location, and the interactions of treatment, sex, and school location were also examined. One hundred eight second-grade children were selected from a standard metropolitan statistical area and were randomly assigned to the three groups (one control group—Treatment C). The three groups received six weeks of instruction from experienced elementary teachers. The content involved the concepts of rules and location. No texts were used; all materials were presented visually and the children responded orally to questions asked by the teacher. Findings were that: 1)

children in Groups A and B performed significantly better on the achievement tests than control group children; 2) Group B achieved significantly better than Group A; 3) no significant effect was found relating to the sex variable; 4) suburban children did significantly better than urban children; and, 5) no interactions among the variables studied were found to be significant. Conclusions and implications based on these findings were discussed.

Cook, Robert H. "History Can Be Relevant." **Councilor 32**: 56-62, Spring 1972.

The form of inquiry used by some curriculum materials affects the behavior of the learner toward the subject and toward her/himself and learning.

Crosby, Sandra G. "Man: A Course of Study." Program report. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1972. 24 pp. ED 071 984 MF-\$0.75 HC-\$1.50.

The program description gives basic information on the one-year social studies course focusing on anthropology, designed primarily for intermediate-grade (4-6) students but applicable to secondary students. While the long-range objective is for students to contemplate human nature and the forces that shape it, some terminal objectives are to give students confidence in their reasoning abilities, a framework for analyzing the nature of their social world, an understanding of man's capabilities, and concern for the human condition. The teaching-learning strategy emphasizes student-teacher cooperative interaction in the sharing and discussing of ideas. Stressing problem solving using the inquiry approach, techniques employ the tools of behavioral science. Brief information is also provided on the project's typical lessons, view of student evaluation, and out-of-class preparation; arrangement and school facilities, student and teacher prerequisites and training, the cost of materials, equipment, and services needed for implementation of the project; and also background, rationale and evaluation of the project.

Dumbleton, Duane D., and Rice, Marion J. **Student Workbook for Use with Education for American Indians**. Athens, Georgia: University, Anthropology Curriculum Project, February 1973. 70 pp. ED 080 279. Available only from: Univ. of Ga., Anthropology Curriculum Project, 107 Dudley Hall, Athens, GA 30601 (\$5 in set, Education for American Indians.)

The student workbook is a self-instructional unit on American Indian education. The self-instructional material consists of a book of readings (RC007212) or a narrative essay (RC007211) and this workbook which questions secondary social studies students on the essay and readings. The document is divided into Course Objectives, Activity Log Sheet, Major Unit Questions, Key Words and Terms, and Questions for the Introduction. The next chapters, which are divided into Key Words, Review Terms, Questions, Thought Questions, and Major Unit Questions, follow seven chapters in the essay and readings.

Fischer, Susan A., and others. "Lesson Plans Based on Inquiry Models." **Social Studies Journal 2**: 43-63, Fall 1973. Sequential plans that focus on a topic for grades three, five,

and eight are presented

Gray, Charles E. "Value Inquiry and the Social Studies." *Education* 92: 130-37. November-December 1972.

The paper takes the position that if value inquiry in the social studies is to become something more than a mere "fad", it will have to be grounded upon a sound rationale from which appropriate curricular designs and teaching strategies can be developed

Hardy, Donald William. *Inland Valley Elementary School Archaeology Project: An Experimental Comparison of Two Teaching Approaches. Final Report.* Berkeley: University of California, December 1967. 132 pp. ED 059 862 MF-\$0.75 HC-\$6.60.

Investigated was whether the opportunity to participate in discovery learning by means of an archaeological "dig" significantly enhances the development in sixth-grade pupils of concepts and principles of archaeology and anthropology as compared with using the same data with conventional instructional procedures in a standard classroom situation. The total sixth-grade population at inland valley elementary school was separated on the basis of sex, and was assigned at random into two classes (one experimental and one control) of 29 pupils per class. The same teacher taught both groups. An investigator-prepared instrument was used on a pre- and post-test basis. It was concluded that: (1) The child at the "dig" (experimental group) was more of an organizer of information, more active in the task of learning, and apparently more highly motivated than those in the control group; and (2) The discovery learning activity itself produced significant differences in favor of children in the experimental group on the prepared tests which measured anthropological understandings. Also provided are: (1) A description of the program, (2) an extensive literature review, and (3) a description and subtest break-down of the testing instrument used in the study

McAulay, John D. "State of Elementary Social Studies Within the Commonwealth." *Social Studies Journal* 2: 12-14. Fall 1973.

This article discusses the results of a survey of 380 elementary teachers randomly selected from 42 schools concerning their classroom practices, opinions, and suggestions of the inquiry teaching method of social studies.

\_\_\_\_\_. "Values and Elementary Social Studies." *Social Studies* 65: 61-64. February 1974.

An elementary social studies program should help a child develop an awareness of significant personal social values. Values pertinent to the child from ages 4 to 11 are pointed out. Four principal activities in which the child must engage to develop each of these values into behavioral patterns are discussed.

Massialas, Byron G., and Sprague, Nancy F. "Teaching Social Issues as Inquiry: A Clarification." *Social Education* 38: 10-19. January 1974

This article describes in detail how the inquiry teacher performs in the classroom and what the possible alternatives in the process are. The major goal is to clarify the components of inquiry teaching and to indicate the exact junctures where major decisions need to be made. The operations subsumed under instructional decision are spelled out and actual classroom dialogue is used for illustrative purposes.

Poetker, Joel S. "A Strategy for Value Clarification." *Social Science Record* 11: 3-5. Autumn 1973

A sequential, problem-solving approach is offered as a strategy for the classroom teacher who wants to help students increase their skills of inquiry, conceptual learning, and value clarification

Seif, Elliott. "Personalizing Inquiry in Elementary Social Studies." *Social Studies Journal* 2: 15-25. Fall 1973.

Activities to help the classroom teacher involve students in the process of raising, defining, investigating, and resolving problems and questions are suggested. Selected references are included

Templeton, Ronald K., and Hawkins, Michael L. "Social Studies Teaching Strategies for the Disadvantaged Secondary School Student. Notes from the Research on Inductive Modes." *Education for the Disadvantaged Child* 1: 6-9. Winter 1973.

Examines research in social studies education in regard to inquiry, focusing on the question, "Will inquiry strategies work for the disadvantaged?"

Tyler, June F. "A Study of the Relationship of Two Methods of Question Presentation, Sex, and School Location to the Social Studies Achievement of Second-Grade Children." Annual meeting paper presented in Chicago, April 5, 1972. Washington, D.C. American Educational Research Association, April 5, 1972. 17 pp. ED 065 185 MF-\$0.75 HC-\$1.50

A study was conducted to examine two methods of presentation of social studies questions used in teaching selected concepts to second-grade children and to determine which method was more effective as reflected in the achievement demonstrated by the subjects. The procedure used was a 3x-2x2 (treatment by sex by school location) fixed-effects factorial design to test the hypothesis that if second-grade children instructed with two methods of question presentation are compared with children receiving regular classroom instruction, then a significant difference in social studies achievement will result in favor of the experimental groups. The experimental groups were instructed for a six-week period. The instructional sequences were three weeks in length, one on the concept rules and the other on concept location. Results of data analysis showed the following differences: (1) children instructed with predominantly higher-level questions performed at significantly higher levels regardless of method of question presentation than did children receiving regular classroom instruction, (2) children using nonreading materials for question presentation achieved significantly higher levels than did children using reading materials, and (3) children from the suburban school demonstrated higher achievement than children from the urban school. Conclusions include: (1) oral presentation of instructional questions in social studies materials for second-grade children resulted in higher achievement levels on the part of the learners than did written presentation, (2) social studies achievement was not affected by the sex of the pupils, and (3) no interactions occurred between the variables of sex and among the variables of treatment, sex, and school location.

Van Scotter, Richard D., and Haas, John D. "Measuring the 'Unmeasurable': An Inquiry Model and Test for the Social Studies." 15 pp. ED 079 170 MF-\$0.75 HC-\$1.50.

New social studies materials are based on inquiry modes of learning and teaching, however, little is known as to what students actually learn from an inquiry model (except for cognitive knowledge). An inquiry model and test to measure the "unmeasurable" in the social studies—namely, a student's ability to use the scientific process, attitudes toward knowledge, and willingness to analyze personal and social values—are presented in this paper. Inquiry as a method of learning includes four types of thinking: (1) social sciencing, (2) critical, (3) intuitive, and (4) creative. In addition, inquiry learning hinges on the attitudinal factor of the student's degree of open- or closed-mindedness. As a teaching paradigm, an inquiry approach can play on the internal or external motivation of the learner. The genuine inquiry approach (open-beginning and open-ended) enhances internal motivation. Inquiry in this model is composed of three higher order factors: (1) source of motivation, (2) type of thinking, and (3) mind set—a degree of open-mindedness. A continuum for reflective inquiry extends from cognition to affect, emphasizing its holistic or organismic nature. This model served as the basis for devising an instrument which measured the four types of inquiry thinking. Determination of external and internal motivation, however, still remains "unmeasurable."

Walker, Ed. **Handbook on Inquiry Teaching for Elementary School Social Studies**. Lincoln: Nebraska State Department of Education, Division of Instructional Services, 1973. 30 pp. ED 085 307 MF-\$0.75 HC-\$1.85.

Elementary teachers and principals enrolled in an elementary education graduate course developed this guide which interprets and applies the concept of inquiry teaching and learning. The purpose of the guide is to bridge the gap between the theory of the inquiry process and its use in the classroom. It is written for use by elementary educators as a model for their teaching methods as well as the construction of social studies learning activities. The first of the two major sections of the guide is designed to introduce teachers to the inquiry method of teaching and learning. Answers to basic questions about inquiry are provided and each step of the process is explained. The second section provides examples of applications of the inquiry process. Each step of the process is explained with a discussion of teacher behavior and samples of implementation activities. The bibliography lists related books, periodical articles, and pamphlets.

Western Curriculum Project on Canada Studies. **Project Five to Nine. Project Canada West**. Edmonton, Alberta: the Project, May 1972. 42 pp. ED 072 990 MF-\$0.75 HC-\$1.85.

The Powell River Project proposed to design a curriculum with the Canadian urban environment as a major focus, using elementary teachers as developers (ED 005 018). This progress report contains individual summaries from seven elementary teachers, outlining the process of determining the children's knowledge of self and of the world around them. Emphasis throughout the reviews is on the inventories developed regarding the children's understanding about their environment, occupations, media influences, local government, cultures, transportation, resources, geographic concepts, etc. Teacher attitudes reflect appreciation for extensive board and community support, reaffirm the need for release time for curriculum development, support the view that teachers rather than a non-teaching specialist, should develop curriculum, and indicate satisfaction with the progress of the program. An interim list of inventories is appended, indicating the topic, grade level questioned, and the teachers involved. A sample topic: "What Do Children

Think They Learn from Television, Radio, and Newspapers?" The collection of inventories completed represents an adequate basis for a teacher's resource book on primary urban studies. It is felt that counsel from a publisher would be appropriate at this time.

Zevin, Jack. "Training Teachers in Inquiry." **Social Education** 38:310-16. April 1973.

This study sought to determine (1) What kind of training aids the development of inquiry teaching behaviors? and (2) What criteria of inquiry can be constructed against which to measure classroom behavior patterns? Result revealed that much more work needs to be done to train and to retrain teachers in the art of inquiry and in the proper use of the "new" social studies.

## Media

Brown, Robert M., and others. **CUE Social Studies Humanities Media Guide**. Albany: New York State Education Department, 1965. 201 pp. ED 012 200 MF-\$0.75 HC-\$10.20.

This document is one of a series of media guides sponsored by the New York State Education Department under the CUE System. The humanities areas are divided into 11 different topics. Within each topic is a series of suggested film and television subjects. A discussion is given on each of the subjects including a synopsis, a statement of purpose, suggested preparation of the class, things pupils should look and listen for, and suggestions for follow-up activities and related activities. A list of producers and their addresses is included.

Carey, George W., and Schwartzberg, Julie. **Teaching Population Geography**. Columbia University: Teachers College Press, 1969. 134 pp. ED 065 290. Available only from Columbia University, Teachers College Press, New York, NY 10027.

Written under the sponsorship of the Population Council, with the financial support of the Population Instructional Materials Project, this work is intended to provide the thoughtful teacher of the social sciences with some suggestions and techniques for introducing population study to students in terms of concrete case studies which explore the relationship between the carrying capacities of particular environments and the populations they support and to show how changes in population are affected by changes in other variables: environment, technology, social organization, and ideology. The authors suggest that there are a number of useful points of intervention in which the functional equilibrium of population can be restored. Organized in four parts: I. Demography, Human Ecology, and Geography; II. Three Case Studies: The M'Zab, The Irish Famine, and Morrisville, Pennsylvania; III. An Annotated Bibliography; and IV. Visual Media in Ecological Study, this book offers extensive teaching suggestions especially useful to the high school teacher of social studies, but it is also recommended for high school and college students. An annotated bibliography of more than 300 entries is included, as well as information on regional case studies, on sources of teaching materials, visual aids, and on sources of original data, from census reports to aerial photographs.

Educational Foundation for Visual Aids. **Audio Visual Aids, Part 2: History, Social History, Social Studies**. London, England: the Foundation, June 1971. 271 pp. ED 065 987. Available only from Visual Education Book Service, 33 Queen Anne St., London.

Audiovisual teaching aids for history, social history, and social studies, which may be bought or rented from suppliers in Britain, are listed in this 270-page catalog. Audiovisual materials include film, filmstrips, slides, overhead projector transparencies, wallsheets, prints, records, tapes, and teaching kits. Each catalog entry describes the materials, their educational level, where they are available and at what cost. The catalog is part two of an eight-part series.

Gaydos, Ronald, and others. **Social Science Curriculum Guide and Selected Multi-Media, K-6.** Las Vegas, Nev.: Clark County School District, 1969. 338 pp. ED 054 094 MF-\$0.75 HC-\$15.

Grades or ages: K-6 Subject matter: social science. Organization and physical appearance: the introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3, anthropology, kindergarten and levels 1, 2 and 3 and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. Objectives and activities: behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, are detailed throughout the guide. Instructional materials: detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. Student assessment: no specific provision is made for evaluation.

Hartley, William H. "How To Use a Motion Picture." Revised edition **How To Do It Series, No. 1.** Washington, D.C.: National Council for the Social Studies, 1965. 8 pp. ED 080 405 Available only from: NCSS, 1201 16th St., N.W., Washington, D.C. 20036 (\$0.25).

This is the first of 25 how-to-do-it guides which offer practical classroom techniques for elementary and secondary social studies teachers. Classroom techniques on how to use a motion picture in a social studies classroom are the focus of this bulletin. Information is included on reasons and purposes for using a film and step-by-step plans for implementing films in the classroom. Tips are provided for ordering the film, previewing the film, preparing the class for the film, and presenting the film. Follow-up suggestions are given for repeat showings, film experience evaluation, and coordinating films with other aids. Sources are provided from which principal types of motion pictures may be obtained that include classroom, government, theatrical, and commercial films; several film guides, and a source for keeping informed about films. A selected bibliography of books concludes the bulletin.

Learning Corporation of America. **Films: 1971/72 Catalog of Films, Film Loops and Filmstrips for Schools, Colleges and Libraries.** New York: Learning Corporation, 1971. 127 pp. ED 052 624. Available only from: Learning Corp. of America, 711 Fifth Ave., New York, NY 10022 (\$1.50).

The films in this catalog are available for sale or rent from Learning Corporation of America. For elementary grades, films are available for use in the language arts and social studies classes. For junior and senior high, college, and adult courses, films are listed for instruction in art, music, and dance; environmental studies; United States history; world history and culture; social comment; literature and drama; and film as art.

Each film is illustrated with one or two stills from the film, and a short synopsis, the running time, and price are included. A subject index and an alphabetical title index are provided. Also listed are filmstrips and film loops for use with primary and younger children. Filmstrip subjects include animals, the sea, basic concepts in social studies, listening, story telling, and preparation for reading. Filmstrips on inventions and technology in American history are intended for intermediate grades through high school.

Maynard, Richard A. "Social Studies and Media." **Social Studies 60** 327-29, December 1969.

Discussion of the use of popular films and novels to make units on foreign policy, economics, conformity, government, and justice more meaningful to twelfth-grade students.

Phillips, Mark. "The Use of Film in Social Studies." **Media and Methods 5** 51-52, February 1969. ED 026 883 Available only from: North American Publishing Co., 134 N. 13th St., Philadelphia, PA 19107.

An attempt is made to provide a new framework for examining the types of films useful to the teacher of social studies—a framework which, among other things, acknowledges that films may be boring, that propaganda is inherent in most documentaries, and that fiction films may be of great service to the history teacher.

Thole, John, editor. **Films for General Studies.** London, England: National Committee for Audio-Visual Aids in Education, 1971. 137 pp. ED 065 993 Available only from: Visual Education Book Service, 33 Queen Anne St., London.

More than 300 16mm films for teaching general studies, that may be rented from suppliers in Britain, are listed in this catalog. The term "General Studies" includes any course in social studies, humanities or the sciences offered to non-specialist students. Each entry describes a film, shows where it may be rented, and evaluates the usefulness of the film for teaching. The evaluations are written by teachers who have used the films in schools, colleges, and universities.

Woodley, Celeste. "Media and the New Social Studies." **Social Education 34**:451-55; April 1970.

The use of audiovisual materials in social studies courses in today's schools is examined and evaluated.

## Simulation/Games

Chapman, Katherine. **Guidelines for Using a Social Simulation/Game.** Boulder, Co.: ERIC Clearinghouse for Social Studies/Social Science Education, 1973. 35 pp. ED 085 292 MF-\$0.75 HC-\$1.85.

Designed to help teachers maximize outcomes from using any social simulation/game, these guidelines are one part of a project which attempts to provide analytical and critical information on the use of simulation/games in social studies classrooms. The general approach of the guidelines is applicable to any of the simulation type activities now used in classrooms, although the orientation is specifically designed for simulation/games. The first part outlines the general teaching/learning approach, or philosophy, that underlies social simulation/games. The second part is a practical guide to preparing for and conducting social simulation/games. Steps outlined are preliminary planning and preparations, game start-up, game play, debriefing, and teacher's post-game tasks. Sample pages of the survey version used in classrooms to provide feedback for the revised guidelines are

reproduced Two other publications of this project with a projected publication date of spring 1974 are **Simulation/Games in Social Studies: What Do We Know? and Stimulation/Games in Social Studies: A Report.**

Gondsell David R Games 1 Simulation Games for Social Studies " Independent School Bulletin 31 44-48, February 1972

Account of a simulation game in which the instructor used current world problems for a model Simulations of this kind can be designed to meet any specific curriculum objectives. There are also available prepared games which can fit into any traditional course Such games allow students an organized view of decision making

Papps, Grayce, and others A Blueprint for a Television Environmental Simulation Project: "The Land and Me." Orono Maine Public Broadcasting Network, 1974. 84 pp. ED 088 494 MF-\$0 75 HC-\$4 20.

An experimental project sought to build a replicable model of a viewer-active television simulation. Other educational goals were to (1) increase citizen concern for environmental factors and land use in Maine, (2) disseminate information on land use agencies, (3) illuminate the citizen's role in public planning, and (4) develop new patterns of problem solving. Five hour-long television programs were broadcast, each of which presented alternatives for the use of a simulated parcel of Maine land Viewer and leader guides and a land use game were supplied at no cost to viewers who requested them and after each program viewers voted on alternative uses of land via toll-free phone lines

Schieffer, Joseph H. "Simulations and Environmental Issues." *Social Studies Review* 13 (3 Conference Issue): 49-52, 1974

Simulations for teaching environmental issues are described.

Shapiro, Arthur "Minisimulation. Should Students Have a Voice in Curriculum Decisions?" *Nation's Schools* 88: 59-62, September 1971

Provides information about and scenarios for mini-simulation—a single short game that focuses on student participation in curriculum development

Thorpe, Gerald L. "World Order Values and Inter-Nation Simulations" *Social Science Record* 9: 32-33; Spring 1972

Futurism and world order models can be studied through simulation techniques which involve an inquiry into the ways and means of achieving basic values. The authors list 10 simulation games suitable for this study and suggest debriefing questions

## Textbooks

Bare, John K. "Psychology Where To Begin." Washington, D C American Psychological Association, 1971. 20 pp. ED 055 938 MF-\$0 75 HC-\$1 50

This essay is written for the secondary school teacher who is organizing that first course hoping to suggest some of the answers to the question Where to begin? The author begins by very briefly describing the discipline in terms of its central concerns with some history and some prediction for tomorrow. Against this historical background, traditional texts, published since 1966, are listed that are designed to provide an introduction to the facts, methods, and validated principles.

Several specialized texts, also published since 1966, and the program on the teaching of psychology in the secondary school (ED 044 597) are referred to for additional aid in course preparation. Innovations in teaching methodology, such as programmed approaches and unit mastery, and trends are summarized Because the time allotted to psychology may be less than a semester, 10 topics that might have appeal to the student are briefly described: the split brain, sensory psychophysiology, animal behavior, behavior modification, social learning and imitation, love, Piaget, sleep and dreaming, signal detection, and self-control. The APA Clearinghouse on precollege psychology is cited as a resource, and a bibliography of references is appended.

Barnes, Buckley Richard. *The Effects of the Position of Organizers To Facilitate Learning of Structured Anthropology Materials in the Sixth Grade.* Ed. D dissertation Athens: University of Georgia, Anthropology Curriculum Project, 1972. 214 pp. ED 073 040 MF-\$0 75 HC-\$10.20.

The purpose of the study, part of the research and curriculum development of the Anthropology Curriculum Project, was to compare the facilitative effects of pre- and postorganizers on the learning of structured anthropology materials at the sixth-grade level. Organizers were defined, in this thesis, as written material that serves the function of facilitating the incorporation and retention of subject matter. Ausubel's theory that organizers facilitate learning when presented to students in advance of materials to be learned was the basis for this study. The question posed in the study was whether there are significant differences in learning between groups using materials with preorganizers and those using materials with postorganizers. A text book, "Cultural Change in Mexico and the United States," was written with identical learning passages in two formats: one contained organizers at the beginning of the text and each chapter (preorganizers), the other immediately after each chapter and at the end of the text (postorganizers). The 12 sixth-grade classes which served as the experimental population were randomly assigned to two groups for separate treatments. Mean class scores were used as the unit of statistical analysis. The study did not produce evidence supporting the research hypothesis that either pre- or postorganizers facilitate learning of structured anthropology materials at the sixth-grade level.

Brodbealt, Samuel. "Using Mathematical Criteria for Selecting Social Studies Textbooks." *Clearing House* 46: 487-92, April 1972.

Author suggests criteria that can be weighted mathematically for computing comparable strengths and weaknesses in textbooks.

Caliguri, Joseph P. "Teacher Bias in the Selection of Social Studies Textbooks." *Journal of Negro Education* 40: 322-29, Fall 1971

This article reports on surveys conducted 1968-69 on teacher selection of social studies textbooks for suburban schools.

Educational Product Report. "Product Information Supplement No 1. Elementary Social Studies, Series and Single Books, October 1969." *Educational Product Report* 3: 1-32, October 1969.

257 books, both hard-covered and paperback, relating to elementary school social studies are listed and described.

Gonzales, Nancie L. "Applied Anthropology and the Grade Schools" *Human Organization* 32, 295-304, Fall 1973.

Three kinds of training experience for teaching. "man, a course of study" were tested: (1) a 3-week intensive anthropology workshop, (2) a 1-week intensive workshop in prepared materials use, and (3) a workshop in both anthropology and the use of prepared materials.

Marker, Gerald. "Social Studies Methods and the Curriculum Projects: A Potentially Disfunctional Misalignment" Annual convention paper presented in New York City, November 1970. Washington, D.C. National Council of the Social Studies, November 1970. 13 pp. ED 044 337 MF-\$0.75 HC-\$1.50

Most social studies methods course textbooks concentrate on planning, assuming the teacher will operate as her/his own curriculum developer and packager. Curriculum development projects prepackage materials and often include specific instructions on how to use them. Only a few textbooks and projects incorporate selecting/adapting skill development the teacher can apply to choosing or adapting project materials. If this misalignment continues both methods courses and projects will be disfunctional in their common concern, improving the teaching of the social studies in the schools.

Suh, Bernadyn K. *Quantitative and Qualitative Evaluation of Social Studies Textbook Content*. 1970. 41 pp. ED 084 180 MF-\$0.75 HC-\$1.85.

A model of social studies textbook analysis and evaluation is developed in this paper and is applied to the analysis and evaluation of the content on Hawaii in selected elementary school social studies textbooks. Innovative methods of content analysis and evaluation of textbook presentations were developed and applied to the subject of Hawaii to attain the widest scope of appraisal possible. The textual content was identified, categorized, and synthesized into a questionnaire. Based on the appraisal of the questionnaire by a jury of eminent scholars on Hawaii, the textual content was quantitatively evaluated for its accuracy, importance, and acceptability. The results of the individual textbook evaluation can help teachers and curriculum developers decide, both quantitatively and qualitatively, which textbook is preferable in such aspects as the amount of coverage, accuracy, and distribution and importance of content. The structure of the paper is as follows: introduction, procedures, quantitative evaluation of the textual content, qualitative appraisal of the textual content, summary and recommendations, tables, selected references, and appendix (bibliography of elementary social studies textbooks investigated).

### 3. Global/Interpersonal Learning

#### Values Clarification

Alberta (Canada) Department of Education *Experiences in Decision Making. Elementary Social Studies Handbook*. Alberta Department of Education, January 1971. 234 pp. ED 063 184 MF-\$0.75 HC-\$11.40

This handbook is based upon a new social studies curriculum designed to give students guided experience in the responsible use of personal freedom. The new approach seeks to provide actual experience in the making of choices and judgements in order to improve humankind's relationship to the social and physical environment. Thus, the new social studies is organized around experiences which allow students to clarify their personal values and to understand the values of others. The valuing process should be the major activity of social studies students. A second characteristic of the new social studies is flexibility. Therefore, this curriculum allows for decisions to be made by those who will be affected by them. The values orientation and flexibility imply a definite de-emphasis on covering knowledge from history, geography, and the social sciences. Knowledge should be discovered not for its own sake but only as it is needed when students are engaging in the valuing process. The handbook outlines cognitive and affective objectives: how to plan for the attainment of multiple objectives; an elaboration of program components in the new social studies; how to plan instructional units, and, teaching-learning activities. Sample units for grades 1-6 are included.

Junior High School Curriculum Guide for Social Studies. Alberta Department of Education, April 1971. 71 pp. ED 059 944 MF-\$0.75 HC-\$3.15.

This framework provides a sequential course outline for grades 7, 8, and 9, attempting to motivate students to investigate value issues with the aid of concepts and processes presented in an interdisciplinary manner. The outline is based on the theme "Man, Culture, and Technology" in pre-industrial, Afro-Asian and Western societies. Value issues relating to the theme are presented and methods of developing concepts are provided. A flexible course outline allows curriculum decision making at the classroom, school, and district levels and suggests that approximately one third of the time remain unstructured for current interest topics chosen by students and teachers. Special features include suggestions for the use of teaching aids and lists of additional reference books.

Allen, Charles L., and Burke, Marguerite V. *Project Canada West. Identity in a Canadian Urban Community*. Edmonton, Alberta: Western Curriculum Project on Canada Studies, June 1971. 156 pp. ED 055 011 MF-\$0.75 HC-\$7.80.

The overall objective of this project is to develop an interdisciplinary social science curriculum to encourage elementary school children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to continuing Canadian concerns, and, to examine their own separate identity and values, the identity of others, and their relationships with others in society. The child is challenged to develop an understanding of Canadian society which is pluralistic, economically and strategically exposed, divided

regionally, and rapidly becoming urbanized. Contact experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry, interpret data, and propose solutions. The basis for the curriculum development is Dr. T. Aoki's curriculum and instructional design model. The development system is based on the cultural content consisting of disciplined knowledge, Dr. John I. Goodlad's 'funded knowledge', and nondisciplined knowledge referring to value concepts adopted by a society as described by Goodlad's conventional wisdom. The authors have attempted to identify the major Canadian values and outline them in a conceptual framework. An intended learning outcome matrix is also described. Examples of sequential learning experiences are given, including interviews and field trips, and the "Wilson Retirement Plan" simulation game is explained and evaluated.

Bond, David James. *An Analysis of Valuation Strategies in Social Science Education Materials*. Ed. D. dissertation. Berkeley: University of California, 1971. 173 pp. ED 055 948 MF-\$0.75 HC-\$7.80.

This study was an attempt to determine whether, and to what extent: (1) There is disagreement about the nature and function of values and valuing among educators, and between social science educators and certain axiologists, (2) Social science educators endorse valuation theories which are internally inconsistent or antithetical to the purposes of inquiry, and (3) Social studies curricula incorporate valuation theories, models, or strategies which are axiologically unsound. Thematic classification of value theory was performed on the periodical and book literature which reflects and influences the thinking and practices of social science educators. The themes were contrasted to one another and to the views of the axiologists. New social studies curriculum materials were then examined for evidence of valuation theories which are internally inconsistent with the views of the axiologists, or antithetical to the fundamental purposes of inquiry. The findings indicate significant and extensive disagreement between the various groups studied, and a generally unsound axiology within the materials analyzed. It is concluded that education is beset with a plague of misconceptions, contradictions, inconsistencies, ambiguities, and myths about valuing.

Burke, M. and others. *Identity in a Canadian Urban Community. A Process Report of the Brunskill Subproject. Project Canada West*. Edmonton, Alberta: Western Curriculum Project on Canada Studies, June 1972. 56 pp. ED 073 956 MF-\$0.75 HC-\$3.15.

The purpose of this subproject is to guide students to meet and interact with individuals from the many subcultures in a community (see ed 055 011). This progress report of the second year's activities includes information on the process of curriculum development, the materials developed, evaluation, roles of supporting agencies, behavioral modification of teachers in the classroom, and budget. Initial planning covered (1) theoretical aspects of curriculum development, (2) disciplines associated with the study of identity, (3) value concepts and their place in social studies instruction, (4) a definition of identity and seven major concepts relevant to identity, and (5) the skills appropriate to the year level of students.

Materials developed thus far include two of the five planned manuals on the study of senior citizens and ethnic groups and a student resource book containing two simulation games, filmstrips, tapes, identity charts, maps, etc.

Frankel, Jack R. "Teaching Procedures for Discussion of Which Way World Peace: Gradualism or Drastic System Change?" *Social Education* 37: 619, November 1973

Ideas are suggested as to how teachers can help students deal intelligently with questions of value in the classroom. Steps to use in approaching the conflicting issues related to promotion of world peace are outlined.

\_\_\_\_\_ "Teaching Strategies for Value Education in Social Studies: A Theoretical Position." San Francisco State College, January 12, 1968. 23 pp. ED 044 320 MF-\$0.75 HC \$1.50

The systematic design of appropriate teaching strategies to bring about desired values is crucially important, and badly needed in social studies education. Teachers cannot leave the accomplishment of affective objectives to chance or to learning activities planned mainly for cognitive goals. Examples of an affective strategy that develops empathy for and identification with individuals placed in a conflict situation and an affective strategy that promotes sensitivity to the feelings and needs of others are developed for elementary age children. Instructional objectives are stated in each example and a question sequence outlined which enables students to analyze alternatives, predict consequences, identify feelings, empathize with those feelings, and draw conclusions about how people in general would feel in such a situation.

\_\_\_\_\_ "Values: Do We or Don't We Teach Them?" November 21, 1971. 16 pp. ED 065 388 MF-\$0.75 HC-\$1.50

Many teachers attempt to ignore value questions in the social studies classroom, emphasizing intellectual development alone. Through actions and selection of topics and materials, however, a teacher suggests that she/he believes in certain ideas and events and, therefore, teaches values. The key issue here is not whether values should be taught, but rather, the justification of certain values over others to be taught and the decision on how to teach them. Values, defined as concepts in the minds of men which are reflected in specific value claims made by individuals, represent the quality of worth or merit which men and women place on various aspects of their experience and by which they judge that experience. Students need to understand the difference between personal, market, and real value claims, and how to know that the latter assert that a given thing is better than other conceivable and available alternatives according to a particular set of criteria. Moral value claims represent a particular kind of real value claim. Students can be taught the meaning of justice and its potential usefulness as a universally applicable principle, and need to empathize with the feelings of others. Value education includes both cognitive and affective components.

Hartoonian, H. Michael. *A Disclosure Approach to Value Analysis in Social Studies Education: Rationale and Components*. Third annual conference paper presented at Michigan State University, May 1973. Michigan State University Conference on Social Education and Social Science, 1973. 38 pp. ED 083 059 MF-\$0.75 HC-\$1.85.

This paper presents a rationale for a disclosure approach to value analysis and describes the components of this approach, which involves student construction of value profiles of one's

own mythic thought, or mental framework, vis a vis a specified concept. The rationale is discussed in terms of the relationship between value study and mythic thought, delineating the components needed to complement the present state of the art relative to value study in social studies education: analyzing mythic thought and narrative explanation, and outlining an approach to value education through the use of narratives to investigate value positions. The components of the disclosure approach include the explanatory power of the narrative and mythic thought of the author, the use of metaphor, the nature of value concepts, construction and use of value continua, development of a value profile, and augmentation of personal definitions. The example given of the process, which includes a classification scheme for value analysis utilizing clarification questions for use in small groups, is based on the concept of justice.

Kachaturoff, Grace. "Teaching Values in the Public Schools." *Social Studies* 64: 222-26, October 1973.

This article focuses on the need for schools to accept the responsibility to teach the values of human life to the individual. Since conflict exists between self and group in society, a meaningful set of values for the resolution of this conflict remains the fundamental task of an ethical system.

Kardatzke, Howard. "Affective Learnings and the Social Studies: An Exploration of Persisting Issues." *Indiana Social Studies Quarterly* 25: 75-87, Autumn 1972.

The issues involved in the incorporation of values or value processes into the social studies classroom are abundant and complex. The purpose of this article is to examine the issues and alternatives.

McAulay, John D. "Values and Elementary Social Studies." *Social Studies* 65: 61-64, February 1974.

An elementary social studies program should help a child develop an awareness of significant personal social values. Values pertinent to the child from ages 4 to 11 are pointed out. Four principal activities in which the child must engage to develop each of these values into behavioral patterns are discussed.

Miller, Harry G., and Vinocur, Samuel M. "A Method for Clarifying Value Statements in the Social Studies Classroom: A Self-Instructional Program." 1972. 18 pp. ED 070 687 MF-\$0.75 HC \$1.50

A self-instructional program for teachers is designed to aid in the clarification of value statements in the social studies classroom. A method of teacher response for the clarification of student value statements and suggested teaching strategies to promote student value statements in the classroom are included. Activities in the program are designed to be used individually and results are to be evaluated and compared in group discussion. Examples of dialogue to clarify value statements are included and teaching techniques to stimulate student value statements are suggested.

\_\_\_\_\_ "Valuing and the Social Studies Teacher." *College Student Journal* 5: 72-74, September-October 1971.

Described is a method for valuing in the social studies classroom. Students should be allowed to explore and draw their own conclusions. The teacher, encouraging and guiding self-examination, should demand rationality and reasoning rather than the acceptance of specific conclusions judged of worth by her/himself and the school system.

Poetker, Joel S. "A Strategy for Value Clarification." *Social Science Record* 11: 3-5. Autumn 1973

A sequential, problem-solving approach is offered as a strategy for the classroom teacher who wants to help students increase their skills of inquiry, conceptual learning, and value clarification

Schell, Robert L. "Social Studies and the Complete Person." *Social Studies Journal* 3: 9-12. Spring 1974.

Models and programs exemplifying the thrust toward humanistic education in social studies are described.

Utah State Board of Education. *Focus on Man: A Prospectus Social Studies for Utah Schools*. Salt Lake City: Utah State Board of Education, 1971. 390 pp. ED 065 383 MF-\$0.75 HC-\$18.60

This prospectus identifies basic societal values, behaviors, and understandings and develops two major purposes: (1) to bring the social studies programs into focus and guarantee their relevancy for each student, and (2) to provide a usable pattern for an organization by which each teacher can assist students in building better citizenship. Goals for education are listed; policy on controversial issues is stated; and a social studies definition precedes the outline of scope and sequence of instruction outline. Social goals and related focal points are broadly outlined, and then, in a detailed ('preparation for instruction') section, the abstract social goals are changed by a three-step process into a form in which one aspect of each goal is ready for teacher presentation in the classroom. To assist in developing social studies skills, instructional flowcharts and model units are outlined. No one teaching method or strategy is stressed, the processes of providing experiences for children and youth rest with the individual teacher. Social goals developed by the national council for the social studies are utilized in developing the curriculum proposals.

Western Curriculum Project on Canada Studies. *Project Canada West. Five to Nine: Urbanization and the Social Studies Curriculum for the First Four Years (K-3) of Canadian Schools*. Edmonton, Alberta: Western Curriculum Project on Canada Studies, June 1971. 60 pp. ED 055 018 MF-\$0.75 HC-\$3.15

The Powell River Project proposes in this progress report to design a curriculum with the Canadian urban environment as a major focus promoting cognitive and affective learnings that are verifiably appropriate using a team of primary teachers as designers. Activities and experiences will be selected which lead the child to learn her/his role in society; understand the relationship between groups, the interdependence of people and institutions, and, how they are affected by urbanized en-

vironments; and, develop self-concept, self-esteem, and a sense of individual responsibility. The criteria for the selection of teaching strategies and activities are outlined: practice and development of intellectual skills, diversity of techniques, open classroom climate, active decision-making, use of inquiry techniques, and free concept and value formation. Criteria for the structure of the materials are also given. To begin, the project reviewed relevant literature on: urbanization, child psychology and learning theory, structure and strategy in the social studies, printed teaching and learning resources, and current and projected social studies curricula for the Canadian provinces. The findings are summarized here and the bibliography is appended. Also appended are: (1) a summary of an inventory of knowledge skills and attitudes of kindergarten children, and (2) a study of the understanding of the elementary children of Powell River concerning their civic election.

Williams, Elmer. *Values and the Valuing Process. Social Studies for the Elementary School. Proficiency Models #5*. Athens, Georgia University, Department of Social Science Education, 1972. 40 pp. ED 073 990 MF-\$0.75 HC-\$1.85

The purposes of this teacher training module are to: (1) develop awareness and understanding of the affective domain of learning, values, and the valuing process, and (2) develop competency in using teaching strategies designed to help children clarify their values. A sequence of activities is designed to develop enabling and terminal competencies in writing a value clarification lesson plan, in demonstrating an affective teaching strategy, in classifying affective pupil behaviors, in writing behavioral objectives, in determining the stage of the valuing process, and in identifying several alternatives of behavior. The first part of the document deals with an examination of Bloom's taxonomy of the affective domain. The valuing process is examined in the second part of the module. Presented in the third section is a teaching strategy built around an unfinished story that will help children identify alternatives to a problem situation and to examine possible consequences of each alternative. Appendices include additional activities and a bibliography of materials for teaching about values.

Yawkey, T. D., and Aronin, E. L. "The Living Circle Approach in the Social Studies." *Social Studies* 65: 71-75; February 1974

Social studies programs are increasing their focus upon social and interpersonal awareness. This article discusses the teacher's role in teaching about values in social studies classes at the primary and secondary levels. The technique known as the living circle or group guidance is explained.

## **A Note on the ERIC Clearinghouse on Teacher Education**

The reference section of **Social Studies for the Intermediate Grades: An Annotated Bibliography** was developed from a computer search by the ERIC Clearinghouse on Teacher Education of the ERIC data base. The focus of this bibliography is on social studies and elementary education, with special emphasis given to grades four through six. The bibliography includes, however, for the sake of completeness, some general studies and some secondary education studies which are applicable to elementary education. The types of material in this bibliography are program descriptions, teacher guides, resource materials, and research reports.

The references are composed of abstracts of ERIC Documents (ED) as they appear in **Research in Education (RIE)**, the main index to the ERIC data base. Annotations of journal articles have been taken from **Current Index to Journals in Education (CIJE)**, a supplement to RIE.

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