This teachers guide attempts to facilitate the study of the United States through a conceptual approach and multimedia instruction in a spiral curriculum. There are five units: 1) Natural Setting -- location, climate, terrain, water, soil, and economic and aesthetic value, and conservation; 2) Historical Development -- North American Indian cultures, European exploration, settlement and life styles, economic, political, and religious factors, the American revolution and the development of the New Nation; 3) National Community -- colonial origin, Declaration of Independence, governmental structure, National capital, historical documents and symbols; 4) National Growth -- components of a democracy, government functions, sociocultural development, westward movement, Civil War, Industrial Revolution types of industry; and, 5) National Trends -- technological, social, and economic trends. 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, transparencies, records, filmstrips, maps, kits, 8mm films, tapes, and equipment. (SEE)
NOTE: Staple to the inside of the cover of the social studies guide for ready reference.

Helpful Hint: Insert staple from the outside to avoid possible scratching from rough edges. (We learned the hard way!)
The fifth grade social studies curriculum guide has been modified for the 1969-1970 school year in response to teacher suggestions made at meetings held during the 1968-1969 school year. In response to teacher suggestions made at meetings held during the 1968-1969 school year, the suggested modifications are contained in this supplement in an attempt to provide experienced and beginning teachers with a concise, usable guide. Where applicable, these are listed under the unit headings. Where applicable, the generalizations and concepts listed below are key elements to provide experienced and beginning teachers with a concise, usable guide. While it is felt that the generalizations and concepts listed below are key elements to provide experienced and beginning teachers with a concise, usable guide, there is no desire to forget or completely de-emphasize the remaining generalizations in the curriculum guide. Since one of the major goals of the grade five social studies curriculum is to help pupils gain understanding and knowledge of broad generalizations or concepts along with necessary factual knowledge, certain concepts and generalizations, due to their importance and position in this spiraling curriculum, should be considered for special emphasis.
The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time. (Geography)

Different occupiers of the land, including the Indians and Europeans, have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed from time to time during the history of the country. (Geography)

UNIT 1 - NATURAL SETTING

Page Number
I, 9

Suggested Modifications

1. Chapter 9 in the grade five language text Our Language Today, deals with using resource materials. It could profitably be taught at the beginning of the school year.

2. Chapters 10, 11, and 12 in the grade five science text Our World deal with geology, conservation, and mineral treasures. These could profitably be taught at the beginning of the school year.

3. Field trips can be valid educational experiences. Check with building administrators as to procedures to be followed when planning such events.

Field trips can be valid educational experiences. Check with building administrators as to procedures to be followed when planning such events.
Although different in appearance, the Indians lived in families and communities and carried on many activities similar to those of the white settlers. (Anthropology, Sociology)

Different occupiers of the land including Indians and Europeans have applied ingenuity, knowledge, tools, and ways of working to the natural habitat of the land. (Geography)

People frequently rebel against their government when it neglects the welfare of the people. (Political Science)
Generalizations and Concepts

Our colonial experience helped to shape our national government and our federal constitution. (History)

UNIT III - NATIONAL COMMUNITY

The constitution is the supreme law of the land. (Political Science)

As cultures become more complex, there is some need for larger and larger governmental units. (Political Science)

Each civilization has certain significant values and beliefs that influence its growth and development. (History)

Human liberty and justice are two values that are somewhat unique in our historical heritage. (History)

Through various monuments and symbols, the values of freedom and justice have been perpetuated in our national heritage. (History)

Suggested Emphases

1. Our federal constitution shapes our national government and our national experience. (History)

In guide
Page Number

UNIT III - NATIONAL COMMUNITY
UNIT IV - NATIONAL GROWTH

Generalizations and Concepts

There is an interrelationship between local and state government as well as between the state and the national government as it tries to meet the needs of the people.

(Political Science)

Individualism and equality of opportunity basic to democracy are frequently challenged by the racist.

(Political Science)

Only simple machines were used in early America because at that time early Americans could not invent better machines which were being contemplated.

(Economics)

The dignity of the laborer in contrast with the attitude of feudalism and mercantilism toward labor was a unique feature of the American colonies. This meant that his reasonable ample reward for work became a most significant power in the developing market.

(Economics)

The notebook's main purpose is to provide the pupil with some form of continuity relative to the material covered. It is the notebook, main purpose the second semester. The notebooks during some pupils lose interest in notebooks during

Suggested Material for emphasis

Communities, standard of living. (Economics)

Increased productivity; this increased the individual's and society's ability to produce more.

(Economics)

Productivity for emphasis

Man's effective use of machines has increased his productivity; this increased his individual's and society's ability to produce more.

(Economics)

Expanded time lines, period charts, etc. could be useful alternatives.

(Economics)

The Civil War should receive proper emphasis as a period of history. If the Civil War is not encountered in the curriculum, then the pupil should be introduced to this subject again for several years. The causes and effects of the Civil War are more pertinent than details of the actual war. If the Civil War is not encountered in the curriculum, then the pupil should be introduced to this subject again for several years. The causes and effects of the Civil War are more pertinent than details of the actual war.

(Political Science)

The causes and effects of the Civil War are more pertinent than details of the actual war. The causes and effects of the Civil War are more pertinent than details of the actual war.

(Political Science)

The Civil War should receive proper emphasis as a period of history. Expanded time lines, period charts, etc. could be useful alternatives.

(Political Science)

The Civil War should receive proper emphasis as a period of history. Expanded time lines, period charts, etc. could be useful alternatives.

(Political Science)
Generalizations and Concepts

Man can modify his environment.

As man's ideas and technology change, his way of living and use of geographic elements may change.

As societies grow and their cultures become more complex, their laws and institutions also become more numerous, as well as more complex.

The material in this unit need not be covered in great detail unless available time and pupil interest dictate otherwise. Teachers might be prepared to select topics from a teacher-prepared list, individual or small group projects might be planned.

1. The social and economic needs of the members of his cultures.
2. The growth of his culture.
3. Year-end culminating activities might be attempted throughout the year.
4. In a time machine trip, pupils could present dramatizations of events summarized in the material studied. Pupils of public schools could select topics from a teacher-prepared list. Individual or small group projects might be planned. Individual or small groups invited to attend the fair. Other classrooms could be invited to attend the fair. A historical fair might be held. Pupils could do in-depth studies and project work on some aspect of the United States or could do in-depth studies and projects on the U.S. development. Chapters 4 in the grade five language text, "Our Language Today," deal with a study of the news. It might profitably be taught and correlated with the material on National Trends.
GRADE 5

UNITED STATES

SOCIAL STUDIES

E. G. Kellogg
 Superintendent of Schools

Mr. G. Kellogg

3rd City School District No. 1
West Allis-West Milwaukee, et al.
JOINT CITY SCHOOL DISTRICT NO. 1
West Allis, West Milwaukee, et al.

PHILOSOPHY OF EDUCATION

The primary task of any school in Joint City School District No. 1, West Allis, West Milwaukee, et al., is to give each child an opportunity to develop to the fullest extent his personal abilities and personality. This can be achieved only by our being constantly aware of the dignity and worth of the individual; by our acceptance of the fact that each child has his own interests, abilities, and needs; and by our sincere belief that the fullest development of the abilities and personality of each pupil is vital.

His education must, therefore, assure the attainment of certain common skills, information, and understandings essential to group living, and should develop wholesome spiritual, social, and civic attitudes. This can be achieved only by our being constantly aware of the dignity and worth of the individual; by our acceptance of the fact that each child has his own interests, abilities, and needs; and by our sincere belief in the theory that the education of each child should be planned to meet his individual needs and abilities. The education must, therefore, assure the attainment of certain common skills, information, and understandings essential to group living, and should develop wholesome spiritual, social, and civic attitudes.

In short, education should lead to enriched living, personal satisfaction, and better adjustment to life. It should provide opportunities for group endeavor, competition, and an opportunity for leadership in group, vocation, and community life, and an opportunity for leadership in group, vocation, and community life.

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In short, education should lead to enriched living, personal satisfaction, and better adjustment to life. It should provide opportunities for group endeavor, competition, and an opportunity for leadership in group, vocation, and community life.
OBJECTIVES OF EDUCATION

In fulfilling its obligations to the boys and girls, the public schools of Joint City School District No. 1, West Allis, West Milwaukee, et al. will endeavor to provide opportunities for:

1. The development of each individual in keeping with his capacities, needs, and interests.
2. The development of competence in fundamental academic skills.
3. The attainment of information and understandings essential to group living.
4. The development of sound physical and mental health.
5. The motivation of each individual toward preparing himself for earning a living in a vocation for which he is best fitted.
6. The recognition of the worth of leisure time through recreational activities, and an appreciation of the arts.
7. The recognition of the importance of recreation through scientific thinking.
8. The recognition of the responsibilities and privileges of family and community life.
9. The understanding of the responsibilities and privileges of membership in a democratic way of life.

In fulfilling its obligations to the boys and girls, Joint City School District No. 1, West Allis, West Milwaukee, et al., will:

1. Provide opportunities for the boys and girls of the public schools of West Allis, West Milwaukee, and vicinity, to:
2. Develop capacities, needs, and interests.
3. Provide for the education of each individual in keeping with his capacities, needs, and interests.
FOREWORD

This guide utilizes suggestions from fifth grade social studies teachers in the West Allis - West Milwaukee school system. It attempts to facilitate the study of the UNITED STATES through a conceptual approach. Behavioral objectives have been incorporated in an effort to assist the teacher in determining if the approach has resulted in effecting desirable changes in the learner. Written notations in the guide can be invaluable for further development of a social studies curriculum.

This represents another step in the development of a social studies curriculum. Hopefully, teachers will continue to look for other activities and resources that are not meant to restrict the teacher's creativity, resourcefulness, and enthusiasm. While very specific activities, resources, and evaluations have been listed, the guide is intended to provide a workable framework for all teachers. Notation of special activities and materials for slow and accelerated learners will be even more effective than the ones listed.

Written notations in the guide can be invaluable for further revision. Notation of special activities and materials for slow and accelerated learners will also be of great value.

E. G. Kellogg
Superintendent of Schools

This guide utilizes suggestions from fifth grade social studies teachers in the West Allis - West Milwaukee school system. It attempts to facilitate the study of the UNITED STATES through a conceptual approach. Behavioral objectives have been incorporated in an effort to assist the teacher in determining if the approach has resulted in effecting desirable changes in the learner. A multi-media process have also been utilized.

Incorporated in an effort to assist the teacher in determining if the approach has resulted in effecting desirable changes in the learner. This guide utilizes suggestions from fifth grade social studies teachers in the West Allis - West Milwaukee school system. It attempts to facilitate the study of
September 1968

Scope and Sequence

State Department of Public Instruction, for the Conceptual Framework and the
the direction of Emlyn Jones, University of Wisconsin, and Russell C. Mosely,

Acknowledgments is also made to the Wisconsin State Social Studies Committee under

Mr. David Vogel, Madison
Mrs. Pauline Baden, Longfellow
Mrs. Sharon Baker, Franklin

WRITERS

FIFTH GRADE SOCIAL STUDIES TEACHERS

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Mr. William McMillan, Principal
Mr. Howard Knapp, Professor
Mr. William Jensen, Principal
Mr. Harold Davies, Superintendent
Mr. Custoroe Stowe - Chairman

FIFTH GRADE SOCIAL STUDIES COMMITTEE

ACKNOWLEDGMENTS
### UNITED STATES

#### LIST OF BASIC INSTRUCTIONAL MATERIALS

| MATERIALS SUPPLIED FOR EACH FIFTH GRADE CLASSROOM |
|-----------------------------------------------|--------|
| **ITEM**                                      | **QUANTITY** |
| Teachers Edition                              |        |
| Flags Of America                              | 1      |
| Ideals Publishing                             |        |
| Changing New World                            | 1      |
| Our Nation's Builders                         |        |
| Trails To Freedom In American History         |        |
| Harter & How                                 | 1      |
| The Story Of Our Country                      |        |
| Manual                                        | 3      |
| Silver-Burdett                                |        |
|Trail Blazers of American History              | 1      |
| Silver                                     |        |
| Your Country's History                        |        |
| Merrill                                    |        |
| Trails Is Our Land                            | 1      |
| Your People And Mine                          |        |
| Ideas Publishing                              |        |
| Flags Of America                             | 1      |
| Changes Publishing                            |        |
| Team Eaton                                    |        |

**NOTE:** Materials supplied for each fifth grade classroom.
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<td>Heath</td>
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<td>1</td>
<td>None</td>
<td>How Our Government Began</td>
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<td>Benefic Press</td>
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<td>1</td>
<td>None</td>
<td>White House: An Historic Guide</td>
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<td>A.C. McClurg</td>
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<td>Great Names In American History</td>
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<td>Laidlaw</td>
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<tr>
<td>5</td>
<td>1</td>
<td>Our Country</td>
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<td></td>
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<td>Laidlaw</td>
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<td>1</td>
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<td>Our Constitution and What It Means</td>
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<td>Fideler</td>
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<td>Midwest and Great Plains</td>
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## II. MATERIAL SUPPLIED FOR EACH ELEMENTARY SCHOOL FOR USE IN FIFTH GRADE CLASSROOMS. (One set or copy per school)

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<td>1 copy</td>
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<tr>
<td>1 item</td>
<td>World Time Dial</td>
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<td>1 set</td>
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<td>1 item</td>
<td>World Time Diagram (Rienow)</td>
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<tr>
<td>1 item</td>
<td>The Citizen and His Government - Teacher's Guide</td>
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<tr>
<td>1 item</td>
<td>Set #1 Folk Songs in American History</td>
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<td>Set #1</td>
<td>AV112 Outline Map - U.S. with Streets</td>
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<tr>
<td></td>
<td>AV113 Outline Map - U.S. without Streets</td>
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<td>AV117 Average Temperature</td>
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<td>AV116 Transportation</td>
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<td>AV115 Settlement of the West</td>
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<td>AV111 Settled Land Forms</td>
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<td>AV114 Interest Growth</td>
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<td>AV113 Territorial Growth</td>
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<td>AV112 Bridge/Passages</td>
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<td>AV110 Major Cities and State Capitals</td>
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<td>AV109 Pre-Columbian Economies</td>
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<td>AV108 Fuel &amp; Power</td>
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<td>AV107 Settlement of Pre-Colonial America</td>
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<td>AV106 Major Land Forms</td>
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<td>AV105 Natural Vegetation</td>
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<td>AV100 Pre-Columbian America</td>
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II. MATERIAL SUPPLIED FOR EACH ELEMENTARY SCHOOL FOR USE IN FIFTH GRADE
1 set

**TITLE**

**QUANTITY**

1. Set

1 kit

**TITLE**

**QUANTITY**

I set

**TITLE**

**QUANTITY**

I set

**TITLE**

**QUANTITY**

I set

**TITLE**

**QUANTITY**

I set
QUANTITY

Filmstrip - Sherman's March to the Sea
Encyclopaedia Britannica Films

Filmstrip - The Reconstruction Period
Encyclopaedia Britannica Films

Filmstrip - Where Clothes Come From
Encyclopaedia Britannica Films

Filmstrip - Materials for Clothing
Encyclopaedia Britannica Films

Filmstrip - Nov Cloth Is Made
Encyclopaedia Britannica Films

Filmstrip - The Clothing Factory
Encyclopaedia Britannica Films

Set 1

4146 How We Get Our Iron and Steel

Set 2

4147 How We Get Our Copper

4148 How We Get Our Rubber

4149 How We Get Our Coal

4150 How We Get Our Aluminum

4151 How We Get Our Aluminum

4152 How We Get Our Copper

4153 How We Get Our Coffee

4154 How We Get Our Glass

4155 How We Get Our Plastics

4156 How We Get Our Paper

4157 How We Get Our Sugar

4158 How We Get Our Oil

4159 How We Get Our Salt
QUANTITY
1 set

TITLE
Set 3

4172 How We Get Our Cement
4171 How We Get Our Brick
4170 How We Get Our Glass
4169 How We Get Our Rayon
4168 How We Get Our Mop
4167 How We Get Our Leather

VI-B.

I set

QUANTITY
### III. Materials Available to Be Checked Out from the Educational Administration Center on a Test or Pre-View Basis.

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<td>SRA Kit: Graph and Picture Study Skills Kit</td>
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<td>Filmstrips - Man Learns to Govern Himself (with Teach-A-Tapes)</td>
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<td>Time Line Cards -- Causes of the Revolution</td>
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<td>I each</td>
<td>Time Line Cards -- The Revolutionary War</td>
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<td>Time Line Cards -- How Schools Aid Democracy</td>
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<td>I each</td>
<td>How Documents Preserve Freedom</td>
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<tr>
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<td>How Immigrants Contribute to Our Culture</td>
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<td>How the American Economic System Functions (Films and Books)</td>
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<td>How Money and Credit Help Us (Films and Books)</td>
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<td>(Sing and Dance with the Pennsylvania Dutch</td>
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<td>Filmstrips: Brady's War Between the States - Civil War Documentary</td>
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<tr>
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<td>(Available with Super 8mm. Technicolor Projector)</td>
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<td>Life in the Jamestown Colony</td>
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<td>The Mayflower Voyage</td>
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<td>Puritan Family Life</td>
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<tr>
<td></td>
<td>Boy of Colonial New England</td>
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<tr>
<td></td>
<td>Life in the Southern Colonies</td>
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<td></td>
<td>Life on the Appalachian Trail</td>
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<td></td>
<td>A Frontier Outpost</td>
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<td>Life With a Wagon Train</td>
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<tr>
<td></td>
<td>The California Gold Rush</td>
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<tr>
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<td>Pioneer Life in the Midwest</td>
</tr>
</tbody>
</table>
IX.

QUANTITY

TITLE

1 set

Filmstrips:

Alaska: Frontier State
  Discovery and Development
  The Land and Its Resources
  The People and Their Way of Life

Filmstrips:

Hawaii: The Island State
  Discovery and Development
  The Islands and Their Resources
  The People and Their Way of Life

Filmstrips:

Then and Now in the United States
  Commerce and Industry
  The People and Their Way of Life
  The Lands and Their Resources
  Discovery and Development

Filmstrips: Hawaii: The Island State

Filmstrips: Alaska: Frontier State

TITLE

IX.
Transparencies: United States Growth and Expansion
Unit I: European Colonization in N.Amer. (5)
Unit II: The Westward Movement 1790-1900 (5)
Unit III: Territorial Expansion (6)
Unit IV: Transportation 1750-1960 (6)
Unit V: Population Growth 1800-1960 (5)

Series of Tapes: Famous Moments in History Come to Life (one each)

HG51 - Journey to a New Land (2 parts)
HG52 - America's First Colony
    New England is Settled
HG53 - The Growing Storm of American Revolution
    The Revolutionary War Begins at Lexington
HG55 - First President of the United States
    A Democracy Takes Shape
HG56 - Settling West of the Appalachians (2 parts)
HG57 - The Louisiana Purchase
    Traveling with Lewis and Clark
HG59 - West on the Oregon Trail
    Settling the Northwest
HG511 - Early California
    The California Gold Rush
XI.

<table>
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<th>QUANTITY</th>
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<tbody>
<tr>
<td>HG512-</td>
<td>Mr. Lincoln: Country Boy (2 parts)</td>
</tr>
<tr>
<td>HG513-</td>
<td>Seeds of the Civil War (2 parts)</td>
</tr>
<tr>
<td>HG514-</td>
<td>The Civil War: Battles and Men (2 parts)</td>
</tr>
<tr>
<td>HG515-</td>
<td>The South Builds Again</td>
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<tr>
<td>HG517</td>
<td>1929 - The Nation's Economy Plunges</td>
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<tr>
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<td>A Nation in Depression</td>
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<td>A Nation Reunited</td>
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<tr>
<td></td>
<td>HG519- The Nation's Economy Plunges</td>
</tr>
</tbody>
</table>
IV. INSTRUCTIONAL EQUIPMENT AVAILABLE TO EACH FIFTH GRADE TEACHER AT EACH
SCHOOL BUILDING.

1 - Overhead Projector per Classroom (Supplied through N.D.E.A. Title III
Funds. Specifically for Fifth Grade Teachers)

Tape Recorder
Record Player
Filmstrip Projector
Movie Projector
Transparency Maker
Unit I. Natural Setting

A. Location
1. In the solar system
2. On the earth
   a. Meridians
   b. Parallels
3. On the Continent

B. Climate
1. Influencing factors
   a. Latitude
   b. Distance from water
   c. Mountain barriers
   d. Others
2. Elements
   a. Temperature
   b. Precipitation
   c. Wind
   d. Barometric pressure
3. Regional differences
   a. Seasonal changes
   b. Growing seasons
4. Economic value

C. Terrain
1. Elements
   a. Slope
      1. Plains
      2. Hills
      3. Mountains
   b. Surface material
   c. Arrangement
   d. Dimensions
2. Economic and aesthetic value

D. Water
1. Distribution
   a. River systems
      1. Effect of elevation
      2. Relation to precipitation
2. Uses
   a. Domestic
   b. Industrial
   c. Agricultural
3. Problems
   a. Purification
   b. Pollution
   c. Control dams
   d. Depletion
   e. Conservation

E. Soil
1. Distribution
2. Occupational relationships
3. Vegetation relationships
4. Economic value
5. Conservation
Unit II: Historical Development

A. Pre-exploration cultures

1. Indians of the eastern forests
2. Indians of the plains
3. Indians of the southwest
4. Indians of the Northwest

B. European interest and effort

1. Desire for water routes to the Indies
2. Routes of explorers
   a. Spanish
   b. French
   c. English
   d. Portuguese
3. Claims of nations
   a. Spanish
   b. French
   c. English
   d. Others

C. Settlements

1. Reasons for founding
   a. Economic
   b. Political
   c. Religious
   d. Others
2. Location
   a. Spanish
   b. French
   c. English
   d. Others
3. Way of Life
   a. Homes
   b. Food
   c. Transportation
   d. Clothing
   e. Transportation
   f. Industry
   g. Government
   h. Education
   i. Recreations
   j. Beliefs and values

D. Achieving Independence

1. Precipitating factors
   a. Internal factors
   b. External factors
2. War of independence
   a. Paul Revere's Ride
   b. Lexington & Concord
   c. Washington at Valley Forge
3. Establishing a new nation
   a. Continental Congress
   b. Articles of Union
   c. Constitution, formation & development
   d. Declaration of Independence
   e. Constitution of Independent

2. Rights of Women
   a. Suffrage or equality of sexes
   b. Suffrage or equality of sexes
   c. Suffrage or equality of sexes

3. Reasons for founding
   a. Economic
   b. Political
   c. Religious
   d. Others

Achieving Independence

1. Precipitating factors
   a. Internal factors
   b. External factors
2. War of independence
   a. Paul Revere's Ride
   b. Lexington & Concord
   c. Washington at Valley Forge
   d. Surrender at Yorktown
3. Establishing a new nation
   a. Continental Congress
   b. Articles of Union
   c. Constitution, formation & development
   d. Declaration of Independence
   e. Constitution of Independent

2. Rights of Women
   a. Suffrage or equality of sexes
   b. Suffrage or equality of sexes
   c. Suffrage or equality of sexes

3. Reasons for founding
   a. Economic
   b. Political
   c. Religious
   d. Others
Unit III. National Community

A. Government
1. Colonial Origin
2. National Birth - Declaration of Independence
3. Organizational Structure
   a. Legislative (Congress)
   b. Executive (President & Cabinet)
   c. Judicial (courts)
4. National capital
   a. Capitol
   b. White House
   c. Other governmental buildings
   d. Shrines
   e. Others
5. Historical symbols and documents
   a. Flag
   b. National Anthem
   c. Seal
   d. Declaration of Independence
   e. Constitution
   f. Others - Statue of Liberty

Unit IV. National Growth

A. Components of a democratic country
1. Individual
2. Families
3. Villages
4. Towns
5. Cities
6. Counties
7. State
B. The functioning of governmental organizations
1. Organizational structure of government
2. Relationship of local, state & federal units.
C. Sociological and Cultural Growth
1. Cultural influences
2. Contributions
D. Westward Movement
1. Explorations & Settlements
   a. New Routes - Wilderness Road & Oregon Trail
   b. New Settlements - Boonesborough Kentucky, etc.
2. Additions to the Nations
   a. Territory added
      1. Northwest Territory
      2. Louisiana Territory
      3. Gadsden Purchase
      4. Florida
      5. Alaska
      6. Oregon Territory
   b. Means of acquisition
      1. Treaty
      2. Purchase
      3. War
   c. Statehood
E. The Civil War
1. The causes
   a. Different ways of life
      1. North - Industrial
      2. South - Plantations
      3. Slavery
   b. Disagreements
      1. Tariff
      2. States Rights
      3. Secession
      4. Admission of New States
2. The War
   a. Leaders
   b. Important battles
   c. Physical & psychological results

3. The Nation Unites Again
   a. Amendments
   b. Reconstruction

F. Industrial Revolution
   1. Development of Industry
      a. Resources
      b. Invention
      1. Communication
      2. Transportation
      3. Machinery
      c. Representative industries
      1. Textile
      2. Steel
   b. Effects of Industrialization
      a. Labor
      1. Growth
      2. Organizations
      b. Growth of Cities

G. Types of Industry
   1. Extractive
      a. Mining
      b. Fishing
      c. Lumbering
      d. Agriculture
   2. Fabricating
      a. Factory System Organization
      1. Capital
      2. Resources
      3. Labor
      4. Management
      5. Concentration of machines
      6. Automation
      b. Examples of Fabricating Industries
      c. Purpose for Fabricating Industries

Distributive Industries
   a. Distribution & sales
   b. Transportation
   c. Communication

Unit V. National Trends
A. Technological Trends
   1. Automation
   2. Space technology
   3. Atomic & solar energy
   4. Computerization
   5. Computerization of machines
   6. Automation of production
   7. Distribution & sales
   8. Transportation
   9. Communication
The time schedule has tentatively been planned to allot enough time to develop the concepts thoroughly. However, realizing there are individual differences, the teacher’s good judgment should be the ultimate guide.

<table>
<thead>
<tr>
<th>Section</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Natural Setting</td>
<td>Six Weeks</td>
</tr>
<tr>
<td>II. Historical Development</td>
<td>Eight Weeks</td>
</tr>
<tr>
<td>III. National Community</td>
<td>Six Weeks</td>
</tr>
<tr>
<td>IV. National Growth</td>
<td>Thirteen Weeks</td>
</tr>
<tr>
<td>V. Trends</td>
<td>Three Weeks</td>
</tr>
</tbody>
</table>

Suggested time schedule:

It is hoped that the units will provide a sound foundation for life-long social studies and permit each pupil to function successfully within his range so that he will acquire basic concepts, understandings, and skills.
The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to locate and label on a map the continents, the United States in relation to the continents, hemispheres, the Prime Meridian, equator, the Tropic of Cancer, and the Tropic of Capricorn.

B. The pupil is to be able to define orally and in writing: solar system, continents, hemisphere, equator, Prime Meridian, rotation, and revolution.

C. The pupil will be able to arrange the items in an address in order beginning with the name and ending with the universe.

CONTENT

I. Natural Setting

A. Location
   1. In the solar system
   2. On the earth
      a. Meridians
      b. Parallels
   3. On the continent

ACTIVITIES

The pupils will keep a running notebook of important data accumulated through these units.

AA. The teacher will list the following vocabulary words on the board: continents, United States, hemispheres, the Prime Meridian, the equator, the Tropic of Cancer, and the Tropic of Capricorn, and the pupils will locate these places on a large wall map and in their atlases. This vocabulary list should be placed and kept in their notebooks.

BB. The pupils are to add the additional vocabulary to their notebooks (solar system, rotation, revolution) and write a meaningful definition for all words listed.

3B. Find where the United States is located in relation to the Prime Meridian. Definitions should be arrived at through discussion and/or through the observation of visual media such as a planetarium.

CC. Discuss: "Where in the world are you?" Review vocabulary: continent, hemisphere, Prime Meridian, equator, and solar system.
B. Matching quiz on vocabulary terms.

C. Provide each child with a scrambled address. Pupil must unscramble.

D. Photocopy Quiz, This is Our Land, p. 3

EVALUATION

RESOURCES
BEHAVIORAL OBJECTIVES--Continued

D. The pupil is to be able to demonstrate the relationship between the tilt of the earth and the seasons by using the globe and flashlight.

The pupil will be able to diagram (on paper) the relationship between the tilt of the earth and the seasons with 100% accuracy.

ACTIVITIES--Continued

DD. Discuss: "How long is it light enough to play outside?"

a. Difference between night and day: rotation, axis. Time differences.

b. Shorter days as winter approaches: revolution, seasons, Tropic of Cancer, Tropic of Capricorn, equinox, tilt of the earth ($23\frac{1}{2}^\circ$), sun rays

c. Diagram the tilt of the earth in relation to the seasons.

CONCEPT

A diagram of the classroom including a grid used to locate desks, etc., is a type of map which can be compared to a map used to locate the United States.

(Geography)

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupil must be able to plot specific points using a grid.

ACTIVITIES

AA. Show filmstrip to introduce the term "grid" and its importance in locating places on maps.
RESOURCES
Continued

# Filmstrip, Flat Maps of a Round Globe, ME-28, Frames 1, 2, 27, 29 (rest too difficult)

# Filmstrip, Flat Maps of a Round Globe, ME-28, Frame 29 (rest too difficult)

Using frame 29, call attention to the lines, "What are these lines for?"

EVALUATION--Continued

D. Given a grid, the pupil will be asked to plot specific points as indicated by the teacher. Grid activities in supplement packet could be used.

RESOURCES

A. Filmstrip, Using Common Maps, ME-23, Emphasize frames 21-26

EVALUATION

A.

Given a grid, the pupil will label the positions with the appropriate season in the northern hemisphere with 100% accuracy.

GRID ACTIVITIES IN SUPPLEMENT PACKET COULD BE USED.

DIFFICULT

- ME-G26, Frames 1, 7, 79 (Test too difficult)

- Filmstrip, Flat Maps of a Round Globe

D. Given a grid, the pupil will label the positions with the appropriate season in the northern hemisphere with 100% accuracy.

RESOURCES--Continued

D. Given a grid, the pupil will label the positions with the appropriate season in the northern hemisphere with 100% accuracy.

RESOURCES--Continued
B. The pupil is to be able to demonstrate the similarity between a basic grid pattern and the grid on a flat world map.

AA. Make a grid on your classroom floor by marking off in four foot intervals the desk area of the room. Label these marks A, B, C, etc. Do the same with the width of the room labeling these marks 1, 2, 3, etc. This grid forms a series of crisscross lines which can be useful in determining the location of desks, etc. in the classroom. Locate the pupils' desks, etc. within the squares by means of the A, B, C, 1, 2, 3, index.

Using an overhead projector, a 3/4 grid transparency, and a grease pencil, locate various pupils' desks. Then project the 3/4 grid transparency on a wall map of the world and locate various places using grid coordinates.

BB. Compare various kinds of maps to note the basic grid plan and see within which grid components the U. S. is located.
RESOURCES

Continued

EVALUATION

Continued

A. Floor map of classroom made on transparency to use with overhead projector

B. Pupils will verbally pinpoint various places on the map.
A diagram showing the arrangement of the neighborhood is a type of map. Directions and distance and avenue of travel can be shown on these diagrams. (Geography)

BEHAVIORAL OBJECTIVES

A. Pupils will trace a given route on an individual diagram and list the directions and distance the route takes.

CONTENT

ACTIVITIES

AA. Select main streets relative to locality. Show how the crisscross of the streets forms a grid in the village for locating buildings as the grid on the floor in the room was used for locating objects in the room.

AA. Place 1/4" grid transparency over community map. (Note how it becomes easier to locate places.)

AA. Have pupils trace a route on the transparency telling class directions and distance they are traveling.
RESOURCES

A. Map of the area of community near the school made on transparency 1/4 grid transparency ditto of community

EVALUATION

A. Pupils will trace a given route on an individual diagram listing the directions and distances traveled.
CONCEPT

The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction, and time.

BEHAVIORAL OBJECTIVES

A. Pupil will verbally compare the size of the United States to other stated nations.

B. Pupils will verbally state directions and distances of given nations from the United States.

CONTENT

ACTIVITIES

AA. Use the 3/4 grid transparency and project this image on a world wall map. Compare size of U. S. and other countries.

BB. Using wall maps and desk atlases, class will state directions and distance of given nations from the United States.

CONCEPT

Line symbols are used for locating accurately areas of the world. The comparative position of the United States on the earth with respect to the other nations or with respect to the Poles and the equator may be shown. Maps of the United States and various states are often shown with different scales.

(Geography)

BEHAVIORAL OBJECTIVES

A. Pupils will label the terms latitude, longitude, equator, Tropics of Cancer and Capricorn, Prime Meridian, and North and South Poles on an outline map.

CONTENT

ACTIVITIES

AA. Locate on globe and in atlases: equator, parallels and meridians, Poles, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and a number of parallels and meridians.
Pupils will verbally compare size of the United States to other nations.

In the appropriate places the terms latitude, longitude, equator, Tropics of Cancer and Capricorn, Prime Meridian, and North and South Poles will be illustrated, inscribed, and labeled on an outline map; pupils will label.

**EVALUATION**

A. On an outline map, pupils will label the terms latitude, longitude, equator, Tropics of Cancer and Capricorn, Prime Meridian, and North and South Poles.

**RESOURCES**

- Wall map of world
- 3/4 grid transparency in supplement
- Desk atlas
- Wall map
- Globe, Rand McNally, pp. 4-6
- See Teacher’s Supplement, Exercises, pp. 4-6

**RESOURCES**
B. Given a wall map and atlases, the pupil is to be able to locate specific areas of the world using lines of latitude and longitude.

C. Given a grid, the pupil is to be able to map a pattern using degrees of latitude and longitude.

D. The pupil is to be able to use a string on a globe to find the shortest distance between two given points.

ACTIVITIES--Continued

AA. Add the new vocabulary to vocabulary lists, and add the new labels to the desk map the pupils are keeping in their notebooks. (Latitude, longitude, North Pole, South Pole.)

BB. Using wall maps and atlases, give the latitude and longitude of specified cities.

BB. Duplicate the exercises on latitude and longitude and through group work, have the pupils locate the places called for.

CC. View filmstrips to review vocabulary.

CC. Using degrees of latitude and longitude, map pattern onto grid. Begin by illustrating the location of the first few points using the overhead projector and transparency provided. Then pupils should complete marking points and connect the marked points.

DD. Filmstrip to develop the use of map symbols and scale of miles.

DD. Introduce the term "great circle route," and view filmstrip for clarification.

DD. View filmstrip.

Follow-up activities:
1. Using a string and the scale of miles, find the shortest distance between a number of places on the globe.
2. Using various sized globes, note the difference in scale of miles.
EVALUATION—Continued

B. Given degrees of latitude and longitude and using a desk atlas, the pupil is to give the correct city.

C. Pupils will check their pattern against a key for accuracy, making corrections if necessary.

D. The pupil will find the shortest distance between two given points by using a string on a globe.

RESOURCES—Continued

AA. Heath, In These United States, pp. 17-21

BB. Teacher's Supplement, #2, 3

CC. Filmstrip, Using the Globe, ME-27, Stress frames 25-26

DD. Filmstrip, Elements of a Map, NE-22, Scale of Miles and Descent, Frames 27-33, Great Circle

CC. Teacher's Supplement, "Grid Activity," "Graphing," "South America, #6 + 14," Transparency grid

DD. See the Teacher's Supplement, Exercises Using the Globe, pp. 7-9
BEHAVIORAL OBJECTIVES--Continued

E. With a desk atlas, the pupil is to be able to figure accurately the distance between designated cities using a scale of miles.

F. Given an outline map, the pupils will locate, label, and give the significance of the International Date Line.

G. The pupil is to be able to verbally identify the different time zones, using the U. S. as an example with its Eastern, Central, Mountain, and Pacific time.

H. The pupil is to be able to locate the U. S. in relation to the Tropics and the Polar regions and describe the various modes of dress and shelter relative to a given latitude belt.

ACTIVITIES--Continued

EE. Using an atlas, practice finding the distance between given cities, i.e., Chicago-San Francisco, Juneau-Dallas.

FF. Locate the International Date Line, and label it on the outline desk maps being kept.

GG. Using the World Time Dial, practice finding different times. (Example: We start school at 8:30 a.m. What are the people in California doing?)

HH. Review vocabulary: Tropic of Cancer, Tropic of Capricorn, equinox, tilt of the earth (23\(^{1/2}\)°), sun rays. (Use map, desk maps, and planetarium.)

HH. Through discussion determine the latitude belts and how the people in these latitude belts would dress, live, work, eat. (A comparison would be a challenge for a faster group.)
RESOURCES--Continued

FF. Filmstrip, Using the Globe, ME-27, Frames 23-24

GG. World Time Dial #16

HH. Macmillan, Living in the Old World, pp. 5-7, 12-13

IH. Macmillan, Living in the Old World

HH. Planetarium

EVALUATION--Continued

E. The pupil will be given ten sets of cities and be required to find the distance between them. (Give or take 50 miles.)

F. Given an outline, the pupil will label the latitude belts.

G. The teacher will have the pupils label the latitude belts on a flat map. The teacher will provide problems such as the one given in the illustration and the pupil will give the correct times.

H. The pupil is to determine true latitude belts on a flat map. The teacher will have the pupils label the latitude belts.

UNIT EVALUATION

Given a blank outline desk map, the pupils will label the latitude and longitude lines.

P. Given outlines, the pupil will be given ten sets of cities and be required to find the distance between them. (Give or take 50 miles.)

EVALUATION--Continued
CONCEPT

Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.

BEHAVIORAL OBJECTIVES

A. Pupils will define in writing the terms "weather" and "climate."

B. The pupil will be able to verbally explain the function and use of special purpose maps such as rainfall, population, vegetation, physical, political, etc.

CONTENT

B. Climate

1. Influencing factors
   a. Latitude
   b. Distance from water
   c. Mountain barriers
   d. Others

2. Elements
   a. Temperature
   b. Precipitation
   c. Wind
   d. Barometric pressure

3. Regional differences
   a. Seasonal changes
   b. Growing seasons

4. Economic value

ACTIVITIES

AA. Differentiate between the terms "climate" and "weather" by looking the words up and comparing meaning.

How has continuous recording of weather conditions helped us to understand climate?

BB. Study and discuss the special purpose maps in the atlas as listed under resources. Stress the physical map for information.

BB. View filmstrip.
A. Given two definitions, the pupils will tell in writing which is "climate" and which is "weather." The map is conveying and its use.

B. Given special purpose maps, the pupils will explain what information is being conveyed on the map and its use.

EVALUATION

RESOURCES

AA. Dictionary

BB. Filmstrip: Maps of Physical Features, pp. ME-24
BB. Atlas, pp. 12, 42-44
BB. Singer, This Is Our Land, pp. 1-9
BB. Macmillian, Living in the 21st Century, pp. 14-21
C. The pupil is to be able to identify in writing at least three factors that influence climate within the latitude belts.

D. The pupil is to be able to construct separate charts showing the different areas of the U.S., and how the climate there affects vegetation and the activities of man. (Areas could be North, South, East, West, or interesting variations.)

CC. Discuss what factors may influence climate within the latitude belt. (Oceans or water bodies, altitude, land cover, winds, and moisture.) Use atlas, p. 42, map 1. Discuss using 40° N Latitude.
1. Describe the climate where you live.
2. Tell some of the things you can do because of your climate.
3. Tell some of the things you can't do because of your climate.
*Select a place you would like to visit and find out all you can about its climate. (Follow the same line of development as above.)

DD. Divide into groups to make a depth study of one of the following to report to the class:
A. Effects of climate on man
B. How climate causes world trade
C. Relationship of climate to:
   1. Fruit and truck farming in the United States
   2. Dairy farming in the United States
   3. Feed, grain, and livestock farming in the United States
   4. Non-farming in the United States
   5. Cotton farming in the United States
   6. Ranching and grazing in the United States

On the basis of the reports given, keep a running chart indicating the effect of climate. Remove the chart after all reports have been completed.

*ENRICHMENT ACTIVITY
<table>
<thead>
<tr>
<th>REGION</th>
<th>OCCUPATION</th>
<th>VEGETATION</th>
<th>RECREATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>Industrial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION Continued**

C. The pupil is to list at least three of the factors that influence climate within a latitude belt.

D. Each pupil is to construct a chart similar to the class chart telling how climate of at least three regions affects vegetation and activities of people. Laidlaw, Our Country, pp. 10-27. Special purpose maps, pp. 6-13.

Topics taken from Macmillan, Living In the Old World.

**RESOURCES Continued**
CONCEPT

The United States has many natural features formed by the forces of nature.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least three forces that helped to form the natural features of the earth and tell how these forces helped form the features.

Content

C. Terrain

1. Elements
   a. Slope
      1. Plains
      2. Hills
      3. Mountains
   b. Surface material
   c. Arrangement
   d. Dimensions

2. Economic and aesthetic value

ACTIVITIES

AA. Set up a model erosion board to demonstrate the power of wind and water to change terrain.

AA. As a class activity, construct a chart showing how the forces within the earth and the forces outside the earth have changed the surface of the earth. Through discussion add to and complete the following:

<table>
<thead>
<tr>
<th>Force</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind</td>
<td>Wearing away of landforms</td>
</tr>
<tr>
<td>Water</td>
<td>Canyons, Rivers, etc.</td>
</tr>
<tr>
<td>Ice-Glaciers</td>
<td>Finger Lakes</td>
</tr>
<tr>
<td>Volcanic Action</td>
<td>Hawaii</td>
</tr>
<tr>
<td>Faulting</td>
<td>Building of Mountains</td>
</tr>
</tbody>
</table>

Stress cause - effect relationships. Pupils should record charts in notebooks.

AA. Obtain pictures to distinguish the various types of plains (desert pavement, flood plain, coastal plains, etc.) and mountains (old, new, block, volcanic, and folding).
The pupil will list in writing at least three forces that helped to form the natural features of the earth and tell how these forces helped to form the features.
BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to list in writing the major natural features found in the U. S.

ACTIVITIES--Continued

BB. Relate to pupil vacation trips and using a wall map locate natural features such as mountains, plateau, hills, deserts, lakes, rivers, etc. Briefly discuss and list the natural features on the board. Pupils will record list in notebooks allowing space for symbols that will be introduced later.

CONCEPT

Each natural feature is located on the earth a particular distance and in a particular direction from the other. (Geography)

CONTENT

ACTIVITIES

A. The pupil will be able to locate and correctly name at least 3 natural features and orally state the direction one has in relation to the other.

AA. Play a map game using directions: "From San Francisco I flew northeast to a large city on a big lake. Then I went southeast to a long peninsula. Where would I be?" Have pupils compose mystery directions to present to class. On a few directions, estimate the distance using a scale of miles.

*ENRICHMENT ACTIVITY

AA. Encourage pupils to bring in pictures showing landforms or terrain found in the United States. Place a map of the United States on center of bulletin board and place pictures around the map connected by means of yarn to areas within the United States to show relative location of different landforms. (opaque projector) - Begin file. Discuss Direction - Note the rivers and lakes in relation to land formation.
EVALUATION

A. The pupil will locate and correctly name at least 3 natural features and orally state the direction one has in relation to the other.

B. On a given test, the pupil will be able to list in writing the major natural regions found in the U.S.

RESOURCES

AA. Physical - political map of U.S. and desk atlas.

BB. Physical map of U.S.
CONCEPT
Natural features may be recorded and studied on maps using different symbols to show the altitude of the land.

BEHAVIORAL OBJECTIVES

AA. The pupil will be able to orally "interpret a physical map by using the key and symbols to locate different natural features.

ACTIVITIES

AA. Take an imaginary trip using filmstrip. Call attention to the natural features as they look in "reality." After the filmstrip, relate the pictures of landforms to the abstract way they are represented on a physical map.

AA. Help pupils gain understanding of how symbols are used on maps to indicate differences in terrain by showing the filmstrip, Maps of Physical Features. Following viewing, have pupils make illustrations to show how altitude may be recorded on maps. Place symbols next to vocabulary in notebooks.

AA. Show transparency on landforms and discuss.

BB. Distribute individual desk maps and have pupils record the following features: mountains, hills, plains, tablelands, or plateaus. Through discussion develop a key for the map. Stress the importance of map keys.

BB. Observe several physical maps of the U.S. and note the variation of keys. Discuss why different keys can be found and still be useable.
A. When asked, the pupil will locate various natural geographic features on a physical wall map of the U.S. (map)

B. Using an atlas as a guide, the pupil will make a physical map of the U.S.

Resources

Resorces
CONCEPT

The distributional arrangement of population is inter-related to selected geographical elements or natural features.

BEHAVIORAL OBJECTIVES

AA. The pupil will be able to give two written examples of how population density is related to geographic features.

CONTENT

AA. Using transparency, discuss the four classifications and characteristics of landforms, how man has used the four types, and effect of landforms on distribution of population.

** Divide class into groups to do research on the surface features in the United States of greatest interest. Find relationship to early history, density of population, industry, etc.
The pupil will list in writing two examples of how population density relates to geographic features.
Different occupiers of the land, including the Indians and Europeans, have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed from time to time during the history of the country.

CONTENT

D. Water
1. Distribution
   a. River systems
      1) Effect of elevation
      2) Relation to precipitation
2. Uses
   a. Domestic
   b. Industrial
   c. Agricultural
3. Problems
   a. Purification
   b. Pollution
   c. Control dams
   d. Depletion
   e. Conservation

BEHAVIORAL OBJECTIVES

A. Pupils should be able to construct a chart class showing the uses of water in the home, industry, and agriculture.

ACTIVITIES

AA. Develop class chart to show use of water in the areas of home, industry, and agriculture. Begin chart in class and have pupils complete for discussion later. Pictures could be shown or drawn to illustrate these uses. Place in notebooks.

AA. Introduce the idea of living in a world in which suddenly no water is available. Have pupils write creative stories based on a theme in which water is unavailable.
A. Pupils are to construct a chart showing the uses of water in home and industry.

AA. Macmillan, Science Life, Grade 5, pp. 219-223

EVALUATION

RESOURCES
The distribution of water depends upon the topography and the atmospheric conditions.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to explain verbally the relationships between distribution of water and type of terrain.

B. The pupil is to be able to describe verbally the effect of terrain on the direction of a river's flow.

CONTENT

ACTIVITIES

AA. Utilize transparencies and desk atlases to point out certain terrain and distribution of rainfall, streams, rivers, and lakes. Through inductive discussion procedures, draw out relationships between terrain and water distribution.

AA. Discuss: "If you were a pioneer heading West (with an inventive mind), what kind of land would you have selected to settle on?"
(Draw through discussion that the availability of natural resources was of prime concern - stress water.)

AA. Discuss: "In what ways have the rivers and lakes in the United States been advantageous and adverse to man?"

BB. Using transparencies demonstrate how the continental divide has influenced the flow of rivers. Establish the meaning of the term "continental divide" as this is new terminology for grade 5.
A. Various pupils will be able to explain the relationships between the distribution of water and type of terrain.

B. The pupil will describe orally the effect of terrain on the direction of a river's flow.

EVALUATION

RESOURCES

Major Land Forms, #106
Transportation, #116
Annual Precipitation, #103
Stream Outline Map, #119
Major Land Forms, #106
Transparencies, #112

22.
Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to list in writing three increasing needs of today's society that are draining and polluting our natural water supply.

CONTENT

A. General reading and research on man's use of water and the resulting problems.

ACTIVITIES

AA. Discuss and list on board ways in which man uses water and resulting problems. Example: 1. Drinking and purification 2. Irrigation and pollution 3. Industry and pollution 4. Waste disposal and pollution 5. Others

AA. Pupils should copy list for their notebooks

AA. Discuss the following:
1. If you had to reduce the amount of water you use each day from 300 quarts to 50 quarts, how would you do it?
2. Should factories be permitted to pollute the water with wastes if people seldom fish there and no community is using the rivers and lakes for a water supply?
On a given test, pupils will list three increasing needs of today's society that drain and pollute our natural water supply.

A. On a given test, pupils will list three increasing needs of today's society that drain and pollute our natural water supply.
Every community encounters problems in providing certain public services.

(History)

There are national and state laws as well as community rules and regulations.

(Political Science)

BEHAVIORAL OBJECTIVES

A. Pupils will verbally state several problems that communities encounter in providing public water services.
   Example:
   1. Water distribution
   2. Water purification
   3. Waste disposal
   4. Others

B. The pupil will be able to prepare and give an oral report making use of at least two resources, putting the material into the pupil's own words, proofreading, and employing oral speaking skills such as eye contact, articulation, etc.

CONTENT

ACTIVITIES

AA. Divide the class into groups. Each group will choose one of the topics below and find information on it. Each group may report to the class in whatever way it chooses (tape recording, pictures, charts, or graphs with oral reports).
   1. Community water distribution
   2. Water purification
   3. Waste disposal
   4. Water drainage
   5. Sources of water

BB. Review skills related to presenting oral reports.
A. Pupils will state orally three problems that communities encounter in providing public water services.

B. The pupils will present the report making use of at least two resources, putting the material into his own words and employing the oral speaking skills such as eye contact and articulation.

Resources

AA. The Wonder of Water (Supplementary Packet)

AA. Encyclopedias

AA. Chapter 9, Macmillan, Science Life, Grade 5
BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to state verbally two examples of government water controls and regulations.

ACTIVITIES--Continued

CC. Expanding the information from reports, discuss the controls government has instituted relative to water and its use.

CC. Teacher with pupil assistance will develop a summary outline of major points covered in reports and discussion.

CC. Pupils will copy this outline and place in their notebooks.

CONTENT

E. Soil
1. Distribution
2. Vegetation relationships
3. Occupational relationships
4. Economic value
5. Conservation

ACTIVITIES

AA. Use encyclopedia to discover definition of "standard of living." Place in notebooks.

BB. Use transparency to show soil group locations. Pupils fill in an outline map of soil group locations.

CC. Show transparency on vegetation, #105. Compare to soil transparency. Discuss how soil relates to vegetation in given areas.

CONCEPT

While abundant natural resources alone do not insure a high standard of living, unequal distribution of natural resources has been a contributing factor to "pockets of poverty" in all stages of American development.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term "standard of living."

B. Given a list of soil groups pupils will be able to place these correctly on an outline map.

C. Given a list of vegetation groups, pupils will be able to place these correctly on an outline map.
RESOURCES--Continued

EVALUATION--Continued

I. Objectives

A. Pupils will be able to write the definition for the term, "standard living."

B. Pupils will be able to correctly place a given set of soil groups on an outline map.

C. Pupils will be able to correctly place vegetation groups on an outline map.

II. Evaluation

A. World Book Encyclopedia

B. Transparency on soil groups (Supplementary packet)

C. Vegetation transparency (Supplementary packet, #105)

RESOURCES--Continued
D. Pupils will be able to list in writing five major crops and the area of the nation in which these crops are grown.

E. Pupils will be able to state verbally areas of the nation in which crops of economic value are not grown.

F. Pupils will be able to compare verbally productive growing areas to poor ones and state the main reason for this difference.

G. Pupil will state verbally the two word definitions of "conservation."

H. Pupils will list in writing four ways in which man wisely preserves and uses his soil.

DD. Pupils will do general reading and note-taking to determine what the major crops of the U. S. are and where they are grown. Encourage pupil to utilize a definite note-taking form.

EE. On U. S. outline transparency, teacher will delimit major crop growing areas and have pupils note the remaining less-productive areas.

FF. Discussion of productive and less-productive farm areas in the U. S. to draw forth reasons for these differences.

GG, HH. Class will listen to a pupil prepared report on conservation of soil. Discuss the report and list and describe on the board those ways in which man wisely preserves and uses his soil. Record in notebooks. (Stress the definition of "conservation.").
Robert Nichols

RESOURCES -- Continued

DD. Harper Row, The Story of Our Country
See index, p. 409
Singer, This Is Our Land, Index, p. 467
Heath, In These United States, Index, p. 482
Silver Burdett, The Changing New World,
See index, p. 482

EE. Outline map of U. S. (Transparency

FF. None

GG, HH. World Book Encyclopedia

EVALUATION--Continued

D. Pupils will list in writing five major crops and tell the location in which these crops are grown.

E. Pupils will state the areas of the country in which crops of economic value are grown.

F. Pupils will be able to state verbally the difference between the major growing areas and the less-productive ones.

Pupils will be able to state verbally the difference between the major growing areas and the less-productive ones.

Q. Using the two word definitions, the pupil will list in writing four ways in which man wisely preserves and uses his soil.
CONCEPT

Our knowledge of primitive cultures comes from the artifacts rather than the written word.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to define "artifact" and recognize pictures of artifacts as such.

B. Through discussion, the pupil should be able to give three verbal examples of how we have learned about primitive cultures through artifacts rather than through the written word.

CONTENT

II. Historical Development

A. Pre-exploration cultures
   1. Indians of the eastern forests
   2. Indians of the plains
   3. Indians of the Southwest
   4. Indians of the Northwest

ACTIVITIES

AA. Given a picture of a crude tool such as an ax, the pupils will discuss what they think the people were like that used this tool. Through this discussion, the word "artifact" should be introduced and defined. The pupils will then add the word "artifact" to their vocabulary lists.

BB. Discussion: "How do we know about the Indian?" (Through artifacts rather than written record)

Pupils should be able to support statements by using information gained from their readings.
EVALUATION

A. The pupil will be able to define verbally the word "artifact" and given some examples, he will be able to identify artifacts when shown pictures.

B. The pupil will give three verbal examples of how we have learned about primitive cultures through artifacts.

RESOURCES

Dictionary, 1969, Chapter 1
Freedom, 1967, pp. 9-17
Our Land, 1963, Ginn
Chapter 2
Stories of Our Country, 1965, Chapter 1
Harper Row, pp. 7-61

RESOURCES
New civilizations often begin with re-distribution of people.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to orally define migration and give at least three examples of migration such as the Europeans to America and the migrant workers of today.

B. Through observation and discussion of a map and tracing the routes of the first Indians to the New World, the pupil will be able to chart such a course on individual desk maps.

CONCEPT

Although different in appearance, the Indians lived in families and communities and carried on many activities similar to those of the white settlers.

(Anthropology)

BEHAVIORAL OBJECTIVES

A. The pupil will be capable of paralleling the basic needs of the Indians and those of the white settlers by comparing, in writing, the activities of each and stating the similarities as well as the differences.

CONTENT

ACTIVITIES

AA. Introduced to the term "migration" the pupils will determine the meaning and give examples of migrations that have taken place to the U. S. in past decades.

BB. Initiate for discussion: "Challenge: Given point X as base location (Asia Minor), how would you 'migrate' to Wisconsin? Assume that this was during the Stone Age."

BB. Trace the route on physical desk maps.

AA. Through discussion, compare the different ways of life of Indians of the eastern forest, plains, southwest, and northwest including such things as food, shelter, clothing, customs, need to communicate, etc.

AA. Use dioramas to illustrate Indian cultures and life.
EVALUATION

A. The pupils will verbally give examples of migration.

B. The pupils will chart the course of the Indians to the New World. The charting will be done on an outline desk map of the world. The pupils will place the Indians to the New World.

RESOURCES

AA. Dictionary

BB. Merrill, Our Nation's Builders, 1966, pp. 20-21

RESOURCES

AA. World Book Encyclopedia


RESOURCES

AA. Filmstrip, The American Indian, ME-1002, 1963


RESOURCES

AA. Physical map of world

BB. Fideler, Colonial America, 1963

TEACH-A-CHART

AA. Teach-a-Chart, #105, 106

BB. Harper, Our Nation's Builders, 1966, pp. 4-14

BB. Ginn, Trails to Freedom, 1967, pp. 18-35
BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to list in writing three phases of our culture that were derived from our American Indian heritage.

ACTIVITIES--Continued

AA. Continuing discussion, the pupils will note the ways the white settlers met their basic needs and begin a class chart paralleling these needs to those of the Indians.

BB. Through discussion and research, the class will answer the following question by working in groups:
"What is our American Indian Heritage?"
(Many Indian words have been adopted and many art forms such as fold literature, music, and poetry. Half of our national farm produce consists of plants domesticated by the Indians.)

CONCEPT
Different occupiers of the land, including Indians and Europeans, have applied ingenuity, knowledge, tools, and ways of working to the natural habitat. (Geography)

CONTENT

WOODLAND INDIANS | PLAINS INDIANS | NORTHWEST FISHERMEN | SEED GATHERERS | SOUTHWEST INDIANS

BEHAVIORAL OBJECTIVES

A. The pupils will be able to orally compare and contrast how the different Indian tribes were able to apply their knowledge to meet their specific needs giving at least three examples.

ACTIVITIES

AA. Discuss the ways in which the land and climate and available natural resources affected the way the Indians lived and obtained their food. (Differences in names, dress, food, tools, activity, and travel.)

While the discussion is taking place, the teacher could list the contributions on the board in chart form to be copied by pupils in their notebooks.
RESOURCES--Continued

EVALUATION--Continued

36. AB. The pupil will be able to list at least three phases of our culture that were derived from the American Indian.

RESOURCES

AA. Filmstrip, The American Indian, ME-1002

Singer, This Is Our Land, 1963, pp. 18-35

Heath, In These United States, 1965, pp. 47-53

AA. Transparencies

American Indian, #104

Climates, #102

Temperature, #117

Major Land Forms, #116

Annual Precipitation, #105

Drainage Basin, #112

Natural Vegetation, #103

AA. Anndal Precipitation, #104

AA. Precipitation, The American Indian.

EVALUATION

A. The pupils will copy the chart in their notebooks and after copying, orally give some of the ways (three) the different Indian groups were able to meet their specific needs.
Events in Europe influenced the historical development of the United States.

(History)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to give an oral account of at least two needs that motivated the Europeans to finance explorers and to establish settlements in the New World. C-L.

B. The pupil will be able to label correctly on a given map the route taken by such explorers as Christopher Columbus, Magellan, and Drake.

C. Pupils will be able to state verbally the three important countries that laid claim to areas of the North American continent. i.e., Spain, France, England.

CONTENT

B. European interest and effort
1. Desire for water routes to the Indies
2. Routes of explorers
   a. Spanish
   b. French
   c. English
   d. Others (Portugal)
3. Claims of nations
   a. Spanish
   b. French
   c. English
   d. Others

(Stress exploration and not settlement which will be covered in the next section.)

ACTIVITIES

AA. Discussion: "What motivated European countries to finance explorers and to establish settlements in the New World?"

BB. Show class chart maps #1 and #2. Discuss routes shown.

BB. On a world map transparency, have pupils plot the routes of Columbus, Magellan, and Drake using a grease pencil or marking pen.

CC. Show Eye Gate teaching chart #6. Discuss in terms of the areas and dates given.
American content:

A. The pupil will state at least two needs that motivated Europeans to send explorers to the New World.

B. On a given map, the pupils will be able to label correctly the routes of Columbus, Magellan, and Drake.

C. Pupils will state verbally the three nations that laid claim to the North American continent.

EVALUATION

RESOURCES

Laidlaw, Our Country, 1961, pp. 67-85

Filmstrip, The Age of Exploration

Macmillan, Living in the United States, 1961, pp. 44-57, 72, 87


Eye Gate Chart #1 and #2

Eye Gate Chart #6

ME-1001

AA. Primary, The Age of Exploration

AA. Laidlaw, Our Country, 1961, pp. 67-85
Events in Europe influenced the historical development of the United States.  
(History)

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match a given set of reasons for groups settling the New World with the appropriate given categories.

Example:

<table>
<thead>
<tr>
<th>REASONS</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pilgrims wanted</td>
<td>A. Religious</td>
</tr>
<tr>
<td>freedom to worship</td>
<td>freedom</td>
</tr>
<tr>
<td>as they pleased</td>
<td>as they pleased.</td>
</tr>
</tbody>
</table>

CONTENT

C. Settlements

1. Reasons for founding
   a. Economic
   b. Political
   c. Religious
   d. Others

ACTIVITIES

AA. Problem: What values did the early settlers have to balance the physical hardships in the New World.

AA. Discuss: What are the events that took place in Europe which led to the settlement of America:

   a. List ideas. (Be sure children understand why traders wanted to go to the east.) Have them think in terms of economic, political, and religious reasons.
   b. Compare list to Eye Gate chart #105, Maps, and discuss the economic, political, and religious reasons.

AA. Select particular settlements that were a new hope to unhappy and abused Europeans (Idle laborers, religious refugees, and landless farmers).

Discover through discussion how these "New Americans" built into their colonies new hope for the future.

AA. Discuss: Were the freedoms in the colonies the same?
EVALUATION

A. The pupil will match a given set of reasons for groups settling the New World with the appropriate categories.

RESOURCES

AA. Eye Gate Chart #105, Maps

Ginn, Trails to Freedom, 1967, pp. 38-52

Ginn, Your Country's History, 1966, pp. 43-93

Singer, This Is Our Land, 1963, pp. 36-57, 40

Ginn, Trails to Freedom, 1967, pp. 38-52
CONCEPT

People from many different social, economic, ethnic, and national groups have settled in this country.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match settlements with the national or religious group that founded the settlement.

CONTENT

2. Location
   a. Spanish
   b. French
   c. English
   d. Others

ACTIVITIES

AA. The class will construct a chart consisting of the settlement and group that settled to be copied later in their notebooks.

EXAMPLE:

<table>
<thead>
<tr>
<th>New York</th>
<th>Dutch</th>
</tr>
</thead>
</table>

CONCEPT

Lack of specialization forced the early settlers to spend most of their time securing a minimum of food, clothing, and shelter for survival. (Economics)

CONTENT

3. Way of life
   a. Homes
   b. Food
   c. Clothing
   d. Industry
   e. Transportation
   f. Education
   g. Communication
   h. Government
   i. Beliefs and values
   j. Recreation
The pupils will match settlements with the national or religious group that founded the settlement.

A. The pupils will match settlements with:

**RESOURCES**

- Ginn, Trails to Freedom, pp. 84-187
- Singer, This Is Our Land, pp. 40-87
- Laidlaw, Our Country, pp. 131-152

**EVALUATION**
BEHAVIORAL OBJECTIVES

A. The pupil is to be able to make a chart comparing colonial times with present-day America in terms of home, food, clothing, industry, transportation, education, communication, government, beliefs and values, and recreation.

B. From the comparison of early settlements to present day America, the pupil will be able to state the prime reasons for the change.

ACTIVITIES

AA. Through reading and research, the pupils will take notes on life during colonial times. Note-taking should be done on the basis of home, food, clothing, industry, transportation, education, communication, government, beliefs and values, and recreation.

AA. After research, these findings will be compared with present day America.

EXAMPLE:

<table>
<thead>
<tr>
<th>BASIS</th>
<th>COLONIAL TIMES</th>
<th>PRESENT DAY AMERICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>&quot;Dame Schools&quot;</td>
<td>Laws vary from state to state. Wisconsin 16 years of formal training.</td>
</tr>
</tbody>
</table>

The comparison could best be completed through a class discussion and teacher recording of information.

AA. Copy final charts in notebooks.

BB. Based on the above chart, discuss what has enabled America to progress at such a great rate within the last 300 years. Stress industrialization and specialization. i.e., Food gathering or farming.
EVALUATION

A. The pupil will compare, in chart form, home, food, clothing, industry, transportation, education, communication, government, beliefs, and values of America, colonial times, and present-day America.

B. The pupil will orally explain how specialization and industrialization have been prime factors in the growth of America.

Example:


development of industry, transportation, and communication.
CONCEPT

Only simple machines were used in colonial America because at that time either no one had invented better ones or no one could make machines which were being contemplated. (Economics)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least three reasons why the people of colonial America were limited to the use of simple machines. i.e., Lack of knowledge, time, isolation, subsistence way of life, etc.

CONTENT

ACTIVITIES

AA. If possible, collect pictures to show how people earned a living in the early settlements.

AA. On the basis of the previous comparison, and on the pictures found, discuss:
1. What is a simple machine?
2. What are some simple machines found in colonial times? i.e., cards, swingling
3. Why didn't the colonists use more "efficient" machines?

AA. Leonardo da Vinci lived from 1452 to 1519 and had many ideas that were very advanced for their time. Discuss why these ideas, such as flying machines, machine guns, armored vehicles, parachutes, were not developed and used during the time of their conception.
The pupil will list, in writing, three reasons why people of colonial America were limited to the use of simple machines.
Acts and events have both causes and consequences which are never simple and often complex.

People frequently rebel against their government when it neglects the welfare of the people.

(Political Science)

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define orally a given list of vocabulary words.

B. The pupil should be able to list in writing three unwise rulings of the British Parliament that irritated the thirteen colonies and one result of each.

EXAMPLE:
The tea tax and the resulting Boston Tea Party.

CONTENT

D. Achieving Independence

1. Precipitating factors
   a. Internal factors
   b. External pressures
   c. Colonial leaders

2. War for Independence
   a. Paul Revere's ride
   b. Lexington and Concord
   c. Washington and Valley Forge
   d. Surrender at Yorktown
   e. Others

3. Establishing a new nation
   a. Continental Congress
   b. Declaration of Independence
   c. Articles of Confederation
   d. Constitution formation and development
      1) Three branches
      2) Bill of Rights

ACTIVITIES

AA. Pupils will be given a teacher prepared list of vocabulary words. They will define these words in writing and place in their social studies notebooks.

B. Through reading and discussion, list the rulings of Parliament that irritated the colonists. The questions might be used as a guide:

1. What were the rulings?
2. Why did Parliament issue them?
3. What was the colonists reaction?
4. Why did the colonists react as they did?
RESOURCES

AA. Teacher prepared vocabulary list

BB. Ginn, Trails to Freedom, pp. 223-233
   Laidlaw, Our Country, pp. 177-182

EVALUATION

A. The pupils will orally define the given vocabulary words.

B. The pupil will list in writing three unwise rulings of the British Parliament with regard to the thirteen colonies.
C. Pupils will state verbally three factors other than British parliamentary decisions that contributed to the rebellious spirit of the colonies.

D. The pupil is to be able to verbally list leaders of the Revolutionary Period and include the qualities or characteristics that contributed to each one's influence.

ACTIVITIES--Continued

CC. Through reading and discussion, list factors other than British parliamentary decisions that led to rebellion. EXAMPLE:

Changing way of life in colonies led to:
1. Pride in a new way of life
2. Self-reliance
3. Personal beliefs and ideals

Leaders
1. Ben Franklin
2. Thomas Paine, etc.

DD. Assign reports on Patriots of the Revolutionary Period. Have class discussion on the effect of their work on our lives today.

After each report is given, list the name of the person on the board, and after the name, the qualities that enabled the person to make a significant contribution to this period in history.

Keep this list throughout reports and at the completion of the reports record the lists in pupil notebooks.
RESOURCES—Continued

Ginn, Your Country's History, pp. 110-177
   Chapters:
   "A British Victory and Life in the Colonies," pp. 94-113
   "Ideas of Freedom," pp. 114-130
   "The Fight for Freedom," pp. 131-146
   "First Attempt to Form Union," pp. 147-158
   "Creation of More Perfect Union," pp. 159-177


Singer, This Is Our Land, pp. 89-113

Esther Forbes, Johnny Tremain, (Boston Tea Party)

Laidlaw, Great Names in American History, pp. 48-101

Fideler, Great Americans, 1966

Ginn, Trail Blazers of American History, 1966

50.

EVALUATION—Continued

C. The pupil will verbally state three factors other than British Parliamentary decisions that contributed to the rebellious spirit of the colonies. Included should be the inner feelings of the colonies and influential people.

D. The pupil will list verbally the leaders of the Revolutionary Period and tell some of the qualities that contributed to their influence.
BEHAVIORAL OBJECTIVES--Continued

E. Given a list of Revolutionary War events, the pupil will place these correctly in the blank spaces of a given paragraph.

F. The pupil is to be able to compare verbally several reasons and attitudes present during the Revolutionary War with those present in recent years.

G. The pupil is to be able to compare verbally techniques and technology of the Revolutionary War to those used in recent years.

H. The pupils will be able to construct a time line of the most important events of the Revolutionary War.

ACTIVITIES--Continued

EE. The pupils will look at the chapters, read the main headings to gain an overview of the material. The teacher will gather these headings from pupil response to form an outline to be placed on the board. The pupils will read in depth to fill in the outline.

FF. Make a poster inviting colonists to join the Minutemen. What were the motivating forces? What made them want to join?

Discuss life in the American Army during the Revolution. Discuss the attitudes of the soldiers, i.e., Sunshine Patriot. How do these attitudes differ from present situations?

GG. Diagrams of Battles. Relate to the tactics of modern warfare and how these are still used as patterns of attack. (Reports on battles)

HH. Make a time line of the events (from 1764 until 1789) which led to the establishing of our nation.
RESOURCES--Continued

Laidlaw, Our Country, pp. 182-198

Heath, In These United States, pp. 113-120

Silver Burdett, The Changing New World, pp. 91-97


Ginn, Trails to Freedom, pp. 240-256

EVALUATION

52.

E. On a given test, pupils will correctly fill in the blank spaces of a paragraph using a list of Revolutionary War events.

F. The pupils will verbally compare some reasons and attitudes present during the Revolutionary War with those of recent years.

G. Pupils will orally compare techniques and technology of the Revolutionary War to those used in recent years.

H. The pupil will construct a time line of the most important events of the Revolutionary War.

RESOURCES--Continued

Ginn, Trails to Freedom, p. 257

HH. At-A-Flash Time Line Cards, Revolutionary War

ME-1005

GG. Filmstrip, The Years of Revolution

FF. Merrill, Our Nation's Builders, 1966, Chapter 8

Chapter IV

E. At-A-Flash Time Line Cards, Revolutionary War

Thomas Paine, Common Sense, pp. 148-173

Ginn, Trails to Freedom, pp. 240-256


Silver Bullet, The Changing New World, pp. 113-120

E. Ginn, Trails to Freedom, p. 257
BEHAVIORAL OBJECTIVES--Continued

I. Through listening, discussion, and reading, the pupil is to be able to select from a given list a portion of a favorite poem and tell orally how these words relate to the Revolutionary War.

J. Pupil will read the Declaration of Independence and be able to list in writing three examples from the Declaration of Independence that pertain to present day problems.

EXAMPLE:
All men are created equal. (Civil rights issues)

ACTIVITIES--Continued

II. Why were these songs made up:
"Yankee Doodle"
"Singing Riflemen of Bennington"
Others

Read some of the good poems about that period: "Paul Revere's Ride"

JJ. Using a transparency, discuss the Declaration of Independence (especially the first two paragraphs) and relate the ideas contained therein to present day problems. As discussion progresses, the teacher could list the possible related ideas on the board.
II. TRANSPARENCY, DECLARATION OF INDEPENDENCE

WRITE TO:
John Hancock Mutual Life Insurance Co.
200 Berkeley Street
Boston, Massachusetts 02116

REVOLUTIONARY WAR: See I

I. The pupil will select from a given list a portion of a poem and tell orally how these words relate to the Revolutionary War.

II. Write three examples of how the Declaration of Independence pertains to today's problems.
Our colonial experience helped to shape our national government and our federal constitution. (History)

BEHAVIORAL OBJECTIVES

A. The pupils will be able to state in writing two reasons for the states not wanting a strong central government.

B. Pupils will be able to state in writing two reasons why a stronger central government was needed.

C. Pupil will be able to state the primary reason for the failure of the Articles of Confederation.

CONTENT

III. National Community

A. Government

1. Colonial origin
2. National birth - Declaration of Independence
3. Organizational structure
   a. Legislative (Congress)
   b. Executive (President and Cabinet)
   c. Judicial (Courts)

PRETEST:
Before beginning the study of the federal government, each student should jot down his understandings of what the federal government means to him. (Save papers.) A follow-up survey should indicate the learning that takes place.

ACTIVITIES

AA., BB., CC. General reading and research by pupils. Place guide questions on the board, "Why didn't the states want a strong central government?" "Were the Articles of Confederation successful?" Support your answer with reasons.

Discuss guide questions and record answers and reasons agreed upon by the class in individual social studies notebooks.
EVALUATION

The Articles of Confederation.

A. The pupil will be able to orally state the prime reasons for the failure of the central government.

B. The pupil will be able to orally state the prime reasons for the need of a stronger central government.

C. The pupil will be able to orally state the prime reasons for the states not wanting a strong central government.

The pupil will be tested on this information in a unit test.

RESOURCES


Ginn, Trails to Freedom, pp. 258-262

Heath, In These United States, pp. 121-124

Singer, This Is Our Land, pp. 246-248

Harper Row, How Our Government Began, pp. 52-54, 58-60


Heath, In These United States, pp. 246-248

Ginn, This Is Our Land, pp. 258-262

Hay, The United States-Historic Background, pp. 17-183
Compromise enables progress without destroying the basic rights of the majority.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to describe in writing the actions the delegates engaged in to write a successful workable constitution. i.e., discussion, evaluation of presented proposals, compromise.

B. The pupils will write down a set of functional rules which through their development would require compromise.

CONCEPT

The constitution is the supreme law of the land. (Political Science)

BEHAVIORAL OBJECTIVES

A. The pupil will define "constitution," both orally and in writing.

CONTENT

ACTIVITIES

AA. General reading and research by pupils to determine the actions delegates engaged in to write a successful workable constitution.

BB. Through discussion, pupils should arrive at a set of workable rules to govern their clubs' workings. If possible, work the rules up in constitutional form.

ACTIVITIES

AA. By looking the word up in reference material, the pupils will arrive at a definition for the word "constitution," (A basic set of rules that govern a country), and record it in their note-books.
A. On a test to be given later, the pupils will correctly match the word "constitution" with its meaning.

B. Evaluation of the rules will come through observation of their workability.

A. The pupil will be able to describe in writing the process engaged in by the delegates to promulge the constitution.

B. Evaluation of the rules will come through observation of their workability.

A. The pupil will be able to describe in writing the process engaged in by the delegates to promulge the constitution.

RESOURCES

Ginn, Trails to Freedom, pp. 261-265

Benefic, How Our Government Began

Singer, This Is Our Land, pp. 252-254

Instructor, November, 1967, p. 128
BEHAVIORAL OBJECTIVES--Continued

B. The pupils will be able to state both verbally and in writing the reason for beginning the constitution with the Preamble.

C. The pupil will state five ways that the Bill of Rights, the first ten amendments to the Constitution, protects our rights and liberties.

C. The pupil is to be able to give an account of the occurrences that laid the foundation for the ideals of liberty and freedom. i.e., Peter Zenger Trial.

D. While reading the Bill of Rights, the pupils will be able to list in writing five examples from this document that pertain to their present day lives. i.e., Right to bear arms. (Should weapons be registered?)

ACTIVITIES--Continued

BB. Introduce the Preamble to the Constitution and discuss reasons why the Preamble comes at the beginning. Have pupils arrive at the fact that it states clearly the purpose for the new plan of union. It contains the basic ideas: 1. the rights of the people; 2. the objectives such as union, justice, order, etc. Discuss significance.

The pupils will copy the Preamble along with its significance in their notebooks.

CC. Using the transparency, read the Bill of Rights. As each is read, stress the ways it protects the citizens of the United States.

CC. Through reading and research, the pupils will take notes on the events that led to the formation of the Bill of Rights. (Why were certain specific items included?)

DD. Using a transparency, the teacher will project the Bill of Rights for all pupils to read. After reading, the class should discuss one or two of the Articles relating them to present day life. These relationships could be listed on the board. The pupils will then relate five of these rights to their present day lives in written form to be handed in to the teacher.
RESOURCES—Continued

EVALUATION—Continued

B. Pupils will copy the Preamble to the Constitution in their notebooks and explain why it is used to begin the Constitution.

C. The pupil will orally explain some events that were the background for the Constitution. He or she will explain how the Constitution protects our rights and liberties.

D. While viewing transparency, the pupil will list in writing five examples from the Bill of Rights that pertain to their present day lives.

CC. Transparency, Bill of Rights, p. 104-105

Laddew, Our Country, pp. 94-99

Heath, In These United States, pp. 104-105

BB. Transparency, Preamble, Bill of Rights

60.
E. The pupil will be able to list in writing four characteristics of our Constitution.

F. Pupils will be able to define in writing the term "representative democracy."

EE. On the basis of previous reading and through the teacher leading the discussion, the pupils will list on paper the four characteristics of a Democratic Constitution. Example:
1. Provides a form of government
2. Sets limits for the government's power
3. Assures the rights and liberties of the citizens
4. Has a lasting, adaptable quality--amending
After discussing, the four characteristics should be re-recorded in social studies notebooks.

FF. Pupils should define the term "democracy." Pupils should define the term "representative." Put the meanings together and define the term "representative democracy." Discuss and place definition in their notebooks.
E. From a given list, the pupil will be able to define in writing the term “representative democracy.”

F. Write for: “Our American Government—What is it?” House Document #530, Contact Senators or Representatives.

E. From a given list, the pupil will select the four characteristics of a democratic constitution.

F. The pupil will be able to define in writing the term “representative democracy.”

32.

RESOURCES—Continued

EVALUATION—Continued

E. World Book Encyclopedia

F. Dictionary, Encyclopedia
CONCEPT

As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.

(Political Science)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to match a teacher-given list of words with their meanings.

B. The pupil should be able to define the three branches of the government both orally and in writing.

CONTENT

ACTIVITIES

AA. The pupil is to keep a list of the words relating to the three branches of the government such as Senate, Representatives, Executive, Legislative, Judicial, President's Cabinet, and Federal.

BB. Based on reading of Constitution, what are the three branches of the government?

BB. Discuss: Franklin's Federal Tree.
(Define terms: Republic, Supreme Court, President, Congress.)

BB. Have pupils copy Franklin's Federal Tree in their social studies notebooks along with definitions of the mentioned terms. Stress correct pronunciation and spelling.
RESOURCES

AA. Dictionary

EVALUATION

B. Textbook Glossary

A. Dictionary
C. The pupil is to be able to make a chart showing the three branches of the government and the duties of each.

**EXAMPLE:**
- President - Carries out laws
- Congress - Makes laws
- Supreme Court - Interprets laws

D. The pupils will be able to list in writing the three branches of the federal government and diagram the checks and balances one branch has on the other.

E. The pupils will list in writing three governmental agencies other than the Presidency, Legislature, and Supreme Court and briefly explain their function.

**EXAMPLE:**
- President's Cabinet
- Food and Drug Administration

---

**ACTIVITIES--Continued**

CC. On the basis of reading and as a result of group discussion, the pupils will make a chart showing the main branches of government and the main duties of each. Place the chart in notebooks.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>PRESIDENT</th>
<th>CONGRESS</th>
<th>SUPREME COURT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td>House of Representatives</td>
<td>Interprets</td>
</tr>
<tr>
<td>Carries out</td>
<td>Makes</td>
<td></td>
</tr>
</tbody>
</table>

Discuss charts; agree upon a common one and copy it in social studies notebooks. Collect individual charts.

DD. Using the transparency, the teacher will call attention to the three main branches of the government, and using the question-answer technique will explain the system of Checks and Balances. Pupils will then copy the diagram in their social studies notebooks.

EE. Discuss: Do these three branches alone take care of the government provided services needed by the citizens of our growing country? Arrive at the need for other agencies. Stress President's Cabinet. List five such agencies on board. Pupils will place their choice of three in their notebooks.

EE. *Make a bulletin board showing the organizational structure of our national government.*

*ENRICHMENT ACTIVITY*
E. Using the transparency, the pupils will record and diagram the system of checks and balances in their notebooks.

D. The pupils will list in writing three governmental agencies and briefly explain their function.

C. The pupils will list in writing three branches of the government and the duties of each.

B. The pupil will list in writing three branches of the government and their functions.

A. The pupil will list in writing three branches of the government and their roles.

Ginn, Trails to Freedom, pp. 263-265

Ginn, Understanding Your Country and Canada, pp. 142

Singer, This Is Our Land, pp. 263-269

Ginn, Trails to Freedom, pp. 265-268

Ginn, Understanding Your Country and Canada, pp. 269-278

Newspaper, Current events

Ginn, Trails to Freedom, pp. 265-268

Ginn, Understanding Your Country and Canada, pp. 269-278

Heath, In These United States, pp. 125-132

Ginn, Trails to Freedom, pp. 263-265

Ginn, Understanding Your Country and Canada, pp. 142

Singer, This Is Our Land, pp. 263-269

Ginn, Trails to Freedom, pp. 265-268

Ginn, Understanding Your Country and Canada, pp. 269-278

Newspaper, Current events
CONCEPT
Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage which have been perpetuated through various monuments and symbols.

BEHAVIORAL OBJECTIVES
A. The pupil will state orally that our National Monuments represent the ideals of Human liberty and justice that developed in our nation.

CONTENT
4. National capital
   a. Capitol
   b. White House
   c. Other governmental buildings
   d. Shrines
   e. Others
5. Historical symbols and documents
   a. Flag
   b. National Anthem
   c. Seal
   d. Declaration of Independence
   e. Constitution
   f. Others - Statue of Liberty

ACTIVITIES
AA. Take a filmstrip tour of Washington determining historical significance and governmental functions of places seen in the film. Through discussion, relate to the ideals of our founding fathers.

AA. *Make a collection of Washington, D. C. pictures for a scrapbook or a bulletin board.
   *Report on buildings, statues, shrines, etc., in Washington, D. C.
   *Construct a tabletop scene of Washington, D. C.

*ENRICHMENT ACTIVITY
RESOURCES

A.
Filmstrip, Our National Capitals.
ME1009
Filmstrip, Jefferson and Monticello.
ME1008
ME1007

A.
White House Historical Association,
Singer, This Is Our Land, pp. 258-269
Ginn, Your Country and Mine, pp. 369-373
Viewmaster slides

EVALUATION

A. The pupil will be able to orally state the significance of the National Capitol, other than its architectural value.
**AVIORAL OBJECTIVES--Continued**

B. Pupils will state the historical significance of a chosen national monument in a written report.

C. Pupil will be able to verbally identify several national symbols when shown pictures of same.

D. Pupil will write a paragraph stating reasons why he feels a pupil-chosen symbol is most significant to him.

**RESOURCES--Continued**

BB. Show filmstrips, *The Statue of Liberty* and *The Symbols of America* and discuss the significance of the symbols presented in terms of their reflection of the values and ideals of the U. S.

BB. Each pupil may choose one of the national symbols and write a report to the class of the particular symbol and its meaning. Be sure all the symbols and documents are covered by at least one student.

BB. Discuss: Pledge of Allegiance Relate to ideals and stress meaning.

*Make a collection of pictures or drawings of the flag at each stage of its development leading to the flag as we know it today.

Discuss reasons for flag change and relate to the growth of our nation.

*ENRICHMENT ACTIVITY
RESOURCES--Continued

- American Junior Red Cross News, April, 1962
- Cover, Public Law No. 829, 1960
- Flags of America, Ideals Publication
- Filmstrip, The Statue of Liberty, ME1030
- Filmstrip, Symbols of America, ME1029
- Booklet, Fly the Flag This Fourth of July, produced by Milwaukee Fourth of July Commission
- American Junior Red Cross News, April, 1962
- "Freedom in Our Town," "My Country and My Flag," pp. 50-51
- Write Freedoms Foundation, Valley Forge, Penn.

EVALUATION--Continued

B. The pupil will be able to select a monument symbol and in writing state its historical significance and value.

C. Pupil will correctly label national symbols on a given set of illustrations.

D. Pupil will choose one symbol and write a paragraph in which he expresses his personal feelings regarding its significance.
Citizenship involves the individual's active participation in the process of governing.

**CONTENT**

IV. National Growth
   A. Components of a democratic country
      1. Individual
      2. Families
      3. Villages
      4. Towns
      5. Cities
      6. Counties
      7. States

**BEHAVIORAL OBJECTIVES**

A. The pupil is to be able to list in writing four things that an individual should do to make him an active, participating citizen in a democracy.

**ACTIVITIES**

AA. Discuss: "Most good Americans we shall never know about," or "...The government of the people, by the people, and for the people. ..." (Stress obligation of all to be contributing citizens.)

AA. Through discussion, draw up a list of ways, besides voting, by which an individual may take part in his government. Relate the rights of the individual to his responsibility.

AA. Mr. A., B., and C. are discussing the coming election and whether they will vote or not. Mr. A. says that if the voters do not vote, they are not helping to give us a government "by the people." He thinks that they are not worthy of their citizenship and should be made to pay a fine.
citizen in a democracy. To make him an active participant, the pupil should do four things that an individual should do.

A. The pupil will list in writing four things an individual should do to make him an active participating citizen in a democracy.

EVALUATION

RESOURCES

General Teacher Resource

Filmstrip, A Good Citizen Is Well Informed, McGraw-Hill

Boughton Mifflin, The Citizen and His Government, pp. 593-602
R. The pupil will be able to verbally contrast the individual as an active participating citizen in a democracy with the individual's function in an autocratic society.

ACTIVITIES--Continued

AA.--Continued. Mr. B. says that it really does not make any difference whether a citizen votes or not, since a single vote cannot possibly change the result.

Mr. C. says that it makes little difference for whom he votes, so he may as well vote for an old friend.

Do you agree with any one of these men? Explain.

BB. Propose the following problem as a basis for a class discussion:
"What would have been the role of the individual in the colonies if the colonies had not freed themselves from British rule?"
Contrast the outcome of this discussion with Behavioral Objective #A.
Relate to past reading on the pre-revolutionary colonial situation in terms of rights.

Skim for information if necessary.

EVALUATION--Continued

74.

B. The pupil will verbally contrast the individual as an active participating citizen in a democracy with an individual's function in an autocratic society.

It is necessary to pass reading on the pre-revolutionary colonial situation in terms of rights.
C. Pupil will be able to write a definition of "citizenship."

CC. Given surprise situations, the pupils will act out the way a good citizen would react.

**EXAMPLE:**

What would you do if:

1. You unwrapped a candy bar outside and there was no container in which to dispose of the wrapper.
2. Somebody is being attacked on the bus and you were there.
3. All that's on T.V. are the political conventions. (Keep informed)
4. There is a "No Swimming" sign, and you are with several other boys who decide to go swimming anyway.
5. As an adult you do not approve of a bill or piece of legislation. (Right to dissent)
6. Someone dropped books in the hall.
7. Riot situation.

After the role playing, arrive at a definition of citizenship to be recorded in their notebooks. (Duties, rights, and privileges of being a citizen.)
C. The pupil will write a definition of citizenship.

EVALUATION

C. Surprise situations prepared by the teacher to suit the class maturity.

RESOURCES--Continued

CC.
CONCEPT

The family is the basic unit of our society because it meets the simple needs of its members.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to orally list the items that a family provides to meet its members' needs.

CONTENT

ACTIVITIES

AA. Make a class chart to list the ways a family provides for its members' needs. i.e., Food, clothing, homes.

Extending the above discussion, discuss how the family helps us in other ways. i.e., cooperation, discipline, manners, ideals.

CONCEPT

Most societies have some type of family unit.

BEHAVIORAL OBJECTIVE

A. The pupil will be able to verbally compare and contrast family life in other societies to that in present day America.

CONTENT

ACTIVITIES

AA. Show filmstrip on families in various cultures.

AA. Read articles describing family life in several societies. Compare and contrast.
RESOURCES

EVALUATION

A. The pupil will verbally list the items that a family provides to meet its members' needs.

RESOURCES

A. Filmstrip, American Indian, ME1002

EVALUATION

A. The pupil will verbally compare and contrast family life in other societies to that in present day America.
Because there are certain services needed by the family, units of government have been established.

**BEHAVIORAL OBJECTIVES**

A. The pupil will be able to list verbally two units of local and state government and a service that each performs to meet the needs of families and individuals.

**EXAMPLE:**
- Department of Public Works - Garbage collections
- City Health Department - Vaccine and innoculation
- State Highway Patrol - Law enforcement
- State Conservation Department - Wildlife and resource control, parks and historical areas

**ACTIVITIES**

AA. Discuss: "Can the family provide for all the needs of an individual?"

AA. Discuss: "What family needs are met by local and state government?"

"What units of local and state government provide for these needs?"
the needs of families and individuals.

A service that each provides to meet
of government (local and state) and

A. The pupil will verbally list two units

EVALUATION
CONCEPT

There is an interrelationship between local and state government as well as between the state and the national government as it tries to meet the needs of the people.

(Political Science)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to briefly compare orally the three branches of government on the federal, state, county, and city level.

CONTENT

B. The functioning of governmental organizations
1. Organizational structure of government
2. Relationship of local, state, and federal units

ACTIVITIES

AA. Use transparency. Have pupils reiterate the branches of federal government; discuss further and have pupils name as many branches of state and local government as possible. Teacher will fill these in on the transparency.

<table>
<thead>
<tr>
<th>EXECUTIVE</th>
<th>LEGISLATIVE</th>
<th>JUDICIAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Congress</td>
<td>Supreme Court</td>
<td>FEDERAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Circuit Court</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Court</td>
<td></td>
</tr>
<tr>
<td>Governor</td>
<td>State Legislature</td>
<td>State Supreme Court</td>
<td>STATE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Circuit Court</td>
<td></td>
</tr>
<tr>
<td>County Executive</td>
<td>Board of</td>
<td>County Court</td>
<td>COUNTY</td>
</tr>
<tr>
<td>(In Milw. Only)</td>
<td>Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mayor</td>
<td>Common Council</td>
<td>Municipal Justice of the Peace</td>
<td>CITY</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>EVALUATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA. Transparency, Teacher's Supplement</td>
<td>A. The pupil will briefly compare the three branches of government on the federal, state, county, and city level. The comparison in structure will be verbal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES--Continued

B. Pupils will be able to state orally one example of the working relationship between federal, state, and local government.

EXAMPLE:
Federal government allots funds to the state which in turn distributes money to local school districts providing that certain requirements have been met.

ACTIVITIES--Continued

EB. Discuss the following problem:
Your school system wishes to start a new educational program in which visual aids are used extensively. Your system does not have enough money. What can be done? (Submit a defensible plan to the state which in turn submits the plan to the federal government. If requirements are met, money will be allocated.)

CONCEPT

People from many different social, economic, racial, ethnic, and national groups have settled in this country.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to verbally differentiate between race and nationality.

ACTIVITIES

AA. Introduce the term "race," discuss it, and through question-answer method arrive at the three major races and their basic characteristics. Record information in notebook.

AA. Use the dictionary to look up nationality. Differentiate between race and nationality. Record definition in notebook.

C. Sociological and cultural growth

1. Cultural influences
2. Contributions
RESOURCES

AA. Macmillan, Living in the Old World, pp. 18-21

BB. Houghton Mifflin, The Citizen and His Government, pp. 30-31

EVALUATION

A. Pupils will verbally explain the difference between race and nationality.

B. Verbally, the pupils will state one example of the working relationship between federal, state, and local governments. (Use one example and follow it through the various levels.)
B. The pupil will be able to orally define nationality and give three examples of nationality groups that have settled in America.

C. The pupil will be able to orally define "emigration" and "immigrant."

D. The pupil will read and orally in his own words interpret the meaning of the poem engraved on the plaque of the Statue of Liberty.

E. The pupils will list in writing four reasons why various groups of people emigrated to the United States.

BB. Using resource material, the pupils will compile a written list of nationality groups that have emigrated to the U. S.

1. Discuss, list, and trace patterns of emigration on a map.

2. Relate the influxes according to date. Is there a relationship?

CC. Drawing upon reading material and using the dictionary, define "emigration" and "immigrant." List meanings in social studies notebooks. To clarify distinction; give examples.

DD. Read "New Colossus" by Emma Lazarus. "Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me. I lift my lamp beside the golden door!" Analyze and relate to the fire of hope this help instills in the immigrants.

EE. Discuss Eyegate Map #5. Relate to present day as well.

EE. Ask the children to interview one another, teachers, and others using the following questions:
When did they or their ancestors come to America?
What were the reasons for coming?
From what country did they come?
Where in America did they first settle?
What problems of adjustment did they have?
What was their occupation before coming to America and after they arrived here?
E. The pupil will list in writing four reasons why various groups of people settled in America.

F. The pupil will list in writing four reasons why various nationalities settled in the United States.

B. Pupils will give three examples of various nationality groups that have settled in America.

C. Pupils will orally define the terms "emigration" and "immigrant."

D. The pupil will read and orally interpret in his own words the meaning of the poem engraved on the plaque at the Statue of Liberty.

E. The pupil will list in writing four reasons why various groups of people emigrated to the United States.
F. The pupils will orally discuss and list in writing general and individual contributions the people coming to America have brought to life in America.

G. The pupils will list two examples in writing of where compromise was necessary to help the immigrants adapt to the United States.

ACTIVITIES--Continued

EE. After answering the questions, tabulate the information and list all the reasons given for moving to America. What are the most frequent reasons?

FF. Pupils should do reading and research to uncover various contributions the immigrants made to our nation. Discuss and list contributions on the board. Have pupils place in notebooks, i.e., skills, new occupations, religions, food. Such men as Bell, Pulitzer, and Fermi could also be listed.

FF. Discuss, using a panel, "Changes people coming to America have brought about." Have a pupil select a specific nationality group, study it, and discuss the contribution this particular group made to the "American Culture."

GG. Discuss: Millions of Europeans gladly came to our country to settle, in spite of the hardships immigrants had to endure. As newcomers, they had to make many changes in their way of living.

A. What are some of the problems immigrant men faced as they tried to find food, shelter, and clothing for their families?

B. Why did people here often "look down upon" newcomers, forgetting that they had once been newcomers too?

C. Why were immigrants willing to undergo many hardships in order to move to America?

D. Cite two examples of compromise necessary on the part of the immigrant.
RESOURCES--Continued

- Heath, In These United States, p. 30
- Ginn, Trails to Freedom, pp. 362-371
- Heath, In These United States, p. 30

EVALUATION--Continued

6. The pupils will list in writing general and individual contributions immigrants have made to U. S. culture.
7. The pupils will orally discuss and list in writing two examples of compromises necessary to help immigrants adapt.
H. The pupils will be able to write a well-organized paragraph on why we call the U. S. the "Great Melting Pot."

HH. Discuss the term "Melting Pot" in relation to the material covered in Activity "FF" and "GG." Have pupils write a paragraph describing how the term "Melting Pot" applies to the United States.

CONCEPT

As early settlers moved westward, they had to adapt to a primitive environment to survive.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list in writing and chart the path of four early routes the settlers followed, moving West.

B. The pupil will be able to give a reason in writing why settlers located in certain geographic areas.

CONTENT

D. Western Movement

1. Explorations and settlements
   a. New routes - Wilderness Road, Oregon Trail
   b. New settlements - Boonesborough, Kentucky, etc.

ACTIVITIES

AA. Show transparency #115, Settlement of the West.

AA. Discuss routes and explorers. Relate these routes to a physical map of the U. S. Discuss the land relationship to the trails taken.

BB. Pupils may do general reading on areas that settlers moved into. Discuss material read. Have pupils state reasons why settlers settled in certain areas of the nation.
RESOURCES—Continued

HH. Laidlaw, Our Country. pp. 46-49
Heath, In These United States, p. 28

EVALUATION

Continued.
Continuing to use previously discussed material, the pupil will write a well-organized paragraph on how the term "Melting Pot" applies to the U.S.
Stress merging of cultures into one nation with as many specifics as possible.

AA. Transparency #115, Settlement of the West, Map of U.S. (Physical)
BB. Ginn, Understanding Canada, 1965, pp. 228-231
Ginn, Trail Blazers of American History, 1966, pp. 142-147
Harper, How the Story of Our Country
Ginn, Trail Blazers of American History, 1966, pp. 142-147
Macmillan, Living in the United States, pp. 146-149, 239-249

The pupils will list in writing and chart the path of four early routes, moving West.

The pupils will then in writing and

EVALUATION

Continued.

The pupils will state in writing at least one reason why settlers located in certain geographic areas.

RESOURCES

Macmillan, Living in the United States, pp. 146-149, 239-249
Harper, How the Story of Our Country
Macmillan, Trail Blazers of American History
Ginn, Understanding Canada, 1965, pp. 228-231
Ginn, Trail Blazers of American History, 1966, pp. 142-147
Heath, In These United States, p. 28
HH. Laidlaw, Our Country, pp. 46-49

RESOURCES—Continued
BEHAVIORAL OBJECTIVES—Continued

C. The pupil will be able to draw pictures depicting differences in the way of life of the settlers living in the woods, prairies, and the mountains.

D. The pupils will be able to write a paragraph in which an example is cited describing how a family had to adapt to a primitive environment.
EXAMPLE:
1. City family adjusting to isolated settlement life.
2. Woodland farmer adapting to tilling the thickly sodded soil.

E. Pupil will be able to list in writing two reasons why the Westward Movement was instrumental in shaping our nation's history.

ACTIVITIES—Continued

CC. Discuss and show differences of life of the settlers in the woods, prairies, and the mountains. Pupils will draw pictures of woodland, prairies, or mountain settlements.

DD. Use an inductive approach and discuss the various adaptations settlers had to make to their new primitive environments.
EXAMPLE:
1. Why would settlers want to move west?
2. What changes in living habits might have to be made?
3. How successful do you think the settlers were at adapting to their new area? Support your answer.

EE. Through reading and research, the pupils will keep a jotting list of why the Westward Movement was important in shaping our nation's history.
The pupils will draw pictures depicting differences in the way of life of settlers living in the woods, prairies, and the mountains. They will write a paragraph containing at least one example of how a family moving west had to adapt to a primitive environment.

D. The pupil will write a paragraph comparing the settling of the West with other regions of the nation.

Consider all resources listed above:

E. Ginn, Trails to Freedom, pp. 118-73
F. Singer, This Is Our Land, pp. 306-317
G. Heath, This Is Our Land, pp. 133-145, 152-168
H. Ginn, Trail Blazers of American History, pp. 152-168

The Westward Movement was instrumental in shaping our nation's history because of its role in the growth of the nation as a whole.
Westward expansion created new geographic boundaries and linkages.

**CONCEPT**

WestFard expansion created new geographic boundaries and linkages.

**BEHAVIORAL OBJECTIVES**

A. Given a list of specific names and dates, and an outline map of each major territorial gain, the pupil will list in writing the following information regarding the area:
   1. When it was acquired
   2. From whom it was acquired
   3. How it was acquired

**CONTENT**

2. Additions to the Nation
   a. Territory added:
      1. Northwest Territory
      2. Louisiana Territory
      3. Gadsden Purchase
      4. Florida
      5. Alaska
      6. Oregon Territory
   b. Means of acquisition
      1. Treaty
      2. Purchase
         (Louisiana)
      3. War
   c. Statehood

**ACTIVITIES**

AA. The pupils will be given copies of the sections of territorial gain.
   1. Area of U. S. in 1783
   2. Louisiana Purchase, 1803
   3. Florida, 1819
   4. Texas, 1845
   5. Oregon Territory, 1846
   6. Gadsden Purchase, 1853
   7. Mexican Cession, 1848

Through reading and research, the pupils will fill in the following information regarding the gains:
   1. When was it acquired?
   2. From whom it was acquired?
   3. How was it acquired?

AA. After discussing, this set of maps will be handed to the teacher.
1. When was the land acquired?
2. From whom was it acquired?
3. How was it acquired?

Given the maps and specific names and dates, the pupils will accurately complete the required information: AA. Heath, THIS IS OUR LAND, p. 178 (Map)
B. The pupils will be able to orally state what happens after a territory becomes populated and settled. (Statehood)

BB. Through reading, followed by a discussion, the pupils should be able to briefly explain: "What happened to these territories after they became part of the U. S.?"

BB. Briefly draw out the ideas of government according to population and the requirements for statehood. This could bridge into one of the pre-Civil War problems. "How should the new states be admitted?"
RESOURCES
Continued

BB. Pupils continue to use index in various texts for information.

EVALUATION--Continued

B. The pupil will orally tell what happens after a territory becomes populated.

The pupil will orally tell what happens.
In a democracy, we believe people should behave in ways that do not interfere with the rights of others.

**CONTENT**

E. The Civil War

1. Causes
   a. Different ways of life
      1) North - Industrial
      2) South - Plantations
      3) Slavery
   b. Disagreements
      1) Tariff
      2) States' rights
      3) Secession
      4) Admission of new states

2. The war
   a. Leaders
   b. Important battles
   c. Physical and psychological results

3. The nation unites again
   a. Amendments
   b. Reconstruction

**BEHAVIORAL OBJECTIVES**

A. Pupils will be able to match a given list of vocabulary words with their definitions.

**ACTIVITIES**

AA. The pupil is to be able to define in writing and have a workable knowledge of the following terms and names in relation to the Civil War:

<table>
<thead>
<tr>
<th>Mason-Dixon Line</th>
<th>Discord</th>
<th>Emancipation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tariff</td>
<td>Restored</td>
<td>Proclamation</td>
</tr>
<tr>
<td>Slavery</td>
<td>Segregation</td>
<td>Gettysburg</td>
</tr>
<tr>
<td>Abolitionist</td>
<td>Underground</td>
<td>Appomattox</td>
</tr>
<tr>
<td>Compromise</td>
<td>Railroad</td>
<td>Amendments</td>
</tr>
<tr>
<td>Orator</td>
<td>Fugitive Slave</td>
<td></td>
</tr>
<tr>
<td>Preservation</td>
<td>Law</td>
<td></td>
</tr>
<tr>
<td>Withdraw</td>
<td>Missouri Compromise</td>
<td></td>
</tr>
<tr>
<td>Secede</td>
<td>Dred Scott</td>
<td></td>
</tr>
<tr>
<td>Confederate</td>
<td>John Brown's Raid</td>
<td></td>
</tr>
</tbody>
</table>

As the words are introduced, place them along with their definition, in social studies notebooks.
Pupils will match a given list of vocabulary words with their definitions.
B. Pupils will be able to state in writing the two main differences in ways of life between northern and southern states.

C. Pupils will be able to list in writing three problems that divided the North and the South and list a reason behind each problem.

D. The pupil will write a paragraph stating reasons why people were for or against slavery.

ACTIVITIES--Continued

BB. Define northern and southern states. (Mason-Dixon Line Division, Trace line on a map.)

BB. Discuss and list two main differences and place in notebooks. EXAMPLE:
North - Industrial, small farm, few if any
South - Agrarian, small and large farms, many slaves

BB. General reading and research on ways of life in northern and southern states.

CC. Discuss reading of pupils. Draw out three problems that divided north and south and list reasons behind these problems. Place in notebooks. EXAMPLE:
Issue of Slavery - Should new states be slave states? (South needed slaves; north did not.) Others

DD. Have pupils assume the role of a northern industrialist or southern plantation owner. Describe their attitudes towards slavery in a written paragraph.
A. Review the text for key differences in the way of life between the North and South.

B. Describe how these differences contributed to the development of the United States.

C. The pupil will write an essay on the role of a Southern plantation owner.

D. A student will write a paragraph about the reasons for the American Revolution.
IORAL OBJECTIVES--Continued

E. Pupils will be able to debate given critical issues of Civil War times.

F. Pupils will be able to name in writing two political and two military leaders and describe their relationship to the Civil War.

G. Pupils will be able to orally list two important Civil War battles and state a significant factor of each. EXAMPLE: Antietam - North stops southern invasion. Gettysburg - A serious defeat for the South and most feel a major turning point in the war.

H. Pupils will write a paragraph describing the physical destruction of the South as a result of the Civil War.

I. Pupils will verbally describe attitudes of northerners and southerners towards one another immediately after the Civil War.

ACTIVITIES--Continued

EE. Define the word "debate" by using dictionaries and class discussion.

EE. To demonstrate their understanding of the word "debate," the pupils will divide up into two groups, one representing the North and the other representing the South, and they will debate the critical issues of the time such as slavery. The pupils should base their debate procedure upon the political debates of today.

FF. General reading by pupil. Teacher might display Eyegate Chart #10. Discussion to follow reading.

GG. Using the opaque projector, project the maps (Harper Row, pp. 270-271; Singer, p. 346) and use them as a basis for a discussion of major battles, stressing their importance both from the northern and southern point of view.

HH. General reading by pupils. Discussion by class of war devastation.

HH. Have pupils imagine they are a youngster in Atlanta shortly after Sherman's March. Have them write a paragraph describing the land, buildings, etc.

II. Read some of pupils' paragraphs to class. Use these to lead into a discussion of attitudes and reactions of both sides to the war.
CIVIL WAR

As a result of the CIVIL WAR, the relationship between the North and South changed dramatically. The pupils will debate the critical issues of the time, such as the causes of the war, political and military leaders, and the outcomes of the war. They will write a paragraph describing the physical destruction following the war as a result of the CIVIL WAR.

The pupils will verbally describe attitudes of northerners and southerners toward each other immediately after the Civil War.

EVALUATION--Continued

RESOURCES--Continued

RE. Dictionary
Reading material

RE. Use reference material mentioned in Resources CC.

RE. Silver Burdett; Changing New World
p. 201-203

RE. Silver Burdett; Quantifying New World
p. 60-69

RE. Silver Burdett; Our Country
p. 23-24

RE. Harper Row; The Story of Our Country
p. 273-274

RE. Harper Row; The Story of Our Country
p. 275-276

RE. Silver Burdett; Changing New World
p. 198-201

RE. Silver Burdett; Quantifying New World
p. 254-256

RE. Harper Row; The Story of Our Country
p. 269-272

RE. Harper Row; The Story of Our Country
p. 260-263

RE. Harper Row; The Story of Our Country
p. 235-339

RE. Silver Burdett; Changing New World
p. 185-191

RE. Laidlaw; Our Country
p. 254-256

RE. Singer; This Is Our Land
p. 94-146

RE. Harper Row; The Story of Our Country
p. 273-274

RE. Laidlaw; Our Country
p. 260-263

RE. Silver Burdett; Changing New World
p. 201-203
The people of the United States have met their problems with varying degrees of success.

Individualism and equality of opportunity, basic to democracy, are frequently challenged by the racist.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list verbally the essential characteristics of a Civil War and some special problems that are created by Civil War.

B. Pupils will be able to list verbally the specific right granted by the 13th, 14th, and 15th Amendments.
   13th - Freed Negro from slavery
   14th - Insured Negro citizenship
   15th - Gave Negro the right to vote

C. Pupils will be able to verbally describe any two aspects of the reconstruction process.
   EXAMPLE:
   South occupied by northern troops.
   State governments controlled by North.
   Rebuilding railroads, roads, and other areas of transportation.
   Rebuilding homes, farms, etc.
   Rebuilding and developing industry.

ACTIVITIES

AA. Discuss the term "Civil War."
   List characteristics of Civil War on board. List some special problems that Civil Wars have created.

BB. Have class view the 13th, 14th, and 15th Amendments. Discuss what each guarantees for the Negro. Discuss the extent to which the guarantees have been fulfilled. Copy amendments 13, 14, and 15, and place in notebooks.

CC. Define the term "reconstruction."
   General reading by pupils on reconstruction. Discuss the physical aspects of necessary reconstruction in the South.
RESOURCES

AA. Dictionary

EL Ginn, Trails to Freedom, pp. 339-340

Laidlaw, Our Country, pp. 262, 263


Singer, This Is Our Land, pp. 344-352

Chinn, Trails to Freedom, pp. 339-340

EVALUATION

A. The pupil will orally list the essential characteristics of the Civil War and state some special problems that it created.

B. The pupil will name the main provisions of the 13th, 14th, and 15th Amendments.

C. The pupil will select what he considers to be the most important aspect of physical reconstruction and describe how they would be carried out.
D. Pupils will be able to describe two areas of activity Negroes engaged in during the period of reconstruction that were forbidden to Negroes before this time.

E. Pupils will be able to describe verbally the attitude of most white southerners toward the Negroes and the resulting actions white southerners took during and after reconstruction that affected the Negroes' future.

F. Pupils will be able to verbally list one example of a problem faced by the Negro in our industrial society and tell how this is related to the actions taken against Negroes after the Civil War.

DD. From general reading discuss the activities of the Negro during reconstruction. Draw out items such as the following:
1. Negroes assume roles in government.
2. Negroes given some opportunities for education.
3. Negroes given opportunity for better jobs.
4. Medical facilities and organizations like the Freedman's Bureau helped ease the plight of the Negro.

EE. Continue discussion. List on board some of the actions taken by southerners against Negroes. Draw out and state such items. List attitudes these actions suggest.
1. Negroes threatened to prevent them from voting.
2. Terror organizations used violence against the Negro.
   a. Knights of the White Camellia
   b. Knights of the Ku Klux Klan
3. Failure to provide education and employment.
4. Attitudes of hate, animosity, and bigotry.

FF. Use opaque projector to display charts dealing with the position of the Negro in our society today. Relate these problems to previously discussed attitude and actions of Civil War and reconstruction days. Introduce the term "segregation."
EXAMPLE:
Few skilled jobs - Little training because of lack of industry and education in southern states.
High rate of unemployment - lack of education, training, and the existence of prejudice.
C. The pupils will orally describe one forbidden act during Reconstruction that was not allowed to the Negroes.

D. The pupils will orally describe one series of activities the Negroes engaged in during Reconstruction that were not allowed to the Negroes.

E. The pupils will orally describe one example of a problem faced by the Negroes in our industrial society and the Negroes in our industrial society and the actions taken by the Negroes towards those actions.

F. The pupils will orally describe one problem faced by the Negroes in our industrial society and the actions taken against the Negroes after the Civil War.

EVALUATION--Continued

106.

RESOURCES--Continued

ARCO-AMERICAN, pp. 66-77

Benefic Press, The Progress of the Afro-American, pp. 60-77


Benefic Press, The Progress of the Afro-American, pp. 68-77
Only simple machines were used in early America because at that time either no one had invented better ones or no one could make the machines which were being contemplated.

BEHAVIORAL OBJECTIVES

A. The pupils will list verbally several simple machines used in early America.

   EXAMPLE:
   Hand loom, spinning wheel, and hand carder.

B. The pupils will list in writing three resources whose development contributed to the growth of industries.

CONTENT

F. Industrial Revolution

1. Development of industry
   a. Resources
   b. Inventions
      1) Communication
      2) Transportation
      3) Machinery
   c. Representative industries
      1) Textiles
      2) Steel

2. Effects of industrialization
   a. Labor
      1) Growth
      2) Organizations
   b. Growth of Cities

ACTIVITIES

AA. Through a teacher directed discussion, the pupils will review various simple machines used in early (colonial) America. The pupil should be able to relate the machine to its purpose.

BB. Through reading and research, the pupils will list the resources, the development of which contributed to the growth of the Industrial Revolution.
The pupils will list in writing three resources the development of which contributed to the growth of industry.

They will also list several simple machines used in early America.

EVALUATION

RESOURCES
C. Pupils will be able to list in writing four inventions and the impact each had on the growth of industry in America.

**EXAMPLE:**
- Steam engine - A source of power to run many machines at once.
- Telegraph - Speeds communication of ideas and information.
- Cotton gin - Cleans seed from cotton with much greater speed than hard labor.

D. Pupil will be able to state orally one example of an early industry to make great use of machines.

E. The pupil will be able to verbally state that the greatest part of the Industrial Revolution was the change that took place in the minds of men.

**ACTIVITIES--Continued**

CC. Through reading and research, the pupils will construct a three column listing of inventors, inventions, and the impact these had on the growth of industry in America.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>INVENTOR</th>
<th>INVENTION</th>
<th>IMPACT ON INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The class will discuss their individual charts, and a class chart will be composed that should be recorded and kept in individual social studies notebooks.

DD. Divide the class into two groups with one group representing the steel industry and the other the textile industry.

Each group will research the development and impact of the industry.

EE. Pose the question: "Does an abundance of natural resources insure a high standard of living?"

Bring out the idea that it is the mind of man, working on these resources, that makes them effective.
D. The pupils will give one oral example of an early industry that made great use of machines. The pupils will write one oral example of what it was.

EVALUATION--Continued

Write letter requesting material before group project. Group project. Read the introduction and chart on cotton FREE to Freedom. pp. 282-284, 288

Silver Burdett, Changing New World, p. 241

National Cotton Council of America
P.O. Box 12285
Memphis, Tennessee 38112
Write letter requesting material before group project.

The pupils will give one oral example of an early industry that made great use of machines. The pupils will write one oral example of what it was.

nationalcottoncouncil.org

(Information and charts on cotton FREE)

RESOURCES--Continued

Silver Burdett, Changing New World, p. 241

National Cotton Council of America
P.O. Box 12285
Memphis, Tennessee 38112
Write letter requesting material before group project.

The pupils will give one oral example of an early industry that made great use of machines. The pupils will write one oral example of what it was.

nationalcottoncouncil.org

(Information and charts on cotton FREE)

RESOURCES--Continued
The dignity of the laborer in contrast with the attitude of feudalism and mercantilism toward labor was a unique feature of the American colonies. This meant that his reasonable ample reward for work became a most significant power in the developing market. (Economics)

BEHAVIORAL OBJECTIVES

A. Pupil will be able to express his opinion as to why every laborer has worth and dignity.

CONCEPT

Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and community's standard of living. (Economics)

CONTENT

ACTIVITIES

AA. The teacher will circulate a paper on which pupils will list the occupations they wish to engage in as adults. No names needed -- just occupations. Upon completion of the list, the teacher will read the list to the class and select a few of the more common ones listed.

After selecting a few analyze as a class using this question: "Who will do the jobs necessary so that you can carry out your occupation?" E.g.: SECRETARY a) Who made and manufactured the desk? b) Who originated, assembled, sold, etc. the typewriter. c) Who keeps the office in proper condition.

From this deduce the dependence of one job upon another, the fact that all laborers are important and worthy of dignity.
List of occupations made out by class.

The pupil will state orally his reasons why every laborer has North and South.

EVALUATION

RESOURCES
ORAL OBJECTIVES

A. Pupils will be able to list in writing several farm machines that have helped increase food production.

B. Pupils will be able to list two factors contributing to the growth of cities.

C. Pupils will state orally several problems that occurred as cities developed.

ACTIVITIES

AA. Trace several agricultural products from your table back to the original source. Give consideration to producers, people who handled product, and means of transporting. Compare the difference between today's processing and that of colonial times. (Use milk as an example.) Bring in marketing and transportation.

*Also show changes in its uses.

AA. Make a chronological chart showing the progressive changes in marketing and transporting the farmers' saleable commodities.

AA. Using diagrams, models, etc., make a display showing the advancement in farm machinery since the days of the homesteaders.

AA. Make a comparison between a farm of the late 1800's and a modern farm of today.

BB. Through reading and research, the pupils will keep a jotting list answering this key question: "During early industrialization, what factors contributed to the growth of cities?" Discuss answers as a class and compile a list to be placed in pupils notebooks.

CC. Referring to the list recorded above, the pupils will discuss the problems that arose as a result of rapid industrialization and the growth of cities. This list should be recorded on the board and then in pupils notebooks.

* Relate to current "growing pains" of the city.

*ENRICHMENT ACTIVITY
RESOURCES

AA. Dairy Council, Milk From Farm to Family (flow chart, available in quantities), poster will chart.

AA. More Milk Please, booklet.

AA. Filmstrip, Land Of The Free Agriculture in picture frame.


C. Chart, Land Of Plenty.

EVALUATION

The pupil will in writing several farm machines that have helped increase food production and several factors contributing to the growth of cities. The pupil will list in writing two factors contributing to the growth of cities to begin."
D. Pupils will demonstrate the influence of increased production on the standard of living by comparing goods and services available to a family in 1900 to those available today.

ACTIVITIES--Continued

DD. Have resource person come in to explain life "in the good old days," perhaps grandparent or another knowledgeable person.

DD. Inductive questioning to arrive at a comparison between life at the turn of the century with that of the present day.

1. What did they have for entertainment?
2. What did they have by way of transportation?
3. What types of food were available?
4. What were the forms of communication?
5. What types of dress or clothing did they have? (Relate to automation and synthetics.)
6. What materials did they have to make things? (Relate to automation and synthetics.)

From either the resource person or the inductive questioning, make a written class comparison, "Life in 1900 compared with that of 1969."
The pupil will compare the standard services available for the A's with those of today by considering the parts of the A's in the business area that are essential to the service of the community.
"Natural" geographic elements and their associations in "natural habitats" differ from place to place throughout the United States.

The natural materials and conditions of the earth influence the ways in which people live and work.

Only simple machines were used in early America because at that time either no one had invented better ones or no one could make the machines which were being contemplated.

Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and community's standard of living.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term "extractive industry."

B. The pupil will be able to list in writing four extractive industries and a location in the United States in which each can be found.

CONTENT

G. Types of Industry

1. Extractive industries
   a. Mining
   b. Fishing
   c. Lumbering
   d. Agriculture

ACTIVITIES

AA. Utilize inductive questions to define the term "extractive."

AA. Divide class into four groups. Each group will prepare an in-depth presentation on one of the extractive industries. Written reports, charts, graphs, diagrams, dioramas, and any other material and procedures feasible should be employed. Each group will present its topic to the class.

BB. Class discussion to summarize pupil reports. Draw out information and have pupil perform tasks indicated in Objectives B, C, D, and E.
The pupil will define in writing the "term -- extractive industry." The pupil will match the four extractive industries in the U.S.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
</table>
| Textbooks that pertain to the topic.
| Supplementary packets on industry.
| Dictionary |

Resources:
C. The pupil will place in chart form a simple tool and a complex machine associated with each extractive industry and state how the latter has improved the industry.  
**EXAMPLE:**

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>SIMPLE TOOL</th>
<th>COMPLEX TOOL</th>
<th>EFFECT ON INDUSTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>Axe</td>
<td>Chain saw</td>
<td>Cut more trees down in less time.</td>
</tr>
<tr>
<td>Mining</td>
<td>Shovel</td>
<td>Steam shovel</td>
<td>Remove more dirt in less time.</td>
</tr>
</tbody>
</table>

D. Pupil will verbally cite an example of increased productivity and the resulting rise in the standard of living.  
**EXAMPLE:**

- Increased natural gas production - Increased heating convenience and efficiency  
- Increased bauxite mining - Many uses for aluminum

ACTIVITIES--Continued

CC. Class discussion to summarize pupil reports. Draw out information and have pupil perform tasks indicated in Objectives B, C, D, and E.

DD. Class discussion to summarize pupil reports. Draw out information and have pupils perform tasks indicated in Objectives B, C, D, and E.
RESOURCES—Continued

EVALUATION—Continued

D. The pupils will verbally give an example of how increased productivity has resulted in the rise of the standard of living.

C. The pupils will construct a chart consisting of a simple tool and a complex machine associated with an extractive industry and tell how the complex machine has improved the industry.
All of mankind is faced with economic decisions such as what and how much to produce and in what way land, labor, management, and capital are to be used for production.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to match the six factors necessary for developing the factory system with a given definition.

B. Pupils will be able to define in writing the term "fabricating."

C. Pupils will be able to verbally list three examples of fabricating industries in the city of West Allis.

CONTENT

2. Fabricating industries
   a. Factory system organization
      1) Capital
      2) Resources
      3) Labor
      4) Management
      5) Concentration of machines
      6) Automation
   b. Examples of fabricating industries
   c. Purpose for fabricating industries

ACTIVITIES

AA. Discuss the essential elements that must be available in organizing and running a factory.

AA. Have pupils select a product they would like to produce and formulate a plan of operation necessary to develop the product.
   EXAMPLE:
   Bicycle - Bicycle factory

AA. Relate all the factors pertaining to factory systems when setting up this imaginary organization.

BB. Using an inductive questioning approach, attempt to have pupils arrive at the term "fabricating" as well as its meaning. If this fails, try the dictionary. Record the definition in their notebooks.

CC. Using a West Allis Directory or from personal experience, discuss West Allis fabricating industries listing said industries and products on the chalkboard.
RESOURCES

A. West Allis Directory
B. Library

EVALUATION

1. The pupil will be able to define in writing the term "fabricating."
2. The pupil will be able to list verbally three examples of fabricating industries in the city of West Allis.

A. Given a set of definitions, the pupil will match the six factors necessary for developing the factory system with the correct definition.
BEHAVIORAL OBJECTIVES--Continued

D. Pupils will make a diagram showing the relationship of capital, resources, labor, etc., on industry.

E. Pupil will be able to list in writing the main purpose of fabricating industries.

ACTIVITIES--Continued

DD. Teacher will present a transparency with a diagram of the factory system. Discuss and have pupils place in notebooks.

EE. Discuss the following questions:
For what reason do we have fabricating industries?
What is the relationship between fabricating and extractive industries?

Have pupils record the reason and relationship in their notebooks.

CONTENT

3. Distributive industries
   a. Distribution and sales
   b. Transportation
   c. Communication

ACTIVITIES

AA. Product
1. Design
2. Buy raw materials
3. The assembling of the product
4. Transportation
5. Sales

The final cost includes more than just the raw materials and labor. It also includes:
   a. The cost of packaging
   b. The cost of shipping
   c. The cost of storage
   d. The cost of commission to salesmen

American enterprise has been predicated upon the conviction that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a fair profit.

(Economics)
RESOURCES--Continued

A. The pupil will state, in writing, the purpose of fabricating industries.
B. The pupil will list, in writing, the resources, labor, etc., to industry.
C. The pupil will make a diagram showing the relationships between labor and materials, etc.
D. With the aid of terms and definitions, the pupil will make a diagram showing the relationships between capital, resources, and labor.

EVALUATION

The pupil will make a diagram showing the relationship between capital, resources, labor, etc., to industry.

E. The pupil will list in writing the main purpose of fabricating industries.
B. Pupil will define in writing the term "profit."

C. Pupils will verbally describe several functions of a distributive industry.

D. Pupils will list in writing several (five) distributive industries in the city of West Allis.

ACTIVITIES--Continued

AA. Discuss bicycle factory. What is done with final product? Why is a certain price charged?

BB. Pupils through discussion will define the term "profit." Place in notebooks. "The return received by a person, group, or organization as a reward for the effective combination of labor, land, and capital," or "Earnings above and beyond cost."

CC. Have a resource person from a distributive industry tell class about functions of his industry. Discussion to follow.

CC. Have pupils visit a distributive industry.

CC. Class discussion on pupil experience with distributive industries.

DD. From pupil responses, the teacher will list on the board distributive industries of West Allis.
RESOURCES--Continued

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-.:EVALUATION-COntinued

CC.

Resource person and personal experience

D. The pupil will list five.

Allis.
E. The pupil will list in writing three factors that are considered in the cost of the production of a given item.

F. Taking production costs into consideration and the definition of "profit" the pupil will verbally state the meaning and implications of the term "fair profit."

EE. Refer to outline under Content AA. Have pupils record outline in their social studies notebooks.

FF. Take a manufactured item (Frisbee) and as a class analyze the supposed cost of production according to the outline under AA. The teacher should then propose a theoretical question: "What would be a fair price to charge for this item taking into account a fair profit for the manufacturer, wholesaler, and retailer?" State: "There is no one right answer."

Have children place price on a piece of paper and give a reason for this price. After the papers are collected, some questions on values could be posed.

EXAMPLE: "Is the suggested price so high that the average person cannot or should not purchase it?"

CONCEPT

The country is linked to other parts of the U. S. (and the world) in many different ways. Goods and services may be received from many parts of the country and in turn the community may supply goods and services to other communities throughout the nation.

(Geography)
EVALUATION--Continued

The pupils will state with some degree of reality the meaning and one implication of the term 'fair profit.'
A. The pupil will be able to list in writing three different ways in which communities throughout the nation are linked.

B. The pupils will orally distinguish between natural linkage and man-made linkage or the combination of the two by citing two examples of each.

C. Using atlas, the pupils will illustrate their understanding of natural linkage in the U. S. by tracing the main water routes and listing in writing at least three of them.

ACTIVITIES

AA. Using a physical map of the United States as a whole and using West Allis as a starting point, have each child select one city or area in the United States as a destination.

AA. Have each child discuss and show all the possible ways of traveling from West Allis to the city or area of his choice, either on an individual map or a class map.

AA. Discuss waterways, terrain, railroads, highways, and air routes connecting different parts of our country.

BB. Based on the above discussion, the class will distinguish between natural linkage, man-made linkage, and the combination of the two. Using their atlas, the pupils will cite several examples of the three types of linkage and relate: "Which would be the most efficient way of moving raw material from the extractive industries?"

CC. Using a wall map, the teacher will point out an important water route. EXAMPLE: Mississippi

Using their atlases, the children will then locate others. EXAMPLE: St. Lawrence Seaway, Columbia, Ohio, Missouri
EVALUATION

A. The pupil will list in writing three ways in which communities throughout the nation are linked.

B. The pupil will orally distinguish between the combination of the two by listing two examples of each.

C. The pupil will list in writing three examples of natural linkage.

RESOURCES

AA. Special purpose maps (Air routes, railroads, highways)

AB. Atlas
D. Using maps showing networks of man-made transportation, the pupil should be able to locate the major terminals and tell why they became major cities.

CC. Imagine you are a freighter captain; tell about your voyage through waterways in our country. (St. Lawrence Seaway, Soo Locks, Mississippi River, Welland Canal, Erie Canal, etc.) Stress cooperation of states and countries. Relate this to shipping of imports and exports.

DD. Discuss: What is a "terminal?" What determines the location of the different kinds of terminals?

DD. Have pupils use reference material to find maps showing the networks of transportation. Note the major terminals and discuss why these cities have become important.

EXAMPLE:
Chicago - First important in transportation as a portage (overland route) by Indians, - fur trade, - stock yard, - meat packing, - to present day.
Now Chicago ranks as the leading wholesale distributing center.

CONCEPT
Communities in the world tend to become closely related as transportation and communication improve. (Political Science)
RESOURCES

M. Special purpose maps: (Air routes, road routes, highway routes).

EVALUATION

A. The pupil will list in writing three natural linkage.

B. The pupil will orally distinguish between the combination of the two by stating two examples of each.

C. The pupil will list in writing three main water routes that are examples of natural linkage.
A. The pupil will be able to orally define the word communication and give an example of why it is necessary for man to communicate.

B. The pupil will indicate his understanding of the growth of transportation by a written comparison between past and present modes of transportation.

**EXAMPLE:**
- Mayflower - Ocean liners
- Wright Bros. - Current jets

**ACTIVITIES**

**AA.** Discuss: In what ways does man communicate? (Develop understanding of "communicate.")

**AA.** Imagine life today without our modern methods of communication.

**AA.** Arrange an exhibit of communication methods (newspaper, letter, postcard, record, tape, pictures of radio, television, etc.). Have each pupil discuss the importance of each. Note how these permit men to share ideas and how advertising is a communication link to the distributive industries.

**BB.** Using a graph, discuss and compare the means and speed of travel. (Heath, p. 201)

**BB.** Pupils will construct a chart comparing past and present modes of transportation.

<table>
<thead>
<tr>
<th>MEANS OF TRANSPORTATION</th>
<th>PAST</th>
<th>PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. The pupil will indicate his understanding of the evolution in transportation by giving two examples of how transportation has changed in the last 100 years.

Resource:
Laidlaw, Our Country, pp. 214-246.

Heath, In These United States, pp. 200-220.
C. The pupil will be able to list five communication media that have served to link the world such as the transatlantic cable, Telstar, T.V.

ACTIVITIES--Continued

CC. Read for information on the various methods of communication telling when and how they were invented or improved upon. Keep notes or a jotting list.

CC. Prepare a working bulletin board on "Nations share ideas through communication and transportation."

EXAMPLE:
1. Eating habits - chopsticks
2. Fashions - mini skirt
3. Christmas customs - St. Nick
4. Architectures - Gothic

Have children find pictures, objects, or written materials related to the theme.

CC. View filmstrip, *The Airplane Changes America.*

CC. Use Telstar as a link to trends.
C. The pupil will list by writing five communication media that have served to link the world.
CONCEPT

Man can modify his environment. As man's ideas and technology change, his way of living and use of geographic elements may change.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term technology.

B. Pupils will be able to list in writing three areas of technology that pertain to technological growth in our nation.

C. Pupil will be able to select one area of technology and write a paragraph describing the possible growth and effect of this area on future society.

CONTENT

V. National Trends

A. Technological trends

1. Automation
2. Cybernetics (Computerization)
3. Atomic and solar energy
4. Space technology
5. Food production
6. Travel
7. Others

ACTIVITIES

AA. Use dictionaries and encyclopedias to define technology. Discuss this definition. Place definition in notebooks.

BB. Discuss with pupils various areas of technology. List areas mentioned on chalkboard. Have pupils gather and bring in information relating to the topic. Discuss to the extent commensurate with pupils' interest and ability.

CC. Let pupils select a technological area of interest. Let them meet with others of this group to discuss various ramifications of this topic.

CC. Finish pupil peer discussions and have pupils write a paragraph as per objective "C."
A. Selecting one area of technological growth, the pupils will write an essay delineating the growth in writing.

B. The pupils will write an essay delineating the growth in writing.

C. Evaluating these essays

RESOURCES

AA. Encyclopedia
BB. World Almanac
CC. Materials gathered
As societies grow and their cultures become more complex, their laws and institutions also become more complex, as well as more numerous.

Man modifies his culture to meet the social and economic needs of the members of his cultures.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to define in writing the term "institution."  

B. The pupil will be able to compare verbally at least one institution of colonial times with a similar one of today. i.e., Schools, stores, hospitals.

C. The pupil will be able to verbally give two examples illustrating the greater complexity of the present day institution compared to the earlier institution.

CONTENT

B. Socio-Economic Trends
   1. Urban renewal  
   2. Racial differences  
   3. Education  
   4. Welfare programs  
   5. Leisure time  
   6. Population growth  
   7. Value changes

ACTIVITIES

AA. Using the dictionary, the pupil will select the correct definition of the word "institution" and record the definition to be used in their notebooks.

BB. Through a class discussion, construct a brief class chart comparing colonial institutions with institutions of today. Note growth and changes. After comparing, ask: "Could certain needs of society be met without certain given institutions?" i.e., Poor, sick, old, etc.

CC. Based on the previous charting, the class, through discussion, should realize that there is a prime reason for the difference. Ask: "Why is there such a difference in institutions?" (To meet the expanding population and the growing needs of the people.)
A. The pupil will define in writing the term "institution."

B. The pupil will verbally compare at least one institution of Colonial times with a similar one of today.

C. The pupil will verbally give two examples illustrating the greater complexity of the present day institution compared to earlier institutions.

EVALUATION

AB. Adeler, Colonial America

AA. Dictionary, Encyclopedia

CC. Current Almanacs

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D. The pupil will illustrate his understanding of education as a necessary "tool" in today's world by writing a paragraph showing how lack of education has aggravated the problems in the core, urban areas. (It might be interesting to project possible remedies for this situation.)

ACTIVITIES--Continued

DD. Begin discussion by asking: "What is education?"

Discuss problem: Why is education the key to a community that meets the needs of the people with the people contributing to the community?

Discussion and activities centered around these questions would bring out trends in education:
1. Why is more education needed today?
2. What kinds of jobs are available?
3. What kinds of education would be needed for these jobs?
4. Where could you get this kind of education?
5. Will more or different kinds of education be needed by the time you finish high school?
6. How can lack of education cause problems?
The pupil, write a paragraph showing the lack of education has aggravated the core problems in the core and urban areas. In the core areas, lack of education has=-

RESOURCES--Continued

EVALUATION--Continued

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E. The pupil will indicate their awareness of free institutions or extended opportunities for personal advancement found in their community by listing at least three in writing. (Vocational School)

F. The pupil will indicate his understanding of cultural change by orally listing at least three changes that have taken place recently and have affected our way of life. From this the pupil should also be able to project.

G. The pupil will be able to orally list two value changes the beginnings of which are evidenced in our society. 

EXAMCLE: 
Guaranteed Annual Wage - Should everyone work for a living? 
Moral Values - Break down of family unit, etc.

ACTIVITIES--Continued

EE. After reading and research, the class, through a discussion, will verbally list the free institutions available and the opportunities available within:
1. The community; 2. The county.

The teacher will then list these on the board.

As the institutions are listed ask:
"What do these provide for the citizens?"

Conduct a symposium. Tell about the various institutions and how they handle a problem.

FF. Based on pupil observation and experience, compile a class list of apparent cultural changes evidenced in our society.

EXAMPLE:
Concept of Masculinity - Long hair
Music - Singing groups from Europe
Clothing - Paper dresses

GG. Determine the definition of value through discussion. Continue discussing changes; stress value changes.

*ENRICHMENT ACTIVITY
EVALUATION—Continued

E. The pupil will list in writing three institutions (free) or opportunities for personal advancement.

F. The pupil will orally list three cultural changes that have taken place recently and have affected our way of life.

G. The pupil will orally list two value changes that are taking place or beginning to take place in our society.