Gaydosh, Ronald

Social Science Curriculum Guide and Selected Multi-Media, 10-12.

Clark County School District, Las Vegas, Nev.

69

EDRS Price

EDRS Price MF-$0.65 HC-$9.87


GRADES OR AGES: Grades 10-12. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, and descriptions of concepts. The course material includes political science, history, economics, geography, sociology, and anthropology, each covering grades 10-12. The material is presented in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each subject. There is also a high school model for political science 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 subject include books, filmstrips, films, records, tapes, kits, and transparencies. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)
SOCIAL SCIENCE

A Curriculum Guide
Levels Ten Through Twelve 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 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 to 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 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 of unique work will provide the children of the Clark County School District with a social science pro-

Kenny C. Guinn
Superintendent
FOREWORD

Inver, the rapidly changing American society has placed much responsibility on the
changes. A realistic picture of the social world can be given to students through a well
head this change, there has been created a tremendous local, state, and national
y's needs and tomorrow's challenges must be met with a new structure and organization

conflict as social, economic, and political forces. Yet, conflict is characteristic to the
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County School District with a social science program of continuous growth and develop-
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Much appreciation is due the members of the Social Science Curriculum Task Force for their willingness in creating this curriculum guide:

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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 hypothesized in conditions and problems that exist today. The broad directions of change can be predicted. Dealing with the unknown future is a realistic understanding of contemporary society and the shaping it.

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

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

ajor responsibility for giving the child the most realistic picture possible of his social world. Although
e that today’s youth face as adults can only be hypothesized now, they will have emerged from the
t today. The broad directions of change can be predicted. For this reason, the best preparation for
is a realistic understanding of contemporary society and the dynamics of change that are constantly re-
me more involved at every level with basic social science concepts. The search for meaning for every
is one of the long-range goals of this Social Science Curriculum Guide. The ability to cope with his
by the student. He must be able to think through problems much more logically and with much more con-
volvement is the key to this change.

tion, methods, skill development, and materials has determined the guidelines established. A conceptual
had with emphasis on critical thinking skills, a program reflecting all the social science disciplines, and
major characteristics of this curriculum. It is intended that the teacher’s firm commitment to this ration-
ger greater 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 development, and materials that will be used. A conceptual approach, a discovery-inquiry program reflecting all of the social science disciplines, and the use of multimedia are the components.

When planning a social science lesson, start with a generalization in mind that may be used to develop a program. A generalization is not expected to repeat a generalization verbatim. They will be successful if they construction has been oriented.

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

Sequence has been given to the K-12 social science continuum by assigning disciplines to levels. United States and Nevada History and American and Nevada Government are required in a sequence taken during the eleventh and twelfth grades. The teacher must keep in mind that emphasis is placed on the levels assigned. The concepts are designed to bring other disciplines into focus during a unit and sociology are included for levels ten through twelve taking electives into consideration.

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

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

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

Start with a generalization in mind that may be used as stated or may be reworded. Students are in rior verbatim. They will be successful if they come near understanding the ideas to which the in-

Adapted from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price. 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

Social science continuum by assigning disciplines to be stressed at the various levels. Courses in American and Nevada Government are required in high school. It is recommended that these be graded. The teacher must keep in mind that emphasis should be given to the discipline at the grade assigned to bring other disciplines into focus during a unit of work. Anthropology, economics, geography, ten through twelve taking electives into consideration.

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 ability to any type of school program.

Room instruction starts with factual material first introduced in a conceptual framework. This procedure to arrive at the large central idea--the generalization.
THE SOCIAL STUDIES AND THE SOCIAL SCIENCE

The term social studies has traditionally been defined in reference to the social sciences. These are the scholarly fields of study of man in his social environment. These disciplines include sociology, 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 sciences: 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 pedagogic purposes.

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

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

Planning in the social studies draw data from the social sciences related to societal values, problems, heritage.

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

Social sciences adapted and simplified for pedagogical purposes.

It is possible to achieve maximum value from the social and psychological foundations in attuning to the social sciences as the substantive 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 a systematic account of events that affect a nation, an institution, or a social group, and an account usually connected with an explanation. Thus, it can be both narrative and interpretative. In still another way, history is descriptive and explains past events as an aggregate or as steps in human progress. In short, the dictionary definition of 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. Such phenomena 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 preferred to 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 the future.

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

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

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

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

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

Of the Social Science Core Disciplines*

History is also a systematic written account of events that tell how these events unfolded.

In still another way, history is described as the branch of knowledge that records or as steps in human progress. In short, the dictionary defines history as a description or

The phenomena of the earth, landforms, and soils; or human, such as religions, population densities, and trans-end phenomena are numberless, geography is preferably defined in terms of this concept of

Society choose, with or without the use of money, to employ scarce productive resources to provide and distribute them for consumption, now and in the future, among various people and groups

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

voted to an analysis of power in society.

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

social groups, their internal forms or modes of organization, the processes that tend to maintenance, and the relations between groups.

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

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. To classify his experiences, and which continually changes as his experiences accumulate, which represents the real content of the insights and meanings the word evokes in the abstraction or general idea in the mind of a person used to represent a class or group of characteristics in common. It is a synthesis of a number of things an individual has experienced.*

2. Generalization: A universally applicable statement at the highest level of abstraction, past and/or present, engaging in a basic human activity. In accord with this definition:
   A. The stated generalization, or the context in which it appears, shows that the author
   B. The stated generalization is not limited by reference to specific geographic or cultural
   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 an acceptable generalization.
   E. Opinions are not considered to be generalizations unless the specialist also reports tested and found to have no exceptions.
   F. Generalizations must have applicability to all places in all times, or be applicable
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated
   I. Generalizations must be applicable to man at the highest level of abstraction rather

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 what the learner is to be
   A statement of intent which describes in performance terms what the learner is to be like learning experience.

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

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

*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 19
GLOSSARY OF TERMS

way of making meaning of things he has experienced. It is a mental image which assists a person in
and which continually changes as his experiences accumulate. A concept is expressed by a verbal sym-
content of the insights and meanings the word evokes in the mind of an individual. A concept is an
the mind of a person used to represent a class or group of things or actions having certain qualities or
is a synthesis of a number of things an individual has experienced and conclusions he has drawn about
applicable statement at the highest level of abstraction relevant to all time or stated times about man,
in a basic human activity. In accord with this definition, the following statements must be made ex-

, or the context in which it appears, shows that the author believes that there are no known exceptions.
is not limited by reference to specific geographic or cultural boundaries.
generalization is based are not in themselves generalizations.
definition is here considered to be a generalization and can appear only in the context of an otherwise in.
red to be generalizations unless the specialist also reports that the opinion as a hypothesis has been
no exceptions.
ve applicability to all places in all times, or be applicable to all places within a stated period of time.
either primary, statistical, or functional.
al with man in a societal orientation, not as an isolated individual.
applicable to man at the highest level of abstraction rather than to specific men or communities.*
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describes in performance terms what the learner is to be like once he has successfully completed a
which are encountered in the process of doing assignments such as skills in gathering facts and selecting
outcomes at the conclusion of a given learning situation or course of study.

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

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

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

10. Reflective Thinking: The active, careful, persistent examination of any belief or purported 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 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 or common goal.

13. Cognitive: A generic term used to indicate all the various aspects of knowing including perceiving, thinking, and imagining. A cognitive response is usually observable. It can be described as 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 commonly, the term is used as equivalent to emotion and even more narrowly to refer to the able signs. The affective response is internal and is difficult to determine or measure. In and negative states including, for instance, anger and anxiety as well as affection in the self.

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

will initiate the student's attempt to discover new knowledge by helping him to select from data information
higher level of critical thinking toward major concepts and generalizations.

the entire theme and then breaking it down into concepts, sub-concepts, and facts. A process by which a
usions by reasoning.

the active, careful, persistent examination of any belief or purported form of knowledge in the light of the
and the further conclusions toward which it tends.

method of teaching whereby a teacher assumes the nondirective role and the student seeks information to the
-out questions, by asking questions and through research and discovery.

purpose for developing certain motives and objectives through which the teacher can reach a specific aim

term used to indicate all the various aspects of knowing including perception, judgment, reasoning, remem-
imagining. A cognitive response is usually observable. It can be described and it is easy to determine if the

with this response in teaching. The cognitive mental process includes:

ation and description

onship of alternatives

ng in orderly sequence

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

and procedures of 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
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., eith
beginning of concepts.
and ideas which society or an individual esteems and seeks to achieve.

Awareness of objects or data through the medium of the senses.

Admonition or direction meant as a rule of action or conduct.
or based solely on experimentation and observation.

q: Presenting 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 in social studies. Time and space have even been given to discussing the rationale and assumptions underpinning them. Much effort has been devoted to 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. The social studies classroom teacher who is daily faced with the practical necessity of actually doing it 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 needed. Teachers have been increasingly urged to use this 'new way' of teaching but have been frustrated because of just what it is and how to employ it. Consequently, many have become disillusioned with the idea of it. Some have become convinced that there is considerably less to it than meets the eye; others merely shrug it off with a curt, 'Oh, it won't work.' Those who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt that it is this newer way of teaching has been described by a variety of terms. It has been labeled as an approach, 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 descriptive of the kind of knowledge developed is useful knowledge—knowledge that solves a problem, answers a question, satisfies a curiosity, demonstrates or validates a concept, or gives some meaning to a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one inquires. It is the application of purpose to data in order to do something. It may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on. The process of inquiry is essentially finding out for oneself. It is the application of purpose to data in order to do something. It may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on. The process of inquiry is essentially finding out for oneself. It is the application of purpose to data in order to do something. It may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on.
USING INQUIRY IN THE SOCIAL STUDIES—
GUIDELINES FOR TEACHING*

spoken recently about 'newer' ways of teaching and learning in social studies. Considerable attention has been expended on the merits and deficiencies of inquiry and assumptions underpinning them. Much effort has been expended on the merits and deficiencies of classroom teaching and learning. Time and space have even been consumed debating whether or not these all this, the real essence of the 'new way' still remains obscured. For the busy— but intensely concerned teacher who is daily faced with the practical necessity of actually teaching, two crucial questions remain: 'Is this the new way? ' and, even more basic, 'How do I do it?'

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

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

THE PROCESS OF INQUIRY

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

or, does not tell just precisely what happens when one inquires. Basically, the process of inquiry consists of the selected data in order to complete a particular task. This is done by following certain sequential steps. Four things must be done:  

1. Select data
2. Solve problem
3. Apply concept
4. Demonstrate or validate concept


*ERIC 8 27
The method, or mode, of inquiry is not a single act but a sequence of analytical—deliberate, step-by-step—thinking and intuiting conclusions. It includes inductive reasoning, moving from the general to the supporting specifics. It usually starts with a question and moves at varying rates of speed to some sort of conclusion. Describing precisely how one inquires is a task not lightly undertaken, because it is not everyone can speak with finality on this. Nevertheless, certain steps can be taken at least, to represent the major stages of this process. For example, a teaching strategy that will facilitate this way of learning is associated with it.

This process is obviously much more complex than this diagram suggests, as three types of mental operations repeated over and over again. Inquiry begins by asking a question, testing a hypothesis, and drawing conclusions (generalizing). Throughout the process there is one ever-present factor—the use of data. As indicated by Clark County’s curriculum design, the teacher’s role in the inquiry method is to act as a programmer, resource person, process observer, process commentator, and adjuster.

As indicated by Clark County’s curriculum design, the teacher’s role in the inquiry method is to act as a programmer, resource person, process observer, process commentator, and adjuster.
what the learner consciously or unconsciously does, as follows:

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

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

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

It be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. By a variety of processes each of which is best suited to different purposes. At times we learn best by

Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can be best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to

ones goes about it.”

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

The discovery-inquiry method is recommended for student learning activities in which meaning as they work with the data available in many forms of multimedia material as progressive steps in the discovery-inquiry method.
A conceptual approach and discovery-inquiry method to instruction poses a new role for them and it can now come into play as interrelated items of central concern and control. It is suggested that they make use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and recommended for student learning activities in which they will develop skills and acquire facts and ideas in many forms of multimedia material. Skill development levels through inquiry are seen as a part of the teaching-learning process.
Behavioral objectives deserve an important place in the repertoire of those who teach them. 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

Diagram:

- **Behaviorsal Objectives**
  - Formulation
  - Instruction
  - Evaluation
  - How to Use

- **Definable**
- **Measurable**
- **Why Use Them?**
BEHAVIORAL OBJECTIVES

WHAT KINDS?

WHY USE THEM?

LONG-RANGE

TERMINAL

ENROUTE

OBSERVABLE

MEASURABLE
LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for meaningful sequences of alternate actions available to him. The student develops the ability to use scientific solving tools.
   
   A. The student must select a topic or problem from a given body of conceptual material and form.
   B. He must then pose an answerable question that is not too general (e.g., What is the fun?)
   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 analysis of the presentation.
LONG-RANGE OBJECTIVES

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

problem from a given body of conceptual material and defend his interests verbally or in written question that is not too general (e.g., What is the function of government?) nor too specific, hypotethis or set of hypotheses in relation to the question asked.

state, identify, relate, and use empirical data drawn from social and behavioral sciences (facts, student must list and defend verbally or in written form a minimum of four references, or their proving or disproving his hypothesis to his question. into a brief and articulate written summary by the student.

participate in open and respectful discussion of his premise in a seminar meeting. He does this in, the formulation of his hypothesis, and the development of a conclusion. His group in turn presentation.
The main body of this guide is designed in a five column (A) arrangement that is intended for a teacher to 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 accordance with his objectives and preferences. For explicit examples of how teaching techniques and learning activities have been provided.

Essentially, this guide is one that is developmental—constantly, continually, and ultimately, involving in-service training, implementation, application, and evaluation. This feature is seen as part of the teacher’s own creative involvement in the developmental process. This has made the guide part of their own creative work.
GUIDE FORMAT

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED MULTI-MEDIA</th>
</tr>
</thead>
</table>

MODEL FORMAT

<table>
<thead>
<tr>
<th>B-CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED TEACHING TECHNIQUES</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>SUGGESTED MULTI-MEDIA</th>
</tr>
</thead>
</table>

In a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way its utilization. In the guide format, suggested teaching techniques and suggested learning activities ner to exercise his instructional individuality in developing these areas to fit his own particular needs of how teaching techniques and learning activities are developed for instructional purposes, teaching developmental--constantly, continually, and ultimately--drawing on the Clark County School District's application, and evaluation. This feature is seen as having merit in that teachers, have been personally This has made the guide part of their own creative efforts thus stimulating more effective teaching.
Teaching social science through the use of major concepts involves an almost inherent contact with generalizations from the structure of teaching and learning units. Therefore, it should be made clear that the generalizations involve 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 as being educational and are listed under the various disciplines to which they are most closely related.

**History:**

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

2. "History Makes Man Aware of the Possible Rather Than the Probable, Alternatives Concerning the Time in Which He Lives. History Offers No In Upon Which to Base Such Decisions."  

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

4. "Rarely Can Complex Historical Events Be Explained in Terms of a Simplehip. Rather, a Study of the Past Indicates That Multiple-Causation  


**Geography:**

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

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

3. "Each Culture Tends to View Its Physical Habitat Differently. A Socia Level of Technology Determine Which Elements of the Land Are Prizes  

4. "Every Region Is an Area Homogeneous in Terms of Specific Criteria Co Delimitation Is Always Based on an Intellectual Judgment."
of major concepts involves an almost inherent contact with generalizations. They are closely related to any Therefore, it should be made clear that the generalizations listed in this guide are recognized as being only in lesson planning by the teacher.

These are included as being essential to structures built for teaching proce disciplines to which they are most closely related.

It should be cognized by the researcher. Thus, the researcher

ious and Unrelenting Change Has Been a Universal Condition of Human Society Throughout Both Remembered recorded Time. "1

Makes Man Aware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter Concerning the Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, which to Base Such Decisions. "2

3, the Past Should Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the 4

Can Complex Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation Rather, a Study of the Past Indicates That Multiple-Causation Is the Dominant Pattern. "4

5, the Past Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical Varieties With the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in of Its Own Needs, Aspirations, and Point of View. "5

Use of the Land Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by 6


8, Region Is an Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This delimitation Is Always Based on an Intellectual Judgment."8
5. "The Character of a Place Is the Product of the Past as Well as an

Economics:

1. "Every Society Has Some Kind of Economic System. This Pattern of Acquisition and Use of Goods and Services and Reflects the Values and Objectives of Society."
2. "All Economic Systems Are Confronted by the Problem of Relative Scarcity." 1
3. "Economic Conditions and Systems Change Over a Period of Time." 1
4. "Every Economic System Possesses Regularities Which Make Certain Forms and Patterns Characteristic of That System."
5. "In a Modern, Complex Economic System, Individuals Are Dependent on the Distribution of Goods and Services to Meet Their Needs and Wants." 15

Sociology:

2. "A Society Exists in the Minds of Its Members and Occurs Only When Certain Conditions Are Met by Those Members. The Mere Grouping or Aggregating of People Does Not Mean That a Society Exists."
5. "Every Group Is a Complex of Roles. Group Members Perform Given Roles During a Particular Period In His Life and at Various Stages in His Career." 20

Political Science:

1. "As a minimum condition for its existence a society establishes authorities which are binding on all the people, provide for the resolution of dissent, and maintain order in the society." 21
The product of the past as well as an interim phase in an ever-changing existence. A kind of economic system. This pattern of arrangements involves the production, distribution, exchange, and reflects the values and objectives of the particular society. People are confronted by the problem of relative scarcity, of unlimited wants and limited resources. Economic systems change over a period of time. They possess regularities which make certain forms of prediction possible. An economic system, individuals are dependent upon others for the satisfaction of many of their needs. Who lives always in groups. He may belong to a variety of groups, each of which can be a structure. Minds of its members and occurs only when there is communication or interaction among mere grouping or aggregating of people does not produce a society. Through the socialization process, he can learn approved ways of behaving. Of groups in a complex contemporary society serves as a bond which holds that society together. A complex of roles. Group members perform given roles and have some understanding of the expectations with those roles. As a member of various groups, a person may learn and assume different roles in his life and at various stages in his development and maturation. For its existence, the society establishes authoritative institutions that can make decisions which people provide for the resolution of dissent, and effectively enforce basic rules.
2. "The nature of a given society's political system and the nature of its political fundamental system of values to which the society adheres." 22

3. "Political ideals, values, attitudes, and institutions develop and change achieved, and over the enforcement of standards of behavior." 24

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

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

3. "Every human cultural system is logical and coherent in its own terms, 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 in soci 29

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

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

8. "Explanation of human behavior is essentially one-sided and incomplete cultural, social, and psychological characteristics is taken into account in the biophysical environment." 32
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
values, attitudes, and institutions develop and change over time." 23

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

al lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and per-
haps to his world." 25

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

ulturul system is logical and coherent in its own terms, given the basic assumptions and knowledge
be given community." 27

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

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

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

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

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

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

11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mixing' (hybridization) are frequently superior to their 'pure-blooded' parents in strength, stature, and other characteristics. 'Hybrid vigor' is well known among many species of 'lower' animals and plants as well as man." 35

12. "Anthropologists (and other scientists) have discovered no human biological characteristics that are unaffected by genetically inherited biological factors." 36

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

evidence 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 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of known among many species of 'lower' animals and plants as well." 35

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

significant differences in behavior among human populations (including expression of attitudes, psychological characteristics) are understandable as learned cultural patterns rather than characteristics." 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. 165.


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 or recognition of ideas from phenomena

1. Sovereignty of the Nation-State in the Community of Nations:
   Contrary to popular belief that nations are as old as recorded history, the nation since the sixteenth century. Having gone through periods of steady development, are now going through a period of giving-way of sovereignty to a role of interdependence to 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 of one's ability 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 world, development and the movement of populations to the cities would be an intelligent approach.

4. Secularization:
   Early man attributed all his blessings, travails, and disasters to the gods. By the sixteenth century, the nation-state became supreme in all the affairs of men. The development of the nation-state, new cities, and the movement of populations to the cities would be an intelligent approach.

5. Compromise and Adjustment:
   Compromise and adjustment are the keys to successfully facing political, economic, and social needs. One faces the need to compromise and adjust to his physical as well as to his social situation.

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

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

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

In the Community of Nations:

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

eration of the wishes of other states.

And Resolution:

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

in Syndrome:

An of the most important social trends in the world today, the inclusion of the quest for industrial popula-

tions to the cities would be an intellectual mandate.

ings, travails, and disasters to the gods. By the Middle Ages the universal church was considered

The development of the nation-state, new cities, and industries changed all that to a more secular and beliefs.

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

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

for Social Studies (Syracuse: Syracuse University, 1965).
7. **Power:**
   Power is a relationship by which one individual or group can take action that affects both a goal and an instrument for achieving that goal. No student can fulfill 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 a robot. To be more than a robot or a nonhuman animal, the citizen must deliberate upon effecting these decisions. Moreover, he must abide by his choices once they have been made.

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

10. **Input and Output:**
    Input refers to those productive resources furnished by persons in producing goods and services produced for sale during a period of time, measured according to the student's expectations of consumption.

11. **Savings:**
    This concept is concerned with the effects of claims (savings) on the American economy, corporation, individual, or government. Some one else's savings and the resultant instability of a system is important to any discussion of inflation or recession. Student is aware of saving by one unit to the claims on another unit, if they are to intelligently plan for productive adults.

12. **The Modified Market Economy:**
    Students should understand the free private function of the entrepreneur, the growing source of capital (loans and grants), and the effects of this increasing role of the entrepreneur market economy. Included should be an understanding of the position of price, cost, monopoly, competition, supply, and demand.
individual or group can take action that affects the behavior of another. It must be seen achieving that goal. No student can fulfill his potential role as a citizen participating in ut being aware of this concept.

Augh life having all decisions made for him is an ideal future citizen for a totalitarian state. nan animal, the citizen must deliberate upon decisions and participate in both making and y, 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 reference both to physical limitations and to limitations relative to the wants of the people

ources furnished by persons in producing a product. Output means all the products ale 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.

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

private function of the entrepreneur, the growing rate of government as a market and as a o, and the effect of this increasing role of the government in modifying the free private red should be an understanding of the position of producer and consumer and the functions ion, supply, and demand.
CONCEPTS (con't)

13. Habitat and Its Significance:
Without interference of man, ecosystems are produced by areal associations of intercor
involves five groups of physical and biotic processes: (1) surface features, (2) climate. 
Habitat provides the natural surrounding of man's occupancy of the earth. It is of the 
concept regarding the significance of man to the features of habitat. The student shou
and his culture are determined by physical surroundings and that he cannot alter it.

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

15. Institution:
This is an organized way of doing something. It is a formal, recognized, established,
social activity. Institutions have been described as complex clusters of cultural mean
by a high degree of organization and permanence and revolving about at least one maj
our society is in some manner directed in his activities by our institutions, it is import
how they affect us.

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

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

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

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

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

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

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

18. Interaction:
Within a given social system, the interaction of individuals and groups follows a specific form of interaction. The basis of all human interaction is found in social processes. Contact between cultures or goods with a culture often results in a modification of knowledge, attitudes, and 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 worth that exists because the individual exists, and not because of his achievement. Every citizen would respect the dignity of all other men.

2. Empathy:
The Dictionary of Social Sciences defines empathy as the ability to understand and share the feelings and experiences of another. Empathy has been referred to as "putting one's self in another's shoes.

3. Loyalty:
Loyalty is the willing devotion of an individual to a cause greater than himself. In the development of the concept of loyalty, one is as concerned with processes and ideas as he is to individuals or states. Process refers to those 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 survival. Whenever government fails to secure these rights, the people may alter it to fit the public will.
CONCEPTS (con't)

...ss. It may be progress or decline, depending on the perspective of the observer. Some societies
...te 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.

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

...h questions of attitude, beliefs, and principles.

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

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

... devotion of an individual to a cause greater than himself, as represented by an institution, idea, or
...ment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
...e is to individuals or states. Process refers to those who are employed to achieve as ends the other
...en society.

...r of the Governed:
...ition of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
...ails 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
human freedom has come to mean equality before law, equal access to suffrage, and equality of opportunity 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 informed 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, 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 study of things and events of unlike origin and events that are thus associated. The distinctive purpose of geographic study is the action of things and events related to unlike processes that are associated with part of the world has examined the interaction between man and his habitat. Equally significant are diverse cultural processes or among physical and biotic phenomena. Geography seeks to analyze the sequences of differences from place to place on the earth.
   3. Causation:
      In the teaching of the causation concept, we aim to develop a method of thinking about effects around us. Causation, as an aspect of method, should be integrated with the

D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are envisioned as inevitable skills coming into focus 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
perceived external restraints on individual behavior. In the western world, equality
dual access to suffrage, and equality of opportunity. Taken to extremes, freedom
e the tyranny of the majority.

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

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

and his habitat. Equally significant are the studies of the interaction among
cal and biotic phenomena. Geography seeks understanding of the causes and con-
place on the earth.

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

but techniques of skills and/or behavior are not identified as concepts as such. They
oned as inevitable skills coming into focus as inquiry methods and conceptual
es are utilized.

measurement

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 efforts, we feel it behooves us to make an equal effort to select 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 guidelines.

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

We also resolve to impress upon the publishing companies, directly and through their representatives, the traditional media and vow to join with our colleagues from other parts of the country to assist with the traditional media.

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

A Concept Penetration Source is a tool by which the student and teacher may delve into an area.
CLARK COUNTY SCHOOL DISTRICT
SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

County Curriculum Task Force for the social sciences as published in their curriculum guide. These discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the "ideas. Since we accept the product of their efforts and recognize it as a radical departure from the method, we feel it behooves us to make an equally radical departure in establishing guidelines to select those materials designed to enhance the development of the aforementioned program using as our basis by the curriculum committee in their curriculum guide.

To meet our needs to the extent that we desire, we will select those materials most applicable to this end, we will present the concepts and generalizations to the various companies and their representatives conceptually. Companies, directly and through their representatives, the measure of impatience that we harbor with colleagues from other parts of the country to assist publishers in finding new directions in social science.

Total package. Teachers are to be aware that with an interdisciplinary approach, materials can be very much to textbook materials. The following are these definitions:

1. Explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. Occasionally compiled in a single volume that give a broad view of the mainstreams of social science. These represent a basis of sophistication from which the student is led to a higher level of sophistication in the student and teacher may delve into an area of research.

Programs, none were recommended. It was the decision of the committee that the District television correlate with the new social science program in Clark County. It was felt that local teacher exper-
### GENERALIZATION

| Concept | 1. Social change |

### CONCEPTS

- A. Change is a neutral perspective of the process of social change.
- B. Some societies change institutions in the same direction as those of other societies.
- C. There is probably no cause for all societies to change by itself, be considered.
- D. Contact between cultures within a culture often leads to different skills of the people.
- E. The development of innovation made possible a wider range of political problems and change.
- F. Innovation as a means to change.
<table>
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<tr>
<th>N</th>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
</table>
| 1. | Social change | A. Change is a neutral process. It may progress or decline, depending on the perspective of the observer.  
B. Some societies change at a more rapid rate of progress than do other institutions in the same society.  
C. There is probably no one factor or a consistent set of factors that are responsible for all social change in societies nor could one factor, operating by itself, be considered as the sole cause of any one single change.  
D. Contact between cultures or the interaction of new ideas or material goods within a culture often results in a modification of knowledge, attitudes, and skills of the people.  
E. The development of modern means of communication and transportation have made possible a wider distribution of cultural items and ideas.  
F. Innovation as a means of meeting the challenge of social, economic, and political problems should be understood as an important factor in social change. |
BEHAVIORAL OBJECTIVES

A. The student will explain in writing that change is a neutral process and that it may progress or determine from facts he has found and logically concluded through his own concepts of change.

B. The student will, orally in a small group, give two examples each of societies changing at a more that change at a more rapid rate than do other institutions in the same society.

C. The student will, in writing, describe that probably no one factor or consistent set of factors are

D. The student will describe orally in small groups how contact between cultures or the interacting a modification of knowledge, attitudes, and skills of the people.

E. The student will construct a poster demonstrating how the development of modern means of communication cultural items and ideas.

F. The student, with the help of visual aids, will demonstrate he has learned to use a new method political problems that are important factors in social change today.
process and that it may progress or decline. The student's explanation will depend upon his ability to through his own concepts of change, the logical accuracy of his statement.

Each of societies changing at a more rapid rate than other societies and some institutions within a society in the same society.

Factor or consistent set of factors are responsible for all social change in societies.

Between cultures or the interaction of new ideas or material goods within a culture after results in people.

Development of modern means of communication and transportation has made possible a wider distribution of he has learned to use a new method that will help him meet the challenge of social, economic, and ge today.
SUGGESTED TEACHING TECHNIQUES

A. The task of defining is really not to be isolated in the process inasmuch as meaning and definitions frequently demands the construction of operational definitions when authoritative meanings do not exist. Hypothesizing, the entire reflective process is characterized by a question such as "What do you mean by...". A statement "Change is a neutral process." He should reinforce this with examples, movies, slides, etc.

B. Read the concept, social change, from Roy A. Price's pamphlet, Major Concepts for Social Studies.

C. Introduce students to the great change, variety, and diversity of American life by showing them the Roaring Twenties and show movies on the Jazz Age and reform movements.

D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introducing ancient cultures such as the Greeks, and Chinese societies. These societies must have had material goods, clothing, foods, and beliefs. Readings about these cultures from the many sources at your disposal.

E. Write this statement on the board: "The development of modern means has made possible a wider distribution of goods and to give examples of it."

F. Discuss with the students the meaning of sub-concept F. Read from Francis J. Sorauf's Political Science, and have the students discuss it as it pertains to sub-concept F. Make use of the much misunderstood Fifth Amendment.
TEACHING TECHNIQUES

much as meaning and definitions are constant elements in all phases of reflective inquiry. Assign terms to define: social change, neutral process, progress, and decline. Ask students to find and use definition. Agreement on the meaning of terms is a requirement of the dialogue of inquiry. This task on authoritative meanings do not fit the case. While definition is emphasized in the orientation and question such as "What do you mean by social change?" The teacher should prepare a lecture on the with examples, movies, slides, readings, tapes, and any other media that will get this point across.


American life by showing them the film, "The Golden Twenties," McGraw-Hill. The twentieth this idea. Refer to Price's Major Concepts for Social Studies, page 17-18. Give students other Court rulings where change is involved. Discuss the reasons for change. Play the tape recor cgs from movements.

ames like 20 Questions. In introducing different cultures, use American Indian, early Egyptians, material goods, clothing, foods, and homes. Show examples of changing attitudes and skills. Assign sal.

means has made possible a wider distribution of cultural items and ideas." Ask students to discuss this

from Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and have the much misunderstood Fifth Amendment of the United States Constitution.
SUGGESTED LEARNING ACTIVITIES

A. Working in groups of five to eight members, the teacher will ask the students, "What do you mean by the decline." The student should use facts, concepts, and hypothesis on each definition. After completing lecture, view movies, listen to tapes, read the assignments, and write a paper.

B. After the teacher delivers the short lecture and has given some examples of change, the students should form groups without assigning one. Ask students again, "Why do some societies change at a more rapid rate than do other institutions in the same society?" They should do research to prove them correct. They may want to change it. Each small groups may want to change it. Each small groups may want to change it.

C. Introduce students to the great change, variety, and diversity of American life. Show the film, "The century has been called the great change. Ask students to discuss this idea. Refer to Price's Major C examples such as reform movements, social protests, and Supreme Court rulings where change is involved the Roaring Twenties. Show movies on the Jazz Age and reform movements.

D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introducing Greeks, and Chinese societies. These societies must have had material goods, clothing, food, and have reading about these cultures from many sources at your disposal.

E. Students will discuss the following statement: "The development of modern means has made possible a will select a project to show his understanding of this statement. He can use a graph, table, collage,

F. Read from Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and how of the much misunderstood Fifth Amendment of the United States Constitution. Newspapers and magaz has been used by those being investigated for a variety of purposes. After careful study of the Fifth A application over the years, student might role-play a group of political situations. In one incident, is written and does not exist. Each of the actors in this political drama might be given, beforehand, as s the scene. For examples refer to Francis J. Sorauf's Political Science, pages 98-102. As a means of and political problems, introduce, in a small group session, a new method showing how innovation is an
GESTED LEARNING ACTIVITIES

To the students, "What do you mean by the following: Social change, neutral process, and progress and on each definition. After completing this assignment, the student should listen to the teacher's write a paper.

amples of change, the students should be divided into small groups. Permit the leader to emerge do some societies change at a more rapid rate than do other societies?" and "Why do some institutions in the same society?" Each group should form their own hypothesis and from these may want to change it. Each small group will report back to the large group for further discussion.


ames like 20 Questions. In introducing different cultures, use American Indian, early Egyptians, aterial goods, clothing, food, and homes. Show examples of changing attitudes and skills. Assign

of modern means has made possible a wider distribution of cultural items and ideas." Each student He can use a graph, table, collage, bulletin board, poster, or any other means to illustrate.

ill Books, Inc., pages 97-98, and have students discuss it as it pertains to sub-concept F. Make use Constitution. Newspapers and magazines have described many instances in which the Fifth Amendment es. After careful study of the Fifth Amendment, its purposes, the freedom it guarantees, and its political situations. In one incident, the class might assume that the Fifth Amendment has not been trama might be given, beforehand, a slip of paper that provides some background information and sets fense, pages 98-92. As a means of meeting the challenge of social economics method showing how innovation is an important factor in social change.
<table>
<thead>
<tr>
<th>FILMS</th>
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<tbody>
<tr>
<td>&quot;The Changing City&quot;</td>
<td>&quot;Social Change and Controversy&quot;</td>
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<tr>
<td>&quot;Navajo Indian Life&quot;</td>
<td>&quot;American Government&quot; - Part 1</td>
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<td>&quot;American Indians of Today&quot;</td>
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<td>&quot;Our Shrinking World&quot;</td>
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<td>&quot;Television--How It Works&quot;</td>
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<td>&quot;What Are Young People Thinking Today&quot;</td>
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<tr>
<td>&quot;Life In The Thirties, 1930-1939&quot;</td>
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<td>&quot;Immigration in American's History&quot;</td>
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<td>&quot;Who Are the People of America&quot;</td>
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<td>&quot;Jazz Age, In the 1919-1922,&quot;</td>
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<td>part 1 and 2.</td>
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<td>&quot;Mirror of America&quot;</td>
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<td>&quot;Not So Long Ago, 1945-1950&quot;</td>
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<td>&quot;The Golden Twenties&quot;</td>
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<td>BOOKS</td>
<td>OTHER</td>
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<tr>
<td>The Supreme Court in American Life, Leonard, F.</td>
<td>Pictures, newspapers, and</td>
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<tr>
<td>The Shaping of Modern America, Morris, R.B. &amp; Woodress, F.</td>
<td>magazines</td>
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<tr>
<td>Jackson Democracy, Morris, R.B.</td>
<td></td>
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<tr>
<td>The Human Side of American History, Brown, F.</td>
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<tr>
<td>Civil Rights and Liberties, Mooney, Charles C.</td>
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<tr>
<td>The Radical Right, David, William</td>
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<tr>
<td>Labor in American Society, Roch, T.W.</td>
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<tr>
<td>Major Concepts for Social Studies, Price, Roy A.</td>
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<tr>
<td>Political Science, Francis J. Sorauf</td>
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## II. Social Control

**A.** Social control deals with the mechanism by which society exercises its dominance over component individuals and enforces conformity to its norms. Included as mechanisms are taboos, mores, customs, and laws.

**B.** The basis of orderly human interaction is found in social systems. Norms give structure, stability, and order to society. Without these, social interaction would be difficult, unpredictable, and sometimes dangerous. These norms vary from everyday etiquette to formalized laws.

**C.** Social controls can be judged in part by their ability to preserve the social structure from undermining deviant behavior.

## III. Institutions

**A.** Institution is not a group at all but an organized way of doing something. An institution is a formal, recognized, established, and stabilized way to pursue some major social activity.

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

**C.** Government is the creation of man to secure the rights of individuals to safety, tranquility, freedom, and happiness. Whenever government fails to secure these rights, the people may alter it to make it a more effective instrument of their will.
<table>
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<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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<tbody>
<tr>
<td>A. The student will demonstrate his knowledge of social control by defining in writing the terms mechanisms, norms, taboos, mores, customs, laws, and social control.</td>
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<tr>
<td>B. The student will construct a bulletin board or poster of a diagram showing the function of social structure within at least three countries and the United States.</td>
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<tr>
<td>C. The student will demonstrate his ability to evaluate the social control that each country he has selected has on its people. He will do this by writing his interpretations of each country's social control over its people.</td>
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<th>Organized way of doing recognized, some major social</th>
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<tr>
<td>The values men choose to live by that their governments defend the governed.</td>
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<tr>
<td>Secure the rights of life, liberty, and property.</td>
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</table>

| A. The student will be able to define the following terms orally: formal, recognized, established, stabilized, and institution. |
| B. The student will be able to state the purpose of institutions and identify those that are social, authoritative, religious, and political. |
| C. The student, in small group sessions, will be able to discuss intelligently the meaning of the new social contract theory. |
## Suggested Teaching Techniques

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<tr>
<td><strong>A.</strong> Introduce the words mechanism, norms, taboos, mores, customs, laws, and social control. Discuss with class the general meaning of social control and how it has affected the United States Constitution and institutions.</td>
<td><strong>A.</strong> Have students work in groups to define the terms as mechanism, norms, etc.</td>
</tr>
<tr>
<td><strong>B.</strong> Give students some guidance in constructing diagrams. Assign Govran &amp; Rienow's <em>Our Changing Social Order</em>, page 149. Use overlays, play records, and assign short readings from Comparative Governments all prepared by Dr. Edwin Fenton. Allow time for research on at least three other countries' government structure.</td>
<td><strong>B.</strong> Have students construct diagrams showing similar social structures in at least two countries and discuss their findings with the class.</td>
</tr>
<tr>
<td><strong>C.</strong> Have students refer to their diagrams and discuss them. Bring magazines and newspapers and show a movie pertaining to social protests. Discuss some of the protest movements.</td>
<td><strong>C.</strong> Have students evaluate the social mechanisms they have learned and then transfer the knowledge to other countries.</td>
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<tr>
<td><strong>A.</strong> See suggested learning activities.</td>
<td><strong>A.</strong> Assign students, in small, formal, recognized groups, to research and prepare a presentation on the methods of change that the United States Constitution gives us, e.g., elections, legislative process, impeachment, and court system.</td>
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<td><strong>B.</strong> See suggested learning activities.</td>
<td><strong>B.</strong> Use Edwin Fenton's methods to prepare a group discussion. Answer questions and encourage participation.</td>
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<tr>
<td><strong>C.</strong> Read to the class John Locke's <em>Social Contract Theory</em>. Discuss this theory with the class as it pertains to the American Revolution and the French Revolution. Bring in the methods of change that the United States Constitution gives to us, e.g., elections, legislative process, impeachment, and court system.</td>
<td><strong>C.</strong> Read John Locke's <em>Social Contract</em>. Discuss the implications for group discussions.</td>
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<tr>
<td>SUGGESTED LEARNING ACTIVITIES</td>
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<tr>
<td><strong>A.</strong> Have students work in small groups defining and using the scientific method on such terms as mechanisms, norms, taboos, mores, customs, laws, and social control.</td>
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<tr>
<td><strong>B.</strong> Have students construct diagrams showing the function of social structure within at least two countries and the United States.</td>
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<tr>
<td><strong>C.</strong> Have students evaluate the social control that each country has over its people. Students should discuss the influence that deviant behavior has over social control and then transfer this understanding into a written report.</td>
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</table>

| Assign students, in small groups, to define the following terms orally or in writing: formal, recognized, established, stabilized, and institution. |
| **B.** Use Edwin Fenton's Political Science, Unit 1. Assign students to read and discuss. Answer questions on pp. 320, 321, 323, 326, and 330. |
| **C.** Read John Locke's Social Contract Theory and portions of Rousseau's Social Contract. Discuss the causes of the French Revolution and interpret them in small group discussions. |
### Suggested Multimedia

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<tr>
<th>FILMS</th>
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<td>&quot;Revolts and Reforms in Europe, 1815-1848&quot;</td>
<td>Political Parties and Democracy</td>
<td>Political Parties and Democracy</td>
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<td>&quot;Boy to Man&quot;</td>
<td>Schattschneider, E.</td>
<td>Schattschneider, E.</td>
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<tr>
<td>&quot;Girl to Woman&quot;</td>
<td>The Supreme Court in America</td>
<td>The Supreme Court in America</td>
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<td>&quot;Responsibilities of the American Citizen&quot;</td>
<td>James, L.F.</td>
<td>James, L.F.</td>
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<tr>
<td>&quot;Structure of the American Way of Life&quot;</td>
<td>Democracy on Trial,</td>
<td>Democracy on Trial,</td>
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<tr>
<td>&quot;High Wall&quot;</td>
<td>Our Changing Social System</td>
<td>Our Changing Social System</td>
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<td>&quot;Uprooted Nation&quot;</td>
<td>Govan and Riencourt</td>
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<td>&quot;Institution&quot;</td>
<td>Comparative Government</td>
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<td>&quot;Age of Absolute Monarchs in Europe&quot;</td>
<td>Fenton, Edwin</td>
<td>Fenton, Edwin</td>
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<td>Locke, John</td>
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<td>BOOKS</td>
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<tr>
<td>Political Parties and Democracy, Schattschneider, E.E.</td>
<td>Newspapers, magazines</td>
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<tr>
<td>The Supreme Court in American Life, James, L.F.</td>
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<td>Democracy on Trial, Morris, R.B. &amp; Woodress, F.</td>
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<td>Our Changing Social Order, Govran and Rienow</td>
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<td>Comparative Governments, Fenton, Edwin</td>
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<td>Social Contract Theory, Locke, John</td>
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<td>Political Science, Fenton, Edwin</td>
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<td>Social Contract, Rousseau</td>
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<td>Political Parties and Democracy, Schattschneider, E.E.</td>
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<td>American Political Tradition, Morris, R.B.</td>
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<td>Urban Development, Christansen, D.E.</td>
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<td>Reform in America, Rattner, Faye</td>
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<tr>
<td>CONCEPTS</td>
<td>SUB-CONCEPTS</td>
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<tr>
<td>IV. Freedom and equality</td>
<td>A. Freedom refers to the relative absence of perceived restraints on individual behavior.</td>
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<td></td>
<td>B. In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.</td>
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<td>C. Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority.</td>
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<td>D. Freedom and equality involves making value choices.</td>
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<tr>
<td>BEHAVIORAL OBJECTIVES</td>
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<tr>
<td>A. The student will be able to explain orally, in small groups, that freedom refers to the relative absence of perceived restraints on individual behavior.</td>
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<td>B. The student will be able to explain orally, in small groups, that in the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.</td>
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<td>C. The student will write a paper on: Freedom and equality taken to extremes may become chaos and tyranny of the majority.</td>
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<td>D. The student will demonstrate that he understands that equality and freedom involves making value choices by role-playing and then allowing students to make their judgments. They must give reasons for their value choice.</td>
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<td>SUGGESTED TEACHING TECHNIQUES</td>
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<tr>
<td><strong>A.</strong> Give a short lecture on freedom and equality. Use movies, slides, tapes, transparencies and the recording taken from Edwin Fenton's Comparative Government. Write the lists of terms you want the student to define on the board.</td>
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</table>

| **B.** The following statement should be written on the board: "Equality, like freedom, means different things to different people." Write other phrases you want defined on the chalkboard. |

| **C.** Read to the students from Stoerpenberg's Political Science, examples on pp. 320-330. Show the movie "The Oxbow Incident." |

| **D.** Ask students to read Unit 10- "Freedom, Equality, and Justice," from American Society in Action by Riddle, pp. 351-406. |

| **A.** The student will define terms: relativism, freedom means different things to different people. |

| **B.** The following statement should be written on the board: "Equality, like freedom, means different things to different people." Write other phrases you want defined on the chalkboard. |

| **C.** The student will define terms: relativism, freedom means different things to different people. |

| **D.** Students will read Unit 10- "Freedom, Equality, and Justice," from American Society in Action by Riddle, pp. 351-406. |

| **E.** The student will define terms: relativism, freedom means different things to different people. |
A. The student will work in small groups defining what is meant by the following terms: relative, absence, perceived, restraints, and freedom and what is meant by this statement, "Freedom refers to the relative absence of perceived restraints on individual behavior."

B. The student should realize that equality, like freedom, means different things to different people. He will, in small groups, define these phrases -- equality before law, equal access to suffrage, and equality of opportunity.

C. The students will be asked to give examples, in small group discussions, that freedom taken to extremes may become chaos. Riots and disorders are current examples. They should also give examples of equality when taken to extremes may become tyranny of the majority such as the French Revolution.

D. Students will be asked to write about several events where a value choice will have to be made. Students will be asked to role-play these events or situations. Other students will make their value choice by discussing and explaining why their selected events took place.
<table>
<thead>
<tr>
<th>FILMS</th>
<th>FILMSTRIPS</th>
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<tbody>
<tr>
<td>&quot;What Liberty and Equality Means&quot;</td>
<td>&quot;American Government&quot; (Series Two)</td>
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<tr>
<td>&quot;Security and Freedom&quot;</td>
<td>&quot;The Way That Bows Are Made&quot;</td>
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<td>&quot;Constitution of the United States&quot;</td>
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<td>&quot;Defining Democracy&quot;</td>
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<td>&quot;Quest for Freedom&quot;</td>
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<td>&quot;Understanding the Law: - Equal Justice for All&quot;</td>
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<td>The Negro</td>
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<td>The Supreme Court</td>
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<td>Government&quot; (Series Two)</td>
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<td>Bows Are Made&quot;</td>
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<td><strong>BOOKS</strong></td>
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<tr>
<td>The Negro Struggle for Equality in the 20th Century, Ames, Haisley, &amp; Brown</td>
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<td>The Supreme Court in American Life, Hafstadter, Richard</td>
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<td>Civil Rights and Liberties, Mooney, Charles C.</td>
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<td>Political Science, Stoerpenberg</td>
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<td>American Society In Action, Riddle</td>
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<td><strong>OTHER</strong></td>
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<td>Magazines, newspapers</td>
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<td>Comparative Government (Recording) Fenton, Edwin</td>
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</table>
In every society, individuals and groups disagree over some societal goals and directions, over the enforcement of standards of behavior.

- Conflict
- Compromise and adjustment
- Comparative advantage
- Power
<table>
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<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
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</table>
| Conflict         | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.  
|                  | B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young 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.  
|                  | C. This concept is developed to assist the student to acquire satisfactorily patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life. |
| Compromise and   | A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.  
| adjustment       | B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.  
|                  | C. 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.  
|                  | D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender. |
| Comparative      | A. 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. |
| advantage        | Power                                                                                           |
|                  | A. Power has many connotations to many different people.                                        |
|                  | B. Power relationships abound throughout society and societies.                                 |
|                  | C. Power can either be a goal or the means to goal attainment.                                  |
**BEHAVIORAL OBJECTIVES**

A. The student will write a paper on the "Big Stick Policy" describing how the aspects of conflict met...

B. The student will explain the following statement and cite oral examples. There is no period in the...

C. The students with the assistance of the teacher will construct patterns of conflict and solution models...

A. The student will list examples in which compromise brought about change into the following category: Magna Carta and Runnymede, 1215.

B. The student will describe in writing how he might need to adjust to his social surroundings.

C. The student will discuss in a seminar the meaning of the following statement: Each culture is only a...

D. The student will explain in writing why compromise and adjustment should not be interpreted as signs...

A. The student will be able to describe and analyze the purpose of the following: Department of Defense, Department of Labor, and Independent Regulatory Commission.

A. The student will construct a college and in a seminar setting explain how his work reflects the followpeople.

B. The student will construct a chart to demonstrate that power is a relationship by which one individualanother.

C. The student will state an example from the United States Government that shows power is both a goal...
Behaviors Objectives

Bing how the aspects of conflict met or resolved.

Examples. There is no period in the life of individuals, groups, or nations that is entirely free

Patterns of conflict and solution models.

Out change into the following categories: political, economic, social, and religious, e.g.,

Just to his social surroundings.

Bing statement: Each culture is only a small part of a product of its own invention and discovery.

Bment should not be interpreted as signs of weakness or surrender.

Of the following: Department of Defense, Department of Interior, Department of Commerce,

Explain how his work reflects the following statement: Power has many connotations to many different

S a relationship by which one individual or group can take action that affects the behavior of

Bmnent that shows power is both a goal and a means to goal attainment.
The nature of a given society's political system and the nature of its political behavior are closely related to the fundamental system of values to which the society adheres.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>Institutions</td>
<td>A. Every institution has status and special role.</td>
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<td></td>
<td>B. The three primary institutions in America.</td>
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<td>C. Institutions are creations that developed.</td>
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<td>D. Every major institution must have organization.</td>
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<tr>
<td>Government by the consent of the governed</td>
<td>A. Government is the creation of man to secure and happiness.</td>
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<tr>
<td></td>
<td>B. Whenever government fails to secure the ends for which it was established, people may alter it to make it a more effective instrument.</td>
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<tr>
<td>Loyalty</td>
<td>A. Loyalty is the willing devotion of an individual to an institution, idea, or process.</td>
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<td>B. Loyalty processes are those means employed by an institution or its representatives to make individuals or groups more loyal.</td>
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<td>C. The legislative process by which all sections of the government are equipped to represent the interests of all sections of the people is a process by which we train ourselves to be loyal to ideas.</td>
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<td>D. Loyalty to ideas such as human dignity, equality, and freedom are ideas more important than symbols.</td>
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</tbody>
</table>
Institution has status and special roles.

Primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

For an institution to 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.

If government fails to secure the rights guaranteed to people through its constitutions, the people have the right to make it a more effective instrument of their will.

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

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

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

Ideas such as human dignity, equality of opportunity, and freedom of speech and religion are more important than symbols.
BEHAVIORAL OBJECTIVES

A. The student will be able to give an oral report comparing the roles of the private academies of early-
B. The student will list what he believes to be the three primary institutions in American society and ex-
C. The student will explain why the nine basic needs of which Hanna writes became institutions.
D. The student will be able to explain, in a small seminar setting, the basic requirements for every major

A. The student will justify the need for the following forms of government in a series of written papers:
B. The student will list and explain at least six democratic methods of making changes in our govern-

A. The student will write a commentary on a historical character in direct contrast to Benedict Arnold.
B. The student will select one of the following nations: Greece, Great Britain, France, or China and
C. The student will find examples in American political history to depict that loyalty is not always found
D. The student will orally name, within a twenty-second period, at least four national symbols depicting

buildings.
BEHAVIORAL OBJECTIVES

Students of the private academies of early New England and the public schools of modern America.

Institutions in American society and explain in writing the different effects of each on individuals

Schools became institutions.

The basic requirements for every major institution.

Government in a series of written papers: (1) states, (2) countries, (3) townships, (4) school districts,

Position to any he feels is not needed.

Rights of making changes in our governments. The student will list and explain the rights guaranteed to

In which he lives.

In direct contrast to Benedict Arnold.

Great Britain, France, or China and list the culture values that he thinks made it great.

Depict that loyalty is not always found in political party affairs and write a two-page report

At least four national symbols depicting our American ideals and values, e.g., sculptures, statues, and
As a minimum condition for its existence, a society establishes authoritative institutions that can make decisions that are binding on the people, provide for the resolution of dissent, and effectively enforce basic rules.

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<td>Institution</td>
<td>A. Every institution has statutes and special roles.</td>
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<td></td>
<td>B. The three primary institutions in American life.</td>
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<tr>
<td></td>
<td>C. Institutions are creations that developed from needs.</td>
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<tr>
<td></td>
<td>D. Every major institution must have organizational roles.</td>
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<tr>
<td>Sovereignty of the nation-state in the community of nations</td>
<td>A. National sovereignty exists where common interests came into such prominence as to form a nation.</td>
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<td></td>
<td>B. Today, nations are more closely interrelated by purposes.</td>
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<td>C. Limitations are set by growing technology and without considerations for the wishes of other states.</td>
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<td></td>
<td>D. Today, foreign policy is determined by government roles of sovereignty in the 20th century.</td>
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<tr>
<td>Government by the consent of the governed</td>
<td>A. Government is the creation of man to secure life and happiness.</td>
</tr>
<tr>
<td></td>
<td>B. Whenever government fails to secure the rights of man, it may alter it to make it a more effective instrument.</td>
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</table>
very 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.

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the 20th century.

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 constitutions, the people may alter it to make it a more effective instrument of their will.
BEHAVIORAL OBJECTIVES

A. The student will be able to define the following terms orally or in writing and tell how they relate:

B. The student, given a list of institutions, will be able to state their purpose and identify those that are:

C. The student will be able to discuss the reasons for the development of the new social contract theory:

D. The student will be able to state a logical explanation as to the differentiation of authority related to each institution would most clearly hold the authority and/or responsibility for dealing with such disorder:

A. The student will describe the factors that bring about national sovereignty and write how these come:

B. The student will be able to discuss trends, reasons, and causes for the decline of importance of American in the 20th century:

C. The student will discuss, in small groups, the meaning of the following statement: The nation-states are to interdependence:

D. The student will write a two-page paper describing characteristics our foreign policy decision-makers:

A. The student, in a panel discussion, will tell how each of the following are provided for by our government:

B. The student will orally or in writing list and explain the rights guaranteed to the people through our these rights:
**BEHAVIORAL OBJECTIVES**

- Be able to orally or in writing and tell how they relate to institutions: formal, recognized, established, and stabilized.
- Describe their purpose and identify those that are social, authoritative, religious, and political.
- Discuss the development of the new social contract theory.
- As to the differentiation of authority related to college campus disorders and to comment on which or what responsibility for dealing with such disorders.
- Examine national sovereignty and write how these common bonds emerge and form a nation.
- Causes for the decline of importance of America's historic Monroe Doctrine as an instrument of foreign policy
- The following statement: The nation-states are now witnessing a relatively rapid giving-way of sovereignty
- Characteristics our foreign policy decision-makers should possess.
- The following are provided for by our government: safety, tranquility, freedom, and happiness.
- The rights guaranteed to the people through our constitution and how we are able to alter it if it does not secure
SUGGESTED MULTIMEDIA FOR POLITICAL SCIENCE

STANDARD FOCAL REFERENCE GUIDES

American Book Company
  Magruder's American Government

Ginn
  Problems of Democracy
  Understanding our Government

Holt, Rinehart, and Winston
  Comparative Political Systems

Silver Burdett
  American Government in the Twentieth Century

CONCEPT PENETRATION SOURCES

American Book Company
  The Presidency
  Politics the American Way
  Congress, Power and Purpose on Capitol Hill
  The U.S. Constitution in Perspective

American Education
  Public Issues Series/ Harvard Social Studies Project
  Rights of the Accused
  Community Change
  Liberty Under the Law
  Lawsuit
  Municipal Politics
  Political Parties in the United States
  Communist China
  Twentieth Century Russia
  Nazi Germany
  Colonial Kenya
  Taking a Stand
Suggested Multimedia for Political Science--Levels 10-12

19th Century

20th Century

Capitol Hill

Social Studies Project

The Middle East
China: Troubled Asian Giant
Changing Latin America
Southeast Asia
India, Pakistan
Africa: Emerging Nations Below the Sahara

Bruce
Voices of Convergence

Encyclopaedia Britannica
The Annals of America
The Negro in American History

Ginn
Teenagers and the Law
Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American Citizen, A Civics Casebook

Holt, Rinehart, and Winston
A Search for Awareness
American Problems Studies
Impact
Building the Modern World
The American Political Dictionary

Houghton - Mifflin
Civil Liberties, Case Studies and the Law
Focus on World Communism
The World of Communism

Macmillan
Politics, U.S.A.
Democracy in Action
Society Today and Tomorrow
Frame of Government
Recent America

New Perspectives in American History
The Road to Independence, 1763-1776
The Origins of The Constitution, 1776-1789
Government Through Opposition: Party Politics in the 1790's
The Hero and the People: The Meaning of Jacksonian Democracy
The Union Divides: Politics and Slavery, 1850-1861
The Progressive Movement: Traditional Reform
From Imperialism to Isolationism, 1898-1919
The New Deal: Interpretations
The Cold War: From Yalta to Cuba

McGraw - Hill
The Humanities

Prentice - Hall
Today's Isms

Scott Foresman
The USSR and Communism: Source Readings and Interpretations
A Study of the USSR and Communism: An Historical Approach
A Soviet View of the American Past
Area Studies in Economic Progress
Sub-Saharan Africa: Struggle Against the Past
China: Development by Force
India: Struggle Against Time
Japan: Lessons in Enterprise
Latin America: Reform or Revolution
The Middle East: Old Problems and New Hopes
The Soviet Union: Communist Economic Power
Western Europe and the Common Market
Economic Forces in American History
Problems of Prosperity and Leadership, 1945
Adjustments to Depression and War, 1930-1945
World Power and New Problems, 1914-1930
The Growth of Industrial Enterprise, 1860-1914
Commerce, Cotton, and Westward Expansion, 1820-1860
Decisions that Faced the New Nation, 1783-1820
Developing the American Colonies, 1607-1783

CRI Studies in Economic Issues
World Trade
Economics of the Community
Capitalism, Communism, Socialism
Our Labor Force
Understanding Economic Growth
International Economic Problems

Problems in American History
The Causes of War
The Negro in America
Labor in American Society
The Supreme Court in American Life
American Foreign Policy
The Social Setting of Intolerance: The Know-Nothings, The Red
Scare, and McCarthyism
Reform in America: Jacksonian Democracy, Progressivism,
and the New Deal
Great Depression: 1837-1844, 1893-1898, 1929-1939
Political Leadership in America
The China Giant
Sources of the American Republic
Contemporary Civilization Issue

Silver Burdett
Avenues to America's Past
Alternatives to Violence
The Meaning of Communism
Soviet Economic Development
The Virginia Dynasty: The United States, 1801-1829
Van Nostrand Searchlight Books (paperback)
The Soviet Union
The Changing Map of Africa
The Global Sea
A New Soviet Heartland
The Alliance for Progress
China: Emerging World Power

FILMSTRIPS

Colonial
Parliamentary Procedures

Eye Gate
Man Learns to Govern Himself
(Set of nine filmstrips with sound cassette Teach-a-Tapes or conventional tapes)
Democracy in Action (Set of nine filmstrips)

Guidance Associates
Dwight D. Eisenhower: Soldier and Statesman
Franklin Delano Roosevelt: The Years that Changed the Nation
A Nation of Immigrants
Woodrow Wilson: Idealism and American Democracy
Benjamin Franklin: Symbol of the American Revolution
The People's Choices: An Analysis of the Electoral College
The Honorable Court: The Supreme Court of the United States
Vice Presidency: In Action and Evolution
Portrait of a Freshman Congressman
Cities, U.S.A.
Automation: Promise or Threat?
Winston Churchill: The Man and the Century
Soviet Union: Its People and Their Way of Life
The Rise of Communism
Japan: Emergence of a Modern Nation
Liberty Street - One Way?
Preparing for the Jobs of the 70's
Preparing for the World of Work
Dropping Out: Road to Nowhere
I Never Looked At It That Way Before - Insights Into Tobacco, Alcohol, Sex, and Narcotics
And They Lived Happily Ever After? Understanding Teenage Marriage
Values for Teenagers: The Choice is Yours
Sex: A Moral Dilemma for Teenagers
Tobacco and Alcohol: The $50,000 Habit
Somebody's Cheating!
The Tuned-Out Generation
Four Who Quit
The Federal Law Making Process
Transportation: Where Do We Go From Here?
Our Money System
Frontiers in Space and Undersea
The Reckless Years, 1919-1929
The Great Depression
Harry S. Truman
Emergence of the United States as a World Power
Anatomy of U.S. Political Parties
The American Presidency: A Study in Depth
Teddy Roosevelt

Scholastic Magazine
Viet Nam: Plight of the People
The Draft - Who? How? and Why?
The U.S. and the Soviet Union
Cuba - From Friend to Foe
Our Government Today - What Has It Grown Into?
The Negro in U.S. History

RECORDS
Broadside Records
Senator Joseph R. McCarthy
The Investigator
Everybody's Got a Right to Live

Educational Audio Visual
Supreme Court Cases
Series One 2  LPS  1350-4
Series Two 2 LPS  1350-52
Series Three 4 LPS  16RR (Civil Liberties)

TAPES

Doubleday
Washington Tapes for American Government

EMC
Series for American Government

Tapes Unlimited
Politics: The Folklore of Government (ten tapes)
Time Out for Propaganda (ten tapes exploring propaganda and the most prevalent propaganda methods)

KITS

Encyclopaedia Britannica
New York Times World Affairs Workshop

16mm FILMS

Aved
Land of the Book (Asia Ancient History)
Kibbutz Daphna
China: The Big Question
China: A One Class Society

Bailey
Nationhood in the World Community of Nations
Political Patterns and Nationalism
Sovereignty of the Nation States Gives Way to Interdependence
Meeting our Economic Problems
Identifying our Social Problems

Arthur Barr
Southern Asia – Problems of Transition

Carousel
  The Detached American
  Follow the Leader
  The Forgotten American

Film Associates
  Computer Revolution

Films, Inc.
  Civil Rights Movement – Historic Roots

Independent Film Producers
  Invincible Weapon

International Film Bureau
  Censorship: A Question of Judgment
  Politics: The High Cost of Conviction
  Vandalism: Crime or Prank?
  Tomorrow’s Government Today
  Chromophobia
  A Study in Paper
  Inner Circle
  Time for Decision
  To Tell or Not to Tell

IQ Films
  The Constitution: A Series of Three Films
    The Constitution
    One Nation, Indivisible (1792-1865)
    With Liberty and Justice for All (1865-Present)
McGraw – Hill
Cities of the Future.
Nehru-Man of Two Worlds
Functions of Congress
Everybody's Prejudice
Rise of Nationalism in Southeast Asia
Protective Tariff vs. Free Trade
Automation – Next Revolution
Feeding One Quarter of the Human Race
Trusts and Trust Busters
U.S. Number 1 – American Profile
China: The Social Revolution
China: The Awakening Giant
National Citizenship Test
At Home, 2001
Road to World War II
Russia – Czar to Lenin
Communications Explosion
Our Immigrant Heritage
Afghanistan: Emerging From Isolation
Department of Health, Education and Welfare
Autos, Autos, Everywhere
Standing Room Only
Growth of American Policy
Siberia: A Day in Irkutsk

Sterling
City Under Pressure
### 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

| A. There is a | Social change |
| B. Causation understood |
| C. Cause and effect operation may bring on whatever may bring on as the set |
| D. The fact of it to be basic |

| A. Change is |   |
| B. Some sort of something |
| C. There are |
| 1. Contact |
| 2. The idea |
| 3. The desire |
| 4. Innovation and progress |

**Vehicles**
- Review American History Highlights
- Cause and Affect of Civil War
- Rise of Industrialism
- Reform
- Becoming a World Power
- Golden Twenties
- Years of the New Deal
- Challenges of War and Peace
- Nevada History
### CAUSATION

<table>
<thead>
<tr>
<th>Sub-Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. There is a relationship of cause and effect.</td>
</tr>
<tr>
<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>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>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>

### SOCIAL CHANGE

<table>
<thead>
<tr>
<th>Sub-Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Change is a neutral process; it may progress or decline.</td>
</tr>
<tr>
<td>B. Some societies change at a more rapid rate of progress than others.</td>
</tr>
<tr>
<td>C. There are many causes for social change, such as the following:</td>
</tr>
<tr>
<td>1. Contact between cultures.</td>
</tr>
<tr>
<td>2. The interaction of new ideas or materials within a culture.</td>
</tr>
<tr>
<td>3. The development of modern means of communication and transportation.</td>
</tr>
<tr>
<td>4. Innovation as means of meeting the challenge of social, economic, and political problems.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will fill in a cause or effect for any given historical event.

B. The student will describe orally what is meant by this statement: Cause and effect have the character of multiplicity.

C. The student will write a one-page paper and cite examples defining his understanding of (1) cause and (2) of multiplicity.

D. The student will write a two-page report about four events that could have changed America from a rural society and describe how each event accomplished this.

A. The student will be able to explain in writing that change is a neutral process and that it may cause problems.

B. The student will, orally in a small group, cite two reasons why some societies change at a more rapid rate than do other institutions in the same society.

C. The student will, in writing, describe factors responsible for social change in society.
   1. Contact between cultures or the interaction of new ideas or material goods within a culture often results in the change of the people.
   2. The development of modern means of communication and transportation have made possible a wider distribution of ideas.
   3. Demonstrate a new method that will help him meet the challenge of social, economic, and political change.
BEHAVIORAL OBJECTIVES

1. Define the concept of social change in society.
2. Describe how social change affects the distribution of cultural items and ideas.
3. Explain why some societies change at a more rapid rate than others.
4. Analyze the role of social, economic, and political problems in social change.
5. Assess the impact of cultural diffusion on social change.

Critical Event:

Cultural diffusion is a process that can change the nature of societies, and it may cause progress or decline. Social change is often associated with a greater distribution of cultural items and ideas. This can lead to a wider range of knowledge, attitudes, and skills within a culture, and can challenge the status of institutions within society.
The record of the past is irre-
mediably fragmentary,
selective, and biased. The
significance of available
historical facts varies with
the individual who studies
them. Each generation tends
to recreate and rewrite in
terms of its own needs,
aspirations, and points of
view.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
</table>
|                | Comparative advantage | A. A nation, group, or individual goals, be aware of the advantages.
|                |                      | B. Compromise and adjustment are the same. |
|                | Morality and choice   | A. Morality dictates a standard of decisions. |
|                |                      | B. Man as a reasoning animal has decisions. |
|                |                      | C. Morality implies conscience, or views. |
A. 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.

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

A. Morality dictates a standard of values.

B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

C. Morality implies conscience, and choice implies responsibility.
A. The student will prepare an article on (1) Jefferson makes a deal with Hamilton--Nation’s card elastic clause-- the Constitution takes a back seat to the Louisiana Purchase to show his unconstitutional power.

B. The student will write a brief explanation of how compromise and adjustment became part of society.

A. The student will, in small groups, list examples of basic rules of moral conduct that are acceptable.

B. The student will describe in a paper of three hundred words how a specific society of his own age rather ignored it whenever it got in his way.

C. The student will describe in writing how conscience or the lack of it relates to the following.
BEHAVIORAL OBJECTIVES

(1) A deal with Hamilton—Nation's capitol to be located in the South, and (2) Jefferson's views on the Louisiana Purchase to show his understanding of Thomas Jefferson's strong beliefs about government and adjustment became part of section 14B of the Taft-Hartley Act.

of moral conduct that are acceptable to society in general.

how a specific society of his own choosing leaves no choice alternatives open to its people.

lack of it relates to the following statement: Hitler never formally abolished the Weimar Constitution but
Continuous and unrelenting change has been a universal condition of human society. Change is inevitable.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Social change</td>
<td>A. Change is a neutral process, it may proceed at different rates in different places. B. Some societies change at a more rapid rate than others. C. There are many causes for social change: 1. Contact between cultures. 2. The interaction of new ideas or models. 3. The development of modern means of communication. 4. Innovation as means of meeting the problems of human existence.</td>
</tr>
<tr>
<td>Social control</td>
<td>A. There are many types of authority that can control social life. B. There is a need for social control at all levels of society.</td>
</tr>
<tr>
<td>Institution</td>
<td>A. Every institution has statutes and specific functions. B. The three primary institutions in American society are the family, the economy, and the government. C. Institutions are creations that develop over time. D. Every major institution must have organized structures to maintain its functions.</td>
</tr>
<tr>
<td>Habitat and its significance</td>
<td>A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's existence. C. Water in the form of oceans, rivers, and lakes is essential to agriculture, communication, transportation, and habitation. D. Landforms influence climate and the possibility of human life. E. Climate influences ways of living. F. Habitat tends to direct man until he acts to change it. G. International problems are often caused by inadequate or conflicting habitats. H. Rituals, ceremonies, and superstitions are ways to control the environment.</td>
</tr>
</tbody>
</table>
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.

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.

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.

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

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

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

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

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.
A. The student will explain in a discussion how the following statements demonstrate that change is a beginning other arts follow. The farmers, therefore, are the founders of human civilization.
B. The student will make a chart showing the progress of the American Negro society, Hopi society, and rates of speed.
C. The student will write a paragraph describing the elements of American culture obtained through a

A. The learner will define in writing the terms mechanisms, norms, taboos, mores, customs, laws, and
B. The student will select a country and write his interpretations of how that country exerts social co

A. The student will cite examples of behavior that denote social status
B. The student will be able to give in writing the origin of authoritative institutions.
C. The student will plan and construct a collage showing that he understands the meaning of authorit
D. The student will, in writing, distinguish the terms organization and institution.

A. The student will list five ways in which man has adopted or shaped his environment.
B. The student will draw a map of a given area indicating resources available and population centers.
C. The student will work with a group over a given period of time constructing posters to illustrate the communication, transportation, and trade.
D. The student will work in small groups constructing at least four collages illustrating landform's infl
E. The student will select a specific geographic area to illustrate through posters, climate's influence on Belgian Congo, and Florida.
F. The student will write a paper explaining the following statements: The significance of the physical environment. The natural environment may set the road limits of economic life within a region, of culture.
G. The student will make a collection of clippings on current international problems that are caused represented.
H. The student will construct at least three cartoons illustrating that some society's rituals, ceremonial
BEHAVIORAL OBJECTIVES

Statements demonstrate that change is a neutral process that may show progress or decline: When tillage
unders of human civilization.

American Negro society, Hopi society, and the white society and explain why they progressed at different
of American culture obtained through diffusion.

isms, taboos, mores, customs, laws, and social control.
s of how that country exerts social control over its people.

al status.

oritative institutions.

he understands the meaning of authoritative institution.

n and institution.

shaped his environment.

urces available and population centers and describing the relationship between the two.

ime constructing posters to illustrate the influence of oceans, rivers, and lakes on climate, agriculture,

our collages illustrating landform's influence on climate, food, shelter, and clothing.

ate through posters, climate's influence on the way of life in that area, e.g., North Pole, Sahara Desert,

ments: The significance of the physical features of the earth is determined by man living in his

imits of economic life within a region, but it is man who determines its specific character within the limits

nternational problems that are caused by geographic conditions, taking care to have several viewpoints

ing that some society's rituals, ceremonies, and superstitions relate to physical environments.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Compromise and adjustment</td>
<td>A. Compromise and adjustment are the key to change and conflict.</td>
</tr>
<tr>
<td></td>
<td>B. Man faces the need to compromise and adjust to his surroundings.</td>
</tr>
<tr>
<td></td>
<td>C. Each culture is only a small part of a larger whole. Morality and</td>
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<tr>
<td></td>
<td>compromise. Survival depends upon compromise and adjustment.</td>
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<tr>
<td></td>
<td>D. Man should recognize compromise and adjustment as part of growth and</td>
</tr>
<tr>
<td></td>
<td>not a sign of weakness or surrender.</td>
</tr>
<tr>
<td>Morality and choice</td>
<td>A. Morality dictates a standard of value.</td>
</tr>
<tr>
<td></td>
<td>B. Man, as a reasoning animal, has the obligation to make these</td>
</tr>
<tr>
<td></td>
<td>decisions.</td>
</tr>
<tr>
<td></td>
<td>C. Morality implies conscience and choice.</td>
</tr>
<tr>
<td>Scarcity</td>
<td>A. A person's/nation's wants are almost endless.  Needs are different</td>
</tr>
<tr>
<td></td>
<td>from wants in that case.</td>
</tr>
<tr>
<td></td>
<td>C. There are definite limits as to the product which can be produced</td>
</tr>
<tr>
<td></td>
<td>with people's needs and wants.</td>
</tr>
</tbody>
</table>
Promise and adjustment are the keys to successfully facing political, economic, social, and religious conflict.

Accepts the need to compromise and adjust to his physical, economic, social, political, and religious conditions.

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.

Would recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a weakness or surrender.

Values dictate a standard of value.

As a reasoning animal, has the opportunity to make free choices, but must accept responsibility for decisions.

Responsibility implies conscience and choice implies responsibility.

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

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

There are definite limits as to the production of any given item. Many times production is unable to keep up people's needs and wants.
A. The student will participate in a panel discussion citing how compromise and adjustment are keys to success, change and conflict.

B. The student will describe the details of the Compromise of 1850 and explain how this compromise delayed change and conflict.

C. The student will describe and give at least two examples of the following statement: Survival depends upon surrender.

D. The student will write a paper showing that compromise and adjustment is a natural evolutionary concept.

A. The student will identify in writing the concept of morality and choice in state, county, and city decisions.

B. The student will select a topic from a given list and describe the relationship that existed between the events Hiroshima by the United States, Nationalizing the Suez Canal by Egypt, and Bombing of Pearl Harbor by Japan.

C. The student will construct a collage in small groups to show the concept morality and choice.

A. The student will list a nation's wants and put them in priority order.

B. The student, in small group sessions, will discuss differences between wants and needs.

C. The student will select from given examples of the Western movement and cite instances that show that survival depends upon surrender.
BEHAVIORAL OBJECTIVES

Compromise and adjustment are keys to successfully facing political, economical, social, and religious problems, and explain how this compromise delayed the outbreak of the Civil War.

The following statement: Survival depends upon the ability to adjust and compromise.

Adjustment is a natural evolutionary concept and should not be interpreted as a sign of weakness or lack of choice in state, county, and city decisions.

The relationship that existed between the event and the results that occurred, e.g., atomic bombing of Hiroshima by Egypt, and Bombing of Pearl Harbor by the Japanese.

The concept morality and choice.

Order.

Between wants and needs.

Movement and cite instances that show that survival depends upon compromise.
STANDARD FOCAL REFERENCE GUIDES

Suggested that one of each of the following be made available for each six students

American
Viewpoints: U.S.A.

Follett
A History of the United States

Ginn
The Growth of American Democracy
Our American Republic

Harcourt, Brace and World
Rise of the American Nation
(also available in a two-volume set)

Holt, Rinehart and Winston
Discovering American History

Laidlaw
United States History
Modern America

CONCEPT PENETRATION SOURCES

Suggested that one of each of the following be made available for each twenty students

ACC
Diplomatic History of the U.S.

American Book Company
Documents U.S.A.
Africa and Africans
American Education

Public Issues Series/ Harvard Social Studies Project
Rise of Organized Labor
Religious Freedom
Today's Economics
Negro Views of America
The Immigrant's Experience
The American Revolution
The Railroad Era
The New Deal
Political Parties in the United States
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

Benziger
From Left to Right
Slavery to Freedom

Bruce
Voices of Convergence

Documentary Photo Aids
All Documentary Photos

Doubleday
Black History
Encyclopaedia Britannica
The Annals of America (22 vols. 2 sets conspectus)
The Negro in American History (3 vols.)

Ginn
The Human Side of American History
Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American Citizen,
A Civics Casebook

Harcourt, Brace and World
Impressions of America vol. 1-2
Major Crisis in American History vol. 1-2
40 American Biographies
Living American Documents

Harper and Row
The Immigrant in American History

Heath
Basic Concepts in History
Toward a More Perfect Union
Problems in American Civilization
(45 titles, to be used with the more gifted)

New Dimensions in American History
The European Mind and the Discovery of a New World
British Views of the American Revolution
The Ratification of the Constitution and The Bill of Rights
The Missouri Compromise: Political Statesmanship or Unwise Evasion
The Monroe Doctrine
States' Rights and Indian Removal: The Cherokee Nation vs. the State of Georgia
Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868
The 1920's: Rhetoric or Reality?
Responses to Economic Collapse: The Great Depression of the 1930's
Immigration: A Study in American Values
The Negro Struggle for Equality in the Twentieth Century
The Spanish - American War: A Study in Policy Change
Manifest Destiny and Expansionism in the 1840's

Basic Concepts in History and the Social Sciences
Conflict and Consensus in the American Revolution
Liberty and Power in the Making of the Constitution
Democracy in the Age of Jackson
Slavery and the Breakdown of the American Consensus
Myth and Reality in the Populist Revolt
The Status Revolution and the Progressive Movement
The Entrepreneur in the Gilded Age
Realism and Idealism in Wilson's Peace Program
Presidential Power in the New Deal
Containment and the Origins of the Cold War

Case Studies in Business History and Economic Concepts
The Formative Era of American Enterprise: The Virginia Company,
Boston Merchants and the Puritan Ethic, the Factory System
Individual Enterprise and National Growth: The Dennison
Manufacturing Company, The Ford Motor Company, Sears
Roebuck and Company, The United Fruit Company
The Challenge of Big Business: The Northern Securities Company,
The Standard Oil Combination, Labor-Management Relations
in the Steel Industry

Holt, Rinehart and Winston
American Problem Studies
The Making of American Democracy vol. 1-2
A Search for Awareness

Houghton - Mifflin
The American Negro
Focus on World Communism
The World of Communism

Laidlaw
Our Changing World
Challenges in our Changing Urban Society
Foreign Relations Series
The United States in the United Nations
The United States' Role in Latin America
Southeast Asia and American Policy
The United States and the Soviet Challenge
Africa and the World Today
America's Role in the Middle East
The United States and World Affairs
The New Europe the Common Market and the United States
Chinese Dilemma
Japan - Ally in the Far East
India and the World Today

Macmillan
Recent America
The American Past vol. 1-2
A Sense of the Past
New Perspectives in American History
The Road to independence, 1763-1776
The Origins of the Constitution, 1776-1789
Government Through Opposition: Party Politics in the 1790's
The Hero and the People: The Meaning of Jacksonian Democracy
The Union Divides: Politics and Slavery, 1850-1861
The Progressive Movement: Traditional Reform
From Imperialism to Isolationism, 1898-1919
The New Deal: Interpretations
The Cold War: From Yalta to Cuba

McGraw - Hill
The Humanities

Merrill
Merrill Studies of American Documents
The Declaration of Independence
The Bill of Rights
The Monroe Doctrine
The Fourteen Points
The Marshall Plan
The Articles of Confederation
Politics in the 1790's
Jacksonian
1850-1861

Portal Press
American History Program

Prentice Hall
The Clash of Issues
Today's Isms

Rand McNally
A Synopsis of American History

Scholastic
Great Issues in American History
Rebels vs. Royalists, What Was the American Cause?
The Pioneer vs. the Wilderness, Did the Frontier Create the American?
MacArthur vs. Truman, How Should Communist Aggression Be Met?
Woodrow Wilson and the League of Nations, Why Was a Just Cause Defeated?
The Supreme Court, Guardian or Lawmaker?
The American Civil War, Was It Inevitable?
States' Rights vs. Centralization, In Whose Best Interests?
The Negro in American History vol. 1-2
Freedom and Control, Should a Democracy Tolerate Censorship?
Nominating Conventions and the Electoral College, Is It Time For a Change?
The Presidency, Does the Executive Have Too Much Power?
Youth and Parents, Is the American Family too Permissive?
Automation and its Challenge, Can Man Control the Machine?
The Wets and the Drys, Drinking - What Are the Risks?

Scott Foresman
Sources of the American Republic
The Negro American: A Documentary History
Ideas in Conflict
The USSR and Communism: Source Readings and Interpretations
A Study of the USSR and Communism: An Historical Approach
A Soviet View of the American Past
The Colonial and Revolutionary Eras, Exploration - 1783
The Emergence of the Nation, 1783-1815
The Advent of American Democracy, 1815-1845
Division and the Stresses of Reunion, 1845-1876
The Age of the Economic Revolution, 1876-1900
The Burdens of Progress, 1900-1929
Social and World Responsibility, 1929-1945
Affluence and Anxiety, 1945-present
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
Basic Documents
Contemporary Africa: Continent in Transition
The Russian Revolutions of 1917
The Negro in the United States
American Capitalism
Liberalism: Its Meaning and History
The North Atlantic Civilization
NATO a Twentieth Century Community of Nations
Basic Documents in United States Foreign Policy
American Farmers Movements
Historic Decisions of the Supreme Court
Southeast Asia and the World Today
Historic Documents of World War I
Historic Documents of World War II
A Short History of Canada
Basic History of American Business
Basic Documents in Canadian History
Basic History of the Confederacy
A Basic History of the Old South
Mexico and the Caribbean
Soviet Foreign Policy, 1917-1941
Cardinal Documents in British History
Major Documents in American Economic History v. 1-2
Cold War Diplomacy 1945-1960
Movements of Social Dissent in Modern Europe
The People's Republic of China
World Communism
Third-Party Movements in the U.S.
The Idea of Racialism
<table>
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<td>A New Soviet Heartland</td>
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Understanding Economic Growth
International Economic Problems
Problems in American History
The Causes of War: The American Revolution, The Civil War, and World War I
The Negro in America
Labor in American Society
The Supreme Court in American Life
American Foreign Policy
The Social Setting of Intolerance: The Know-Nothings, The Red Scare, and McCarthyism
Reform in America: Jacksonian Democracy, Progressivism, and The New Deal
Great Depressions: 1837-1844, 1893-1898, 1929-1939
Political Leadership in America
Economic Forces in American History
Problems of Prosperity and Leadership 1945
Adjustments to Depression and War 1930-1945
World Power and New Problems 1914-1930
The Growth of Industrial Enterprise 1860-1914
Commerce, Cotton, and Westward Expansion 1820-1860
Decisions That Faced the New Nation 1783-1820
Developing the American Colonies 1607-1783

Silver Burdett
Avenues to America's Past
Great Ages of Man
Alternatives to Violence
The Meaning of Communism

Spectrum
American Socialism

Wiley and Sons
How Does a Minority Group Achieve Power?

FILMSTRIPS
Budek Films and Slides
The First American Frontier
The New England Village
The Inca Empire
The Panama Canal

Educational Audio Visual
American History in Political Cartoons
  Lincoln's Presidential Campaign 6F 343
  Theodore Roosevelt and America's Entry on the World Scene 6F 344
  The Depression and the New Deal 8F 020

Encyclopaedia Britannica
Indian Cultures of the Americas (series)
  Life in Early America (series)
  Settling the New World (series)
  Indian Cultures of the Southeast
  Indians of the Southwest
  Indians of the Northeast
  Indians of the Plains
  Indians and Eskimos of the Northeast
New England Colonization
The Middle Colonies
The Southern Colonies
Colonial Government

Eye Gate
The Story of America's People, Series One
  (Series of ten filmstrips with cassette or teach-a-tape)
America Develops Worldwide Interests
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
Our Dramatic Industrial Development - 1865-1900
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
The United States in a Changing World
  (Series of nine filmstrips)
The United States in a Troubled World 1920-1945
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
Leaders of America
  (Set of nine filmstrips with cassette or conventional teach-a-tape)
Old World Backgrounds of American History
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
Guidance Associates / Harcourt, Brace and World
Dwight D. Eisenhower: Soldier and Statesman
Franklin Delano Roosevelt: The Years That Changed the Nation
A Nation of Immigrants
Woodrow Wilson: Idealism and American Democracy
Benjamin Franklin: Symbol of the American Revolution
The People's Choices: An Analysis of the Electoral College
The Honorable Court: The Supreme Court of the United States
Cities, U.S.A.
Automation: Promise or Threat?
Winston Churchill: The Man and the Century
Soviet Union: Its People and Their Way of Life
The Rise of Communism
Japan: Emergence of a Modern Nation
The Federal Law Making Process
Transportation: Where Do We Go From Here?
Our Money System
Frontiers in Space and Undersea
The Reckless Years, 1919-1929
The Great Depression
Harry S. Truman
Emergence of the United States as a World Power
Anatomy of U.S. Political Parties
The American Presidency: A Study in Depth
Teddy Roosevelt
The American Revolution

Houghton Mifflin
Great Issues and Decisions (Ten filmstrips and LP)

Life Education Program
The Practical World of the Colonists #254
The Affluent Society of the 18th Century #255
The Sturdy Age of Homespun #256
The Magnificent Classic Revival #257
The Romantic Decades #258
The Timeless Southwest #259
The Age of Gilded Opulence #260

Opening
American Trail Blazer
Covered Wagon
Toward Siri
Cowboys, Americans

Modern Learning
Critical Thinking

Scholastic Media
Viet Nam
The Draft
The U.S. & Cuba - Freedom
Our Government
The Negro

Society for Visual Education
Leading America
Pathfinder
Westward
The Civil Evolution
(1650-)

U.S. History
The Comp

Encyclopaedia
Wilson and What Ca
Opening of the West #264
American Transportation #266
Trail Blazers and Indians #267
Covered Wagon Days #268
Toward Statehood #269
Cowboys, Homesteaders, and Outlaws #270
American Revolution #278

Modern Learning Aids
Critical Thinking Aids

Scholastic Magazines
Viet Nam–Plight of a People
The Draft — Who? How? and Why?
The U.S. and the Soviet Union
Cuba — From Friend to Foe
Our Government Today — What Has It Grown Into?
The Negro in U.S. History

Society for Visual Education
Leading American Negroes
Pathfinders Westward
Westward Migration
The Civil War
Evolution of American Industry, Enterprise and Welfare
(1650–1960)

U.S. History Society
The Complete Pictorial Film Encyclopedia of American History

TRANSPARENCIES

Encyclopaedia Britannica
Wilson and the Territorial Settlement at Versailles (set of 8)
What Caused the Rise of Hitler? (set of 8)
MAPS AND ATLASES

Cole
Atlas of American History

Follett
Study Lessons in Map Reading

Hammond
Hammond Historical Atlas

Rand McNally
World Atlas
Map Activities in American History
Students Political Atlas of the World
Map Activities in American History

RECORDS

Scholastic
Folkway Records
Heritage U.S.A. Vol, 1-2
American History in Ballad and Song Vol.1
Songs of the Civil War
Songs of the American Negro Slaves
Interview with James A. Farley
Election Songs of the United States (1800-1948)
The White House or Bust – Seven Steps to the Presidency
The Untypical Politician

TAPES AND FILM LOOPS

American Heritage
The American Heritage Sound Archives of World War II
16 reel set

Tapes Unlimited
War Is...!! (A comparison of two wars, the War of 1812 and Viet Nam – 20 tapes)
A Fork in the Road (Twenty-five tapes dramatizing key historical speeches and their influence on the history of mankind)

Time Out For Propaganda (Ten tapes exploring propaganda and the most prevalent propaganda methods)

Thorne
- Kwajalein: Jungle Warfare
- The Hindenburg Disaster
- Hiroshima and Nagasaki
- World War I: German Entry into the War
- World War I: French Entry into the War
- World War I: Fire Power
- World War I: Trench Warfare
- Arrival of Immigrants at Ellis Island (1903-1906)
- The Potsdam Conference
- The Yalta Conference
- McKinley
- The Spanish-American War
- Spanish American War Battle Scenes
- Pearl Harbor
- The Spanish Civil War
- Cattle Wrangling (1898)
- The Boer War
- World War I: German U-Boat Warfare
- The Early Automobile
- Iwo Jima: Amphibious Assault
- Dunkirk
- The Blizkrieg
- The Rise of the Nazi Party
- The Normandy Invasion: Build-up
- The Construction of the Panama Canal
- Japanese Military Expansion
- World War I: U.S. Industry
- World War I: The Versailles Conference
- The German Surrender at Stalingrad
- V-E Day
- The New Deal: W.P.A.
- The United Nations Conference at San Francisco
- The Death of Franklin D. Roosevelt
- U.S. Industrial Conversion to World War II
The Munich Conference
The Klondike Gold Rush
World War I: The Airplane
The Dust Bowl
Wartime Relocation of Japanese-Americans
The Fall of France
Wartime Election: Roosevelt vs. Dewey
The Liberation of Nazi Concentration Camps
The French Underground: Paris Insurrection
The Normandy Invasion: D-Day
The Opening of the Nuremberg Trials
World War I: U.S. Entry into the War
The Early Ford Assembly Line
V-J Day
The New Deal T.V.A.
German-American Bundists
The New Deal: C.C.C.
The Battle of Britain
Italian Conquest of Ethiopia
The Beginning of the Depression

16mm FILMS

Aims
Taxation Without Representation
Colonial America In the 1760's
Fighting for Freedom

Association Films
The Golden Door
Pollsters and Politics
Smear: The Game of Dirty Politics
Verdun: End of a Nightmare (Following CBS 20th Century Program)
We Fed Our Enemies
The Agony of Austria
The Russo-Finnish War
Sabotage
The Silent Sentinel
Battle of Bulge
Battle of Cassino
Beachhead at Anzio
D-Day: Buildup and Attack
Invasion of Sicily
The Liberation of Paris
Thunder in Munich
The Plots Against Hitler
The Remagen Bridge
The Road to Berlin
Target: North Africa
Army of the Damned
Partisan: The Nazi
Siege of Leningrad
Stalingrad
The Warsaw Uprising
Attack on Singapore
Burma Road and the Hump
Freedom for the Philippines
The Frozen War
Hiroshima
Tarawa
The Nisei: The Pride and the Shame
Over Here
The Strange Case of Rudolph Hess
Laval: Portrait of a Traitor
Patton and the Third Army
Rommel
How to Fight a Guerilla War
Japans Changing Face
Who Killed Anne Frank?
Zero Hour in Greece
End of an Empire
Ho Chi Minh
Korea: The Line
P.O.W.
Woman Doctor in Viet Nam
Berliners: Life in a Gilded Cage
Ethiopia: The Lion and the Cross, Part 1-2
Finland's Tug of War
France in Ferment
Peron and Evita
East Germany: Land Beyond the Wall
Germany: Red Spy Target
People Under Communism Today
Poland on a Tightrope, Part 1-2
The Red Sell, Part 1-2
Riot in East Berlin
Pop Buell: Hoosier at the Front

Bailey
Mississippi River: Trade Route of Mid-America
Cause and Affect of Civil War
Rise of Industrialism
Reform
Becoming a World Power
Golden Twenties
Years of the New Deal
Challenges of War and Peace

Contemporary Films/ McGraw-Hill
Chickamauga
A Time for Burning
A Time Out of War

Encyclopaedia Britannica
Middle Ages: Rise of Feudalism
The Journals of Lewis and Clark

Film Associates
Of Black America Series (8 16mm films)

Films, Inc.
Civil Rights Movement - Historic Roots

Graphic Curriculum (The)
Victory at Sea (Series of eleven films)
The Pacific Boils Over - Pearl Harbor, December 7, 1941
Midway is East - Japanese Victories and the Battle of Midway
Sett • Sand- Invasion of North Africa, 1942-43
Roman Renaissance Sicily and the Italian Campaign
Normany - D-Day
The Battle for Leyte Gulf
The Fate of Europe - Black Sea, South of France, Surrender
Target Suribachi - Iwo Jima
The Road to Mandalay - China, Burma, India, and Indian Ocean
Design for Peace - Surrender of Japan and Aftermath of War
Guadacanal

10 Films
Profiles in Courage Set 1 (Series of eight films)
Anne Hutchinson
John Adams
George Mason
Chief Justice John Marshall
Senator Daniel Webster
Senator Thomas Hart Benton
President Grover Cleveland
President Woodrow Wilson

Profiles in Courage Set 2 (Series of eight films)
Frederick Douglass
John Quincy Adams
Mary S. McDowell
Senator Edmund Ross
Richard T. Ely
Senator Andrew Johnson
Governor Sam Houston
Senator Oscar W. Underwood

Profiles in Courage Set 3 (Series of ten films)
Prudence Crandall
General Alexander William Doniphan
Senator Thomas Corwin
Secretary of State Hamilton Fish
Governor John M. Slaton
Senator George W. Norris
Chief Justice Charles Evans Hughes

December 7, 1941 and the Battle
Senator Robert A. Taft

Independent Film Producers
California and Gold
California's Dawn

International Film Foundation
The Russian Consumer
The Russian Peasant
Women of Russia
Religion in Russia
Leisure Time, USSR
The Netherlands: Struggle for Land
Yugoslavia
Ancient Egyptian
Tropical Africa

McGraw-Hill
United States Becomes A World Power
Our Immigrant Heritage
Age of Kennedy, Part 1-2
Cortes and the Legend, Parts 1-2
Leningrad, Parts 1-2
Tippeconnoe and Lyndon Tao
History of the Negro in America, Parts 1-2-3
Golden Twenties
Rise of the Industrial Giants
America Becomes an Industrial Nation
Autas, Autos Everywhere
Rise of Europe, 1000-1500
Crisis at Munich
I Pledge Allegiance
National Citizenship Test
Road to World War II
29 Boom and 30 Depression
Rise of Organized Labor
Turn of the Century
Russia Czar to Lenin
Communications Explosion
Cities of the Future
Rise of Nationalism in Southeast Asia
Spanish Armada, The
Protective Tariff vs. Free Trade
Automation - Next Revolution
Growth of American Foreign Policy
Immigration
Trusts and Trust Busters
Freedom's Finest Hour

Neubacher-Vetter Film Productions
Mexico: Land of Color and Contrast
The Land of the Swiss
Spain-Proud Past and Promising Future
Spain Rediscovered

Sterling Educational Films
General George Patton
General Douglas MacArthur
Huey Long
Jackie Robinson
Robert A. Taft
Wendell Wilkie

Parts 1-2-3
All economic systems are confronted by the problem of relative scarcity of unlimited wants and limited resources.
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
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<tbody>
<tr>
<td>Scarcity</td>
<td>A. A person's/nation's wants are almost endless; thus, a priority of wants must be established.</td>
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<td>B. Needs are different from wants in that a person's needs must be met in order to survive.</td>
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<td>C. There are definite limits as to the production of any given item. Many times production is unable to keep up with people's needs and wants.</td>
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<tr>
<td>Input and output</td>
<td>A. Many individuals are producers of either goods or services.</td>
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<td>B. All individuals are consumers; directly or indirectly they influence the production of items.</td>
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<td></td>
<td>C. For a stable economy, there must be a balance between production and consumption.</td>
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<td>Saving</td>
<td>A. Savings are the accumulation of wealth or financial assets.</td>
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<td>B. A financial asset is a claim on some other economic unit, a corporate bond, a promissory note, a United States savings bond, a municipal bond, or a foreign government bond.</td>
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<td></td>
<td>C. The savings of one individual or one group of individuals are offset by the debit of the second party.</td>
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<td></td>
<td>D. The debit of an individual corporation or government is related to the stability or instability of an economic system.</td>
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</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will define the term "diminishing utility" and cite two examples of such a phenomenon.

B. The student will prepare a five-minute speech describing people's needs as compared to wants.

C. The student will prepare a chart that details the reasons for the depression of the 1930's and hypothesize a recovery.

A. The student will construct a chart depicting five producers of goods and five service-oriented acts.

B. The student will relate in small groups his role as a consumer and how as a high school student he can be an informed consumer.

C. The student will select a certain product and orally relate the balance today of that product and project its future.

A. The student will write a brief report on what wealth and financial assets are.

B. The student will select a successful individual from American history and describe in writing how that individual achieved success.

C. The student will discuss in small groups the meaning of the following statement and will be able to explain how individuals are offset by the debit of the second party.

D. The student will prepare an explanation for a panel discussion of the following idea: The debit of one party or instability of an economic system.
BEHAVIORAL OBJECTIVES

- Be able to define needs as opposed to wants.
- Analyze the depression of the 1930's and hypothesize five actions that government could take that would lead to balanced economic conditions today.
- Differentiate between goods and five service-oriented activities and describe the relationships that exist between these two.
- Realize how as a high school student, you influence the production of products.
- Assess the balance today of that product and its consumption.
- Evaluate the role of financial assets.
- Analyze the historical context and describe in writing how they accumulated wealth and financial assets.
- Following statement and will be able to cite examples: The savings of one individual or one group of individuals.
- Explain the following idea: The debit of an individual corporation or government is related to the stability of the economy.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>Every society has some kind of economic system.</td>
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<td>This pattern of arrangements involves the</td>
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<td>production, distribution, and use of goods and</td>
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<td>services and reflects the values and objectives</td>
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<td>of the particular society.</td>
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<tr>
<td>Causation</td>
<td>A. There is a relationship between cause and</td>
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<td>effect.</td>
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<td>B. Causation attempts to develop a method of</td>
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<td>thinking.</td>
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<td>C. Cause and effect have the character of</td>
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<td>multiplicity and meaning of all social</td>
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<td>action.</td>
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<td>D. The fact that events do not just happen</td>
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<td>but that they are causally related to the</td>
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<td></td>
<td>nature of all social action.</td>
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<td>Government by the consent of the governed</td>
<td>A. Government is the creation of man to secure</td>
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<td>happiness.</td>
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<td>B. Whenever government fails to secure the</td>
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<td>rights of the governed, it may alter it to</td>
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<td>make it a more effective instrument.</td>
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<td>C. To assure the respect for the practice of</td>
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<td>the values and objectives of their government</td>
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<td>their government be established and operated</td>
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<td>by freely elected and representative</td>
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<td>legislatures established through</td>
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<td>Sovereignty of the nation-state in the community</td>
<td>E. Stability and the greatest guarantee of</td>
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<td>of nations</td>
<td>rights at the present time.</td>
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<td></td>
<td>A. National sovereignty exists where common</td>
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<td>bonds of men have become sufficiently strong</td>
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<td>into such prominence as to form a nation.</td>
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<td>B. Today, nations are more closely interrelated</td>
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<td>and interdependent.</td>
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<td>C. Limitations are set by growing technology</td>
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<td>and political factors, rather than by wishes</td>
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<td>of other nations.</td>
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<td>D. Today, foreign policy is determined by</td>
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<td>role of sovereignty in the 20th century.</td>
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</tbody>
</table>
There is a relationship between cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

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 that seemingly become more isolated as the series of effects expands.)

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.

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 constitutions, the people may alter it to make it a more effective instrument of their will.

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

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

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

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the 20th century.
A. The student will, in a small group discussion, describe the relationship of cause and effect for a high school level event.

B. The student will write a two-page paper explaining how causation attempts to develop a method of thinking in history.

C. The student will define the term “balance of payment” and describe the effects to the economy of a country over a period of time.

D. The student will describe any event in economic history that would prove this statement—Events do not cause themselves.

A. The student will describe John Locke’s Social Contract Theory and explain in writing its meaning as he understood it.

B. The student will read the statement: "Whenever government fails to secure the rights guaranteed to the people, it should be altered so as to make it a more effective instrument of their will," and explain in writing if it means by altering it.

C. The student will explain in writing what must be done by men to assure the respect for the practice of democracy.

D. The student will list in writing and explain at least four democratic means of peacefully altering our Constitution.

E. The student will write a paper citing reasons why he thinks the United States has been a great and successful country.

A. The student will use a political wall map and differentiate between a nation and a nation-state.

B. The student will explain his reasons of why today’s nations are more closely interrelated and constantly changing role of sovereignty in the 20th century?

C. The student will explain reasons in a panel discussion for modern nations giving-way of sovereignty to international organizations.

D. The student will answer the following in writing: Who today decides foreign policy for the United States?
BEHAVIORAL OBJECTIVES

relationship of cause and effect for a high school dropout.
Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

and describe the effects to the economy of a country if an unfavorable balance should continue over a period

that would prove this statement—Events do not just happen, they are caused, e.g., the Great Depression.

Theory and explain in writing its meaning as he interprets it.

ement fails to secure the rights guaranteed to the people through its constitution, the people have a right to

will," and explain in writing if it means by actual revolution and overthrow of the government.

by men to assure the respect for the practice of values men choose as important to their lives.

for democratic means of peacefully altering our constitution.

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ate between a nation and a nation-state.

ions are more closely interrelated and constantly changing in their development and purposes.

for modern nations giving-way of sovereignty to interdependence among nations.

today decides foreign policy for the United States, and what characteristics are needed by these people in our
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<tr>
<th>GENERALIZATION</th>
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<tr>
<td>In a modern, complex economic system, individuals are dependent upon others for the satisfaction of many of their wants and needs.</td>
<td>A. Individuals enter into relationships with one another.</td>
</tr>
<tr>
<td></td>
<td>B. Within a social system the interactions are necessary.</td>
</tr>
<tr>
<td></td>
<td>C. Two general types of interaction are present.</td>
</tr>
<tr>
<td></td>
<td>D. The basis of all human interaction is mutualism.</td>
</tr>
<tr>
<td>Institution</td>
<td>A. Every institution has statutes and specific functions.</td>
</tr>
<tr>
<td></td>
<td>B. The three primary institutions in America are the family, economy, and government.</td>
</tr>
<tr>
<td></td>
<td>C. Institutions are creations that develop and change over time.</td>
</tr>
<tr>
<td></td>
<td>D. Every major institution must have one or more functions.</td>
</tr>
<tr>
<td>Culture</td>
<td>A. People are much alike in feelings and beliefs.</td>
</tr>
<tr>
<td></td>
<td>B. People in other lands have customs and beliefs that are different.</td>
</tr>
<tr>
<td></td>
<td>C. People throughout the world today as well as in the past, are making changes.</td>
</tr>
<tr>
<td></td>
<td>D. Individuals and groups of individuals are adapting to new situations.</td>
</tr>
</tbody>
</table>
CONCEPTS

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

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

Two general types of interaction are competition and cooperation.

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

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.

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, are making changes to improve their way of life.

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

A. The student will keep a log over a given period of time noting the time spent with other individuals or groups.

B. The student will, over a given period of time, interview, investigate, study, and research three different people that interaction follows a certain form.

C. The student will cite three examples of competition and three examples of cooperation that presently exist.

D. The student will construct a chart demonstrating that economic theories are conducive to similar human interaction.

A. The student will justify reasons for his selections of the roles and status of banks as economic institutions.

B. The student will list three primary institutions in American society and explain their effects on individuals.

C. The student will list nine needs and describe how each have become an institution.

D. The student will give a written report citing the differences between organization and institution.

A. The student will construct several posters to show that although people are much alike in feelings and needs.

B. The student will present economic customs and traditions associated with his heritage.

C. The student will be given specified time to write a comparison of two countries depicting nations that are able to make changes to improve their way of life.

D. The student will give three written examples of individuals or groups of individuals with diverse backgrounds
BEHAVIORAL OBJECTIVES

Time spent with other individuals or groups and orally defend the usefulness of this time.

Study, and research three different people in business and construct a graph or chart illustrating

Examples of cooperation that presently exists between nations of the world.

Experiences are conducive to similar human interaction.

Status of banks as economic institutions.

And explain their effects on individuals within our society.

An organization and institution.

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

And with his heritage.

Two countries depicting nations that are striving to keep certain economic traditions and still striving

Groups of individuals with diverse backgrounds who have contributed to our economic heritage.
Every economic system possesses regularities that make certain forms of prediction possible.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>A. There are many types of authority that...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social control</td>
<td>B. There is a need for social control at...</td>
</tr>
<tr>
<td></td>
<td>Comparative advantage</td>
<td>A. A nation, group, or individual must...</td>
</tr>
<tr>
<td></td>
<td>Power</td>
<td>B. Compromise and adjustment are an in...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Power has many connotations to many...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Power relationships abound throughout...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Power can either be a goal or the me...</td>
</tr>
</tbody>
</table>
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 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.

Power has many connotations to many different people.

Power relationships abound throughout society and societies.

Power can either be a goal or the means to goal attainment.
A. The student will state in small group discussions two basic economic theories and the social consequences that would result.

B. The student will cite three examples of a nation's societal changes that have occurred directly as a result of economic theories.

A. The student will make a chart listing the long-range economic goals of a nation, a group, and an individual that he would realize.

B. The student will pose a problem that he will evaluate and resolve depicting advantages two or more nations might have.

A. The student will discuss in small groups the connotations of power of three given basic economic models.

B. The student will summarize in three paragraphs or less the economic power relationships that might arise between American middle class, American Negro, or American Indian.

C. The student will discuss in small groups the following statement: Power can either be a goal or a means.
**BEHAVIORAL OBJECTIVES**

- Economic theories and the social control they represent.
- Changes that have occurred directly as a result of a change in their import/and or export patterns.
- Economic goals of a nation, a group, and an individual as well as the advantages and disadvantages that each economic force may enjoy by compromise and adjustment.
- Resolution depicting advantages two opposing economic forces may enjoy by compromise and adjustment.
- Power of three given basic economic theories.
- Economic power relationships that prevail in one of the four general classifications—American lower class, and suffer.

Statement: Power can either be a goal or the means to goal attainment.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic conditions and systems change over a period of time.</td>
<td>Social change</td>
</tr>
<tr>
<td>The modified market economy</td>
<td>A. Change is a neutral process; it may p</td>
</tr>
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<td></td>
<td>B. Some societies change at a more rapid</td>
</tr>
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<td></td>
<td>C. There are many causes for social chan</td>
</tr>
<tr>
<td></td>
<td>1. Contact between cultures.</td>
</tr>
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<td>2. The interaction of new ideas or ma</td>
</tr>
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<td></td>
<td>3. The development of modern means of</td>
</tr>
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<td></td>
<td>4. Innovation as means of meeting the</td>
</tr>
<tr>
<td></td>
<td>A. Expanding industry provides both labo</td>
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<td></td>
<td>B. The depletion of natural resources can</td>
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<td></td>
<td>C. Supply points for the need of conserva</td>
</tr>
<tr>
<td></td>
<td>D. Laws regulating the use of natural reso</td>
</tr>
<tr>
<td></td>
<td>E. Monopoly and competition are essenti</td>
</tr>
</tbody>
</table>
SUB-CONCEPTS

- Sub-concept: Society is a neutral process; it may progress or decline.
- Sub-concept: Societies change at a more rapid rate of progress than others.
- Sub-concept: There are many causes for social change, such as the following:
  - Contact between cultures.
  - Interaction of new ideas or materials within a culture.
  - Development of modern means of communication and transportation.
  - Innovation as means of meeting the challenge of social, economic, and political problems.
- Sub-concept: Mining industry provides both labor and markets.
- Sub-concept: Depletion of natural resources can adversely affect a community that does not have a diversified economic base.
- Sub-concept: Many points for the need of conservation practices for future demands.
- Sub-concept: Regulating the use of natural resources and controlling human activity benefit the majority.
- Sub-concept: Poly and competition are essential parts of a freemarket system.
BEHAVIORAL OBJECTIVES

A. The student will write an example showing that change is a neutral process that may progress or change.
B. The student will prepare a convincing two-minute oral report showing that some societies change.
C. The student will list and explain in writing at least four major reasons for social change.

A. The student will construct either a graph or poster demonstrating that an expanding industry provides benefits to the majority.
B. The student will explain how the depletion of natural resources can adversely affect a community.
C. The student will write several examples from our past history stressing the concept that supply should benefit the majority.
D. The student, in small seminars, will discuss the value of the following statement: Laws regulating the price benefit the majority.
E. The student will write a three-page paper interpreting the following statements: Monopoly and control. This is foreign to the American economy.
BEHAVIORAL OBJECTIVES

a neutral process that may progress or decline.

port showing that some societies change at a more rapid rate of progress than others.

ajor reasons for social change.

trating that an expanding industry provides both labor and markets.

urces can adversely affect a community that does not have a diversified economic base.

ory stressing the concept that supply points for the need of conservation practices for future demands.

ie following statement: Laws regulating the use of natural resources and controlling human activity

ie following statements: Monopoly and competition when destroyed result in a controlled economic system.
SUGGESTED MULTI-MEDIA FOR ECONOMICS--LEVEL 3

STANDARD FOCAL REFERENCE GUIDES

Ginn
- Economics an Analytical Approach

Harcourt, Brace and World
- Comparative Economic Systems

Merrill
- Economics Principles and Practices

Southwestern
- Consumer Economic Problems

CONCEPT PENETRATION SOURCES

Clarion House
- Consumer Education

Ginn
- Readings and Cases in Economics

Heath
- Case Studies in Business History and Economic Concepts
  - The Formative Era of American Enterprise:
  - The Virginia Company, Boston Merchants, and the Puritan Ethic, the Factory System
  - The Challenge of Big Business: The Northern Securities Company, the Standard Oil Combination, Labor-Management Relations in the Steel Industry

Merrill
- Prologue to Economic Understanding
Scott Foresman

Studies in Economic Issues
  World Trade
  Economics of the Community
  Capitalism, Communism, Socialism
  Our Labor Force
  Understanding Economic Growth
  International Economic Problems

Economic Forces in American History
  Problems of Prosperity and Leadership, 1945-
  Adjustments to Depression and War, 1930-1945
  World Power and New Problems, 1914-1930
  The Growth of Industrial Enterprise, 1860-1914
  Commerce, Cotton, and Westward Expansion, 1820-1860
  Decisions that Faced the New Nation, 1783-1820
  Developing the American Colonies, 1607-1783

Area Studies in Economic Progress
  Sub-Saharan Africa Struggle Against the Past
  China Development by Force
  India Struggle Against Time
  Japan Lessons in Enterprise
  Latin America Reform or Revolution
  The Middle East
  The Soviet Union Communist Economic Power
  Western Europe and the Common Market

Southwestern
  Contemporary Economic Problems and Issues
Van Nostrand
Basic History of American Business
Major Documents in American Economic History, Vol. 1
Major Documents in American Economic History, Vol. 2
Medieval Commerce
European Economic History, Documents and Readings
Soviet Economic Development

FILMSTRIPS

Guidance Associates
Preparing for the Jobs of the 70's
Preparing for the World of Work
Automation: Promise or Threat?

TRANSPARENCIES

Heath
A Visual Analysis of the American Economy

16mm FILMS

Bailey
Microeconomics
Basic Economic Theories
Nature and Function of Money, Credit, Government, and Economy
International Economic Relationships
Comparative Economics
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical approach</td>
<td>A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.</td>
</tr>
<tr>
<td></td>
<td>B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.</td>
</tr>
<tr>
<td></td>
<td>C. 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.</td>
</tr>
<tr>
<td></td>
<td>D. 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.</td>
</tr>
<tr>
<td></td>
<td>E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.</td>
</tr>
<tr>
<td></td>
<td>F. 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.</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 that 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>
<tr>
<td>Compromise and adjustment</td>
<td>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</td>
</tr>
<tr>
<td></td>
<td>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</td>
</tr>
<tr>
<td></td>
<td>C. 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.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will research the area known as Appalachia describing the region, the people and their environment.
B. The student will make a study of Russia’s lack of a warm water seaport and catalog or list the modes by which Russia as a response to this geographic reality.
C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult problem.
D. The student working in a study team will give an oral report on his opinion of why modern man, the conservation of wildlife as well as many things he needs to provide ideal conditions for his own habitat.
E. The student will report in writing how the modes of earning a living in Denmark and Norway indicate.
F. The student will list similar geographical features of Japan and Great Britain.

A. The student, working in a study team, will research and present his findings in a panel report on the
B. The student will research and write a paper on differences in the strategy of (1) the D-Day action.
C. The student will list his reasons on the blackboard and explain or defend his opinions of why the U
D. The student will list the causes of the Boxer Rebellion according to his views of importance.

A. The student will write his views concerning the compromise and adjustments made by the Vichy government.
B. The student will write a short sketch speculating early man’s compromises with nature that enabled him to extend.
C. The student will orally present his opinions based on his findings of the compromises and adjustments.
D. The student will research in a study team the Pueblo incident and orally defend, argue, or broaden. The Pueblo incident should not be interpreted as a sign of weakness.
BEHAVIORAL OBJECTIVES

oting the region, the people and their culture and the circumstances that resulted in economic ruin.

Taiwan (Formosa) presents a difficult problem for agriculture to support a large population.

ort on his opinion of why modern man, through urbanization processes, destroys the habitat of

ith a living in Denmark and Norway indicate different geographic features.

sent his findings in a panel report on the cause and effect of the Yalta Agreement.

es in the strategy of (1) the D-Day action that was employed and (2) Churchill's recommendation.

plain or defend his opinions of why the USSR embarked on a policy that led to the cold war.

tment and orally defend, argue, or broaden the statement: The American government's reaction to the

some's compromises with nature that enabled him to live in communities rather than under nomadic conditions.

findings of the compromises and adjustments involved in Israel's present struggle to survive.

ident and orally defend, argue, or broaden the statement: The American government's reaction to the
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.</td>
<td>Habitat and its significance</td>
</tr>
<tr>
<td>Input and output</td>
<td></td>
</tr>
<tr>
<td>Scarcity</td>
<td></td>
</tr>
</tbody>
</table>

A. Man affects and is affected by his natural habitat.
B. Habitat is the resource base of man's social and economic activities.
C. Water in the form of oceans, rivers, and lakes is a vital resource for agriculture, communication, transportation, and water-related industries.
D. Landforms influence climate and the production of crops.
E. Climate influences ways of living.
F. Habitat tends to direct man until he adapts his activities to it.
G. International problems are often caused by differences in national habitats.

H. Rituals, ceremonies, and superstitions are part of the social fabric of many cultures.

A. Many individuals are producers of either goods or services.
B. All individuals are consumers; directly or indirectly.
C. For a stable economy, there must be a balance between supply and demand.

A. A person's/nation's wants are almost endless.
B. Needs are different from wants in that needs are essential for survival.
C. There are definite limits as to the production of goods and services as well as to the satisfaction of people's needs and wants.
SUB-CONCEPTS

affects and is affected by his natural environment.

water is the resource base of man's society.

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

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

water influences ways of living.

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

International problems are often caused by geographic conditions.

practices, ceremonies, and superstitions of various people may be related to their physical environment.

my individuals are producers of either goods or services.

my individuals are consumers; directly or indirectly they influence the production of items.

A stable economy, there must be a balance between production and consumption.

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 as to the production of any given item. Many times production is unable to keep pace with people's needs and wants.
A. The student will compare and contrast the five largest countries in the world as to how nature as to which country is best suited geographically to be the world leader.

B. The student will select two filmstrips that he will show and make comments about in a small group.

C. The student will list five rivers and five lakes he thinks greatly influence the people of the area.

D. The student will orally name ten different kinds of landforms as used in geographic media and

E. The student will orally name within a three-five minute period different kinds of climate and

F. The student will view a film on man and his environment and write an essay describing ways of

G. The student will list the natural resources used in our country in the process of industrialization and

H. The student will list those resources that give us the greatest concern due to their rapid depletion.

A. The student will choose an occupation and report in writing the needs that would be fulfilled by that occupation.

B. The student will draw a supply and demand curve on a graph about a product of his choice.

C. The student will choose a period that affects America's economy and in an essay explain the ways it affected the economy during that time.

A. The student, working in a study team, will ascertain facts about the needs of Clark County's people and which one should have priority over the other and explain his reasons for this choice.

B. The student will collect several cartoons and draw one of his own illustrating needs are different.

C. The student will research the post war problems facing Harry S. Truman and give a speech to Truman and their implications on the 1948 presidential election.
BEHAVIORAL OBJECTIVES

greatest countries in the world as to how natural environment affects their power structure and draw a conclusion to be the world leader.
show and make comments about in a small group setting that emphasizes the following statement: The reliance on home and family as stabilizing elements of their culture.
thinks greatly influence the people of the area in which they are located.
of landforms as used in geographic media and/or phenomena.
minute period different kinds of climate and comment on each.
comment and write an essay describing ways man uses to alter his habitat to better serve his needs and desires.
our country in the process of industrialization.
the greatest concern due to their rapid depletion and/or scarcity.
in writing the needs that would be fulfilled through his services in this role.
one on a graph about a product of his choice and explain it in a small group discussion.
rica's economy and in an essay explain the significance or balance of production and consumption as it
in facts about the needs of Clark County's proposal for a civic center complex and a sports stadium; then decide d explain his reasons for this choice.
w age of his own illustrating needs are different from wants in that needs must be met to survive.
acing Harry S. Truman and give a speech to a seminar group explaining how these problems were handled by ential election.
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
</tr>
</thead>
</table>
| Historical method and point of view | A. History is a process—a continuing development in time.  
B. Every citizen who seeks an explanation for any event.  
C. A historian is an observer who stands "amid the process" by him and that his particular place in time and space coloring and molding his thinking through moral processes. |
| Culture | A. People are much alike in feelings and needs, although they differ in customs and traditions.  
B. People in other lands have customs and traditions that differ from our own.  
C. People throughout the world today are striving to keep in harmony at the same time, making changes to improve their way of living.  
D. Individuals and groups of individuals of diverse backgrounds. |
| Institution | A. Every institution has statutes and special roles.  
B. The three primary institutions in American society.  
C. Institutions are creations that developed from need.  
D. Every major institution must have organization and structure. |
SUB-CONCEPTS

History is a process—a continuing development involving constant change. Every citizen who seeks an explanation for any event should be made to understand he has a "point of view." The historian is an observer who stands "amid the process." This observer must realize events are flowing around him and that his particular place in time and space (his community, profession, church, school) is coloring and molding his thinking through moral pressure, stereotypes, and other current influences.

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.

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.
A. The student and two other members of a study team will research the project known as Tennessee, changes that took place as a result of TVA. These changes might come under certain headings—select.

B. The student will select from a given list of nations at least four that participated in World War I at least three references.

C. The student will assume the role of a historian and choose some particular period of American history, influences as a part of history in light of his own individual point of view.

A. The student will select two geographical areas from a list of five and describe at least three ways of life these people.

B. The student will list the items that are part of the American cowboy's costume and explain their use.

C. The student will choose a cultural group to research and write an essay depicting ways in which

D. The student will list some of the most difficult problems he thinks the Eskimo might have in making a living.

A. The student will assume the role of a newspaper editor and write his editorial opinion about the appointment of Justice Earl Warren. He will give some emphasis on the Supreme Court assuming a more important role by controversy and criticism... within the opinion patterns of the student's own point of view.

B. The student will write a two or three page report as to why he thinks the church, as an institution, is important.

C. The student will write as a historian the history of a union, e.g., U.A.W., C.I.O., and Rail

D. The student will orally explain the meaning of several terms of his choice pertaining to organization—strike, wildcat strike, and arbitration mediation board.
BEHAVIORAL OBJECTIVES

a search the project known as Tennessee Valley Authority. In a panel discussion they will elaborate on
might come under certain headings—political, economic, social, or cultural as the study team might
our that participated in World War II and defend each nation’s involvement using materials found in
ome particular period of American history that interests him. He will record the events, trends, and
point of view.

of five and describe at least three ways in which the people differ and at least five needs common to

which the cowboy’s costume and explain their original use or need.

ite an essay depicting ways in which they exhibit their cultural heritage.

thinks the Eskimo might have in making a new home for himself in Mexico.

write his editorial opinion about the status and role of the Supreme Court during the tenure of Chief
Supreme Court assuming a more important role and eventually coming into a less important role accompanied
ns of the student’s own point of view.

he thinks the church, as an institution, has declined in influence in recent years.

, e.g., U.A.W., C.I.O., and Railroad Brotherhood.

of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down
### Generalization

Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Concepts</th>
</tr>
</thead>
</table>
| Interaction    | A. Individuals enter into relationships.  
|                | B. Within a social system the interaction takes place.  
| Geographical approach | C. Two general types of interaction are involved.  
|                | D. The basis for all human interaction lies in the interaction.  
| Culture        | E. Geography seeks understanding of the interaction among diverse cultures.  
|                | F. Grouping events and concepts together is a principle by which to approach and study the interaction.  

### Interaction

A. In the field of geography, attention is given to the interconnections among processes.  
B. Many different kinds of processes are involved, such as biotic, economic, social, and political.  
C. The distinctive purpose of geography is to examine the interaction among diverse cultures.  
D. Geography has examined the interaction among diverse cultures and events related to unlike processes.  
E. Geography seeks understanding of the interaction among diverse cultures.  
F. Grouping events and concepts together is a principle by which to approach and study the interaction.  

### Culture

A. People are much alike in feelings and attitudes.  
B. People in other lands have customs and traditions.  
C. People throughout the world today are changing, making changes to their way of life.  
D. Individuals and groups of individuals are the agents of change.
## SUB-CONCEPTS

1. Individuals enter into relationships with a great number of individuals and groups.
2. Within a social system the interaction of individuals and groups follows a certain form.
3. Two general types of interaction are found in social systems.
4. The basis for all human interaction is found in social systems.
5. 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.
6. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.
7. 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.
8. 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.
9. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.
10. 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.
11. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
12. People in other lands have customs and traditions that have been passed down to them.
13. 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.
14. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
BEHAVIORAL OBJECTIVES

A. The student will list in order of their importance the personal characteristics he thinks people should have and group relationships.

B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be and how it has changed.

C. The student will make a list of the different categories in which competition most clearly comes into play in society and in seminar each category on his list as to the implications involved in the competitive aspects of competition.

D. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of the organization, report on his findings, and make a written report on his findings.

A. The student will research the area known as Appalachia describing the region, the people, and their way of life.

B. The student will make a study of Russia's lack of a warm water seaport and catalog or list the modes by which Russia as a response to this geographic reality.

C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult problem as a response to the changing political climate.

D. The student, working in a study team, will give an oral report on his opinion of why modern man, the tasks he performs, and the products he produces as well as many things he needs to provide ideal conditions for his own habitat.

E. The student will report in writing how the modes of earning a living in Denmark and Norway indicate the mode and kind of life these peoples lead.

F. The student will list similar geographical features of Japan and Great Britain.

A. The student will select two geographical areas from a list of five and describe at least three ways in which these people live.

B. Customs and traditions are passed down from one generation to another. All of the items used by the people make up the outfit. List the items one by one, explaining, in another column, the use or need for each item.

C. Peoples of the world cling tenaciously to the customs and traditions of their own culture. The learner will write an essay on his findings and the ways in which they exhibit their cultural heritage.

D. The student will orally explain the meaning of several terms of his choice pertaining to organized labor: lockout, strike, wildcat strike, and arbitration mediation board.
BEHAVIORAL OBJECTIVES

1. Characteristics he thinks people should possess in order to promote maximum harmony in individual
   relationships, such as the custom of offering one's seat to a lady as it used to be and how today this custom is rarely observed or practiced.
2. Competition most clearly comes into play, e.g., competition for job. He will orally explain
   the competitive aspects of our society.
3. For Kiwanis, interview an official of that organization to find out about its contributions to our
   community.
4. Describing the region, the people, and their culture, and the circumstances that resulted in economic ruin.
5. After seaport and catalog or list the moves, the attempts, the actions, or other influence used by
   Chusan (Formosa) presents a difficult problem for agriculture to support a large population.
6. On his opinion of why modern man, through urbanization processes, destroys the habitat of wildlife
   for his own habitat.
7. A living in Denmark and Norway indicate different geographic features.
8. Great Britain.
9. Of five and describe at least three ways in which the people differ and at least five needs common to
   them.
10. All of the items used by the American cowboy eventually became a part of his costume or
    regalia. The use or need for each item, then draw a sketch of the cowboy dressed in all this regalia.
    Traditions of their own culture. The learner will choose a cultural group, study this culture, and
    exhibit their cultural heritage.
11. As of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down
    union.
### Social change

- Input and output

The character of a place is the product of the past as well as an interim phase in an ever-changing existence.

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<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>Social change</td>
<td>A. Change is a neutral process; it merely moves things from one place to another.</td>
</tr>
<tr>
<td></td>
<td>B. Some societies change at a more rapid rate than others.</td>
</tr>
</tbody>
</table>
|                | C. There are many causes for social change: 
  1. Contact between cultures. 
  2. The interaction of new ideas and old values. 
  3. The development of modern means of communication. 
  4. Innovation as a means of meeting economic needs. |
| Input and output | A. Many individuals are producers of output. |
|                | B. All individuals are consumers; direct inputs and outputs from individuals are a part of the economy. |
|                | C. For a stable economy, there must be a balance between inputs and outputs. |

| A. Historically, the process of industrialization has provided jobs and wanted to improve their productivity. |
| B. The industrial process was both cause and effect. It set in motion several forms to the cities. |
| C. Industrialization has provided jobs and wanted to improve their productivity. |
| D. With the growth of cities came slums and a demand for labor and immigration. |
| E. Industrial and commercial growth and the industrialization-urbanization process provided great hope and posed many serious challenges. |
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.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

Historically the process of industrialization is a product of technical advance.

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.

Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.

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.

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.
BEHAVIORAL OBJECTIVES

A. The student will research the Office of Price Administration (OPA) created during Franklin Delano and give his conclusions about it orally in a question and answer interview simulating newspaper.

B. The student will list events in chronological order that surrounded the 18th and 21st Amendments.

C. The student will write an essay on the law of supply and demand and draw a graph showing this a choosing.

A. The student will select one occupation and/or career from a given list and explain reasons for his

B. The student will list steps to take to restore a business to a profitable enterprise when money has expenditure.

C. The student will write an essay on the law of supply and demand and draw a graph showing this a choosing.

A. The student will outline the growth of Japan as an industrial nation from 1853 to the present and

B. The student will list items other than natural resources needed to build a modern industrial country

C. The student will team up with other students to organize a debate on the problem ... Industry in an agrarian society than it is in an industrial society.

D. The student will choose one of the following statements and defend his choice in seminar:
   1. America is a melting pot of many different races and nationalities.
   2. America is not a melting pot ... but rather it is a conglomerate of many cultural, racial,

E. The student will make a chart showing what the advantages and disadvantages are of a monopoly...
BEHAVIORAL OBJECTIVES

in (OPA) created during Franklin Delano Roosevelt's administration to deal with problems of the time.

Interview simulating newspapermen on the scene during that period.

Passed the 18th and 21st Amendments.

Demand and draw a graph showing this on a supply and demand curve of some commodity of his own

A given list and explain reasons for his choice.

Profitable enterprise when money has been taken out faster than income could balance out the rapid

demand and draw a graph showing this on a supply and demand curve of some commodity of his own

National nation from 1853 to the present and list five reasons for this accomplishment.

needed to build a modern industrial country.

Debate on the problem... Industry creates more problems than it solves; therefore, life is preferable

And defend his choice in seminar:

Nationalities.

Conglomerate of many cultural, racial, and ethnic groups.

Advantages and disadvantages of a monopoly.
SUGGESTED MULTIMEDIA FOR GEOGRAPHY

STANDARD FOCAL REFERENCE GUIDES

Macmillan
  The Wide World (1970 ed.)

Rand McNally
  Our Widening World

Southwestern
  World Geography

CONCEPT PENETRATION SOURCES

Ginn
  World Resources
  The World... Its Geography in Maps

Portal Press
  Survival: A Geographic Approach Program

Rand McNally
  Handbook of Map and Globe Usage
  Relief Outline and Desk Outline Maps

Science Research Associates
  Map and Globe Skills

Van Nostrand
  Contemporary Africa: Continent in Transition
  Southeast Asia and the World Today
  The Benelux Countries: An Historical Survey
  Mexico and the Caribbean
  Cavour and the Unification of Italy
  The Era of Charlemagne
  Medieval Commerce
The People's Republic of China
World Communism
Islam and the West
European Economic History, Documents and Readings
African Nationalism in the Twentieth Century
The Ottoman Empire: Its Record and Legacy
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
The Northeastern United States
The Southeastern United States
China: Ageless Land and Countless People
China: Emerging World Power

FILMSTRIPS

Encyclopaedia Britannica
U.S. Interior West #11370
Then and Now in the U.S. #8700
Central Europe #8960
Mediterranean Europe #8900
Israel: Land and People #9100

Eye Gate
Fundamental of Geography (Series of ten filmstrips with cassette or conventional teach-a-tape reel)
The Islands of the Pacific: A Regional Study (Series of ten filmstrips)
Modern Japan (A series of nine filmstrips)
U.S.S.R. (Russia) (Series of nine filmstrips with cassette or conventional teach-a-tape)

Life Education Program
World We Live in Series
The Earth is born
Miracle of the Sea
Face of the Land
Canopy of Air
Reptiles Inherit the Earth
Age of Mammals
Creatures of the Sea
Coral Reef
The Desert
Arctic Tundra
Rain Forest
Woods of Home
Starry Universe
The Antarctic
The Not-So-Solid Earth
Mighty Currents of the Sea
Landscapes of the Sea
The Mystery of Rain

Society for Visual Education
Living in the Americas (18 filmstrips)
Living in South America Today (6 filmstrips, 3 records)
Modern Central and Southern Europe (4 filmstrips)
Living in Iron Curtain Countries Today (7 filmstrips)
Modern Eastern and Southeastern Asia (4 filmstrips)
Living in China Today (4 filmstrips, 2 records)
Modern Balkans, Southern and Southwestern Asia (4 filmstrips)
Modern Australia and the Pacific Islands (4 filmstrips)

TRANSPARENCIES

Allyn and Bacon
Allyn and Bacon Series

Hammond
Hammond Series

MAPS, GLOBES, ATLASES

Denoyer - Geppert
Wenchow Maps (all)
Denoyer - Geppert Student Atlas

Follett
Study Lesson in Map Reading

Hammond
Hammond Student Atlas (Geographical and Historical)

Rand McNally
Regional Atlas
Goode's World Atlas
Relief Outline and Desk Outline Map of Eastern Hemisphere
Relief Outline and Desk Outline Map of Western Hemisphere

TAPES AND FILM LOOPS

Doubleday (8mm Film Loops)
Contours
Latitude
Longitude

16mm FILMS

Av- ed
China: A one Class Society
The Changing World of Lebanon
China: The Big Question

Encyclopaedia Britannica
Australia
Colombia and Venezuela
China: A Portrait of the Land
Alaska

McGraw - Hill
Siberia: A Day in Irkutsk
Israel: Making a Land Productive
The Middle East: The Need for Water
India: The Struggle for Food
India: Urban Conditions
Thailand: Winds of Change
European Culture Region
Afghanistan: Emerging from Isolation
The Old Africa and the New Ethiopia
New Zealand: Its Farms and Cities
Turkey: Modern Reforms
West Germany - Industrial
South Africa
Yugoslavia
Rise of the Industrial Giants
China: The Awakening Giant
Scandinavia: The Rewards of Excellence
Antarctica: The Cold Frontier
Country Called Europe
Low Countries, the Very Much Alive
Farmer, The Feast or Famine
Global Struggle for Food
Britain - A Changing Culture
Our Vanishing Lands
Conservation: A Job for Young America
Brazil - The Troubled Land
So that Men are Free (Peru)
Brazil - The Rude Awakening
New Guinea
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Canadian Shield: Saguenay Region
Feeding one Quarter of the Human Race
Czechoslovakia - Progress in Industry
Everchanging Lowlands
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities
Bushmen of Kalahari
Bolivia
Greece - So Rich, So Poor
Oceania
Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.
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<thead>
<tr>
<th>CONCEPTS</th>
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<tr>
<td>Social control</td>
<td>A. There are many types of authority that act as means of social control.</td>
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<td></td>
<td>B. There is a need for social control at all levels of society.</td>
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<tr>
<td>Loyalty</td>
<td>A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.</td>
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<td>B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.</td>
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<td></td>
<td>C. The legislative process and the choosing of one's representatives are processes that should command loyalty.</td>
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<td></td>
<td>D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important ideas.</td>
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<tr>
<td>Dignity of man</td>
<td>A. Religions have developed a belief in the reverence of human life.</td>
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<td></td>
<td>B. All men are expected to respect the dignity of all other men.</td>
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<td></td>
<td>C. Human dignity should imply to every citizen the worth of all individuals.</td>
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<tr>
<td></td>
<td>D. Worth of an individual cannot be judged by accomplishments or social position.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will prepare a pro and con fact sheet on three issues: (1) Never trust anybody over thirty. (2) California makes it illegal to refuse employment to persons aged 45-65 solely on basis of age.

B. The student will select two levels of society and describe in writing the need for social control.

A. The student will construct three posters in small work groups to demonstrate that individuals do have a will.

B. The student will write a paper showing the relationship of this statement: "My country, right or wrong."

C. The student will write a paper giving examples from history that will explain the following statement: The representatives are processes which should command loyalty.

D. The student will be given one of the following topics: human dignity, equality of opportunity, freedom of speech, describe that loyalty to ideas such as his topic is more important than symbols.

A. The student, in a seminar group, will defend or deny the justice of the Spartan's belief as opposed to the Christian belief.

B. The student will select newspaper stories that illustrate that all men are expected to respect the dignity of others.

C. The student will write a history of his life showing his worth to society and, in small group discussions, defend his social position.

D. The student will be assigned either the "pro" or "con" for a debate session on the following statement: Whatever your social position.
BEHAVIORAL OBJECTIVES:

- (1) Never trust anybody over thirty. (2) Can you trust anybody under thirty? And (3) New low likely on basis of age.

- Citing the need for social control.

- Demonstrate that individuals do have a willing devotion to a cause greater than themselves.

- Statement: "My country, right or wrong."

- Will explain the following statement: The legislative process and the choosing of one's dignity, equality of opportunity, freedom of speech, and freedom of religion and will orally rather than symbols.

- Of the Spartan's belief as opposed to the Christians.

- Men are expected to respect the dignity of others.

- In society and, in small group discussions, defend his worth.

- Debate session on the following statement: Worth of an individual cannot be judged by accomplishments.
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.

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<td>Interaction</td>
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<td>Institution</td>
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<td></td>
<td>Culture</td>
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</table>

A. Individuals enter into relationships with one another and develop common ideas and goals.
B. Within a social system the interaction of persons develops laws and customs.
C. Two general types of interaction are competition and cooperation.
D. The basis of all human interaction is found in the need for social confirmation and security.

A. Every institution has statutes and special procedures.
B. The three primary institutions in America are family, economy, and government.
C. Institutions are creations that developed in people's minds.
D. Every major institution must have organizational structure.

A. People are much alike in feelings and needs.
B. People in other lands have customs and traditions that are different from our own.
C. People throughout the world today are striving for the same time, making changes to improve life.
D. Individuals and groups of individuals of different cultures can learn from each other and their differences can be a source of creative change.
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. The basis of all human interaction is found in social systems. An 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. 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.
BEHAVIORAL OBJECTIVES

A. The student will write a report on ethnic group relations considering problem background, communicating solutions.

B. The student will describe in writing the patterns of his classmates' interactions stating whether or not they

C. The student will be placed in small groups and after a given period of time, will identify and explain the

D. The student, in a small group, will explain in writing the following statement: The basis of all human inter

A. The student will select an institution and list and explain in writing what the status and special roles are

B. The student will list and explain, from a sociologist's standpoint, the three primary institutions in America

C. The student will list and describe in writing three needs and how they have developed into an American

D. The student in small group seminars will discuss and construct in writing the organization of his school,

A. The student will construct a poster illustrating that people are much alike in feelings and needs, although

B. The student will construct a collage illustrating people in other lands having customs and traditions that

C. The student will select from his national heritage a certain culture or tradition that would exemplify his

D. The student will identify in writing individuals and groups of individuals of diverse background that have
BEHAVIORAL OBJECTIVES

1. Identify and explain the reactions that occurred in a group within a given period of time, stating whether or not they follow forms described by the instructor.

2. Explain in writing what the status and special roles are of an institution.

3. From a social standpoint, explain the three primary institutions in American society and how each would have a different effect on people and how they have developed into American institutions.

4. Construct in writing the organization of his school, its norms, and specifications.

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

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

7. Certain culture or tradition that would exemplify his nationality and explain it before the class, e.g.,

8. Groups of individuals of diverse background that have contributed to our cultural heritage.
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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</thead>
</table>
| Social change  | A. Change is a neutral process; it may proceed in either direction.  
                  B. Some societies change at a more rapid rate.  
                  C. There are many causes for social change:  
                      1. Contact between cultures.  
                      2. The interaction of new ideas or man-made objects.  
                      3. The development of modern means of communication.  
                      4. Innovation as means of meeting the needs of society.  
| Freedom and equality | A. Freedom refers to the relative absence of restriction.  
                       B. In the Western world, equality has come to mean equality of opportunity.  
                       C. Taken to extremes, freedom may mean anarchy.  
                       D. The concept of equality is an American one. It is committed to a belief in human dignity and the equality of all individuals.  
| Habitat and its significance | A. Man affects and is affected by his natural environment.  
                               B. Habitat is the resource base of man's society.  
                               C. Water in the form of oceans, rivers, and lakes, agriculture, communication, transportation, and climate.  
                               D. Landforms influence climate and the processes of weathering.  
                               E. Climate influences ways of living.  
                               F. Habitat tends to direct man until he acculturates himself.  
                               G. International problems are often caused by differences in cultural styles and values.  
                               H. Rituals, ceremonies, and superstitions are often tied to the environment.
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:

- Contact between cultures.
- The interaction of new ideas or materials within a culture.
- The development of modern means of communication and transportation.
- 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.

The 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.

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

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

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

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

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.
BEHAVIORAL OBJECTIVES

A. The student will give examples of how change may progress or decline.
B. The student will give examples in writing of societies that are changing at a more rapid rate of progress.
C. The student will explain in writing how social groups, family, school, and church have changed in recent years.

A. The student will define freedom as it pertains to him and as it pertains to all students in his school.
B. The student will write a paper explaining what equality means to the people of the Western world.
C. The student will construct a collage showing what would happen to the world if freedom and equality were to disappear.
D. The student will explain in seminars what is meant by the concept of freedom and equality.

A. The student will depict how man affects and is affected by his natural environment by using pictures.
B. The student will explain in small group sessions that habitat is the resource base of man's society.
C. The student, working with a small group, will construct a poster illustrating that water in the form of surface influencing climate, agriculture, communication, transportation, and trade.
D. The student will explain in writing how three landforms influence climate and provisions of food, shelter, and water.
E. The student will list several types of climate and describe in writing how each influences ways of life.
F. The student will give three examples of how habitat tends to direct man until he accepts or alters it.
G. The student will name two international problems existing today that are caused by geographic conditions.
H. The student will select from a given list one ritual or ceremony and trace it historically to its origin.
BEHAVIORAL OBJECTIVES

- progress or decline.
- that are changing at a more rapid rate of progress than others.
- family, school, and church have changed in the last twenty-five years.
- and as it pertains to all students in his school.
- ity means to the people of the Western world.
-uld happen to the world if freedom and equality were taken to extremes.
- the concept of freedom and equality.
- red by his natural environment by using pictures cut from magazines.
- habitat is the resource base of man's society.
- ct a poster illustrating that water in the form of oceans, rivers, and lakes covers three-fourths of the earth's
- ion, transportation, and trade.
- ms influence climate and provisions of food, shelter, and clothing.
-cribe in writing how each influences ways of living.
- tends to direct man until he accepts or alters it.
- titing today that are caused by geographic conditions and explain the geographic conditions.
- or ceremony and trace it historically to its origin describing the major changes that have occurred.
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.

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<td>Government by the consent of the governed</td>
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<td>Compromise and adjustment</td>
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<td>Comparative advantage</td>
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</table>

A. Government is the creation of man to secure happiness.
B. Whenever government fails to secure that, it may alter it to make it a more effective means to that end.
C. To assure the respect for the practice of good government, the people must be convinced that their government be established and maintained for their protection.
D. In a government governing by consent of the governed, the established and representative legislatures establish laws in the way of compromise and adjustment.
E. Stability and the greatest guarantee of good government is found in the consent of the governed.

A. Compromise and adjustment are the key to effective government.
B. Man faces the need to compromise and adjust to the conditions of his surroundings.
C. Each culture is only a small part of a larger world, and compromise. Survival depends upon compromise.
D. Man should recognize compromise and adjustment as a sign of strength, not of weakness or surrender.

A. A nation, group, or individual must have clear goals, be aware of the advantages and disadvantages, and compromise accordingly.
B. Compromise and adjustment are an important part of realizing those goals.
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 constitutions, the people may alter it to make it a more effective instrument of their will.

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

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

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

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

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

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

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

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

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

A. The student will write a research paper of not less than five hundred words utilizing at least three United States. He will also list two possible solutions that have been attempted by government ag
B. The student will name and explain five legal methods to bring about change in government when it is
C. The student will prepare for a panel discussion different aspects of the following statements: To a important to their lives, it is necessary their government be established and operated by the consen
D. The student will select from a given list one social problem, e.g., care of the aged, housing for legislation and court decisions that have formed society's present programs dealing with the prob
E. The student will explain in writing the concept of government by the consent of the governed.
A. The student will describe in writing his solution of a problem chosen from political, economic, so
B. The student will describe the economic reforms attempted by the Roosevelt administration to comb
C. The student will give several cultural problems that have existed for primitive people and how the
D. The student will use the concept of compromise and adjustment to justify in writing the fact that to Germany during World War II in return for desperately needed ball bearings.
A. The student will demonstrate the advantages a nation or individual encounters while striking for a
B. The student, in small groups, will describe orally how he would decide which candidate to vote f
BEHAVIORAL OBJECTIVES

One hundred words utilizing at least three references that describes the problem of malnutrition in the have been attempted by government agencies.

Discussing change in government when government fails to secure the rights guaranteed to the people.

Examine the following statements: To assure the respect for the practice of the values men choose as they established and operated by the consent of the governed.

1. E.g., care of the aged, housing for the poor, and medical aid for the indigent, and outline the major present programs dealing with the problem.

2. Emphasize change from political, economic, social, and religious change and conflict.

3. Rely on the Roosevelt administration to combat the depression of 1929-1932.

4. Emphasize for primitive people and how their survival depends upon the ability to adjust and compromise.

5. Demonstrate to justify in writing the fact that the allies decided it was to their advantage to ship copper indirectly for use in the war effort.

6. Provide individual encounters while striking for a long-range goal by the use of a chart.

7. Would decide which candidate to vote for if both men offered exact characteristics and backgrounds.
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.

<table>
<thead>
<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td></td>
<td>Social change</td>
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<tr>
<td></td>
<td>Empathy</td>
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<tr>
<td></td>
<td>Government by the consent of the governed</td>
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</tbody>
</table>

A. Change is a neutral process; it is neither good nor bad.

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

C. There are many causes for social change:
   1. Contact between cultures.
   2. The interaction of new ideas.
   3. The development of modern technology.
   4. Innovation as means of meeting social needs.

A. Empathy is the concept of demonstrating responses that are identical with another's responses.

B. Empathy is a basic function in social interaction.

C. The ability to exert empathy depends on the personality of the individual and the understanding of the situation.

A. Government is the creation of a form that will achieve happiness.

B. Whenever government fails to serve the people, it should be altered to make it a more effective instrument.

C. To assure the respect for the principles that their government be established.

D. In a government governing by consent and representative legislatures every individual can participate in the decision-making process.

E. Stability and the greatest guarantee of the continued progress of the society.
Social change is a neutral process; it may progress or decline. Societies change at a more rapid rate of progress than others. There are many causes for social change such as the following:

- Contact between cultures.
- The interaction of new ideas or materials within a culture.
- The development of modern means of communication and transportation.
- Innovation as means of meeting the challenge of social, economic, and political problems.

Empathy is the concept of demonstrating the ability of an individual to understand others through one's self fuses that are identical with or similar to the responses of others. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

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

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and privacy. Never government fails to secure the rights guaranteed to people through its constitutions, the people may it to make it a more effective instrument of their will.

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. Government governing by consent of the governed there are elections, courts, impeachment processes, representative legislatures established through which changes may be made. Stability and the greatest guarantee of rights and values is through government by consent of the governed.
BEHAVIORAL OBJECTIVES

A. The student will write a paragraph during one class period describing elements of American culture.

B. The student will construct a chart showing at least five institutions within the society that have contributed to the development of American culture.

C. The student will explain four collages he constructed during a given period of time demonstrating:
   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 a means of meeting the challenge of social, economic, and political problems.

A. The student will discuss in small groups what might happen if a group of marooned young men and women were stranded on a desert island.

B. The student will select from the following list one individual and describe his feelings as to home:
   - American Indian - 1880
   - American Negro - 1860
   - Japanese citizen - 1947
   - Nigerian citizen - 1969
   - Japanese-American - 1942
   - Biafran citizen - 1969

C. The student will discuss in small groups the following statement: A sports figure of a minority group.

A. The student will describe in small groups an instance in which he was frustrated by the inflexibility of our courts.

B. The student, in a seminar group, will give oral reasons why there might be a trend in the near future it must occur if this were to happen.

C. The student will list and describe in writing the values man may consider important to his life.

D. The student, in small seminar groups, will discuss why so many advocates of change are going outside the system.

E. The student will explain in writing the meaning of the following concept: The United States has been governed.
period describing elements of American culture obtained through diffusion.

ive institutions within the society that have changed more rapidly than others.

and during a given period of time demonstrating the following causes for change:

culture.

ion and transportation.

if social, economic, and political problems.

appen if a group of marooned young men and women from 6 different societies built up a shared culture.

idual and describe his feelings as to home, family, and culture.

apanese citizen - 1947

igerian citizen - 1969

afriican citizen - 1969

a statement: A sports figure of a minority group is a reflection on that group.

e in which he was frustrated by the inflexibility of bureaucracy in our government, school administration, or with

why there might be a trend in the near future away from increased government control and what change

ues man may consider important to his life.

so many advocates of change are going outside of the law to achieve their aims.

the following concept: The United States has assured a stable government through government by consent of the
STANDARD FOCAL REFERENCE GUIDES

American Book Company
- Principles of Sociology
- Sociology: An Introduction

Harcourt, Brace and World
- Human Behavior

Holt, Rinehart and Winston
- Modern Sociology

Macmillan
- Society Today and Tomorrow

CONCEPT PENETRATION SOURCES

American Book Company
- Can the Earth Support Its Growing Population?

American Education
- Marching to Freedom

Bantam Pathfinders
- People and Places

Benefic Press
- Progress of the Afro-America
- From Left to Right

Crowell
- Reading in Sociology

Follett
- Budget Credit and Insurance

FILMS

Guides
- A

Schlosser
- M

16mm Films
- Bailey
- Fun
- Sir
- Gr
- Gr
- Ma
- Ma
- Vo
- Po
- LSD
Harper
  Indians and Other Americans - Two Ways of Life Meet

McGraw - Hill
  An American Dilemma
  Our Oriental Americans

Prentice - Hall
  Liberty and the Law - Case Studies in Bill of Rights

Vintage
  Crisis in Black and White

FILMSTRIPS

Guidance Associates
  A Nation of Immigrants

Schloat
  Myths of Prejudice

16mm FILMS

Bailey
  Functions of Society
  Structure of the Group
  Group Behavior
  Group Influence On the Individual
  Marijuana
  Man of Conscience
  Vocational and Ethnic Sub-Cultures and Social Economic Classes
  Politics and Economics
  LSD: Insight or Insanity?
India: Urban Conditions
Deprivation
From Generation to Generation
Farmer, The Feast or Famine
At Home, 2001
Standing Room Only
Cities of the Future
Everybody's Prejudice
Drop Out
How Much Affection
Feeding One Quarter of the Human Race

National Film Board of Canada
The Game

Sterling
The Story of a Prisoner
The Story of Debbie
A Trumpet for the Combo
Japan's New Family Patterns
Josef Goebbels
The Color of Man

Lewis Mumford on the City (6 films based on Lewis Mumford's book, The City in History)

Part 1: The City-Heaven and Hell
Part 2: The City- Cars or People
Part 3: The City and Its Region
Part 4: The Heart of the City
Part 5: The City as Man's Home
Part 6: The City and the Future

Sutherland
Education is Everybody's Business

University of Utah
Status and Role
Culture is a total lifeway, not just a superficial set of customs. In largely shapes how man feels, behaves, and perceives as he adapts to his world.
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>SUB-CONCEPTS</th>
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</thead>
</table>
| Culture          | A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.  
|                  | B. People in other lands have customs and traditions that have been passed down to them.  
|                  | C. People throughout the world today are striving to keep certain cultures and traditions which they value and at the same time, making changes to improve their way of life.  
|                  | D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.  |
| Conflict - its origin, expression, and resolution | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.  
|                  | B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young 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.  
|                  | C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.  |
BEHAVIORAL OBJECTIVES

A. The student will draw three cartoons illustrating his own understanding that behavior reflects feeling native culture.

B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman Melville's essay about this cultural group (of his choice) covering items that have colored their customs and traditions.

C. The student will explore media dealing with the Japanese customs centered around the Samurai warrior; will make an oral presentation of his findings using media of his own selection.

D. Some cultural values are born or somehow crystallize in time of war or other national struggles. The student will study "LaFayette Escadrille" and explain what contributions, if any, in his opinion, they made on their culture.

A. The student will research and write some opinions for an editorial column for a modern newspaper to reflect a new kind of man in America.

B. The student will orally defend his views in a seminar class of the Chinese practice of parents shielding and burdens.

C. The constant pressure of conflict is seen as being a fact of life throughout life and may be expressed in an essay on either of these two subjects: (1) Life is a problem-solving situation or (2) Oh! Just to Thoreau.
BEHAVIORAL OBJECTIVES

Understanding that behavior reflects feelings, needs, and identification with man's inclination toward his

stresses of Polynesia, such as Herman Melville's Typee, and/or Hawaiian culture. He will then write an

that have colored their customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

stories centered around the Samarai warriors. Along with one or two other members of a study team, he

his own selection.

of war or other national struggles. The student will investigate a World War I group known as the

in his opinion, they made on their culture in France and elsewhere.

rial column for a modern newspaper to refute or defend historians' contentions that the frontier produced

the Chinese practice of parents shielding their children completely from all of life's sadness, problems,

throughout life and may be expressed thus: Life is a problem-solving situation. The student will write

solving situation or (2) Oh! Just to get away from it all. Hint: Read selections from Emerson and
Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.

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<td>Social change</td>
<td>A. Change is a neutral process; it may progress</td>
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<tr>
<td></td>
<td>B. Some societies change at a more rapid rate</td>
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<tr>
<td></td>
<td>C. There are many causes for social change, such as:</td>
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<tr>
<td></td>
<td>1. Contact between cultures.</td>
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<tr>
<td></td>
<td>3. The development of modern means of communication.</td>
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<tr>
<td></td>
<td>4. Innovation as means of meeting the challenge of modern life.</td>
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<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 understanding.</td>
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<td>C. Cause and effect have the character of multiple causation. They are understood only if they know enough about several effects which seemingly become causes.</td>
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<td></td>
<td>D. The fact that events do not just happen but have a cause and meaning of all social action.</td>
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</table>
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 or means of meeting the challenge of social, economic, and political problems.

There is a relationship of cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

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.)

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.
BEHAVIORAL OBJECTIVES

A. The student will describe in written form how automation associated with industrial development in the United States has magnified problems or created new problems worse. He will do the same for an underdeveloped country showing how problems are magnified because of the development of automation.

B. The student will write a report speculating on the cause and possible solution of the situation wherein some nation's "built-in" problems to come to a deplorable condition e.g., traffic congestion, urban ugliness.

C. The student will write recommendations to remedy the implication that there are so many cars in America that the potential for traffic congestion and urban ugliness is imminent.

---

A. The student will research and write a report about the causes of Spain's loss of empire and decline of Spanish influence.

B. The student, in writing, will offer some possible solutions that might correct the problem of deterioration and possibly even enhance it.

C. The student will develop some speculations of his own about student unrest on college campuses.

D. The student will choose some area of reform and relate it to cause support from the standpoint of social progress.
associated with industrial development in the United States has affected all areas of society for better

showing how problems are magnified because of the rapidity of change.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows

traffic congestion, urban ugliness.

situation that there are so many cars in America that they are smothering the life of the nation.

of Spain's loss of empire and decline of Spanish influence in the New World.

might correct the problem of deterioration and possible disappearance of some American cities.

student unrest on college campuses.

cause support from the standpoint of social progress or reform for reform's sake.
<table>
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<tbody>
<tr>
<td>Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community.</td>
<td>Government by the consent of the governed</td>
<td>A. Government is the creation of man to secure the happiness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Whenever government fails to secure the rights guaranteed by the people, the people have a right to alter it to make it a more effective instrument of the protection of their rights.</td>
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<td></td>
<td></td>
<td>C. To assure the respect for the practice of the values of the people and to make it more probable that the people's government be established and operated by representatives of the people.</td>
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<tr>
<td></td>
<td>Sovereignty of the nation-state in the community of nations</td>
<td>D. In a government governing by consent of the governed, sovereignty is exercised by the people through popular or representative legislatures established through democratic means.</td>
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<tr>
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<td>E. Stability and the greatest guarantee of rights and the protection of the people lies in a government that is based on the consent of the governed and representative legislatures established through democratic means.</td>
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<tr>
<td></td>
<td></td>
<td>A. National sovereignty exists where common bonds into such prominence as to form a nation.</td>
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<td>B. Today nations are more closely interrelated and interdependent for purposes.</td>
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<td>C. Limitations are set by growing technology and political arrangements for the wishes of other nations without considerations for the wishes of other nations.</td>
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<tr>
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<td></td>
<td>D. Today foreign policy is determined by governments that are more interdependent and interrelated for purposes, and these policies are influenced by the role of sovereignty in the twentieth century.</td>
</tr>
</tbody>
</table>
SUB-CONCEPTS

It is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and

...government fails to secure the rights guaranteed to people through its constitutions, the people may

make it a more effective instrument of their will.

...the respect for the practice of the values men choose as important to their lives, it is necessary that

...government be established and operated by the consent of the governed.

...government governing by consent of the governed there are elections, courts, impeachment processes,

...entative legislatures established through which changes may be made.

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

...sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge

...prominence as to form a nation.

...nations are more closely interrelated and they are constantly changing in their development and

...are set by growing technology and population. Modern nations can take only limited actions

...considerations for the wishes of other nations, and the modern world is witnessing a giving-way of

...sovereignty to interdependence among nations.

...foreign policy is determined by government officials whose understanding is related to the changing

...sovereignty in the twentieth century.
BEHAVIORAL OBJECTIVES

A. The student will investigate the political elements and other aspects of the government of England to find the most stabilizing aspects of the English government.

B. The student will work in a study team to formulate some personal opinions that governments are so

C. The student will research and make comparisons in writing showing contrasts of the government of

D. The student will make a list of officials who held office high in the American government and have such proceedings.

E. The principle of self-determination, espoused by and exemplified by the United States, spread on
This led to the establishment of numerous so-called "mini nations" whose people had little experie
The student will list the new nations that were formed right after World War II.

A. The country of Poland historically has been the victim of invasion on a number of occasions. This led

B. The student will write his opinions and recommendations about the following statements: Great ex
grams. If nations could feel secure as to their sovereignty and territory, these military expenditure

C. The student will make a study of and write examples of how the United States has faced situations
untold degrees of responsibility in the realm of restraint and decorum among the world community

D. The student will make a list of developments and events that moved our nation away from its positi
Behavioral Objectives

As the government of England and write a commentary explaining what, in his opinion, are the
opinions that governments are sometimes described as serving the greatest need of the greatest number.

Contrasts of the government of Greece in ancient and modern times.

The American government and have been subjected to impeachment proceedings or the threat of

spread among the people of the world especially right after World War II.

whose people had little experience in or little understanding of the processes of self-government.

Word War II.

on a number of occasions. The student will research and determine facts for a written report on

The following statements: Great expenditures are made by nations to build and maintain defense pro-

rity, these military expenditures could be channeled into constructive programs.

United States has faced situations where leadership in nuclear power has forced this country to assume

ed our nation away from its position set forth in the Monroe Doctrine.
### GENERALIZATION

The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.

### CONCEPTS

<table>
<thead>
<tr>
<th>Social control</th>
<th>A. There are many types of authority that</th>
<th>B. There is a need for social control at all</th>
<th>C. Change is a neutral process; it may pr</th>
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### SUB-CONCEPTS

<table>
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<th>A.</th>
<th>There are many types of authority that act as means of social control.</th>
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<tr>
<td>B.</td>
<td>There is a need for social control at all levels of society.</td>
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<td>4.</td>
<td>Innovation as means of meeting the challenge of social, economic, and political problems.</td>
</tr>
</tbody>
</table>
BEHAVIORAL OBJECTIVES

A. The student will use films and other media to develop a list of agencies that exercise some degree.

B. The student will develop a chart showing that different levels of society respond to different age:

A. The student will describe in written form (1) how automation associated with industrial development or worse and (2) how problems are magnified because of the rapidity of change in an underdeveloped:

B. The student will write a report speculating on the cause and possible solution of the situation where "built-in" problems to come to a deplorable condition, e.g., traffic congestion, urban ugliness.

C. The student will write recommendations to remedy the implication that there are so many cars in A
list of agencies that exercise some degree of social control.

levels of society respond to different agencies of social control, e.g., I.R.S. - labor unions.

to see the rapidity of change in an underdeveloped country.

and possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows e.g., traffic congestion, urban ugliness.

Implication that there are so many cars in America that they are smothering the life of the nation.
The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.

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<td>Morality and choice</td>
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<td>Social control</td>
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</table>

**Morality and choice**

A. Morality dictates a standard of value.

B. Man as a reasoning animal has the opportunity to make decisions.

C. Morality implies conscience and choice imply moral awareness.

**Social control**

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

B. There is a need for social control at all levels.
rality dictates a standard of value.

As a reasoning animal has the opportunity to make free choices, but must accept responsibility for these decisions.

rality implies conscience and choice implies responsibility.

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

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

A. The student will research the puritan society of New England to substantiate or reject the statement.

B. Crimes against society result in the criminal being alienated from his society. The student will research and write a report on the validity of the following statement: Social control is exerted in different ways than in large metropolitan areas.

C. The student will orally name sports or activities that might reveal the real character of a man.
BEHAVIORAL OBJECTIVES

England to substantiate or reject the statement that some societies dictate the morality of its people.

...enated from his society. The student will make a list of those offenses that cause incarceration and cancellation.

...ight reveal the real character of a man.

...rol Mao Tse-tung has used in communist China and discuss each orally in a seminar class.

...lidity of the following statement: Social control in small towns and villages takes different forms and is applied
### Generalization

Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the unnoticed, unintended further consequences called latent functions or particular acts and beliefs.

### Concepts

<table>
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<th>Culture</th>
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<td>A. People are much alike in feelings and needs, although there are differences.</td>
</tr>
<tr>
<td>B. People in other lands have customs and traditions.</td>
</tr>
<tr>
<td>C. People throughout the world today are striving to the same time, making changes to improve their way of life.</td>
</tr>
<tr>
<td>D. Individuals and groups of individuals of diverse backgrounds.</td>
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</table>

### Sub-concepts

<table>
<thead>
<tr>
<th>Causation</th>
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<tbody>
<tr>
<td>A. There is a relationship of cause and effect.</td>
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<tr>
<td>B. Causation attempts to develop a method of thinking about us.</td>
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<tr>
<td>C. Cause and effect have the character of multiplicity and are understood only if they know enough about the facts of the case to account for several effects that seemingly become more manifest with the passage of time.</td>
</tr>
<tr>
<td>D. The fact that events do not just happen but that there is and meaning of all social action.</td>
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</tbody>
</table>
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 is a relationship of cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

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 that seemingly become more isolated as the series of effects expands.)

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.
A. The student will draw three cartoons illustrating his own understanding that behavior reflects native culture.

B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman Melville's essay about this cultural group covering items that have colored their customs and traditions.

C. The student will explore media dealing with the Japanese customs centered around the Samurai and will make an oral presentation of his findings using media of his own selection.

D. The student will investigate a World War I group known as the "LaFayette Escadrille" and explore their experiences in France and elsewhere.

A. The student will research and write a report about the causes of Spain's loss of empire and decline.

B. The student in writing will offer some possible solutions that might correct the problem of student unrest.

C. The student will develop some speculations of his own about student unrest on college campuses.

D. The student will choose some area of reform and relate it to cause support from the standpoint of the student.
BEHAVIORAL OBJECTIVES

Understanding that behavior reflects feelings, needs, and identification with man's inclination toward his

customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

He will then write an essay centered around the Samoan warriors. Along with one or two other members of a study team he has selected,

is the "LaFayette Escadrille" and explain what contributions, if any, he believes they made on their culture.

Causes of Spain's loss of empire and decline of Spanish influence in the New World.

What might correct the problem of deterioration and possible disappearance of some American cities.

About student unrest on college campuses.

It to cause support from the standpoint of social progress or reform for reform's sake.
Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems.

<table>
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<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td></td>
<td>Dignity of man</td>
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<tr>
<td></td>
<td>A. Religions have developed a belief in the right</td>
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<td></td>
<td>B. All men are expected to respect the dignity</td>
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<td></td>
<td>C. Human dignity should imply to every citizen</td>
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<td></td>
<td>D. Worth of an individual cannot be judged by</td>
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<td></td>
<td>Interaction</td>
</tr>
<tr>
<td></td>
<td>A. Individuals enter into relationships with a</td>
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<td>B. Without a social system, the interaction of</td>
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<td></td>
<td>C. Two general types of interaction are comp</td>
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<td></td>
<td>D. The basis of all human interaction is found</td>
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<td></td>
<td>Secularization</td>
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<td></td>
<td>A. Early tribes attributed productive rainfall,</td>
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<td>B. During the Middle Ages, the universal cha</td>
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<td></td>
<td>C. The development of the nation-state, nev</td>
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</table>

resulted in secularization of life as we kn
Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.

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

Without 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.

Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.

During the Middle Ages, the universal church was considered supreme in all facets of life.

The development of the nation-state, new cities, and industries brought about new interpretations of life that resulted in secularization of life as we know it in the twentieth century.
BEHAVIORAL OBJECTIVES

A. The student will familiarize himself with the American philosophers of the 1800's and early 1900's presentation in seminar.

B. The student, in a small group class, will discuss the Pueblo incident as it relates to the dignity of man.

C. The student will cite facts, customs, and incidents about India or China that substantiates the idea that seems to have less significance in countries where population figures run wild and uncontrolled.

D. The student will study the culture of the Australian Aborigine, the African Pygmy, and the Polynesian's social position within each culture.

A. The student will list in order of their importance the personal characteristics that he thinks people and group relationships.

B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be an etiquette.

C. Competition is a basic premise in our society. The student will make a list of the different types of competition for jobs, and explain orally in seminar the implications involved in the competitive nature of modern society.

D. Social systems give form and substance to social interaction. The student will select a civic or social organization to find out about its contributions to our society, and make a written report of findings.

A. The student will gather facts about the Mormon experience in Utah centered around what is known and/or opinions.

B. The student will research and in a seminar setting, argue in favor of the following statement: In all facets of life.

C. The student will compare the pre-secular world with the one we live in today and present in what ways when secularization was not a facet of human dignity.
<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
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<tbody>
<tr>
<td>An philosophers of the 1800's and early 1900's and choose the works of one on which he will give an oral pre-</td>
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<td>sebilo incident as it relates to the dignity of man.</td>
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<tr>
<td>About India or China that substantiates the following statement: The worth of the individual and human dignity</td>
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<tr>
<td>population figures run wild and uncontrolled.</td>
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<tr>
<td>Aborigine, the African Pygmy, and the Polynesian describing the economies of each in relation to the individ-</td>
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<tr>
<td>personal characteristics that he thinks people should possess in order to promote maximum harmony in individual</td>
</tr>
<tr>
<td>giving his seat to a lady as it used to be and how today this custom is rarely observed or practiced.</td>
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<tr>
<td>Student will make a list of the different categories in which competition most clearly comes into play, e.g.,</td>
</tr>
<tr>
<td>the implications involved in the competitive aspects of our society.</td>
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<tr>
<td>Practice. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of</td>
</tr>
<tr>
<td>to our society, and make a written report on his findings.</td>
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<tr>
<td>Experience in Utah centered around what is known as the Miracle of The Gulls and write an essay on his findings</td>
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<tr>
<td>argue in favor of the following statement: During the Middle Ages, the universal church was considered supreme</td>
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<tr>
<td>in the one we live in today and present in writing his reasons for preferring to live now or in the earlier times</td>
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<tr>
<td>city.</td>
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<tr>
<td>GENERALIZATION</td>
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</tr>
<tr>
<td>Geographical approach</td>
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<tr>
<td>Dignity of man</td>
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Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, cultural, social, and psychological characteristics is taken into account together with information about man's biophysical environment.
the field of geography, attention is focused on the areal association of things and events of unlike origin and the interconnections among things and events that are thus associated.

Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, 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 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.

Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.
A. The student will research the area known as Appalachia describing the region, people and their culture.

B. The student will make a study of Russia's lack of a warm-water seaport and catalog or list the moves, the response to this geographic reality.

C. The student will research and present his findings orally in small group discussion substantiating the stated problem for agriculture to support a huge population on a large scale.

D. The student working in a study team will give an oral report on his opinion of why modern man, through wildlife as well as many things he needs to provide ideal conditions for his own habitat.

E. The student will report in writing how modes of earning a living in Denmark and Norway indicate differences.

F. The student will list the similar geographical features of Great Britain and Japan.

A. The student will select a person, movement, trend, or other means that most clearly personified or expressed in writing.

B. The student will record the facts of some incident of his choice in which matters of protocol are or were between people and nations, e.g., Paris peace talks.

C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that deal with how these provisions imply that there is fundamental worth in every human being.

D. The student will study the cultures of the Australian Aborigine, African Pygmy, and the Polynesian and
BEHAVIORAL OBJECTIVES

- Describing the region, people and their culture, and circumstances that resulted in economic ruin.
- Define seaport and catalog or list the moves, the attempts, the actions, or other influence used by Russia as a small group discussion substantiating the statement that the island of Taiwan (Formosa) presents a difficult large scale.
- On his opinion of why modern man, through urbanization processes, destroys the habitat of animals and conditions for his own habitat.
= Living in Denmark and Norway indicate different geographic features.
- Great Britain and Japan.
- Means that most clearly personified or expressed the spirit of the Renaissance and present his findings
- Place in which matters of protocol are or were factors of some importance in the diplomatic relationship and elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally expressed in every human being.
- An, African Pygmy, and the Polynesian and list five common social characteristics of these three groups.
Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid people.

<table>
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<tbody>
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<td>Secularization</td>
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<tr>
<td>Habitat and its significance</td>
<td>A. Early tribes attributed productive rainfall, people believed that their monarchs ruled by divine right.</td>
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<td></td>
<td>B. During the Middle Ages, the universal church was the center of social and political life.</td>
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<td></td>
<td>C. The development of the nation-state, new cities, and urban centers resulted in secularization of life as we know it today.</td>
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<tr>
<td></td>
<td>A. Man affects and is affected by his natural environment.</td>
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<td>B. Habitat is the resource base of man's society.</td>
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<td>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and trade.</td>
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<td>D. Landforms influence climate and the provision of resources.</td>
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<td>E. Climate influences ways of living.</td>
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<td>F. Habitat tends to direct man until he accepts conditions.</td>
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<tr>
<td></td>
<td>G. International problems are often caused by geographic factors.</td>
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<td></td>
<td>H. Rituals, ceremonies, and superstitions of various kinds developed to explain natural phenomena.</td>
</tr>
</tbody>
</table>
s attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states
that their monarchs ruled by divine right.

During the Middle Ages, the universal church was considered supreme in all facets of life. In
secularization of life as we know it in the twentieth century.

ceremonies, and superstitions of various people may be related to their physical environment.

Influences ways of living.

tends to direct man until he accepts or alters it.

Myths influence climate and the provision of food, shelter, and clothing.

The form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate,

nature, communication, transportation, and trade.

The resource base of man's society.

acts and is affected by his natural environment.

Influences ways of living.

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Myths influence climate and the provision of food, shelter, and clothing.

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BEHAVIORAL OBJECTIVES

A. The student will gather facts about the Mormon experience in Utah centered around what is known as the Mi and/or opinions.

B. The student will research and use his facts to argue in a seminar setting in favor of the following statement: considered supreme in all facets of life.

C. The student will orally compare the pre-secular world with the one we live in today and present his reasons secularization was not a facet of human society.

A. The student will compare and contrast the five largest countries in the world as to how natural environment which country is best suited geographically to be the world leader.

B. The student, in a small seminar setting, will select one or two filmstrips that substantiate the concept that the

C. The student will make a list of five rivers and five lakes that in his opinion greatly influence the people of

D. The student will orally name eight or ten different kinds of landforms used in geographic media and/or phen

E. The student will name orally, within a three or five minute period, as many different kinds of climates as he

F. The student will view a film on man and his environment and write an essay in which he describes ways man desires.

G. The student will list natural resources used in our country in the process of Industrialization.

H. The student will list those resources that give us the greatest concern due to their rapid depletion and/or sc
Behavioral Objectives

- Centered around what is known as the Miracle of the Gulls and write an essay on his findings.

- Setting in favor of the following statement: During the Middle Ages, the universal church was... the world as to how natural environment affects their power structure and draw a conclusion as to... trips that substantiate the concept that the home is considered to be the cornerstone of man's society. his opinion greatly influence the people of the area in which they are located.

- Forms used in geographic media and/or phenomena.

- As many different kinds of climates as he can and comment on each one.

- Be an essay in which he describes ways man uses to alter his habitat to better serve his needs and... process of industrialization.

- Concern due to their rapid depletion and/or scarcity.
<table>
<thead>
<tr>
<th>GENERALIZATION</th>
<th>CONCEPTS</th>
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<tbody>
<tr>
<td>There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Dignity of man</td>
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<tr>
<td></td>
<td>A. Empathy is the concept of demonstrating feelings identical to or similar to the reactions of another person.</td>
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<tr>
<td></td>
<td>B. Empathy is a basic function in social interaction.</td>
</tr>
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<td></td>
<td>C. The ability to exert empathy depends on the capacity to understand a person or a problem from another person's point of view.</td>
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<td></td>
<td>A. Religions have developed a belief in the dignity of all human beings.</td>
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<td>B. All men are expected to respect the human dignity of others.</td>
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<td>C. Human dignity should imply to every person his or her own worth.</td>
</tr>
<tr>
<td></td>
<td>D. Worth of an individual cannot be measured by any external criterion alone.</td>
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</tbody>
</table>
Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

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

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

Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.
A. The student will choose and familiarize himself with some program of some country that depicts concepts of group discussion.

B. The student will research the agency called VISTA, decide where he would like to serve, and explain the worthwhile contribution as a VISTA worker.

C. The student will assess and make written recommendations on the overall problems of mine workers and

D. The student will familiarize himself with the American philosophers of the 1800's and early 1900's and

E. The dignity of man suffers certain consequences of conditions and circumstances in time of war and has

F. The student will cite facts, customs, and incidents about India or China that substantiates the following seems to have less significance in countries where population figures run wild and uncontrolled.

G. The student will select two cultures from a given list and describe five attributes valued by each culture by the present American society, e.g., honesty, truthfulness, cleanliness, and loyalty.
A student would like to serve, and explain what he would do in rendering service or making some

overall problems of mine workers and their demands for improvement of their working conditions.

The student, in a small group, will discuss the Pueblo

for China that substantiates the following sentence: The worth of the individual and human dignity

figures run wild and uncontrolled.

tribe five attributes valued by each culture. He will then compare these attributes with those valued

cleanliness, and loyalty.
**CONCEPTS**

**Conflict, its origin, expression, and resolution**

A. Conflict is characteristic of the growth and development of society. Social change is a neutral process; it may progress or regress.

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

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

**Social change**

A. This concept is developed to assist the student to understand conflict with classmates, between individuals and the social change.

E. Society is constantly pressured to respond to conflict, young students from the fact of its existence, we present them to develop healthy attitudes toward conflict.

**GENERALIZATION**

Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.
characteristic of the growth and development of individuals and of civilization as a whole.

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 develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

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

t as a neutral process; it may progress or decline.

ties change at a more rapid rate of progress than others.

m many causes for social change, such as the following:

tra: between cultures.

interaction of new ideas or materials within a culture.

development of modern means of communication and transportation.

vation as means of meeting the challenge of social, economic, and political problems.
<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
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<tbody>
<tr>
<td>A. The student will make a written report on a selected period of struggle in American history that concludes with a selected period of struggle in American history that considered Tristan Da Cunha and their decisions to remain in their new found environment or return when the conflict.</td>
</tr>
<tr>
<td>B. The student will respond orally with opinions and conclusions about a human experience in conflict resolution with others of the United States at the present time.</td>
</tr>
<tr>
<td>C. The student will describe the function of the Federation of Iroquois known as &quot;The Five Nations&quot; of conflict resolution with those of the United States at the present time.</td>
</tr>
</tbody>
</table>

| A. The student will describe in written form (1) how automation associated with industrial development or worse and (2) how problems are magnified because of the rapidity of change in an underdeveloped society. |
| B. The student will write a report speculating on the cause and possible solution of the situation where "built-in" problems to come to a deplorable condition, e.g., traffic congestion, urban ugliness. |
| C. The student will write recommendations to remedy the implication that there are so many cars in America... |
struggle in American history that contributed to the maturity of our country.

is about a human experience in conflict such as the volcanic activities that forced the people away from sound environment or return when the volcano subsided.

quois known as "The Five Nations" and the organization of the Inca Empire and compare their patterns present time.

associated with industrial development in the United States has affected all areas of society for better rapidity of change in an underdeveloped country.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows traffic congestion, urban ugliness.

ation that there are so many cars in America that they are smothering the life of the nation.
Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors.

<table>
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<tr>
<th>GENERALIZATION</th>
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<tbody>
<tr>
<td>Geographical approach</td>
<td>A. In the field of geography attention is focused on the interconnections among things and on the interconnections among things and on the interconnections among things and events related to unlike processes that are associated with geographical approach.</td>
</tr>
<tr>
<td>Empathy</td>
<td>B. Many different kinds of processes of change are involved in the interplay of biotic, economic, social, and political processes.</td>
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<tr>
<td></td>
<td>C. The distinctive purpose of geographic study is to understand the interaction between events related to unlike processes that are associated with geographical approach.</td>
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<tr>
<td></td>
<td>D. Geography has examined the interaction between the interaction among diverse cultural processes.</td>
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<tr>
<td></td>
<td>E. Geography seeks understanding of the causes of change on the earth.</td>
</tr>
<tr>
<td></td>
<td>F. Grouping events and concepts together by the principle by which to approach and analyze the geographical approach.</td>
</tr>
<tr>
<td></td>
<td>A. Empathy is the concept of demonstrating the attitude of being identical with or similar to the responses of other people.</td>
</tr>
<tr>
<td></td>
<td>B. Empathy is a basic function in society in relation to the ability to understand a person or a problem.</td>
</tr>
</tbody>
</table>
| | C. The ability to exert empathy depends on the ability to understand a person or a problem.
The field of geography attention is focused on the areal association of things and events of unlike origin on the interconnections among things and events that are thus associated.

Many 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.

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

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

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

A. The student, in a seminar group, will assume the role of chairman of a neutral arbitration committee over the possession of Gibraltar.

B. The student will ascertain data and present suggestions as to how the people of the area of Lake Titicaca discovered a rare type of frog thriving in the lake reducing the abundance of fish and other marine life.

C. The student will assess in writing the statement of Walter Hickel, Secretary of the Interior, about a national park.

D. The student, in a study team, will list the races that have mixed with the Hawaiians and evaluate their impact on the society.

E. The student will orally report the problems that developed over the Rio Grande and how they were resolved.

F. The student, in a study team, will research and give a written presentation on the border problems of the United States.

A. The student will choose and familiarize himself with some program of some country that depicts cultural differences.

B. The student will research the agency called VISTA decide where he would like to serve, and explain some worthwhile contribution as a VISTA worker.

C. The student will assess and make written recommendations on the overall problems of mine workers.
### Behavioral Objectives

1. Chairman of a neutral arbitration committee selected to resolve the dispute between Spain and Britain over the
2. Students to how the people of the area of Lake Titicaca may best respond to the facts that marine scientists have
   reduced the abundance of fish and other marine life so much that the lake provides little or no food for the people.
3. For Hickel, Secretary of the Interior, about conservation that got him into a lot of political hot water.
4. Mixed with the Hawaiians and evaluate the effects they have on that state.
5. Told over the Rio Grande and how they were finally resolved.
6. Written presentation on the border problems of the Rio Grande relative to "wet backs" and/or "Braceros."
7. Some program of some country that depicts concern of human needs and give his evaluation of it in a small group
8. Decide where he would like to serve, and explain what he would propose to do in rendering service or making
9. Comments on the overall problems of mine workers and their demands for improvement of their working conditions.
Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics are understandable as learned cultural patterns rather than biologically inherited characteristics.

| GENERALIZATION | CONCEPTS | SUB-C
|----------------|----------|---------|
|                | Dignity of man | A. Religions have developed a belief in the reverence for the divine.
|                | Empathy    | B. Most men are expected to respect the dignity of a person.
|                | Loyalty    | C. Human dignity should imply to every citizen the worth of an individual.
|                | Government by the consent of the governed | D. Worth of an individual cannot be judged by accumulated learning.
|                | Freedom and equality | E. Empathy is the concept of demonstrating the ability to understand a person or a problem.

A. Empathy is the concept of demonstrating the ability to understand a person or a problem.
B. Empathy is a basic function in society in relation to others.
C. The ability to exert empathy depends on the amount of learning that takes place.

A. Loyalty is the willing devotion of an individual to a nation, idea, or process.
B. Loyalty processes are those means employed to achieve an end.
C. The legislative process and the choosing of one's leaders are examples of loyalty processes.

A. Government is the creation of man to secure the rights and happiness.
B. Whenever government fails to secure the rights guaranteed it to make it a more effective instrument of public good.
C. To assure the respect for the practice of the values upon which their government be established and operated by representative legislatures established through the consent of the governed.
D. In a government governing by consent of the governed, representative legislatures established through the consent of the governed.

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
rations have developed a belief in the reverence of human life. People are expected to respect the dignity of all other men.

- Dignity should imply to every citizen the worth of all individuals. The worth of an individual cannot be judged by accomplishments or social position.

- Sympathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

- Sympathy is a basic function in society in relation to sharing the attitudes and behavior of others. Ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

- 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 and the choosing of one's representatives are processes which should command loyalty.

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

- Never does government fail to secure the rights guaranteed to people through its constitutions, the people may elect to make it a more effective instrument of their will.

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

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

- 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.
A. The student will select a person, movement, trend, or other means that most clearly personified or depicted writing.
B. The student will record the facts of some incident of his choice in which matters of protocol are or were involved between people and nations, e.g., Paris peace talks.
C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that de
describe how these provisions imply that there is fundamental worth in every human being.
D. The first paragraph of the Constitution extolls the fundamental or inherent worth and/or rights of man as enumerated in a small group discussion class.

A. The student will choose and familiarize himself with some program of some country that depicts contemporary discussion.
B. The student will research the agency called VISTA and decide where he would like to serve and express some worthwhile contribution as a VISTA worker.
C. The student will assess and make written recommendations on the overall problems of mine workers and their families.

A. The student will give an oral report on how certain aspects of life in Greece relate to Greek devotion.
B. The student will give an oral report on the plight and eventual fate of the Loyalists as events of the American Revolution.
C. The student, in a study team, will give an oral report emphasizing Americans’ dislike for Hessians.

A. The student will investigate the political elements and other aspects of the government of England or any other country and discuss them as most stabilizing aspects of the English government.
B. The student, working in a study team, will formulate some personal opinions and organize a class discussion of the government described as serving the greatest needs of the greatest numbers.
C. The student will research and show in writing contrasts of the government of Greece in ancient and modern times.
D. The student will make a list of officials who held office high in the government and have been subject to personal attack.

A. Some so-called new nations are not ready for freedom due to lack of experience in self-government.
B. The student will write a report on the consequences of the struggle for suffrage and equal opportunity.
C. The student will show in writing how the French Revolution exemplified freedom as chaos and equal
BEHAVIORAL OBJECTIVES

1. means that most clearly personified or expressed the spirit of the Renaissance and present his findings in
   a place in which matters of protocol are or were factors of some importance in the diplomatic relationship:

2. and elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally explain
   in every human being.

3. moral or inherent worth and/or rights of man. The student will quote these lines and make his own evaluation
   program of some country that depicts concern of human needs and give his evaluation of it in a small group

4. of life in Greece relate to Greek devotion to perfection of beauty, e.g., Olympic games, Acropolis.

5. factual fate of the Loyalists as events of the Revolution came to fruition.

6. personizing Americans' dislike for Hessians.

7. for aspects of the government of England and write a commentary explaining what, in his opinion, are the
   personal opinion... and organize a class debate relative to the following statement: Governments are some-

8. the government of Greece in ancient and modern times.

9. high in the government and have been subjected to impeachment proceedings or the threat of such proceedings.

10. to lack of experience in self-government and education in the processes of freedom. The student will make

11. freedom and explain reasons for his choice.

12. struggle for suffrage and equal opportunities for women from its inception up to the present time.

13. exemplified freedom as chaos and equality as the tyranny of the majority.
SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

Harcourt, Brace, and World
Anthropology

CONCEPT PENETRATION SOURCES

Bantam
People and Places

Doubleday
They All Discovered America

Dutton
Man's Rise to Civilization

Houghton Mifflin
Patterns of Culture

Macmillan
Bibliography of Anthropology

FILMSTRIPS

RMI
The Pueblo Indian Story
Southwest Indian Crafts
Age of the Maya
The Navajo Story
The Land and the People
The Mouth of the Well of the Itza
The Plains of Yucatan
The Jungles of Chiapas
Mayapan - The Beginning and the End
GESTED MULTIMEDIA FOR ANTHROPOLOGY-LEVELS 10-12

IDES

RECORDS

Folkways
  Music of the Sioux and the Navajo
  Music of the American Indians of the Southwest

TAPES

Tapes Unlimited
  The Nature of Human Nature
  The Meaning of Education
  Morality and Religion
  Causes of Aggression
  Evolution
  Development of Culture
  American Technological Civilization

16mm FILMS

Independent Film Producers
  Daily Life of the Bozo
  Ancient Peruvian

International Film Bureau
  African Village
  Prehistoric Man in Europe
  The Archeologist and How He Works
  Peruvian Archeology
  Himalayan Shaman of Northern Nepal
  Exploring the Unwritten Past
  Himalayan Shaman of Southern Nepal