ABSTRACT

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

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

Mr. Kenny C. Guinn
Superintendent

1969
Change has always been a basic part of life. However, the rapidly changing American society has public schools in preparing children to meet these changes. A realistic picture of the social world a planned social science program. In an attempt to spearhead this change, there has been created a - interest focused on the "new" social science. Today's needs and tomorrow's challenges must be met of the social disciplines.

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

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

Kenny C. Guinn  
Superintendent
FOREWORD

However, the rapidly changing American society has placed much responsibility on the
at these changes. A realistic picture of the social world can be given to students through a well
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ce. Today's needs and tomorrow's challenges must be met with a new structure and organization
ctors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the
d society. Students must develop wholesome attitudes toward conflict, understand its initiatory
se of reality. With this thought in mind initially applied to local problems, it will possibly
to the solution of the world's larger problems.

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e ever changing needs of our society. It should provide teachers with the sequential guidelines
al manner. It is hoped that as a result of its utilization, every teacher will attain maximum
children to reach their educational goals. Those individuals who have been involved in this
eed for their fine professional work and the educational cooperation they have exhibited. This
he Clark County School District with a social science program of continuous growth and develop-
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<thead>
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# TABLE OF CONTENTS

- **RATIONALE**
- **TO THE TEACHER**
- **THE SOCIAL STUDIES AND THE SOCIAL SCIENCES**
- **DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES**
- **GLOSSARY OF TERMS**
- **USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING**
- **THE TEACHING-LEARNING PROCESS**
- **BEHAVIORAL OBJECTIVES**
- **LONG-RANGE OBJECTIVES**
- **GUIDE FORMAT**
- **GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES**
- **MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS**
- **CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE**
- **AIMS AND OBJECTIVES**
- **JUNIOR HIGH MODEL—HISTORY**
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCES</td>
<td>1</td>
</tr>
<tr>
<td>THE CORE DISCIPLINES</td>
<td>2</td>
</tr>
<tr>
<td>ES-GUIDELINES FOR TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>5</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>8</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>10</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>11</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>12</td>
</tr>
<tr>
<td>RULES—GUIDELINES FOR TEACHING</td>
<td>13</td>
</tr>
<tr>
<td>RULES WITHIN THE SOCIAL SCIENCES AND DESCRIPTIONS OF CONCEPTS</td>
<td>14</td>
</tr>
<tr>
<td>RULES WITHIN THE SOCIAL SCIENCES AND DESCRIPTIONS OF CONCEPTS</td>
<td>21</td>
</tr>
<tr>
<td>SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE,</td>
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<tr>
<td>SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE,</td>
<td>26</td>
</tr>
<tr>
<td>SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE,</td>
<td>27</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (cont'd)

HISTORY—LEVEL 7

HISTORY—LEVEL 8

HISTORY—LEVEL 9
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS (cont'd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>................................................................. 34</td>
</tr>
<tr>
<td>................................................................. 50</td>
</tr>
<tr>
<td>................................................................. 64</td>
</tr>
</tbody>
</table>
RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic picture of the conditions and problems of life that today's youth face as adults can only be hypothetically understood in the conditions and problems that exist today. The broad directions of change can be predicted, but dealing with the unknown future is a realistic understanding of contemporary society and our role in shaping it.

The student of today should become more involved at every level with basic social science concepts. The student in today's complex world is one of the long-range goals of this Social Science Curriculum. An environment should be developed by the student. He must be able to think through problems with more conviction than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials has determined that an approach, discovery-inquiry method with emphasis on critical thinking skills, a program of the use of multimedia will be the major characteristics of this curriculum. It is intended that the use of multimedia will facilitate for the learner greater comprehension, better transfer of knowledge, a
RATIONALE

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

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

methods, skill development, and materials has determined the guidelines established. A conceptual emphasis on critical thinking skills, a program reflecting all the social science disciplines, and characteristics of this curriculum. It is intended that the teacher's firm commitment to this ration-
comprehension, better transfer of knowledge, and more meaningful subsequent learning.
TO THE TEACHER

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

When planning a social science lesson, start with a generalization in mind that may be used as a starting point. It is not expected to repeat a generalization verbatim. They will be successful if they come near a generalization that has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center, Syracuse. These concepts have been divided into the categories of substantive, value, and method. The eight concepts have been identified as concepts. They are envisioned as inevitable skills coming into focus as the inquiry has been utilized.

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

Detailed subject matter has not been placed into any sequential order. Factual information will be contained within the guide. Behavioral objectives, and multimedia used in lesson preparation. The concepts have been identified as concepts, behavioral objectives, and multimedia used in lesson preparation. The concepts have been utilized.

The teacher must remember that classroom instruction starts with factual material first introduced in the guide. Instruction should enable the child to arrive at the large central idea—the generalization.
TO THE TEACHER

The goal of this curriculum is to establish guidelines with a concern for the approach to instruction, methods, skills, and the use of multimedia are the major characteristics of this curriculum. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking, and social science disciplines are the categories of substantive, value, and method. The eight techniques and aspects of method are envisioned as inevitable skills coming into focus as the inquiry method and conceptual approach is placed into any sequential order. Factual information will be determined by the concepts, sub-multimedia used in lesson preparation. The concepts have been structured open-ended to provide flexibility to any type of school program.

Social science continuum by assigning history as the discipline to be stressed at levels seven through nine. This procedure starts with factual material first introduced in a conceptual framework. This procedure placed into any sequential order. Factual information will be determined by the concepts, sub-multimedia used in lesson preparation. The concepts have been structured open-ended to provide flexibility to any type of school program.

The concepts are designed to place into any sequential order. Factual information will be determined by the concepts, sub-multimedia used in lesson preparation. The concepts have been structured open-ended to provide flexibility to any type of school program.

Students are in Hon verbatim. They will be successful if they come near understanding the ideas to which the instruction starts with factual material first introduced in a conceptual framework. This procedure to arrive at the large central idea—the generalization.
The term social studies has traditionally been defined in reference to the social sciences. These scholarly fields of study of man in his social environment. These disciplines include sociology, political science, economics, history, geography, and philosophy. The social sciences are the generalizations, concepts, and methods of inquiry.

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

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

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

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

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

In the social studies draw data from the social sciences related to societal values, problems, and age.

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

Sciences adapted and simplified for pedagogical purposes.

Possible to achieve maximum value from the social and psychological foundations in attuning needs and conditions. The emphasis is clearly on the social sciences as the substantive.
DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES

1. History: A narrative of events, an exposition that tells how these events unfolded. History can be the annals of a nation, a society, or a social group. History is also the study of events that affect a nation, an institution, or a social group, and an account usually connects these events and explains past events as an aggregate or as steps in human progress. In short, history is an analytical record of the human past.

2. Geography: The study of the earth’s surface and of man’s relationship to his environment. It has also been defined as the study and interpretation of the distribution of phenomena examined may be physical, such as climates, landforms, and soils; or human, such as transportation routes. Since the types of such phenomena are numberless, geography is a study of distribution rather than content.

3. Economics: The study of how men and society choose, with or without the use of money, to produce various commodities over time and distribute them for consumption, now and in society.

4. Anthropology: The study of the relationship between man as a biological entity and his environment.

5. Political Science: A field of inquiry devoted to an analysis of power in society. It is traditionally known as that branch of the social sciences dealing with the analysis of politics.

6. Sociology: The science that deals with social groups, their internal forms or modes, and the relations between groups.

7. Philosophy: The most general science originally defined as the rational explanation of reality. It is the general principle under which all facts could be explained, in this sense.

8. Psychology: The systematic study of the processes whereby the individual interacts with his environment.

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York...
DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

An exposition that tells how these events unfolded.

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

Geography is the surface and of man's relationship to his environment.

The phenomena such as climates, landforms, and soils; or human, such as religions, population densities, and trans- types of such phenomena are numberless, geography is preferably defined in terms of this concept of it.

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

Sociology is the study of the processes whereby the individual interacts with his environment.

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

Psychology deals with social groups, their internal forms or modes of organization, the processes that tend to maintain organization, and the relations between groups.

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

Sociology, the processes whereby the individual interacts with his environment.

GLOSSARY OF TERMS

1. Concept: An individual's own way of making meaning of things he has experienced. It is a classification of his experiences, and which continually changes as his experiences accumulate. A concepts which represents the real content of the insights and meanings the word evokes in the mind abstraction or general idea in the mind of a person used to represent a class or group of things characteristics in common. It is a synthesis of a number of things an individual has experienced his experiences.*

2. Generalization: A universally applicable statement at the highest level of abstraction relevant past and/or present, engaging in a basic human activity. In accord with this definition, the explicit:
   A. The stated generalization, or the context in which it appears, shows that the author be
   B. The stated generalization is not limited by reference to specific geographic or cultural or
   C. The facts upon which a generalization is based are not in themselves generalizations.
   D. Neither a concept nor a definition is here considered to be a generalization and can appl
   E. Opinions are not considered to be generalizations unless the specialist also reports that it
   F. Generalizations must have applicability to all places in all times, or be applicable to a
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated individu
   I. Generalizations must be applicable to man at the highest level of abstraction rather than

3. Sub-Concept: A closer examination of ideas related to the major concept.

4. Behavioral Objective: A statement of intent that describes in performance terms the desired
   A statement of intent which describes in performance terms what the learner is to be like after

5. Enroute Objectives: Those which are encountered in the process of doing assignments such as
   data.

6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation or cou

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

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

context in which it appears, shows that the author believes that there are no known exceptions. mitted by reference to specific geographic or cultural boundaries.
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an in a societal orientation, not as an isolated individual.
le to man at the highest level of abstraction rather than to specific men or communities.*

f ideas related to the major concept.
intent that describes in performance terms the desired outcomes of an instructional program.
in performance terms what the learner is to be like once he has successfully completed a

encountered in the process of doing assignments such as skills in gathering facts and selecting

at the conclusion of a given learning situation or course of study.

Social Studies (Syracuse: Syracuse University, 1965).
7. **Vehicle**: The term topic, that conventionally has been used to designate the subject matter of current vehicle. This has been done to avoid the structure trap of the term topic as it operated in the to why and how, e.g., all of the social science disciplines can be used as vehicles by which teach science to levels K-5.

8. **Inductive**: The teacher will initiate the student's attempt to discover new knowledge by helping him that will lead him to a higher level of critical thinking toward major concepts and generalizations.

9. **Deductive**: Introducing the entire theme and then breaking it down into concepts, sub-concepts, a learner arrives at conclusions by reasoning.

10. **Reflective Thinking**: The active, careful, persistent examination of any belief or purported form of grounds that support it and the further conclusions toward which it tends.

11. **Inquiry Method**: A method of teaching whereby a teacher assumes the nondirective role and the student answers of well thought-out questions, by asking questions and through research and discovery.

12. **Rationale**: A reason or purpose for developing certain motives and objectives through which the teacher or common goal.

13. **Cognitive**: A generic term used to indicate all the various aspects of knowing including perception, perceiving, thinking, and imagining. A cognitive response is usually observable. It can be described objectives are achieved with this response in teaching. The cognitive mental process includes:

   A. **Objective-observation and description**
   B. **Classification**
   C. **Correspondence**
   D. **Disjunction-relationship of alternatives**
   E. **Seriation-arranging in orderly sequence**

14. **Affective**: In the broadest sense, as used in psychology, it refers to the feeling quality of experience commonly, the term is used as equivalent to emotion and even more narrowly to refer to the subjectable signs. The affective response is internal and is difficult to determine or measure. In all usable and negative states including, for instance, anger and anxiety as well as affection in the sense of

15. **Processes**: Methods and procedures of achieving a particular task or goal such as modes of thought each other.
nally has been used to designate the subject matter of curriculum, has been replaced by the
and the structure trap of the term topic as it operated in the systems of relationship of what
science disciplines can be used as vehicles by which teachers can travel in teaching social

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

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

and persistent examination of any belief or purported form of knowledge in the light of the
nclusions toward which it tends.

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

loping certain motives and objectives through which the teacher can reach a specific aim
rate all the various aspects of knowing including perception, judgment, reasoning, remem-
ognitive response is usually observable. It can be described and it is easy to determine if the
use in teaching. The cognitive mental process includes:

- Perception
- Attention
- Motives
- Sequence

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

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

17. Values: The beliefs and ideas which society or an individual esteems and seeks to achieve.

18. Perceptual: The awareness of objects or data through the medium of the senses.

19. Precept: A commandment or direction meant as a rule of action or conduct.

20. Empirical: Relying or based solely on experimentation and observation.

21. Disjunctive Thinking: Presenting alternatives regarding a proposition, e.g., either all men
concepts.

Each society or an individual esteems and seeks to achieve.

acts or data through the medium of the senses.

ction meant as a rule of action or conduct.

v on experimentation and observation.

alternatives regarding a proposition, e.g., either all men are free or no man is free.
"A great deal has been written and spoken recently about 'newer' ways of teaching and learning. Much effort has been given to discussing the rationale and assumptions underpinning them. Time and space have even been paid to discussing the essence of these as useful ways of classroom teaching and learning. But in spite of all this, the real essence of the 'new way' still remains obscured—social studies classroom teacher who is daily faced with the practical necessity of applying this 'new way' yet to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'

"Answers to these questions, even if they must of necessity be only partial and tentative, are necessary to use this 'new way' of teaching but have been trusted just what it is and how to employ it. Consequently, many have become disillusioned with the 'newer' way of teaching has been described by a variety of terms. It has been labeled as a strategy. It has been described variously as reflective thinking, problem solving, critical thinking, discovery—or guided discovery. Yet, essentially these are all the same—they are descriptions depending on the particular biases of the user, people engage in learning. They do not describe some conscious and deliberate, some haphazard and almost automatic, by which one inquires, all, in actuality, descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to solve a problem, answer a question, satisfy a curiosity, apply a concept or some other more descriptive term) to selected data in order to complete a particular task. Having defined inquiry, however, does not tell just precisely what happens when one inquirs of applying certain past experiences, ideas, biases or interests (referred to variously as a fresh or some other more descriptive term) to selected data in order to complete a particular task. Steps, by employing a mode of inquiry.

SING INQUIRY IN THE SOCIAL STUDIES—
GUIDELINES FOR TEACHING*

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

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

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

THE PROCESS OF INQUIRY

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

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

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

1. **Defining a Task**
2. **Developing a Tentative Answer**
3. **Testing the Tentative Answer**
4. **Developing a Conclusion**
5. **Applying the Conclusion**
6. **Generalizing**

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

Describing precisely how one inquires is a task not lightly undertaken. Anyone can speak with finality on this. Nevertheless, certain aspects can at least, to represent the major stages of this process. Familiarity with a teaching strategy that will facilitate this way of learning and the use associated with it.

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

It should be remembered, however, that inquiry is only one way, one path. We learn by a variety of processes each of which is best suited to different situations. Sometimes memorization is the quickest way to learn an essential process or a combination for a lock or a list of dates. On the other hand, some things are best learned by individual inquiry instead of deliberate memorization. "Just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly extended as a resource person, process observer, process commentator, and adjuster.)
The learner consciously or unconsciously does, as follows:

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

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

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

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

Sign, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, process commentator, and adjuster.)
Teachers should be aware that using the conceptual approach and discovery-inquiry method of their students. Concepts, skills, and data now come into play as interrelated items of certain subjects. Teachers plan teaching units in which they make use of the generalizations, concepts, subconcepts, defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which they try to formulate the meaning as they work with the data available in many forms of multimedia material. Skills and concepts are progressive steps in the discovery-inquiry method.
The learner's role in the teaching-learning process is adapted through inquiry and discovery-inquiry method to instruction poses a new role for them and into play as interrelated items of central concern and control. It is suggested that if the generalizations, concepts, sub-concepts, and behavioral objectives listed and student learning activities in which they will develop skills and acquire facts and by forms of multimedia material. Skill development levels through inquiry are seen.
BEHAVIORAL OBJECTIVES

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

1. Why use behavioral objectives?
   a) Definable
   b) Observable -- Learner Behavior
   c) Measurable

2. What are the kinds of behavioral objectives?
   a) Long-range
   b) Terminal -- Response/Product
   c) Enroute

3. How does the teacher use them?
   a) Formulation
   b) Instruction -- Sequential Design
   c) Evaluation
BEHAVIORAL OBJECTIVES

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

WHY USE THEM?

WHAT KINDS?

BEHAVIORAL OBJECTIVES

LONG-RANGE

TERMINAL

ENROUTE

MEASURABLE

OBSERVABLE
LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for a sequence of alternate actions available to him. The student develops the ability to use solving tools.
   A. The student must select a topic or problem from a given body of conceptual material and form.
   B. He must then pose an answerable question that is not too general (e.g., What is the day Congress convene?) that offers a rewarding in-depth study.
   C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.

2. The student develops the ability to locate, identify, relate, and use empirical data drawn from concepts, generalization) in the process of social inquiry and problem-solving.
   A. Given a problem or question, the student must list and defend verbally or in written form, equivalent, that offer material proving or disproving his hypothesis to his question.
   B. This material must be periscoped into a brief and articulate written summary by the student.

3. The student must exhibit the ability to participate in open and respectful discussion of his problem through the presentation of his question, the formulation of his hypothesis, and the development of an analysis of the presentation.
LONG-RANGE OBJECTIVES

The student develops the ability to use scientific and democratic processes as problem-solving techniques to the problem but proceeds to search for meaning in the problem and explores the consequences of his actions in relation to the question asked. The student must list and defend verbally or in written form a minimum of four references, or their evaluation, or disproving his hypothesis to his question. A brief and articulate written summary by the student is prepared. The student participates in open and respectful discussion of his premise in a seminar meeting. He does this in the formulation of his hypothesis, and the development of a conclusion. His group in turn presents their research findings.
The main body of this guide is designed in a five-column (A) arrangement that is intended to be how a teacher would perceive the process of its utilization. In the guide format, suggested teaching techniques are purposely omitted to allow the teacher to exercise his instructional individuality in development and preferences. For explicit examples of how teaching techniques and learning activities of models have been provided.

Essentially, this guide is one that is developmental—constantly, continually, and ultimately—in-service training, implementation, application, and evaluation. This feature is seen as having been involved in the developmental process. This has made the guide part of their own creative effort.
In the guide format, suggested teaching techniques and suggested learning activities are developed for instructional purposes, teaching development--constantly, continually, and ultimately--drawing on the Clark County School District's dedication, and evaluation. This feature is seen as having merit in that teachers, having been personally this has made the guide part of their own creative efforts thus stimulating more effective teaching.
Teaching social science through the use of major concepts involves an almost inherent construction of teaching and learning units. Therefore, it should be made clear that the generalizations listed below are a few examples of how they may be used in lesson planning by the teacher.

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

**History:**

1. "Continuous and Unrelenting Change Has Been a Universal and Recorded Time."  

2. "History Makes Man Aware of the Possible Rather Than the Natives Concerning the Time in Which He Lives. History Upon Which to Base Such Decisions."  

3. "Ideally, the Past Should Be Understood on Its Own Terms, Standards, Values, Attitudes, and Beliefs That Were Determined Than Evaluated Exclusively by Twentieth-Century Standards."  

4. "Rarely Can Complex Historical Events Be Explained in Terms of Their Own Needs, Aspirations, and Point of View."  


**Geography:**

1. "Man's Use of the Land Is Seldom the Result of Any Single the Interplay of a Number of Phenomena, Both Physical or..."  

2. "The Evolution of Mankind from Isolated, Self-Sufficient Trade, Migration, Diffusion of Ideas and Practices, and..."  

3. "Each Culture Tends to View Its Physical Habitat Differences, Level of Technology Determine Which Elements of the Land..."  

4. "Every Region Is an Area Homogeneous in Terms of Specific Delimitation Is Always Based on an Intellectual Judgment..."
FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

Rets involves an almost inherent contact with generalizations. They are closely related to any.
should be made clear that the generalizations listed in this guide are recognized as being only
ning by the teacher.
by the researcher. These are included as being essential to structures built for teaching proce-
ich they are most closely related.
enting Change Has Been a Universal Condition of Human Society Throughout Both Remembered
ware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter-
the Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However,
Such Decisions." 2
uld Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the
itudes, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather
sively by Twentieth-Century Standards." 3

Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation-
Of the Past Indicates That Multiple-Causation Is the Dominant Pattern." 4
st Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical
the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in
eds, Aspirations, and Point of View." 5
nd Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by
umber of Phenomena, Both Physical and Cultural." 6
kind from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More
iffusion of Ideas and Practices, and Greater Importance of Relative Location or Situation." 7
o View Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and
Determine Which Elements of the Land Are Prized and Utilized." 8
Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This
ays "Based on an Intellectual Judgment." 9
5. "The Character of a Place Is the Product of the Past as Well as an Intern

Economics:
1. "Every Society Has Some Kind of Economic System. This Pattern of Arr
2. "All Economic Systems Are Confronted by the Problem of Relative Scar
4. "Every Economic System Possesses Regularities Which Make Certain For
5. "In a Modern, Complex Economic System, Individuals Are Dependent Up

Sociology:
2. "A Society Exists in the Minds of Its Members and Occurs Only When Th
3. "Man Is a Flexible, Becoming Creature. Through the Socialization Pro
4. "The Interdependence of Groups in a Complex Contemporary Society Se
gether." 19
5. "Every Group Is a Complex of Roles. Group Members Perform Given Re

Political Science:
1. "As a minimum condition for its existence a society establishes authorit
2. "Every Group Is a Complex of Roles. Group Members Perform Given Re

As a minimum condition for its existence a society establishes authorit
are binding on all the people, provide for the resolution of di-sent, an
a Place Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence."

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

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

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

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

Complex Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their

Animal Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be

in the Minds of Its Members and Occurs Only When There Is Communication or Interaction Among

The Mere Grouping or Aggregating of People Does Not Produce a Society." 17

ale, Becoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving

Societies." 18

dence of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

a Complex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex-

ciated with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different

Particular Period In His Life and at Various Stages in His Development and Maturation." 20

Condition for its existence a society establishes authoritative institutions that can make decisions which

all the people, provide for the resolution of dissent, and effectively enforce basic rules." 21
Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs perceived as he adapts to his world." 25

2. "Every cultural system is an interconnected series of ideas and generally lead to changes in other segments of the system." 26

3. "Every human cultural system is logical and coherent in its own available to the given community." 27

4. "The customs and beliefs of peoples are often made more understandable relations among types of individual and group statuses and roles." 28

5. "The customs and beliefs of peoples are often made more understandable logical and cultural perspective." 29

6. "Analysis of the implications (or 'functions') of cultural behavior intentions of the people involved; but analysis must also be made (called 'latent functions') of particular acts and beliefs." 30

7. "Study of practically any behaviors and beliefs among primitive to understanding our own complex culture, for it appears that response to the same fundamental human problems." 31

8. "Explanation of human behavior is essentially one-sided and integrated cultural, social, and psychological characteristics is taken into biophysical environment." 32
of a given society's political system and the nature of its political behavior are closely related to the system of values to which the society adheres." 22

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

Society, individuals and groups disagree over some societal goals and directions, over how aims will be found over the enforcement of standards of behavior." 24

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

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

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

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

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

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

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

On of human behavior is essentially one-sided and incomplete unless information about man's biological, social, and psychological characteristics is taken into account, together with information about man's al environment." 32
9. "Although the peoples of the world may be roughly (and arbitrarily) divided into different
broad categories based on physical characteristics, there are no pure races, and probably never have
been groups of individuals who are intermediate in racial characteristics, so that no sharp 'boundaries'
exist between the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33

10. "There is no undisputed evidence of significant differences in ability or intelligence among
the world." 34

11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mixing'
are frequently superior to their 'pure-blooded' parents in strength, stature, and other character-
istics; 'hybrid vigor' is well known among many species of 'lower' animals and plants as well."

12. "Anthropologists (and other scientists) have discovered no human biological character-
istics attributable to genetic inheritance. Conversely, no human characteristics of those
as unaffected by genetically inherited biological factors." 36

13. "Practically all the significant differences in behavior among human populations (including
intelligence, and other psychological characteristics) are understandable as learned cultural
biologically inherited characteristics." 37
The world may be roughly (and arbitrarily) divided into different 'races,' or major groups, with there being no pure races, and probably never have been. There are large numbers intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 'European' and 'Mongoloid' peoples." 33

ence of significant differences in ability or intelligence among major racial groupings of widely-held, individuals who are the products of racial 'mixing,' or interbreeding, are freer-bred' parents in strength, stature, and other characteristics. This phenomenon of among many species of 'lower' animals and plants as well." 35

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

ant differences in behavior among human populations (including expression of attitudes, chological characteristics) are understandable as learned cultural patterns rather thanacteristics." 37
FOOTNOTES


2 Ibid., p. 110.

3 Ibid., p. 120.

4 Ibid., p. 131.

5 Ibid., p. 139.


7 Ibid., p. 86.

8 Ibid., p. 92.

9 Ibid., p. 98.

10 Ibid., p. 105.


12 Ibid., p. 115.

13 Ibid., p. 129.

14 Ibid., p. 142.

15 Ibid., p. 155.


18 Ibid., p. 79.

19 Ibid., p. 86.

20 Ibid., p. 93.


22 Ibid., p. 91.

23 Ibid., p. 97.

24 Ibid., p. 105.


26 Ibid., p. 70.

27 Ibid., p. 71.

28 Ibid., p. 73.

29 Ibid., p. 74.

30 Ibid.

31 Ibid., p. 75.

32 Ibid.

33 Ibid., p. 76.

35. Ibid.

36. Ibid.

37. Ibid.
MAJOR SOCIAL SCIENCE CONCEPTS
DESCRIPTIONS OF CONCEPTS

A. Substantive: Concepts that deal with recall on recognition of ideas from phenome-

1. Sovereignty of the Nation-State in the Community of Nations:
Contrary to popular belief that nations are as old as recorded history, the na-
since the sixteenth century. Having gone through periods of steady develop-
are now going through a period of giving-way of sovereignty to a role of in-
take certain actions without consideration of the wishes of other states.

2. Conflict--Its Origin, Expression, and Resolution:
Conflict is characteristic of the growth and development of individuals and o-
to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:
If one were to attempt a description of the most important social trends in the
development and the movement of populations to the cities would be an intel-

4. Secularization:
Early man attributed all his blessings, travails, and disasters to the gods. By
supreme in all the affairs of men. The development of the nation-state, new
oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:
Compromise and adjustment are the keys to successfully facing political, eco-
faces the need to compromise and adjust to his physical as well as to his socia

6. Comparative Advantage:
Students should understand this concept in order to appreciate the need for lo-
conflicts of any nature arise, there often comes a time when advantages must
total conformity by an opposing force. Without an understanding of this con-
no one ever does achieve "total victory."

* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse Unive
MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRITIONS OF CONCEPTS*

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

The Community of Nations:
...are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged. They have gone through periods of steady development; they reached a peak in the twentieth century and are giving way to a role of interdependence in which states feel they must consider the wishes of other states.

The Resolution:
...growth and development of individuals and of civilization as a whole. Society is constantly pressured.

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

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

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

for Social Studies (Syracuse: Syracuse University, 1963).
7. **Power:**
   Power is a relationship by which one individual or group can take action that affects as both a goal and an instrument for achieving that goal. No student can fulfill his role in the procedure of a democracy without being aware of this concept.

8. **Morality and Choice:**
   Any student who proposes to go through life having all decisions made for him is an unwilling citizen. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and effecting these decisions. Moreover, he must abide by his choices once they have been made.

9. **Scarcity:**
   This concept refers to the fact that there is a limit to any nation's economic potential, most of its potential. Scarcity is a reference both to physical limitations and to limits of a society.

10. **Input and Output:**
    Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to the student's reward in terms of consumption will be based largely on the results of saving by one unit to the claims on another unit, if they are to intelligently participate in productive adults.

11. **Savings:**
    This concept is concerned with the effects of savings on the American economic system, individual, or government is someone else's savings and the relationship of saving to the claims of a system is important to any discussion of inflation or recession. Study of saving by one unit to the claims on another unit, if they are to intelligently participate in productive adults.

12. **The Managed Market Economy:**
    Students should understand the free private function of the entrepreneur, the growing source of capital (loans and grants), and the effect of this increasing role of the government enterprise market economy. Included should be an understanding of the position of price, cost, monopoly, competition, supply, and demand.
CONCEPTS (con't)

The individual or group can take action that affects the behavior of another. It must be seen or achieving that goal. No student can fulfill his potential role as a citizen participating in about being aware of this concept.

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

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

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

The effects of claims (savings) on the American economy and the rest of the world. The debt of a government is someone else's savings and the relationship of this situation to the stability or st to any discussion of inflation or recession. Students must be cognizant of the relationships as on another unit, if they are to intelligently participate in maintaining economic stability as

free private function of the entrepreneur, the growing rate of government as a market and as a (s), and the effect of this increasing role of the government in modifying the free private included should be an understanding of the position of producer and consumer and the functions etion, supply, and demand.
13. **Habitat and Its Significance:**
Without interference of man, ecosystems are produced by areal associations of interconnected physical and biotic processes: (1) surface features, (2) climate, (3) water. Habitat provides the natural surrounding of man’s occupancy of the earth. It is of the utmost importance to understand the concept regarding the significance of man to the features of habitat. The student should not go on to develop his culture without considering the natural surroundings and the fact that he cannot alter it.

14. **Culture:**
Culture refers to a way of living that any society develops to meet its fundamental needs for survival. It involves the ordering of social organizations; learned modes of behavior, knowledge, beliefs; and all other forms of human association. Culture then is man’s contribution to his environment. An understanding of the concept of culture, in a sea of culture from birth to death, may help many young people to appreciate the relationships that exist in their own society.

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

16. **Social Control:**
This concept deals with the mechanisms by which society exercises its dominance over components of its norms. Included as mechanisms are taboos, mores, customs, and laws. Students should be aware of social controls at all levels of society.
CONCEPTS (con't)

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

...tems are produced by areal associations of interconnected physical and biotic processes. Itbiotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.

...anding of man's occupancy of the earth. It is of the utmost importance then to develop a valid understanding of man to the features of habitat. The student should not go out in life believing all his actionsphysical surroundings and that he cannot alter it.

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

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

...isms by which society exercises its dominance over component individuals and enforces conformityisms are taboos, mores, customs, and laws. Students should be aware of the need and existence of society.
CONCEPTS (con't)

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

18. Interaction:
Within a given social system, the interaction of individuals and groups follows certain common patterns that can be found in all social systems. Two general types of interaction—competition and cooperation—determine specific forms of interaction. The basis of all human interaction is found in social systems. There is a part of a total conceptual picture that includes culture, society, social control, and social processes.

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

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

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

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

4. Government by Consent of the Governed:
Government is the creation of man to secure the rights of the individual to safety, tranquility, and happiness. Whenever government fails to secure these rights, the people may alter it to make it more effective.
CONCEPTS (con't)

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

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is to individuals or states. Process refers to those who are employed to achieve as ends the other
in society.

of the Governed:
ion of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
ils to secure these rights, the people may alter it to make it a more effective instrument of their
5. Freedom and Equality:
Freedom refers to the relative absence of perceived external restraints on individual behavior. It has come to mean equality before law, equal access to suffrage, and equality of opportunity. It may mean chaos and equality may become the tyranny of the majority.

C. Method: Concepts that deal with techniques, skills, and aspects used in obtaining information. They concepts that cross the lines of all the social science disciplines.

1. Historical Method and Point of View:
Historical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, facts, evaluation of facts, interpretation, chronology, and causal relationships.

2. The Geographical Approach:
Geography is the field of learning that undertakes to develop concepts based on the chronological attention is focused on the areal association of things and events of unlike origin and on the interaction and events that are thus associated. The distinctive purpose of geographic study is to develop concepts of action of things and events related to unlike processes that are associated with particular areas. It has examined the interaction between man and his habitat. Equally significant are the studies of diverse cultural processes or among physical and biotic phenomena. Geography seeks understanding sequences of differences from place to place on the earth.

3. Causation:
In the teaching of the causation concept, we aim to develop a method of thinking as well as understand effects around us. Causation, as an aspect of method, should be integrated with the substance of

D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are not identified and are envisioned as inevitable skills coming into focus as inquiry methods approaches are utilized.

1. Observation, Classification, and Measurement
2. Analysis and Synthesis
3. Questions and Answers
4. Objectivity
5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence
CONCEPTS (con't)

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

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

View:
and dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of
pretation, chronology, and causal relationships.

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

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

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

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence
We accept the guidelines established by the Clark County Curriculum Task Force for the social science disciplines, and the use of multimedia. Since we accept the product of their traditional textbook oriented teacher exposition method, we feel it behooves us to make an eclectic media with which to implement this program.

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

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

We also resolve to impress upon the publishing companies, directly and through their representatives and ask them to apply their material to the conceptual areas.

The following list of multimedia is presented as a total package. Teachers are to be aware that selected materials are not limited to a single concept. They represent a basis of sophistication from which the student and teacher may delve into an area.

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

- **Standard Focal Reference Guides** are materials usually compiled in a single volume that give materials are not limited to a single concept. They represent a basis of sophistication from which the student and teacher may delve into an area.

- **A Concept Penetration Source** is a tool by which the student and teacher may delve into an area.

Although the committee did review numerous ITV programs, none were recommended. It was possible to produce local programs that would better correlate with the new social science program, but none were available for this.
CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These
and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the
multimedia. Since we accept the product of their efforts and recognize it as a radical departure from the
ion method, we feel it behooves us to make an equally radical departure in establishing guidelines to se-
mand those materials designed to enhance the development of the aforementioned program using as our
nt down by the curriculum committee in their curriculum guide.
red to meet our needs to the extent that we desire, we will select those materials most applicable to this
ilitate this, we will present the concepts and generalizations to the various companies and their represen-
to the conceptual areas.
ing companies, directly and through their representatives, the measure of impatience that we harbor with
ur colleagues from other parts of the country to assist publishers in finding new directions in social science
as a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be
lar disciplines. Teachers and principals should jointly make this decision, if possible.
are self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature.
ationship to textbook materials. The following are these definitions:
as usually compiled in a single volume that give a broad view of the mainstreams of social science. These
als. They represent a basis of sophistication from which the student is led to a higher level of sophistication
which the student and teacher may delve into an area of research.
es ITV programs, none were recommended. It was the decision of the committee that the District television
etter correlate with the new social science program in Clark County. It was felt that local teacher exper-
I. Social change

A. Change is a neutral process, progress or decline.

B. Some societies change at a more rapid rate of progress than others.

C. There are many causes for social change. (1) Contact between societies, (2) the interaction of new ideas and materials within a culture, (3) the development of modern means of communication and transportation, and (4) innovation as a means of meeting the challenge of social, economic, and political problems.

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

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Historically, the process of industrialization is a product of technical advance.</td>
<td></td>
</tr>
<tr>
<td>B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</td>
<td></td>
</tr>
<tr>
<td>C. Industrialization has provided new jobs and new ways of acquiring wealth. People who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</td>
<td></td>
</tr>
<tr>
<td>D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</td>
<td></td>
</tr>
<tr>
<td>E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</td>
<td></td>
</tr>
</tbody>
</table>

A. The student will present craftsmanship, working machine, factory-based shop, interest and/or some equipment, income, and security. |
B. The student will respond (3) What industry started factories. (5) Is England factories. |
C. The student will describe in New England, include workers. |
D. The student will list at least cities and give a possible. |
E. The student will explain attracted to New England.
A. The student will present a written report contrasting a New Englander skilled in craftsmanship, working in a home-based craft, to a New Englander working at a machine, factory-based manufacturing enterprise. (Compare pride in workmanship, interest and/or satisfaction in his work, ownership of tools, products and equipment, income, independence and/or freedom of action, and economic security.)

B. The student will respond orally or in writing to the following: (1) When and how did manufacturing get started in New England? (2) By whom was it started? (3) What industry started it? (4) Describe working conditions in the early New England factories. (5) Describe the workers.

C. The student will describe in a written report the development of manufacturing in New England, including a description of the early working conditions and workers.

D. The student will list at least five problems that were created by the growth of cities and give a possible solution to each.

E. The student will explain in writing why the newly arrived immigrants were attracted to New England as a place to settle.
### Concepts

<table>
<thead>
<tr>
<th>III. Compromise and adjustment</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</td>
<td></td>
</tr>
<tr>
<td>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</td>
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<tr>
<td>C. Each culture is only a small part of a product of its own invention and discovery; it is a result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</td>
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<tr>
<td>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</td>
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</tr>
</tbody>
</table>

<p>| A. The student will study England. |
| B. The student will discuss the changes made by the subsistence and factory workmen. Houses, furniture, |
| C. The student will read during the colonial period. |
| D. The student will illustrate or country by origin, economic status at home, and country (This may or may not be adjustments the implem endy in five minutes, explain it orally in five minutes. |</p>
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will state in written form how shipbuilding, shipping cargo and passengers, and the owning and operating of ships fit into the life of the people in New England.</td>
</tr>
<tr>
<td>B. The student will describe in writing the historical facts surrounding the adjustments made by the subsistence farmer, the New England merchant, fisherman, seaman, and factory worker. The historical facts should include facts pertaining to houses, furniture, food, clothing, and family life.</td>
</tr>
<tr>
<td>C. The student will name four regions that were developed by the early settlers during the colonial period.</td>
</tr>
<tr>
<td>D. The student will (1) tell the immigration story orally, including facts on region or country by origin, social stock, numbers, where in America they settled, economic status at time of arrival, and kinds of jobs or work they pursued in this country (This may be done in written form on a chart); (2) make a list of five adjustments the immigrants faced here in the New World; (3) orally, in three minutes, explain the purpose of a New England town meeting; and (4) explain orally in five minutes the safety valve theory of America's frontier.</td>
</tr>
</tbody>
</table>
SUGGESTED TEACHING TECHNIQUES

TO THE TEACHER:

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

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

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

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

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

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

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

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

Discussion. This is a relatively new and effective aspect of instruction, especially when it is well planned. The teacher is seen basically as a programmer, process observer, resource person, and process planner on the part of the student.

The automobile appears. As a result, cities grow and patterns of city life begin to emerge. The pattern of New England industrialization appears. The problem of city life grows as cities grow. The size, time, and social hatred, and adjustments. The economic base of the Northeast. Built-in consumers and customers for the marketplace. Services that develop consumer patterns. Industrialized society.
SUGGESTED TEACHING TECHNIQUES

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

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

II. Student research: Students engage in research and independent study to obtain facts related to all mater

III. Small group discussions: An opportunity for students to maximize learning through discussions. M
   Matters to be considered and programmed into this process include: (1) class size; (2) rotation of leaders r
   rather than on pupils' opinions; (4) base discussions on the major concepts and sub-concepts; (5) orient st
   participation by all; (6) emphasize that all students are to come prepared; (7) provide a preparation work
   of individual and group performance, (9) encourage postponement of opinions until author's message is o
   open expression of individual and group opinions on the material, and (10) students should interact, inte
   practical application of the material covered.
GIFTED TEACHING TECHNIQUES

- in urbana.
- way of life—the agrarian society he once knew.
- Workers and their families are exploited on the industrial frontier.

in the West.
- Subsistence farming still exists. Nature philosophers such as Thoreau and Emerson react to the trends in
- are treasured as opposed to urban dependence and interdependence.
- pple has degrees of mixed success and uncertainty.

Insensitive to the needs of farming.
- to provide controls, services, and direction.
- estic issues.
- Interest.
- try, workers, and consumers.
- nt study to obtain facts related to all material presented in the lectures and obtain divergent points of

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

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

SUGGESTED LEARNING ACTIVITIES

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

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

### FILMSTRIPS

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

### BOOK

- The Free and the Graff, Heller, Fenton, Major Conc Price, pp. 16-2
### Suggested Multimedia

<table>
<thead>
<tr>
<th>FILMSTRIPS</th>
<th>BOOKS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homesteaders, and Others*</td>
<td>Graff, Henry F., Chapters 7-10.</td>
<td></td>
</tr>
<tr>
<td>Rule of American Industry*</td>
<td>One Nation Indivisible,</td>
<td></td>
</tr>
<tr>
<td>Tale of the Machine*</td>
<td>Heller-Potter, Chapters 2 &amp; 3,</td>
<td></td>
</tr>
<tr>
<td>New England Town*</td>
<td>pp. 16-22</td>
<td></td>
</tr>
<tr>
<td>Institutions and Amusements of the Arts*</td>
<td>This Is America’s Story,</td>
<td></td>
</tr>
<tr>
<td>Learned From the Indians*</td>
<td>Wilder, Ludlum, &amp; Brown</td>
<td></td>
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<tr>
<td></td>
<td>Comparative Economics,</td>
<td></td>
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<tr>
<td></td>
<td>Fenton, Edwin</td>
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<tr>
<td></td>
<td>Comparative Political Systems,</td>
<td></td>
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<td></td>
<td>Fenton, Edwin</td>
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<tr>
<td></td>
<td>Major Concepts for Social Studies,</td>
<td></td>
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<tr>
<td></td>
<td>Price, Roy A., pp. 9, 10, &amp; 17</td>
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</tr>
</tbody>
</table>
Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

Generalization

Caution

A. There is
B. Causation
C. Institution
D. Every individual

Institution

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

A. The student will demonstrate his understanding of man's use of priority lists by ranking in order of pre
A family of four with a budget that permits a $60 non-budget expenditure has to decide on the purchase
use the money for a needed television repair.

B. The student, in study teams, will prepare a chart with two headings—beneficial effects of television and
findings under each of these headings.

C. The student will present a five minute talk explaining how farming, as a way of life, changed during

D. The student will make his own organizational flow chart of the United Nations.

A. The student will make a written list of the causes of the Eighteenth Amendment (prohibition) and list
B. The student will write an essay explaining how the causes of slum districts are conducive to a study of
C. The student will list the causes of the American Revolution and list a number of effects that eventually
D. The student will chart the causes of the emancipation of women in America.
BEHAVIORAL OBJECTIVES

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

- Use of headings—beneficial effects of television and the negative effects of television—and list their causes and effects.

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

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

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

- Situation and list a number of effects that eventually occurred.

- Role of women in America.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarcity</td>
<td>A. A person's/nation's wants are almost endless; thus, a</td>
</tr>
<tr>
<td></td>
<td>B. Needs are different from wants in that a person's need</td>
</tr>
<tr>
<td></td>
<td>C. There are definite limits as to the production of any</td>
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<tr>
<td></td>
<td>events related to unlike processes that are associated</td>
</tr>
<tr>
<td>Geographical approach</td>
<td>A. In the field of geography, attention is focused on the</td>
</tr>
<tr>
<td></td>
<td>B. Many different kinds of processes of change are oper</td>
</tr>
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<td></td>
<td>C. The distinctive purpose of geographic study is to dev</td>
</tr>
<tr>
<td></td>
<td>D. Geography has examined the interaction between ma</td>
</tr>
<tr>
<td></td>
<td>E. Geography seeks understanding of the causes and con</td>
</tr>
<tr>
<td></td>
<td>F. Grouping events and concepts together by the area a</td>
</tr>
</tbody>
</table>

History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, given, inevitables, upon which to base such decisions.
SUB-CONCEPTS

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

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

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

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

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

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

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

Geography seeks understanding of the causes and consequences of differences from place to place on the earth. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
BEHAVIORAL OBJECTIVES

A. The student will write a resume of the existing conditions that faced America at the end of World War II at that time.

B. The student, given a list of goods carried in a covered wagon through Nevada in the 1840's, will show wants and needs by putting the goods in order of what he would throw out of the wagon first, as the

C. The student will list on the chalkboard as many factors as he can that limited the silver output in Nevada.

A. The student will write a resume describing how camels were used in Asia and how Americans used them.

D. The student will select films, filmstrips, magazine articles, or other sources (learner's choice) about croachment into these natural regions upset the pattern of wildlife and ecological balance.

C. The student will make a display using cut-out pictures and articles that show the results of water pollution.

D. The student will be able to rank names of countries in order of their dependency on the sea, e.g., France and India.

E. The student will draw three pictures of shelters built by primitive people using materials found in the

F. The student will list the similarities and contrasts found between the forest Indians of early America and
BEHAVIORAL OBJECTIVES

1. At the end of World War II, faced America and record and describe the list of priorities established.

2. Through Nevada in the 1840's, will show the priority of importance of the items as they affect his load needed to be lightened crossing the forty-mile desert.

3. Can the silver output in Nevada during the early mining era.

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

5. For other sources (learner's choice) about Florida's Everglades that show how man's economic environment and ecological balance.

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

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

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

9. Between the forest Indians of early America and the plains Indians of the Expansion Nationalist Period.
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Social change</td>
<td></td>
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<tr>
<td>Freedom and equality</td>
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</tbody>
</table>

### Social change

A. Change is a neutral process; it may progress.

B. Some societies change at a more rapid rate.

C. There are many causes for social change, such as:
   1. Contact between cultures.
   2. The interaction of new ideas or technologies.
   3. The development of modern means of communication.
   4. Innovation as a means of meeting the challenges of the present.

### Freedom and equality

A. Freedom refers to the relative absence of personal restraint and control.

B. In the Western world equality has come to mean equal opportunity.

C. Taken to extremes, freedom may mean chaos.

D. This concept of equality is an American tradition, characterized by the belief in human dignity and the individual's right to live with the equality of all men.
Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change, such as the following:
1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

This concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.
BEHAVIORAL OBJECTIVES

A. The student will make a list of the different levels of society that existed during the colonial period in order of their status.

B. The student will name at least four social classes of the colonial period. He will make a drawing in which the lowest class is at the bottom, proceeding to name the other classes and placing the uppermost class at the top.

C. The student will write a short description of each social class of the colonial period telling about their work and who they would help to explain his understanding of that class of society. He will also explain how people could move from one class to another class of society of that period.

A. The student will tell where in the Constitution freedom and equality are guaranteed and cite four categories of freedom and equality.

B. The student will write a paper explaining his own understanding of the term—writ of habeas corpus and cite an example.

C. The student will explain how the French Revolution was a result of freedom taken to extremes.

D. The student will state arguments pro/con and cite references from the Constitution to support his position that "government of law and not of men."
HAVIORAL OBJECTIVES

ed during the colonial period in order of their rank.

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

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

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

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

edom taken to extremes.

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

Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple causation is the dominant pattern.

**CONCEPTS**

Habitat and its significance

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>A. Man affects and is affected by his natural environment.</strong></td>
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<tr>
<td><strong>B. Habitat is the resource base of man’s survival.</strong></td>
<td></td>
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<tr>
<td><strong>C. Water in the form of oceans, rivers, and lakes is a vital resource for agriculture, communication, transportation.</strong></td>
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<tr>
<td><strong>D. Landforms influence climate and provide resources for man.</strong></td>
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<tr>
<td><strong>E. Climate influences ways of living.</strong></td>
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<tr>
<td><strong>F. Habitat tends to direct man until he acquires technology to control his environment.</strong></td>
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**Interaction**

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<table>
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<tbody>
<tr>
<td><strong>A. Individuals enter into relationships with others.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B. Within a social system the interaction of people is complex and varied.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C. Two general types of interaction are conflict and cooperation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D. The basis of all human interaction is fear and respect.</strong></td>
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</tr>
</tbody>
</table>
SUB-CONCEPTS

It affects and is affected by his natural environment.

It is the resource base of man's society.

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

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

It influences ways of living.

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

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

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

General types of interaction are competition and cooperation.

Basis of all human interaction is found in social systems.
BEHAVIORAL OBJECTIVES

A. The student will list three ways that modern man has turned Nevada's desert wasteland into a land that

B. The student will describe the contrasts of ownership, work, cares, responsibility, and importance of the
"cattle kingdom" in the American West.

C. The student will work in a study team and will make a list of goods, services, and products that are not
resources.

D. The student will describe how the landforms in the Nevada Indian areas influenced the climate, food,

E. The student will write a paragraph essay explaining how Nevada, being a desert, influenced the govern

F. The student will write an essay comparing the culture of the Paiute Indians of Nevada with that of the
the alteration of their habitat affected the advancement of the Anasazi culture.

A. The student will describe the interaction or reaction of a Chinese and a Britain during the Boxer Rebel
B. The student will orally describe the conduct of the crowd (the spectators) at a bullfight.

C. The student will state how political elections are examples of both cooperation and competition.

D. The student will write the names of four or five different rituals and/or ceremonies that are found in ou
BEHAVIORAL OBJECTIVES

- Convert Nevada's desert wasteland into a land that is useful to mankind.
- Learn the responsibility, and importance of the rancher and the cowboy in the overall emergence of the services, and products that are not produced in our desert environment due to lack of water.
- How conditions in areas influenced the climate, food, clothing, and shelter there.
- How being a desert, influenced the government's decision to place the atomic testing site there.
- Compare the Indians of Nevada with that of the Anasazi Indians of the Pueblo Grande de Nevada showing how Anasazi culture influenced our own culture.
- Learn of Japan and a Britain during the Boxer Rebellion.
- Understand both cooperation and competition.
- Understand and/or ceremonies that are found in our own society.
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.

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<td>The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.</td>
<td>Conflict--its origin, expression, and resolution</td>
</tr>
<tr>
<td></td>
<td>Power</td>
</tr>
</tbody>
</table>

A. Conflict is characteristic of the growth and expression of power in society.
B. Society is constantly pressured to respond to the fact of its existence, forcing young students from the fact of its existence, forcing students to develop healthy attitudes toward conflict.
C. This concept is developed to assist the student and the teacher in developing healthy social skills for conflict resolution.

A. Power has many connotations to many different people.
B. Power relationships abound throughout society.
C. Power can either be a goal or the means to gain other goals.
Conflict is characteristic of the growth and development of individuals and of civilization as a whole. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope. A concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.

Conflict has many connotations to many different people. Conflict relationships abound throughout society and societies. Conflict can either be a goal or the means to goal attainment.
BEHAVIORAL OBJECTIVES

A. The student will select for study an example of the idea that men and nations often experience conflict and achievement and report his findings in writing.

B. The student will pose arguments either "pro" or "con" on the value of following the ancient Chinese proverb: "A nation is like a body... the body is strong when all the parts are in proper condition..."

C. The student will write an essay describing how a person can satisfactorily deal with conflict.

A. The student will describe the relationship of the elastic clause of the Constitution to the President's power and responsibilities.

B. The student will make a list of American Presidents who exerted much personal power through the force of their personality.

C. The student will categorize the names of the Heads of State under the three headings: (1) power for good goals and personal glory.
idea that men and nations often experience conflict (growing pains) in their growth, development, and
on the value of following the ancient Chinese practice of shielding young children from all unpleasant aspects
person can satisfactorily deal with conflict.
vestigative clause of the Constitution to the President's power as it was argued by Hamilton and Jefferson.
who exerted much personal power through the force of their personalities and strong leadership.
of State under the three headings: (1) power for worthy goals, (2) power for personal glory, and (3) power for
SUGGESTED MULTIMEDIA FOR HISTORY

STANDARD FOCAL REFERENCE GUIDES (Nevada History)

Wichita Eagle and Beacon
Living Textbook

CONCEPT PENETRATION SOURCES

Childrens Press
Nevada (Enchantment of American Series)

Ginn
The First Americans

FILMSTRIPS

Bailey
Great Explorers of America

Curriculum Materials
Western Pioneer Trails
Spanish Explorers

STANDARD FOCAL REFERENCE GUIDES (Civics)

Follett
Civics Study Lessons

Houghton - Mifflin
The Citizen and His Government

Macmillan
Civics for Americans
SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 7

**CONCEPT PENETRATION SOURCES** (Civics)

- Allyn & Bacon
  - Today’s Problems
- Bantam
  - Presidents of the U.S.A.
- Benefic Press
  - The Progress of the Afro-American
- Ginn
  - Your Rights and Responsibilities As An American Citizen
  - Teenagers and the Law
- Holt, Rinehart & Winston
  - American Political Dictionary
- Houghton Mifflin
  - Civil Liberties
  - American Negro
- Laidlaw
  - Challenges In Our Changing Urban Society
- McGraw-Hill
  - Our Constitution and What It Means
- Merrill
  - United Nations Handbook
  - American Government In Action
- Sadlier
  - You and Your Government
Social Studies School Services
Your Living Bill of Rights
The Living Constitution of the United States
The Declaration of Independence

16mm FILMS (Civics)

Bailey
LSD: Insight Or Insanity?
Marijuana

McGraw - Hill
Our Immigrant Heritage
I Pledge Allegiance
National Citizenship Test
Conservation: A Job For Young Americans

STANDARD FOCAL REFERENCE GUIDES (Geography)

Ginn
Your Country and the World

Harcourt, Brace, and World
The World Around Us

Macmillan
Living As World Neighbors

CONCEPT PENETRATION SOURCES (Geography)

Benefic Press
How People Live In Japan - USSR - China

Fideler
Geography of the United States Series
The Northeast
The South
The Midwest
The Far West

Field Education
Japan, Home Of The Sun

Franklin
Africa With Focus On Nigeria

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

Harcourt, Brace, and World
Sub-Saharan Africa

Harper and Row
World Cultures

Houghton Mifflin
China
The Middle East
India

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

Macmillan
Latin America
Africa-- South Of The Sahara
India And South Asia
McCormick - Mathers
The Story of: Series
East Africa
Italy
Afghanistan
Indonesia
France
Thailand
Pakistan
Chile
New Zealand
Laos
Samoa
China
Korea
Philippines
India
Liberia

Merrill
The Ancient Near East

Sadlier
Anglo American Latin America
Western Europe - Eastern Europe

FILMSTRIPS

Bailey
Africa: Devil Continent
Japan: Asia's Modern Power
Southeast Asia: Past and Present
Living in Mexico: City and Town
Curriculum Materials
- How Geography Moved Civilization

Encyclopaedia Britannica
Southeast Asia

Learning Arts
Africa: Regional Geography

McGraw - Hill
China and Her Neighbors Series
World Geography Series

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

Popular Science Publications
Africa - South America

RMI
Age of the Maya

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

TRANSPARENCIES (Geography)
Allyn & Bacon
Alpha Map Transparencies

MAPS, GLOBES
- Denoyer - Geppert
  World Maps
  Set jg/jb
  Globe Collection
- Hammond
  Comparative

Merrill
Merrill Social Studies

A. J. Nystrom
See catalog

Rand McNally
World Atlases

RECORDS
- Social Studies
  International

TAPES
- Social Studies
  This Is My Country

16mm FILMS
- Bailey
  Red China
- Coronet
  North America
  North America
MAPS, GLOBES, ATLASES (Geography)

Denoyer - Geppert
World Map ss78rp 86x58 with mylar overlay
Set jg/jbvr - x666
Globe cl2p3 12"

Hammond
Comparative World Atlas

Merrill
Merrill School Atlas

A. J. Nystrom
See catalog

Rand McNally
World Atlas

RECORDS (Geography)

Social Studies School Services
International Series

TAPES

Social Studies School Services
This Is My Country Series

16mm FILMS (Geography)

Bailey
Red China Diary: With Morley Safer

Coronet
North American Regions: Rocky Mountains
North American Regions: The Pacific Coast
Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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</tr>
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<tbody>
<tr>
<td>Modified market economy</td>
<td>A. Expand</td>
</tr>
<tr>
<td></td>
<td>B. The degree does not change</td>
</tr>
<tr>
<td></td>
<td>C. Supply</td>
</tr>
<tr>
<td></td>
<td>D. Laws remain the same</td>
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<tr>
<td>Social change</td>
<td>A. Change</td>
</tr>
<tr>
<td></td>
<td>B. Some parts remain unchanged</td>
</tr>
<tr>
<td></td>
<td>C. There are 1. Constraints 2. The need for change 3. The benefits of change 4. Innovation</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>SUB-CONCEPTS</td>
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<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Modified market economy | A. Expanding industry provides both labor and market.  
B. The depletion of natural resources can adversely affect a community that does not have a diversified economic base.  
C. Supply points to the need of conservation practices for future demands.  
D. Laws regulate the use of natural resources and control human activity benefiting the majority. |
| Social change    | A. Change is a neutral process; it may progress or decline.  
B. Some societies change at a more rapid rate of progress than others.  
C. There are many causes for social change, such as the following:  
1. Contact between cultures.  
2. The interaction of new ideas or materials within a culture.  
3. The development of modern means of communication and transportation.  
4. Innovation as means of meeting the challenge of social, economic, and political problems. |
BEHAVIORAL OBJECTIVES

A. The student will identify himself as a bus boy in a large growing hotel and explain why more jobs and services continue to expand.

B. The student will select one Southern state where the soil was depleted and make a list of all the factors that contributed to the economic stalemate that followed as a result.

C. The student will select four natural resources that he considers to be of highest priority and will indicate how they might best be achieved.

D. The student will give an oral report naming the rules and regulations that apply to our national forest special use of the forests and in turn, benefits derived by the general public.

A. The student will take one side in the following situation and defend his position with facts: An old man could now choose to live in luxury and for pleasure. Instead, he renounced it all and chose to say, "On the contrary, he is very wise."

B. The student, given a picture of a sleepy village in Mexico with Pedro taking his siesta, will list the changes that led to the successful implementation of the rural development program.
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a behavioral objective statement. It explains why more jobs are continually available and why the hotel's depleted and depleted factors that brought about the depletion of the soil and the adverse adverse of highest priority and will in writing make recommendations as to how conservation of these regulations that apply to our national forests. He will explain how these rules benefit people who make a general public.</td>
</tr>
<tr>
<td>He will explain how these rules benefit people who make a general public.</td>
</tr>
<tr>
<td>With Pedro taking his siesta, will list the reasons for the slow pace found in the society.</td>
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<tr>
<td>The successful implementation of &quot;Operation Boot Strap&quot; in Puerto Rico.</td>
</tr>
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</table>
**GENERALIZATION**

<table>
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<td>History makes man aware of the possible, rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decisions.</td>
</tr>
<tr>
<td>Loyalty</td>
</tr>
<tr>
<td>A. Conflict is characteristic of the growth and development of society.</td>
</tr>
<tr>
<td>B. Society is constantly pressured to respond to conflict situations and to develop healthy attitudes toward conflict.</td>
</tr>
<tr>
<td>C. The concept of conflict is developed to assist the young students from the fact of its existence, the need to respond to it, and the need to develop healthy attitudes toward it.</td>
</tr>
<tr>
<td>Loyalty</td>
</tr>
<tr>
<td>A. Loyalty is the willing devotion of an individual to an idea, an objective, a concept, an organization, or a process.</td>
</tr>
<tr>
<td>B. Loyalty processes are those means employed in the development of the concept of loyalty.</td>
</tr>
<tr>
<td>C. The legislative process by which all sections of society are represented are processes that should command loyalty.</td>
</tr>
<tr>
<td>D. Loyalty to ideas such as human dignity, equality, and freedom outweighs loyalty to symbols.</td>
</tr>
</tbody>
</table>
SUB-CONCEPTS.

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

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

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

Process are those means employed to achieve as ends the other cultural values of a given society. Legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

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

A. The student will draw five cartoons each depicting a different mode of travel used by the pioneer and be encountered with each mode of transportation.

B. The student will write a short story telling of the battles, skirmishes, breakdowns, impassable barriers, as they traveled westward.

C. The student will explain in an oral report how the pioneer struggles illustrate a relationship between cause and conflict.

A. The student will write a commentary on a historical character who was in direct contrast to Benjamin Franklin.

B. The student, given any nation, will be able to make a list of the cultural values that he thinks made a contribution to the country's development.

C. The student will write an essay describing an event in American political history where loyalty was compromised.

D. The student will orally name at least four national symbols (statues, monuments) that he thinks are representative of the country.
Different mode of travel used by the pioneers in their journey westward and state what hardship might have occurred, skirmishes, breakdowns, impassable barriers, and other adventures that might have happened to people. These struggles illustrate a relationship between the growth and development of a region and the concept of character who was in direct contrast to Benedict Arnold.

List of the cultural values that he thinks made it great. American political history where loyalty was not found in the political party affairs. Statues (statues, monuments) that he thinks depict our American ideals and values.
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>Institution</td>
<td>A. Every institution has statutes and special roles.</td>
</tr>
<tr>
<td></td>
<td>B. The three primary institutions in American soc</td>
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<td>C. Institutions are creations that developed from</td>
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<td>D. Every major institution must have organization</td>
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<td></td>
<td>A. Government is the creation of man to secure t and happiness.</td>
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<tr>
<td></td>
<td>B. Whenever government fails to secure the right alter it to make it a more effective instrument</td>
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<tr>
<td></td>
<td>C. To assure the respect for the practice of the v their government be established and operated</td>
</tr>
<tr>
<td></td>
<td>D. In a government governing by consent of the s and representative legislatures established th</td>
</tr>
<tr>
<td></td>
<td>E. Stability and the greatest guarantee of rights</td>
</tr>
</tbody>
</table>
Every institution has statutes and special roles.

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

Institutions are creations that developed from needs of human beings.

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

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

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

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

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

Equality and the greatest guarantee of rights and values are through government by consent of the governed.
BEHAVIORAL OBJECTIVES

A. The student, in a panel discussion, will define the terms gerrymandering, logrolling, and lobbying; and explain how each works in carrying out its intended purpose.

B. The student will list the following institutions: government, school, home, church, bank, and medicine; in seminar his reasons for his order of preference.

C. The student will make a chart listing the activities of the American Government in the days of The Federalist or The Republic.

D. The student will list all of the different levels in our Government according to rank of the nation.

A. The student, in a seminar, will explain his views on how the government helps to secure individual liberty.

B. The student will find historical data, posters, dioramas, cartoons, advertisements, and sketches to illustrate American government stable.

C. The student will write a one-page commentary on the following subject: Ours is a government of laws.

D. The student will write a definition in his own words of the following terms: courts, elections, imm.

E. The student will compare a government in Latin America with one in the United States or Canada.
BEHAVIORAL OBJECTIVES

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

- School, home, church, bank, and market place in the order of their impact on the individual and explain American Government in the days of Thomas Jefferson and by contrast the major functions of the American government according to rank of the national, state, county, and local governments.

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

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

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

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

- With one in the United States or Canada in terms of their stability and will list the factors that make a
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and needs, although</td>
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<td></td>
<td>B. People in other lands have customs and traditions that</td>
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<tr>
<td>Geographical</td>
<td>C. People throughout the world today are striving to keep</td>
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<td>approach</td>
<td>the same time, making changes to improve their way of</td>
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<td></td>
<td>D. Individuals and groups of individuals of diverse</td>
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Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple-causation is the dominant pattern.

A. In the field of geography, attention is focused on relationships and on the interconnections among things and events.

B. Many different kinds of processes of change are operating, including biotic, economic, social, and political processes.

C. The distinctive purpose of geographic study is to deal with related to unlike processes that are associated with one another.

D. Geography has examined the interaction between and among diverse cultural processes or within.

E. Geography seeks understanding of the causes and consequences of such interactions.

F. Grouping events and concepts together by the area principle by which to approach and analyze them.
We are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

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

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

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

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

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

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

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

Geography seeks understanding of the causes and consequences of differences from place to place on the earth. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
BEHAVIORAL OBJECTIVES

A. The student will draw a sketch of a typical Indian, Eskimo, Arab, Mexican, and an American and list:

B. The student will describe the customs and traditions left in the new world by the Spanish Conquistadors.

C. The student will collect pictures that show the culture and traditions a given country values.

D. The student will write the names of the different nationalities or national groups that make up our Ar:

A. The student, in a small group seminar, will explain any connections, similarities, and differences that Acquinaldo, and the Boxer Rebellion.

B. The student will select one country in Europe and one in Asia and write a two-page report on how each.

C. The student will make a list of some of the geographic features of Norway that have a bearing on the Norwegians.

D. The student, in a small group discussion, will name some examples of activities which are affected by
g.

E. The student will describe the methods used by the Eskimo and pygmy Bushman of South Africa to adjust
f.

F. The student will explain the geographic relationship between D-Day and the African campaign of W
BEHAVIORAL OBJECTIVES

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

in the new world by the Spanish Conquistadores.

d traditions a given country values.

ities or national groups that make up our American population.

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

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

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

samples of activities which are affected by geographic influences.

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

een D-Day and the African campaign of World War II.
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to re-create and rewrite history in terms of its own needs, aspirations, and points of view.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SUB</th>
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</table>
| Freedom and equality | A. Freedom refers to the relative absence of perceived control.  
B. In the Western world equality has come to mean opportunity.  
C. Taken to extremes, freedom may mean chaos and anarchy.  
D. This concept of equality is an American tradition, in which the individual with the equality of all men under law is the ideal.
| Historical method and point of view | A. History is a process—a continuing development in which the past is understood in the context of the present.  
B. Every citizen who seeks an explanation for any event learns something about the past and the present.  
C. A historian is an observer who stands "amid the process," which means that his particular place in time and space shapes his thinking.  
D. All previous observers have received past events for interpretation of events. Interpretations of events have been passed on to the historian, and he is himself reinterpreting an interpretation of events passed on to him and that his particular place in time and space shapes his thinking through moral pressure, social setting, and the like.  
E. A competent citizen should recognize that all evidence and all interpretations of events have been passed on to the historian, who himself is reinterpreting an interpretation of events passed on to him and that his particular place in time and space shapes his thinking through moral pressure, social setting, and the like. |
SUB-CONCEPTS

A. Freedom refers to the relative absence of perceived external restraints on individual behavior.

B. In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

C. Taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

D. This concept of equality is an American tradition; it is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under theegis of a government of laws and not of men.

A. History is a process--a continuing development involving constant change.

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

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

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

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

A. The student will tell how this quotation relates to the concept of freedom and equality: "You have a

B. The student will advance opinions and support his position with facts on the statement that we have ri

C. The student will write whether or not he thinks campus disorders in American colleges and universities position.

D. The student will list the conditions of frontier life that in his opinion helped to produce feelings of eq

work, and hardships.

A. The student will trace the development of the franchise (the right to vote) in America beginning with

B. The student will orally explain both points of view on the Stamp Act in the colonies and cite facts th

C. The student will make a list of different external forces, e.g., political, economic, diplomatic, reli
to become the kind of man he was.

D. The student will present some present-day facts that refute the idea of the United States of America as "melted," but still maintain strong national and ethnic cultural bonds and patterns.

E. The student will expound in seminar on the fallacy of the policy of appeasement preceding World War i policy was not good.
concept of freedom and equality: "You have a right to your own opinion as long as it is the same as mine."

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

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

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

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

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

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

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

10. cultural bonds and patterns.

11. policy of appeasement preceding World War II by citing incidents that subsequently proved that the
SUGGESTED MULTIMEDIA FOR HISTORY

STANDARD FOCAL REFERENCE GUIDES (U.S. History)

Benefic Press
  You and The Nation

Harcourt, Brace and World
  Building The American Nation

Holt, Rinehart & Winston
  Discovering American History

Laidlaw
  History of Our United States

CONCEPT PENETRATION SOURCES

American Book
  Viewpoints U.S.A.

Bantam
  Presidents of The U.S.A.
  Day of Infamy
  Up From Slavery
  Drums Along The Mohawk
  The Oregon Trail

Century
  Negro American Heritage

Franklin
  Westward: The Nation In Song And Dance

Follett
  Study Lesson In U.S. History

Ginn
  The First Americans
SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 8

(U.S. History)

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

Golden Press
- The Civil War

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

Heath
- Toward A More Perfect Union

Holt, Rinehart, & Winston
- American Biographies

Houghton - Mifflin
- The Negro In American Life
- The American Negro

Macmillan
- A Sense Of The Past
- The Negro Revolution

McGraw - Hill
- Our Constitution And What It Means

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

Pitman
- Eyewitness: The Negro In American History
Rand McNally
The Free And The Brave

Silver Burdett
Illustrious American Series

FILMSTRIPS (U.S. History)

Alpha
Great Issues And Decisions of American History

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

Guidance Association/ Harcourt, Brace & World
The Reckless Years

Landmark
Pony Express
California Gold Rush
Fulton
Louisiana Purchase
Panama Canal

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

R.M.I.
American History Series

Wasp
Minorities Have Made America Great
TRANSPARENCIES (U.S. History)

Allyn & Bacon
   Alpha Map Transparencies

Hammond
   Hammond Series

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

MAPS AND ATLASES (U.S. History)

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

Hammond
   American History Atlas

Rand McNally
   Atlas of American History

RECORDS (U.S. History)

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

Social Studies School Services
Industrial Growth

KITS (U.S. History)

Portal Press
Springboards American History Program

16mm FILMS (U.S. History)

Bailey
Mississippi River: Trade Route of Mid-America

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

McGraw - Hill
Change In The Western Mountains
U.S. Number 1 - American Profile
U.S. Becomes A World Power
Our Immigrant Heritage
Age of Kennedy Part 1 - II
Tippecanoe And Lyndon Too
History of The Negro In America
Golden Twenties
Rise of Industrial Giants
America Becomes An Industrial Nation
Rise of Organized Labor
<table>
<thead>
<tr>
<th>SOCIAL CHANGE</th>
<th>CAUSATION</th>
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<tbody>
<tr>
<td>Social change</td>
<td>Causation</td>
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</table>

**Vehicles**
- Nationhood in the World
- Community of Nations
- Comparative Governments
- Political Patterns and Nationalism
- Sovereignty of the Nation State Gives Way to Interdependence

**Generalization**

**Concepts**

**Level 9**

**HISTORY**

**ANTHROPOLOGY**

**POLITICAL SCIENCE**

**SOCIOLGY**

**ECONOMICS**

**GEOGRAPHY**
<table>
<thead>
<tr>
<th>CONCEPTS</th>
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</thead>
<tbody>
<tr>
<td>Social change</td>
<td>A. Change is a neutral process; it may progress or decline.</td>
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<tr>
<td></td>
<td>B. Some societies change at a more rapid rate of progress than others.</td>
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<tr>
<td></td>
<td>C. There are many causes for social change, such as the following:</td>
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<tr>
<td></td>
<td>1. Contact between cultures.</td>
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<td></td>
<td>2. The interaction of new ideas or materials within a culture.</td>
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<td></td>
<td>3. The development of modern means of communication and transportation.</td>
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<td></td>
<td>4. Innovation as means of meeting the challenge of social, economic, and political problems.</td>
</tr>
<tr>
<td>Causation</td>
<td>A. There is a relationship of cause and effect.</td>
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<tr>
<td></td>
<td>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.</td>
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<tr>
<td></td>
<td>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly became more isolated as the series of effects expands.)</td>
</tr>
<tr>
<td></td>
<td>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</td>
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</tbody>
</table>
BEHAVIORAL OBJECTIVE:

A. The student will construct a chart showing the territorial growth of the United States during conquest, annexation, or purchase and the date, the circumstances, and from what country.

B. The student will choose a category on which to write a commentary explaining social changes at the school, or the town meetings in New England.

C. The student will list five specific incidents from the colonial period which show that contact

A. The student will give a three—five minute oral presentation on the causation of the first to
B. The student will select a problem of his own choice and expound on the causes, effects, and
C. The student responds orally or in writing explaining the basic facts surrounding the complete
   jubilant celebration.
D. The student with two other members in a study team, will list possible causes of a hypothermia.
BEHAVIORAL OBJECTIVES

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

- Essay explaining social changes that may have occurred in either the guild, the church, the home, or the period which show that contacts between cultures bring about social change.

- Analysis of the causation of the first tariff in the United States, and on the causes, effects, and possible solutions.

- Facts surrounding the completion of the first railroad and telling why this was an occasion of national significance.

- Possible causes of a hypothetical situation where a fire destroyed a storage building in an open area.
History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decision.

### Empathy

A. Empathy is the concept of demonstrating self responses that are identical with or similar to those of another person.

B. Empathy is a basic function in society in respect to understanding a person or a problem.

C. The ability to exert empathy depends on the ability to understand another person's point of view.

### Historical method and point of view

A. History is a process, a continuing development of events.

B. Every citizen who seeks an explanation for events in the past should understand that history is a mind of the past.

C. A historian is an observer who stands "amid the events" and that his particular place in time and space may affect his analysis and molding his thinking through moral principles.

D. All previous observers have perceived partial interpretations of events have been passed down from generation to generation and others have perceived the same events and interpreted them differently.

E. A competent citizen should recognize that he is an observer and that he is himself reinterpreting his position in time and space.

F. A student understanding these problems of fact and of social theory should be able to understand the certitude of one generation often met with skepticism or cynicism. The student should become familiar with the history of ideas and the current state of knowledge.
y is the concept of demonstrating the ability of an individual to understand others through one's responses that are identical with or similar to the responses of others.

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

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

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

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

A. The student will be able to list the most pertinent facts surrounding the 1948 presidential election in the scene of Truman's acceptance speech and how the people must have felt who shared his triumph.

B. The student will write an essay explaining why Greek heroes, such as Ulysses, were very popular and why.

C. The student will name four or five spectator-type sports in which the spectators share some of the feelings of the participants.

A. The student will give an oral or written presentation explaining the American frontier as an example of American society.

B. The student will explain the controversy and events centering around the liquor problem that led to the enforcement of Prohibition.

C. The student will write an essay explaining how the Civil War caused the progress of Nevada from territory to state under normal circumstances and tell how his being a resident in Nevada could "color" his interpretation of the events.

D. The student will assume the role of a writer of history and record an event of his own choosing for the benefit of those who may read it.

E. The student will read selected articles that represent the point of view of both the North and South in the Civil War, describe his own interpretation in at least three paragraphs.

F. The student will list in chronological order the events he feels led up to America's entry into World War II.
BEHAVIORAL OBJECTIVES

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

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

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

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

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

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

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

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

he feels led up to America's entry into World War II.
Ideally, the past should be understood on its own terms. Historical events should be examined in light of the standards, values, attitudes, and beliefs that were dominant during a given period and for a given people, rather than evaluated exclusively by twentieth-century standards.

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<td>Compromise and adjustment</td>
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</table>

A. Compromise and adjustment are the key to change and conflict.

B. Man faces the need to compromise and adjust to his surroundings.

C. Each culture is only a small part of a larger whole and compromise. Survival depends upon one's ability to compromise.

D. Man should recognize compromise and adjustment as a sign of weakness or surrender.

A. A nation, group, or individual must have compatible goals, be aware of the advantages and disadvantages of compromise, and recognize that compromise is not a sign of weakness or surrender.

B. Compromise and adjustment are an important aspect of man's ability to adjust to his surroundings and a sign of strength and flexibility.
Compromise and adjustment are the keys to successfully facing political, economic, social, religious, cultural, and conflict.

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

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

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

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

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

A. The student will demonstrate his understanding of compromise and adjustment within the context of compromises in the Constitution, their initial problems, and how the compromises resolved the problems.

B. The student will present an oral or written report on how the first American settlers of Texas had to adjust to new circumstances.

C. The student will list five ways in which the African slaves were forced to compromise their native group prior to the Civil War.

D. The student will assume the role of a news commentator and comment on the relationship between a no winner and was settled under terms expressed in the Latin phrase "Status Quo Ante Bellum," and a natural evolutionary concept and not as a sign of weakness and surrender.

A. The student will compare orally or in writing the public sentiment regarding liquor immediately before and 21st Amendment, 1933.

B. The student working in a study team, will make a poster illustrating the advantage and disadvantages.
BEHAVIORAL OBJECTIVES

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

2. How the first American settlers of Texas had to compromise and adjust to new rules, new ways, and

3. Slaves were forced to compromise their native culture and mores in order to survive as an ethnic group and comment on the relationship between the following two statements: (1) The War of 1812 had the Latin phrase "Status Quo Ante Bellum," and (2) Man should recognize compromise and adjustment as weakness and surrender.

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

5. Poster illustrating the advantage and disadvantages of America's position as a world power.
**GENERALIZATION**

| Culture | A. People are much alike in feelings and needs.  
| Social control | B. People in other lands have customs and traditions.  

Rarely can complex historical events be explained in terms of a single, one-to-one, cause-and-effect relationship. Rather, a study of the past indicates that multiple-causation is the dominant pattern.
People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

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

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

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

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

There is a need for social control at all levels of society.
A. The student will define five common characteristics that could denote the attitudes of both the Union to an idea, love of country, love of family, and fear.

B. The student will select either painting, music, literature, or sculpture and write a biographical sketch of his selected art form including reasons why his work was liked by the people.

C. The student will describe the Chinese custom of "filial piety" and tell why he feels the Chinese retain this custom.

D. The student will select a cultural group, such as the Indians, and write an essay in which he states the

A. The student will be able to name orally or in writing the type of officials found in control of a typical situation.

B. The student will make a list of some of the problems associated with the control of shoplifting in his community.
**BEHAVIORAL OBJECTIVES**

- could denote the attitudes of both the Union and Confederate soldiers during the Civil War, e.g., loyalty,
- or sculpture and write a biographical sketch of one important European artist associated with the
  sculpture and write a biographical sketch of one important European artist associated with the
  art, and tell why he feels the Chinese retained this custom.
- art, and write an essay in which he states their cultural contributions to America.
- type of officials found in control of a typical country club that offers golf, tennis, and swimming.

... associated with the control of shoplifting in his city and tell why such control is necessary.
The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite history in terms of its own needs, aspirations, and points of view.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>A. Individuals enter into relationships with</td>
</tr>
<tr>
<td>Loyalty</td>
<td>B. Within a social system the interaction of</td>
</tr>
<tr>
<td></td>
<td>C. Two general types of interaction are com-</td>
</tr>
<tr>
<td></td>
<td>D. The basis of all human interaction is fou-</td>
</tr>
</tbody>
</table>

A. Loyalty is the willing devotion of an individual, institution, idea, or process.

B. Loyalty processes are those means employed towards the realization of loyalty.

C. The legislative process by which all sectors of a society and representatives are processes that should be important.

D. Loyalty to ideas, such as human dignity, are important.
Individuals enter into relationships with a great number of individuals and groups.

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

Two general types of interaction are competition and cooperation.

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

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

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

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

Loyalty to ideas, such as human dignity, equality of opportunity, and freedom of speech and religion are important.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student will assume the role of a newly hired worker in the construction industry who finds it or procedures involved in becoming a unionized construction employee in the craft of his choice.</td>
</tr>
<tr>
<td>B. The student will name, in order of their importance, as many customs as he can that might be observed orally or in writing.</td>
</tr>
<tr>
<td>C. The student will state examples of the two types of interaction, competition, and cooperation, see.</td>
</tr>
<tr>
<td>D. The student will write an essay explaining the system behind the Social Security Act.</td>
</tr>
<tr>
<td>A. The student will tell the story of Nathan Hale in an oral discussion centered around the Revolution.</td>
</tr>
<tr>
<td>B. The student will orally tell about a movie or television show he has seen that exemplifies loyalty used to achieve other ends.</td>
</tr>
<tr>
<td>C. The student will collect clippings and photos and make a scrapbook on the campaign of Robert F. K.</td>
</tr>
<tr>
<td>D. The student will discuss, in small groups, the aspects of loyalty involved in the U.S.S. Pueblo incident.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

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

customs as he can that might be observed at a formal dance at a New Year's Eve celebration. (Do
on, competition and cooperation, seen in the United States-Russian space race.
the Social Security Act.

cussion centered around the Revolutionary War period of our history.
he has seen that exemplifies loyalty in one way or another and describe how the loyalty process was
rapbook on the campaign of Robert F. Kennedy showing the loyalty of his supporters.
involved in the U.S.S. Pueblo incident.
SOCIAL SCIENCE-Grades 9-12

The following standard focal reference guides, filmstrips, and simulation games can be utilized in all areas of social science, grades 9-12.

Standard Focal Reference Guides

Allyn and Bacon
People and Music

American Book Company
Mirrors of Man

Laidlaw
Our Changing World

Macmillan
Social Science
Man's Behavior

McGraw - Hill
The Humanities

Filmstrips

Grolier
The Book of Arts

Simulation Games

Free Press
SimSoc
SUGGESTED MULTI-MEDIA FOR HISTORY—LEVEL 9

High School Geography Project
Section

Holt, Rinehart and Winston
Market Game

Johns Hopkins University
Life Career
Parent—Child

Merrill
Napoli

West Behavioral Sciences
Plans

STANDARD FOCAL REFERENCE GUIDES

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

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

Lippincott
Man's Cultural Heritage

Merrill
World Culture In Perspective

Scott Foresman
Contemporary Civilization
Silver Burdett
   The Human Achievement

CONCEPT PENETRATION SOURCES

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

American Book
   Readings In World History
   Culture Area In Perspective

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

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

Follett
   World History Study Lessons

Ginn
   Today's World In Focus
Merrill
  World Cultures in Perspective

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

Rand McNally
  Pamphlets in World History

Scholastic
  Scholastic Great Issues Series
  Scholastic World Affairs Multi-Text

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

Silver Burdett
  Great Ages of Man
  Early Man

Van Nostrand
  Making of the French Mind
  The Late Victorians
  The World in the Twentieth Century
  Fifty Major Documents of the Twentieth Century
  Marx and the Marxists
  Fifty Major Documents of the Nineteenth Century
  Conservatism
  The Papacy
  The Age of the Reformation
  Basic Documents
  Contemporary Africa: Continent in Transition
  The Russian Revolutions of 1917
  The Greek Mind
  British Constitutional History Since 1832
  Liberalism: Its Meaning and History
European Economic History Documents and Readings
African Nationalism in the Twentieth Century
The Ottoman Empire: Its Record and Legacy
The Roman Republic
Feudalism
The Third French Republic 1870–1940
Immigration, The American Mosaic
The Weimar Republic
The Medieval University
Anticlericalism
Soviet Economic Development
The Lower Mekong: Challenge to Cooperation in Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
China Ageless Land & Countless People
China Emerging World Power

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

FILMSTRIPS
Budek Films and Slides
The Inca Empire
Readings

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

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

Eye Gate
Life in Other Times
U.S.S.R. (Russia) Series
Modern Japan
The Islands of the Pacific: A Regional Study Series
Man Learns to Govern Himself
Life in Ancient Greece

LaFollette
Concept Centered Lessons in World History

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

TRANSPARENCIES

Denoyer - Geppert
World History
Encyclopedia of World Cultures
The Great Issues
The Making of Mankind

78
Europe, 1918-1928
Growth of Russia, 1462-1939
Partition of Africa to 1935
The World, 1918-1937
Predominant World Economies
European Area in World War II
Pacific Area in World War II
Asia in 1963
Africa in 1940 and 1966
Europe in 1965
India, Pakistan, Burma, Ceylon Today
Air-Age World
The World Today

Hammond
Historical Atlas

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

RECORDS

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

Educational Audio Visual
Literature of World Wars I and II

McGraw - Hill
Churchill in His Own Voice
The Hollow Crown
Sir Winston Churchill "The Sinews of Peace"
World LandMark
Great Events in World History

TAPES

World
World History

16mm FILMS

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

Atlantis
Ancient Phoenicia
Negro Kingdoms

Contemporary/McGraw - Hill
Knud

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

Independent Film Producers
Israel

McGraw - Hill
Israel: Making a Land Productive
India: Urban Conditions
Thailand: Winds of Change
European Culture Region
China: The Social Revolution
Leningrad, Parts 1-2
Ethiopia and Botswana
West Germany - Industrial
South Africa
Yugoslavia
Rise of the Industrial Giants
China: The Awakening Giant
Low Countries, The - Very Much Alive
Rise of Europe, 1000-1500
Crisis at Munich
Road to World War II
Russia - Czar to Lenin
Greece - The Golden Age
Rise of Nationalism in Southeast Asia
Spanish Armada
Greece - So Rich, So Poor