The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary social studies.
PRIMARY SOCIAL STUDIES

BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040
PRIMARY SOCIAL STUDIES

BEHAVIORAL OBJECTIVES AND TEST ITEMS

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Evaluation for Individualized Instruction Project
AN ESEA TITLE III PROJECT
Administered
by
Downers Grove Public School District 99
BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>LA</th>
<th>MA</th>
<th>SS</th>
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LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4,500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is
not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate—it is rather to say that such a view of measurement is much too constraining. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Likely to End Up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are mere time fillers; whether they get the "materials" across, or are merely perfunctory exercises.
Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective-Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from these objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these
objectives with children and let the pupils become acutely aware of
that which is expected of them, ergo allowing them to seek their own
modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
   a. It provides for more precise curriculum planning by differenti-
      ating those goals specific to each grade and even to each
      student. With the bank at their disposal, teachers are encour-
      aged to become aware of their responsibilities in developing a
      set of basic objectives which every child must attain and a
      further set which can be pursued according to the students'
      abilities and interests.
   b. It provides several items per objective, some of which may be
      used as a pre-test to discover whether a student should under-
      take that objective while the remainder may be employed to
      measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407,
a machine which does not print all characters exactly as they appear on a type-
writer. Thus:

% is actually (                  
N is actually )                  
0 is actually ? or !            
Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the
number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515
1. SOCIAL STUDIES TERMINOLOGY

THE STUDENT IS ABLE TO RECALL THE DEFINITION OF LAND FORMS BY SELECTING THE CORRECT GEOGRAPHICAL MEANING FOR EACH FORM. %12

THE WORD CONTINENT MEANS

**A. A VERY LARGE PIECE OF LAND.**
B. A COUNTRY, LIKE THE UNITED STATES.
C. A STATE, LIKE ILLINOIS.

THE STUDENT IS ABLE TO CORRELATE GEOGRAPHICAL TERMS WITH DEFINITIONS, BY MATCHING GIVEN DEFINITIONS OF LAND AND WATER FORMS WITH GIVEN TERMS. %19

USING THE LISTS BELOW, MATCH EACH WORD IN THE LIST TO ITS MEANING.

A. OCEAN
B. LAKE
C. BAY
D. RIVER

A LARGE MOVING STREAM OF WATER A
PART OF A SEA, WHICH FLOWS INTO A COAST C
THE LARGEST BODY OF SALT WATER A

A. COAST
B. ISLAND
C. CONTINENT

THE LARGEST BODY OF LAND ON EARTH C
A BODY OF LAND WITH WATER AROUND IT B
A PLACE WHERE LAND AND OCEAN MEET A

A. MOUNTAINS
B. PLATEAUS
C. PLAINS
D. VALLEYS

LOWLands BETWEEN HIGHER HILLS D

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO IDENTIFY TYPES OF INTERACTIONS BY CORRECTLY CLASSIFYING GIVEN SITUATIONS. %20
Read the four ways people interact. As you read each question below, choose which kind of interaction is taking place.

A. People speak, wave, clap, smile or shake hands.
B. People work with each other.
C. People have jobs that help others in need.
D. People play games with each other.

A fire started in the bakery shop on Main Street. Firemen and policemen rushed to the fire. They saved three boys and two women. *C

James bought a ticket to see the cartoons at the movies. He gave his ticket to the usher. James asked him if the first cartoon had started yet. The usher smiled and told him he had come in time. *A

Billy asked Don to come over to his house to play football after school. It started to rain. They didn’t finish their game. *D

The patrol boy waited for all the cars to go past his corner. Then he let the children cross the street. *B

John shook hands with Mr. Jones. He was glad to meet his new teacher. *A

The nurse handed the chart to Dr. Doil. *B

Two men carried the bricks to the truck. *B

Pam’s dog was sick. Her mother called the animal doctor. He came to the house and gave the dog a shot. Soon, the dog was much better. *C

At the last team game, Tommy broke his leg sliding into home plate. A nurse and a doctor took him to the hospital. They put his leg in a cast. *C

Three boys went to try out for the school play. They acted out their parts. The boys were good actors. *A

Linda was hiding behind the apple tree in her back yard. Joan and Mary were trying to find her. *D

David wrote a word on the blackboard. The class had to mix up the letters to spell as many words as they could. *D

The student can distinguish situations which reflect social interactions among people, by identifying gestures or activities where social interactions occur. *7
A. LOOKING AT THE TREES  130012
B. STANDING IN THE PARK  130012
*C. FIGHTING WITH TOM  130012

A. DREAMING OF CANDY  130012
*B. WAVING TO SAM  130012
C. LISTENING TO THE RADIO  130012

*A. HELPING AUNT RETTY  130012
B. WATCHING A MOVIE  130012
C. WALKING TO SCHOOL  130012

A. DOING SPELLING HOMEWORK  130012
B. BAKING CUPCAKES  130012
*C. SHAKING HANDS WITH PAUL  130012

A. HOPEING FOR SNOW  130012
B. RIDING A PONY  130012
*C. BUYING A GIFT  130012

A. PICKING SOME FLOWERS  130012
*B. BRUSHING MARY'S HAIR  130012
C. PLAYING THE PIANO  130012

******************************************************************************

GIVEN A SERIES OF SITUATIONS, THE STUDENT CAN SELECT THE SITUATION WHICH IS A SOCIAL INTERACTION AND THEN IDENTIFY THE FORM IT TAKES. §410

READ EACH QUESTION. FIRST, CHOOSE ONE ANSWER THAT SHOWS *INTERACTION*. CIRCLE THE LETTER NEXT TO YOUR ANSWER. SECOND, USING THE LIST BELOW, CHOOSE WHAT *KIND* OF INTERACTION IS TAKING PLACE. CIRCLE THE LETTER YOU CHOOSE.

A. INTERACTION THROUGH WORKING  130012
B. INTERACTION THROUGH PLAYING  130012
C. INTERACTION THROUGH SPEAKING  130012
D. INTERACTION THROUGH HELPING  130012
E. INTERACTION THROUGH GESTURING  130012

INTERACTION TAKES PLACE WHEN YOU ARE  130012
A. PAINTING A PICTURE.  130012
*B. ANSWERING THE TELEPHONE.  130012
C. TYING YOUR SHOES.  130012

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF  130012
*A. *C*.*  130012
B. *B*.*  130012
*C. *E*.*  130012

INTERACTION TAKES PLACE WHEN YOU ARE  130012
A. WRITING A LETTER TO UNCLE BOB.  130012
B. BUILDING A BIRDHOUSE.  130012
C. SINGING FOUR SONGS.  130012

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF  130012
A. *B*.*  130012
B. *E*.*  130012
*C. *C*.*  130012

INTERACTION TAKES PLACE WHEN YOU ARE  130012
A. MAKING A TOY PLANE.  130012
5. SMILING IN THE MIRROR.
   *C. PLAYING A BASEBALL GAME.*

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. *B*.
   *C. *E*.

INTERACTION TAKES PLACE WHEN YOU ARE
   *A. GOING FOR A WALK.*
   *B. CALLING TOM TO DINNER.*
   *C. RUNNING DOWN THE STREET.*

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. *C*.
   *B. *A*.
   *C. *B*.

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. VISITING FRIENDS AFTER SCHOOL.*
   *B. CATCHING BUTTERFLIES IN THE PARK.*
   *C. FINDING SEASHELLS AT THE BEACH.*

INTERACTION TAKES PLACE WHEN YOU ARE
   *A. ACTING IN A SCHOOL PLAY.*
   *B. RIDING A BICYCLE.*
   *C. WASHING YOUR HANDS.*

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. *D*.
   *B. *A*.
   *C. *D*.

INTERACTION TAKES PLACE WHEN YOU ARE
   *A. JUMPING OVER THE FENCE.*
   *B. CLIMBING UP A HILL.*
   *C. SMILING AT THE CLOWN.*

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. *B*.
   *B. *D*.
   *C. *E*.

INTERACTION TAKES PLACE WHEN YOU ARE
   *A. THROWING A BALL UP AND DOWN.*
   *B. WAVING AT THE MAILMAN.*
   *C. FLYING A NEW KITE.*

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
   *A. *E*.
   *B. *D*.
   *C. *C*.

INTERACTION TAKES PLACE WHEN YOU ARE
   *A. WINNING A RUNNING RACE.*
   *B. WAVING YOUR HANDS.*
C. SWINGING ON A SWING.

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF
A. *R*
B. *C*
C. *E*

**********************************************************

THE STUDENT CAN CORRELATE PEOPLE WITH THE PLACES THEY WOULD PROBABLY INTERACT, BY MATCHING DIFFERENT PEOPLE WITH THE LOCATION OF THEIR RESPECTIVE JOBS.

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE PERSON FROM THE LIST, WITH THE PLACE HE WOULD MOST LIKELY WORK.

A. MAYOR
B. PILOT
C. WAITER
D. SECRETARY
E. MAILMAN
OFFICE *D
AIRPORT *B
CITY HALL *A
RESTAURANT *C
POST OFFICE *E

A. FARMER
B. TELLER
C. CHIEF
D. PRINCIPAL
E. SCIENTIST
BANK *B
FIRE STATION *C
LABORATORY *E
SCHOOL *D
RURAL COMMUNITY *A

**********************************************************

THE STUDENT CAN CORRELATE SPECIFIC OBJECTS USED BY DIFFERENT PEOPLE IN THEIR INTERACTIONS, BY MATCHING A GIVEN LIST OF OBJECTS WITH A GIVEN LIST OF PEOPLE.

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE OBJECT TO THE PERSON THAT WOULD MOST LIKELY USE IT.

A. CHALK
B. BATON
C. COMPASS
D. SCALE
E. HAMMER 1300167
CARPENTER *E 1300167
HAND LEADER *B 1300168
BOY SCOUT *C 1300169
GROCER *D 1300170
TEACHER *A 1300171
A. HANDCUFFS 1300172
B. CAMERA 1300172
C. BOWL 1300172
D. TELESCOPE 1300172
E. X-RAYS 1300172
COOK *C 1300172
SCIENTIST *D 1300173
PHOTOGRAPHER *B 1300174
DENTIST *E 1300175
POLICEMAN *A 1300176

*******************************************************************************

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM "R T" BY
SELECTING SITUATIONS IN WHICH PEOPLE EXCHANGE WHAT THEY HAVE TO
GET WHAT THEY NEED OR WANT.

IF YOU HAVE A KITE YOUR FRIEND LIKES AND YOUR FRIEND HAS A BALL
YOU LIKE, HOW COULD YOU GET HIS BALL TO KEEP WITHOUT TAKING IT
*A. TRADE YOUR KITE FOR THE BALL
B. BUY A BALL LIKE HIS
C. BORROW IT FROM HIM

WHY DO WE USE MONEY TO GET WHAT WE NEED INSTEAD OF EXCHANGING
THINGS WITH OUR NEIGHBORS?
*A. MONEY IS EASIER TO USE
B. MONEY IS ALL WE HAVE
C. MONEY IS WORTH MORE THAN ANYTHING WE WOULD TRADE

*******************************************************************************

THE STUDENT SHOWS HIS KNOWLEDGE OF THE CONCEPT THAT MORE FREE
TIME IS A RESULT OF DIVISION OF LABOR AND INCREASED USE
OF MODERN MACHINES, BY SELECTING A REASON WHY A FAMILY WAS ABLE
TO FIND TIME FOR LEISURE ACTIVITIES.

TEACHER READS ORALLY.

WHILE MOTHER WAS PUTTING THE DISHES IN THE DISHWASHER, FATHER
MOWED THE GRASS WITH HIS NEW LAWNMOWER. JANE VACUUMED THE DINING
ROOM. IN JUST 20 MINUTES, THEY WERE READY TO GO TO THE ZOO.

THIS FAMILY HAD LEISURE TIME TO GO TO THE ZOO BECAUSE

*******************************************************************************
A. THE MACHINES MADE THE WORK FUN.
B. THE MACHINES MADE THE WORK GO FASTER.
C. THE MACHINES MADE THE WORK HARD.

HANNAH'S FAMILY WANTED TO GO TO A SQUARE DANCE, BUT MANY THINGS NEEDED TO BE DONE, SO THEY ALL DECIDED TO WORK VERY HARD THAT DAY AND PERHAPS THEY WOULD BE ABLE TO GO. FATHER PLOWED THE FIELD, MOTHER MADE BUTTER, SOAP, AND SOUP, JOHN FED ALL THE ANIMALS AND MILKED THE COWS, GRANDMOTHER FINISHED WEAVING THE CLOTH FOR FATHER'S PANTS. FINALLY ALL THE CHORES WERE DONE AND THERE WAS STILL SOME TIME LEFT TO SQUARE DANCE AT THE NEIGHBORS.

THIS FAMILY HAD SOME LEISURE TIME TO GO TO THE SQUARE DANCE BECAUSE
A. THEY WERE A BIG FAMILY.
B. THEY LIKED TO WORK HARD.
C. THEY ALL HELPED AND WORKED HARD.

IT WAS TIME TO HARVEST THE WHEAT. FATHER CUT THE WHEAT, MOTHER TIED IT INTO BUNDLES TO DRY. SALLY CARRIED FOOD AND WATER TO THE HELPERS IN THE FIELD. WHEN THE WORK WAS DONE THEY SAT IN FRONT OF THE FIRE AND SANG SONGS AND TOLD STORIES.

THIS FAMILY HAD LEISURE TIME TO SING SONGS AND TELL STORIES BECAUSE
A. SHARING THE WORK WAS A LOT OF FUN.
B. SHARING THE WORK HELPED TO GET IT DONE.
C. SHARING THE WORK MADE EVERYONE TIRED.

THE STUDENT SHOWS HIS ABILITY TO TRANSLATE A FAMILIAR ECONOMIC TERM INTO A SITUATION THAT ILLUSTRATES IT BY IDENTIFYING ACTIVITIES OF A CONSUMER AND A PRODUCER. 

FIND A PERSON THAT IS CONSUMING SOMETHING.
A. A BOY DRINKING MILK.
B. A GIRL SLEEPING.
C. A BABY CRYING.

FIND A PERSON PRODUCING SOMETHING.
A. A MAN WALKING HOME.
B. A MOTHER COOKING FISH.
C. A BOY RIDING A BIKE.

FIND A FAMILY PRODUCING AND CONSUMING SOMETHING.
A. A FAMILY EATING ICE CREAM.
B. A FAMILY RIDING IN THE CAR.
C. A FAMILY PAINTING A DOG HOUSE.

FIND A FATHER WHO IS PRODUCING.
A. A FATHER CUTTING GRASS.
B. A FATHER SLEEPING.
C. A FATHER RIDING A BIKE.

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS 'PRODUCING' AND 'CONSUMING' BY IDENTIFYING A SPECIAL ACTIVITY AS TO WHETHER A PERSON IS PRODUCING, CONSUMING, OR BOTH.
A PICTURING A PICTURE.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A GIRL EATING DINNER.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A MOTHER DUSTING
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A FATHER DRINKING TEA.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A BOY MAILING A LETTER.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A FAMILY RIDING IN A CAR.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A FATHER EATING A HOT DOG.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A MAN BUILDING A BIRD HOUSE.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A BOY TAKING OUT TRASH.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A MOTHER BAKING COOKIES.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A FRIEND PLAYING BALL
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A GIRL JUMPING ROPE
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING
A MOTHER FRYING FISH.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

A BOY MAKING A KITE.
A. PRODUCING
B. CONSUMING
C. BOTH PRODUCING AND CONSUMING

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS *PRODUCER OF GOODS* AND *PRODUCER OF SERVICES* BY IDENTIFYING EACH EXAMPLE AS BEING A PRODUCER OF GOODS OR SERVICES. 

WHICH PERSON IS A PRODUCER OF SERVICES?
A. A MAN BUILDING A BOAT.
B. A FATHER GIVING HIS BOY A HAIRCUT.
C. A GIRL DRAWING A PICTURE.

WHICH PERSON IS A PRODUCER OF GOODS?
A. A BOY MAILING A LETTER.
B. A MAN PUTTING OUT A FIRE.
C. A MOTHER SEWING A DRESS.

WHICH PERSON IS A PRODUCER OF SERVICES?
A. A TEACHER TELLING A STORY.
B. A BOY BUILDING A MODEL.
C. A MOTHER WASHING THE DISHES.

WHICH PERSON IS A PRODUCER OF SERVICES?
A. A CHILD DRYING THE DISHES.
B. A MAN MAKING A BIRDHOUSE.
C. A GIRL WRITING A STORY.

WHICH PERSON IS A PRODUCER OF GOODS?
A. A MOTHER WASHING CLOTHES.
B. A MOTHER BAKING COOKIES.
C. A MOTHER SWEEPING THE FLOOR.

WHICH PERSON IS A PRODUCER OF GOODS?
A. A BOY FLYING A KITE.
B. A BOY DELIVERING PAPERS.
C. A BOY MAKING A TREE HOUSE.

WHICH PERSON IS A PRODUCER OF SERVICES?
A. A BABY CRYING.
B. A BAKER MAKING BREAD.
C. A MAN CUTTING THE GRASS.

WHICH PERSON IS A PRODUCER OF SERVICES?
A. A FIREMAN PUTTING OUT A FIRE.
B. A MAN TALKING TO A FRIEND.
C. A WOMAN SHOPPING AT A STORE.

THE STUDENT IS ABLE TO RECALL CARDINAL DIRECTIONS, BY CHOOSING A.
WHICH DIRECTION HE WOULD BE FACING, IF HE WERE STANDING IN THE
SUN AT NOON, AND B. WHICH DIRECTIONS HE COULD POINT TO, IF HE WERE
FACING NORTH. 

IN WHICH DIRECTION DOES YOUR SHADOW POINT AT NOON IN THE UNITED
STATES?
A. NORTH
B. SOUTH
C. EAST
D. WEST

WHEN YOU FACE TOWARD THE NORTH, THE DIRECTION BEHIND YOU IS
A. SOUTH
B. EAST
C. WEST

HOW DOES THE SUN TELL DIRECTIONS IN THE NORTHERN HEMISPHERE?
A. IT TRAVELS AROUND THE EARTH.
B. ITS SHADOWS AT NOONTIME POINT NORTH.
C. IT CAUSES THE FOUR SEASONS.

IF YOU ARE FACING NORTH AND RAISE YOUR RIGHT ARM OUT TO THE SIDE,
YOUR ARM WILL BE POINTING
A. SOUTH
B. EAST
C. WEST

IF YOU ARE FACING NORTH AND RAISE YOUR LEFT ARM OUT TO THE SIDE,
YOUR ARM WILL BE POINTING
A. WEST
B. EAST
C. SOUTH

THE STUDENT CAN DISTINGUISH AMONG THE CARDINAL DIRECTIONS NORTH,
SOUTH, EAST, AND WEST BY IDENTIFYING THEM IN RELATION TO PLACES ON A
PICTURE MAP, USING A DIRECTION FINDER AS A GUIDE. HE CAN ALSO
DISTINGUISH AMONG THE DIRECTIONS NORTHWEST, SOUTHWEST, NORTH
AND SOUTHWEST IN THE SAME MANNER.

USING THE MAP, CHOOSE THE BEST ENDING FOR EACH SENTENCE.
CIRCLE THE LETTER NEXT TO YOUR ANSWER.

ONE PLAYGROUND IS ON
A. THE NORTH SIDE OF PLAY ROAD.
B. THE SOUTH SIDE OF PLAY ROAD.
C. THE EAST SIDE OF PLAY ROAD.

CITY HALL IS
A. WEST OF PLAY ROAD.
B. WEST OF LAKE LANE.
C. WEST OF PARK STREET.

THE NEWSPAPER BUILDING IS
A. WEST OF THE BANK.
B. EAST OF PARK STREET.
C. EAST OF COLT LANE.

THE LIBRARY IS ON THE
A. SOUTH SIDE OF LAKE LANE.
THE STUDENT IS ARLE TO DISTINGUISH AMONG THE DIRECTIONS NORTH, SOUTH, EAST, AND WEST, BY IDENTIFYING THEM AS FOLLOWS -- A. IN RELATION TO HIMSELF, B. IN RELATION TO PLACES AND OBJECTS, AND C. ON A MAP. 

READ EACH QUESTION. CIRCLE *THE LETTER* WHICH SHOWS THE *BEST*
You can tell which direction is north on a highway map of the United States:

A. By looking up, over your head.
B. By using the map compass.
C. By finding Texas.

If you are looking north, what direction is to your right?

A. East
B. West
C. South

If you are looking north, what direction is to your left?

A. East
B. West
C. South

If you are looking north, what direction is behind you?

A. East
B. West
C. South

Read each question. Circle the letter which shows the best answer to the question. Choose one answer for each question.

Using the arrows below, answer the following questions.

If south is behind you, you are facing

A. North
B. East
C. West

If west is on your right, you are facing

A. South
B. North
C. East

If north is on your left, you are facing

A. East
B. Fast
C. South

If west is on your left, you are facing

A. South
B. Fast
C. North

*******************************************************************************************

The student will recognize directions by determining directions on a picture map, given the symbols *N* for north, *S* for south, *E* for east, and *W* for west. 96

Using the map of Pleasantville Zoo, answer the following questions.

Which side of the zoo is the monkey island near?

A. South side
B. East side
C. North side

After getting ice cream at the snack bar, you want to visit the
BIRD HOUSE, THE SHORTEST PATH WOULD BE
A. TO THE WEST SIDE.
B. TO THE SOUTH SIDE.
C. TO THE NORTHWEST SIDE.

AFTER LOOKING AT THE BIRDS, WHAT DIRECTION WOULD YOU WALK TO LEAVE THE ZOO?
A. EAST
B. SOUTH
C. SOUTHEAST

IS THE SNACK BAR NORTH OR SOUTH OF THE BIRD HOUSE?
A. NORTH
B. SOUTH

IN WHAT DIRECTION DO YOU GO FROM THE BIRD HOUSE TO THE MONKEY ISLAND?
A. SOUTH
B. NORTH
C. EAST

WHAT IS THE BUILDING NORTH OF MONKEY ISLAND?
A. LION HOUSE
B. BIRD HOUSE
C. SNACK BAR

THE BODY OF WATER NEAR THE WEST COAST OF THE UNITED STATES IS CALLED
A. THE GULF OF MEXICO.
B. THE ATLANTIC OCEAN.
C. THE PACIFIC OCEAN.

THE BODY OF WATER NEAR THE EAST COAST OF THE UNITED STATES IS CALLED
A. THE PACIFIC OCEAN.
B. THE GREAT LAKES.
C. THE ATLANTIC OCEAN.

THE GREAT LAKES ARE IN THE
A. NORTHEAST PART OF THE UNITED STATES.
B. SOUTHEAST PART OF THE UNITED STATES.
C. NORTHWEST PART OF THE UNITED STATES.

THE PACIFIC OCEAN IS FOUND NEAR THE UNITED STATES
A. ON THE EAST COAST.
B. ON THE WEST COAST.
C. ON THE SOUTH COAST.

THE LARGEST CONTINENT ON EARTH IS

GIVEN A SPECIFIC CHARACTERISTIC OF SHAPE, SIZE, OR LOCATION, THE STUDENT CAN RECALL CONTINENTS BY IDENTIFYING THE CONTINENTS DESCRIBED.
B. AFRICA.
C. AUSTRALIA.

THE CONTINENT WHICH IS AN ISLAND IS CALLED
A. SOUTH AMERICA.
B. AFRICA.
C. AUSTRALIA.

THE TWO CONTINENTS WHICH ARE PART OF ONE LARGE BODY OF LAND ARE
A. EUROPE - ASIA.
B. AFRICA - AUSTRALIA.
C. NORTH AMERICA - CENTRAL AMERICA.

THE CONTINENT NEAR THE SOUTH POLE IS CALLED
A. ANTARCTICA.
B. AUSTRALIA.
C. AFRICA.

ONE OF THE COUNTRIES IN THE CONTINENT OF NORTH AMERICA IS
A. NEW MEXICO.
B. ALASKA.
C. THE, UNITED STATES.

THE STUDENT IS ABLE TO DISTINGUISH BETWEEN THE ADVANTAGES OF USING A MAP OR A GLOBE, BY SELECTING REASONS WHICH ILLUSTRATE WHY ONE WOULD BE BETTER TO USE THAN THE OTHER.

GLOBES SHOW THE SHAPE OF THE EARTH BETTER THAN MAPS, BECAUSE
A. GLOBES ARE LARGER THAN MAPS.
B. GLOBES SPIN AROUND.
C. GLOBES ARE SHAPED LIKE A BALL.

MAPS ARE MORE HELPFUL THAN GLOBES IN
A. SHOWING USEFUL FACTS ABOUT OUR WORLD.
B. SHOWING PARTS OF OUR EARTH ON PAPER.
C. SHOWING WHAT CAUSES DAY AND NIGHT ON EARTH.

A MAP IS A DRAWING OF A PLACE. A MAP CAN SHOW A LARGE PLACE OR A SMALL PLACE. WHAT KIND OF MAP WOULD SHOW THE WHOLE EARTH?
A. GLOBE
B. FLOOR PLAN
C. STREET MAP

3. PRINCIPLES OF GEOGRAPHY

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE EARTH'S RELATIONSHIP TO THE SUN BY IDENTIFYING THE CAUSES OF DAY AND NIGHT.

AS THE EARTH SPINS, THE PART FACING THE SUN
A. HAS DAYLIGHT.
B. HAS SUMMERTIME.
C. HAS LONGER DAYS.

AS THE EARTH SPINS, THE PART AWAY FROM THE SUN
A. HAS NIGHTTIME.

C. NORTH AMERICA - CENTRAL AMERICA.

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE EARTH'S RELATIONSHIP TO THE SUN BY IDENTIFYING THE CAUSES OF DAY AND NIGHT.

AS THE EARTH SPINS, THE PART FACING THE SUN
A. HAS DAYLIGHT.
B. HAS SUMMERTIME.
C. HAS LONGER DAYS.

AS THE EARTH SPINS, THE PART AWAY FROM THE SUN
A. HAS NIGHTTIME.
THE STUDENT CAN IDENTIFY EQUIPMENT USED IN LARGE MODERN FARMING OPERATIONS BY SELECTING THEM FROM A GIVEN LIST. 

CIRCLE THE LETTER WHICH ANSWERS THE QUESTION CORRECTLY. CHOOSE ONE ANSWER.

WHICH LIST OF THINGS IS NEEDED TO RUN A BIG FARM TODAY?

A. TRACTOR, HAY BALE, TRUCK  
B. RAKE, WHEEL BARREL, PITCH FORK  
C. SHOVEL, HORSE, MILKING MACHINE

GIVEN SITUATIONS, THE STUDENT CAN APPLY KNOWLEDGE OF THE FAVORABLE CONDITIONS NECESSARY FOR THE FORMATION OF A SETTLEMENT, BY SELECTING WHICH LOCATIONAL FACTOR, TOPOGRAPHY, LOCATION, CLIMATE OR NATURAL RESOURCES, COULD AID OR DETER GROWTH OF A SETTLEMENT.

READ EACH STORY. NEXT, READ THE QUESTIONS ABOUT THE STORY. CHOOSE ONE ANSWER FOR EACH QUESTION. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

DR. EDWARDS WAS LEADING A GROUP OF TEN PEOPLE THROUGH A JUNGLE. THEY WERE LOOKING FOR THE BEST LAND TO BUILD HUTS. THEY WANTED TO START A HOSPITAL.

WHERE WOULD BE THE BEST SPOT FOR THE HOSPITAL?

A. ON A HILL  
B. NEAR A RIVER  
C. IN THE SHADE  
D. IN THE SUN

WHAT WOULD MAKE TRAVEL TO THE HOSPITAL VERY HARD?

A. CLIMATE OF THE JUNGLE  
B. NATURAL RESOURCES IN THE JUNGLE  
C. TOPOGRAPHY OF THE JUNGLE  
D. VALLEYS IN THE JUNGLE

THE STUDENT CAN COMPREHEND THE CAUSES FOR THE DIFFERENCES IN A PARTICULAR TERRAIN AMONG CULTURES HE HAS STUDIED BY IDENTIFYING A REASON WHY A PARTICULAR TERRAIN CANNOT BE USED FOR FARMING BY A PARTICULAR CULTURE. BUSHMAN AND ESKIMO.

THE BUSHMAN HAS TO SPEND ALL HIS TIME LOOKING FOR FOOD. WHY DOESN'T HE RAISE PLANTS?

A. THE BUSHMAN DOES NOT LIVE WHERE PLANTS WILL GROW.  
B. THE BUSHMAN DOES NOT WANT TO EAT ANYTHING BUT MEAT.  
C. THE BUSHMAN DOES NOT WANT TO RAISE PLANTS.

WHY DOESN'T THE ESKIMO RAISE PLANTS INSTEAD OF HUNTING FOR HIS FOOD?

A. IT IS TOO HOT TO RAISE PLANTS.  
B. IT IS TOO COLD TO RAISE PLANTS.  
C. IT RAINS TOO MUCH TO RAISE PLANTS.
THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF HIS OWN AND THE POLAR REGION SEASON CYCLE BY CORRECTLY SELECTING THE REGIONS DESCRIBED.

I AM GOING TO TELL YOU ABOUT SOMEONE. AFTER I AM FINISHED YOU TELL ME WHERE YOU THINK THIS PERSON LIVES. THIS BOY LIVES IN A HOUSE. IN THE SUMMER HE PLAYS OUT FROM EARLY MORNING UNTIL LATE IN THE EVENING. IN THE FALL, THE DAYS GET SHORTER AND BY WINTER IT IS DARK IN THE AFTERNOON. HOWEVER, IN SPRING THE DAYS GROW LONGER AGAIN AND HE CAN PLAY OUTSIDE FOR A LONG TIME AGAIN.

WHERE DOES THIS BOY LIVE?

A. ILLINOIS
B. NORTH POLE
C. GREENLAND

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED, YOU SHOULD KNOW WHERE THIS PLACE IS.

EXPLORERS HAVE BEEN HERE AND KNOW THAT IT IS DARK FOR A LONG TIME. IT IS ALWAYS ICY AND COLD AND NO ONE HAS BEEN ABLE TO LIVE THERE FOR ANY LENGTH OF TIME. WHERE IS THIS PLACE?

A. NORTH POLE
B. AFRICA
C. SOUTH POLE

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED, YOU SHOULD KNOW WHERE THIS PLACE IS.

THERE ARE NO TREES, BUSHES, OR PLANTS HERE. THE NIGHTS LAST FOR A LONG TIME AND THE DAYS JUST HAPPEN IN THE WARM SEASON THAT IS VERY SHORT. PEOPLE LIVE HERE AND THEY LIVE BY HUNTING SEALS, FISH, BEAR AND CARIBOU. WHERE IS IT?

A. CANADA
B. NORTH POLE AREA
C. SOUTH POLE

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN URBAN AND RURAL COMMUNITIES BY SELECTING FROM A LIST SOMETHING REPRESENTATIONAL OF AN URBAN COMMUNITY RATHER THAN A RURAL COMMUNITY.

WHICH ONE OF THESE THINGS WOULD YOU MORE LIKELY SEE IN THE CITY THAN THE COUNTRY?

A. HEAVY TRAFFIC
B. TELEPHONE POLES
C. BILLBOARDS

THE STUDENT CAN DIFFERENTIATE BETWEEN THE CHARACTERISTICS OF A RURAL COMMUNITY AND AN URBAN COMMUNITY BY SELECTING HOW EACH COMMUNITY MEETS ITS NEEDS.

JOHNNY HALL LIVES IN AN APARTMENT BUILDING. ERIC LIVES ON A FARM. WHAT IS THE MOST IMPORTANT WAY IN WHICH JOHNNY'S NEIGHBORHOOD IS DIFFERENT THAN ERIC'S FARM COMMUNITY?
A. JOHNNY LIVES IN A CITY NEIGHBORHOOD.
B. PEOPLE IN CITIES LIVE CLOSER TOGETHER.
C. WHERE ERIC LIVES, THERE AREN'T MANY BUILDINGS.

WHICH LIST SHOWS WHAT KINDS OF THINGS YOU FIND ON A FREIGHT TRAIN LEAVING A WIG CITY?

A. TOOLS, CLOTHING, FURNITURE, COAL
B. MEAT, CORN, VEGETABLES, WHEAT
C. COWS, MILK, LUMBER, CARS

THE STUDENT CAN IDENTIFY SOME OF THE CHARACTERISTICS OF RURAL AND URBAN COMMUNITIES, WHICH ARE DEPENDENT UPON SIZE AND DEPLOYMENT OF POPULATION.

THE BROWNS LIVE IN A TOWN WITH 30 OTHER FAMILIES. WHY DO THE BROWNS KNOW ALL OF THEIR NEIGHBORS?

A. IN SMALL TOWNS, LOTS OF PEOPLE HAVE CARS.
B. THE TOWN IS VERY SMALL.
C. THE TOWN IS CALLED FRIENDLYVILLE.

THE STUDENT CAN APPLY THE NEED FOR THE INTERDEPENDENCE OF MAN IN A RURAL COMMUNITY BY REALIZING HOW THE FARMER RELIES ON HIS COMMUNITY HELPERS, IN A GIVEN SITUATION.

MR. PETERSON LIVES ON A FARM. HE GOES INTO TOWN TO SELL HIS CROPS, AND BUY WHAT HIS FAMILY NEEDS. HIS FAMILY NEEDS SOAP, COMBS, BANDAIDS, MEDICINE, AND TOOTHPASTE. WHAT STORE IS MR. PETERSON GOING TO VISIT?

A. SUPERMARKET
B. DRUGSTORE
C. GROCERY STORE

THE CHILD WILL SHOW THAT HE UNDERSTANDS THAT LAWS REFLECT CULTURAL NEEDS BY SELECTING THE LAW THAT WOULD BE APPROPRIATE TO A SPECIFIC CULTURE's NEED.

THERE ARE THREE LAWS BELOW. WHICH LAW WOULD NOT BE IMPORTANT TO AN ESKIMO?

A. YOU MUST NOT STEAL ANOTHER MAN'S DOG.
B. YOU MUST NOT TAKE A SEAL FROM ANOTHER MAN'S SEAL HOLE.
C. YOU MUST NOT DRIVE MORE THAN 35 MPH ON A CITY STREET.

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY THE DIFFERENT BUSINESS FIRMS WITHIN THE MAIN SHOPPING AND BUSINESS AREA OF A COMMUNITY, BY MATCHING THE STORE OR BUSINESS TO THE JOB IT DOES OR SERVICE IT GIVES.

MATCH THE STORE OR BUSINESS TO THE JOB IT DOES OR SERVICE IT GIVES.

A. HANDLES MAIL
B. SELLS FOOD
C. WORKS ON CARS
D. SELLS TOOLS
F. SELLS MEDICINE
GROCERY STORE *B
GASOLINE STATION *C
DRUG STORE *E
POST OFFICE *A
HARDWARE STORE *D
A. SELLS CLOTHING
B. SHOWS MOVIES
C. SERVES FOOD
D. MAKES BAKED GOODS
F. HANDLES MONEY
HANK *E
THEATER *B
BAKERY *D
DRESS SHOP *A
RESTAURANT *C

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY DIFFERENT BUSINESSES, BY CHOOSING IN WHICH STORE OR BUSINESS HE MAY GET WHAT IS NEEDED.

FATHER HAS A FLAT TIRE. TO WHICH OF THE FOLLOWING MIGHT HE GO TO HAVE IT FIXED?
A. HARDWARE STORE
B. SHOE STORE
*C. GASOLINE STATION
D. BUS DEPOT
F. RAILROAD STATION

IT IS RAINING. YOUR FEET ARE GETTING WET. IN WHICH OF THE FOLLOWING STORES COULD YOU GET WHAT YOU NEED?
A. HARDWARE STORE
B. BAKERY
C. DRUG STORE
D. TOY STORE
F. SHOE STORE

I WANT TO BUILD A HOUSE. IN WHICH OF THE FOLLOWING COULD I GET THE THINGS I NEED?
A. GASOLINE STATION
B. HARDWARE STORE
C. GROCERY STORE
D. BAKERY
F. POST OFFICE

IF YOU ARE SICK, YOUR MOTHER WILL GET SOMETHING TO MAKE YOU WELL. IN WHICH OF THE FOLLOWING STORES CAN YOUR MOTHER GET WHAT YOU NEED?
A. CLOTHING STORE 130041
B. GROCERY STORE 130041
C. CANDY STORE 130041
D. DRUG STORE 130041
E. BAKERY 130041

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THE STUDENT CAN DIFFERENTIATE BETWEEN COMMUNITY HELPERS AND BUSINESSES THAT PROVIDE GOODS AND THOSE THAT PROVIDE SERVICES BY MATCHING GIVEN PEOPLE AND BUSINESSES TO EITHER FUNCTION, OR BOTH, IN A GIVEN LIST. %160

READ THE LIST BELOW. READ EACH QUESTION. THINK WHAT EACH PERSON'S JOB OR BUSINESS *DOES* FOR THE COMMUNITY. YOU MAY USE THE SAME LETTER MORE THAN ONCE.

A. PEOPLE THAT PROVIDE *GOODS*.
B. PEOPLE THAT PROVIDE *SERVICE*.
C. PEOPLE THAT PROVIDE *BOTH*.

A DRESSMAKER *C 130018
A CONSTRUCTION WORKER *A 130018
A CLOTHING MANUFACTURER *A 130018
A TEACHER *B 130018
A FIREMAN *B 130018
A ARTIST *A 130018
A FARMER *C 130015
A MAILMAN *B 130015
A. BUSINESSES WHICH PROVIDE *GOODS*.
B. BUSINESSES WHICH PROVIDE *SERVICES*.
C. BUSINESSES WHICH PROVIDE *BOTH*.

NEWSPAPER DELIVERY *B 130015
COOKIE FACTORY *A 130015
RESTAURANTS *B 130015
AUTOMOBILE FACTORY *A 130015
AIRLINES *B 130015
RENT-A-CAR AGENCY *B 130015
BAKERY *C 130015
SHOP FACTORY *A 130015

THE STUDENT SHOWS A KNOWLEDGE OF THE CONCEPT THAT SOME SPECIALISTS PRODUCE GOODS AND SOME PRODUCE SERVICES BY IDENTIFYING A
Specialist as being a producer of either goods or services. %10=

Teacher directions—answer each question below by drawing a circle around yes or no.

Does a fireman produce services?
* A. Yes
  *B. No

Does a doctor produce goods?
* A. Yes
  *B. No

Does a teacher produce goods?
* A. Yes
  *B. No

Does a mailman produce services?
* A. Yes
  *B. No

Does a pilot produce goods?
* A. Yes
  *B. No

Does a baker produce goods?
* A. Yes
  *B. No

Does a nurse produce goods?
* A. Yes
  *B. No

Does a farmer produce goods?
* A. Yes
  *B. No

Does a toy maker produce services?
* A. Yes
  *B. No

Does a barber produce services?
* A. Yes
  *B. No

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The student can distinguish the causes and results for the following developments by selecting the cause and effect for each given situation. %8=

A. movement toward suburban living
B. development of railroad transportation
C. development of water transportation
D. development of manufacturing process in Chicago

You will be given a sentence. Read the sentence carefully. In the first question, you are to choose *one cause*. The *cause* will tell *why* the given event happened. In the second question, you are to choose *one result*. The *result* shows *what happened* after the given event took place.
*GIVEN EVENT*—MORE PEOPLE ARE MOVING OUT OF LARGE CITIES TO LIVE IN THE SUBURBS.

*CAUSE*—IN THE SUBURBS,
A. THERE ARE MORE JOBS TO DO.
B. IT'S EASIER TO GO TO SCHOOL.
C. IT'S LESS CROWDED AND MORE QUIET.
D. IT'S EASIER TO MAKE FRIENDS.

*RESULT*—IN THE SUBURBS,
A. THERE ARE FEWER CAR ACCIDENTS.
B. COST OF LAND FOR HOMES IS GOING UP.
C. THERE IS MORE TIME TO PLAY.
D. THERE ARE MORE CLUBS TO JOIN.

*GIVEN EVENT*—IN THE 1840's, RAILROAD TRANSPORTATION BEGAN IN MIDWEST.

*CAUSE*—
A. FARMERS SOLD THEIR CROPS IN THE CITY.
B. TRAINS HAD DIFFERENT CARS FOR PRODUCTS.
C. CARGO COULD TRAVEL FASTER BY LAND THAN WATER.
D. THE ILLINOIS-MICHIGAN CANAL WAS BUILT.

*RESULTS*—
A. PEOPLE TRAVELED BY BOAT AND PLANE.
B. CHICAGO BECAME A RAILROAD CENTER.
C. GOOD ROADS WERE NOT NEEDED.
D. MCCORMICK BUILT A FACTORY IN CHICAGO.

*GIVEN EVENT*—IN THE 1870's, WATER TRANSPORTATION BECAME VERY IMPORTANT IN CHICAGO.

*CAUSE*—
A. GOODS TRAVELED FASTER BY BOAT THAN TRUCK.
B. CHICAGO WAS AN IMPORTANT RAILROAD CENTER.
C. MANY PEOPLE WANTED TO SAIL.
D. THE ERIE CANAL WAS BUILT.

*RESULTS*—
A. FORT DEARBORN WAS REBUILT.
B. PEOPLE WERE VERY FRIENDLY.
C. MORE CITIES TRADED GOODS.
D. ILLINOIS BECAME A STATE.

*GIVEN EVENT*—IN THE 1850's, MANY FACTORIES WERE BUILT IN CHICAGO.

*CAUSE*—
A. BUSINESSMEN HAD MONEY TO PAY FOR LAND, MACHINES AND WORKERS.
B. MCCORMICK BUILT A REAPER FACTORY.
C. THE POPULATION OF CHICAGO WAS TOO SMALL.
D. THE FARMERS DIDN'T GROW ENOUGH CROPS.

*RESULTS*—
A. PEOPLE DIDN'T BUY NEW PRODUCTS.
B. MORE CHILDREN WENT TO SCHOOL.
C. MORE GOODS WERE MADE IN LESS TIME.
D. IT TOOK LONGER TO MAKE MORE GOODS.
The child will demonstrate his recognition of the fundamental or basic needs of people by selecting them in given situations.

Pretend that you are going to be one of the astronauts. Which of these things would you be able to live without?

A. Water
B. Food
C. Space capsule
D. Air
E. Book

You are going on a trip across the desert. You have only one camel to carry your load so you can only take the most important things. Which of these things would you leave behind?

A. Water
B. Sweater
C. Protective hat
D. Tent
E. Food

You are going on an expedition to the North Pole. You have to pack carefully as you will only have two dogs and one sled to carry what you need. Mark the thing that you could live without after you get to the pole.

A. Heavy coat
B. Money
C. Boots
D. Food
E. Knife

Everyone in the world needs certain things in order to live. Mark the thing people could live without.

A. Food
B. Car
C. Shelter
D. Water

The student will demonstrate his ability to read charts of election data by selecting the best response in given lists.

Three men, A, B, and C, wanted to be mayor of Friendlyville. The people could choose only one man. They voted in an election. Look at the election results below. Read each question carefully. Use the chart of election results to answer your questions.

<table>
<thead>
<tr>
<th>Election Results</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>400</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>District 2</td>
<td>100</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>District 3</td>
<td>300</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>District 4</td>
<td>200</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Who won the election?

A. C
B. A
C. B

-22-
WHICH DISTRICT VOTED MOSTLY FOR A?
A. DISTRICT 1
B. DISTRICT 3
C. DISTRICT 4

HOW MANY VOTERS WANTED A, MORE THAN 80
A. 800
B. 200
*C. 1000

HOW MANY VOTERS WANTED C, MORE THAN 80
A. 100
*B. 900
C. 1000

WHICH DISTRICT VOTED MOSTLY FOR C?
A. DISTRICT 1
B. DISTRICT 3
*C. DISTRICT 4

WHICH DISTRICT VOTED MOSTLY FOR D?
A. DISTRICT 1
B. DISTRICT 3
*C. DISTRICT 4

A STUDENT CAN DISTINGUISH A SPECIALIZED STORE FROM A GENERAL STORE BY IDENTIFYING ORGANIZATION AND MERCHANDISE IN THEM. %

ON A SHOPPING LIST, I HAVE THE FOLLOWING ITEMS--TABLE-DRESS-DOLL-BOOK AND MOP, IN WHICH OF THE FOLLOWING STORES COULD I GET THEM ALL?
A. SUPERMARKET
*B. DRUG STORE
C. DEPARTMENT STORE
D. FURNITURE STORE
F. HARDWARE STORE

ON A SHOPPING LIST I HAVE THE FOLLOWING ITEMS--POTATOES-MILK-EGGS-A CAN OF CORN AND SOAP, IN WHICH OF THE FOLLOWING STORES COULD I GET THEM ALL?
A. DEPARTMENT STORE
B. FURNITURE STORE
C. HARDWARE STORE
*D. SUPERMARKET

YOU ARE IN A DEPARTMENT STORE AND WANT TO FIND THE FOLLOWING THINGS, MATCH THE ITEMS WITH WHERE YOU WOULD FIND THEM.
A. DOLL FOR SISTER
B. SWEATER FOR FATHER
C. BIB FOR BABY
*D. STORY OF *THREE LITTLE PIGS*

BOOKS *D
MENS *B
TOYS *A
INFANTS *C
  A. DESK FOR FATHER
  B. DRESS FOR SISTER
  C. BASEBALL BAT
  D. SHIRT FOR BROTHER

BOYS *D

FURNITURE *A

SPORTS *C

GIRLS *R

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW PRODUCTS ARE MADE
BY SELECTING THE ORDER IN WHICH A PRODUCT BECOMES AVAILABLE TO HIM.

WHAT IS THE ORDER IN WHICH YOU GET MILK?
  A. FARMER-COW-YOU-STORE
  B. COW-FARMER-STORE-YOU
  C. YOU-FARMER-COW-STORE
  D. COW-STORE-YOU-FARMER
  E. COTTON-FACTORY-STORF-YOU

WHAT IS THE ORDER IN WHICH YOU WOULD GET A DRESS?
  A. STORE-COTTON-FACTORY-YOU
  B. FACTORY-COTTON-YOU-STORE
  C. COTTON-YOU-FACTORY-STORE
  D. YOU-COTTON-STORE-FACTORY
  E. COTTON-FACTORY-STORF-YOU

WHAT IS THE ORDER IN WHICH YOU WOULD GET MEAT?
  A. YOU-STORE-ANIMAL-FARMER
  B. ANIMAL-YOU-STORE-FARMER
  C. STORE-ANIMAL-FARMER-YOU
  D. ANIMAL-FARMER-STORE-YOU
  E. FARMER-STORE-YOU-ANIMAL

THE STUDENT CAN INPERPRET A GIVEN SITUATION BY SELECTING A
RESULT OF THE APPLICATION OF THE PRINCIPLE *DIVISION OF LABOR*

TEACHER READS SITUATION ORALLY.

DICK'S FAMILY WANTED TO SEE A MOVIE THAT WOULD START IN AN HOUR,
BUT THEY HAD TO CLEAN THE KITCHEN FIRST. FATHER SAID, I KNOW
WHAT WE CAN DO. DICK WILL SCRAPE THE DISHES. MOTHER WILL WASH
AND JANE CAN DRY THE DISHES. I WILL SWEEP THE FLOOR. SOON THE
KITCHEN WAS CLEAN AND THEY WERF READY TO GO ON TIME.

BECAUSE THEY DIVIDED THE LABOR, THE FAMILY WAS ABLE TO
  A. DO DIFFERENT JOBS.
  B. DO MORE WORK FASTER.
  C. HAVE FUN IN THE KITCHEN.
THE PHONE RANG. IT WAS GRANDMOTHER. SHE SAID THEY WOULD BE RIGHT OVER AND WOULD STAY FOR DINNER. MOTHER WAS WORRIED. THERE WAS NO DESSERT AND THERE WAS NOT ENOUGH TIME TO MAKE SOMETHING. SO MOTHER SENT JANE TO THE BAKERY FOR A CAKE.

BECAUSE OUR NEIGHBORHOOD DIVIDES THE LABOR, WE CAN
A. HAVE A GOOD TIME WHEN FRIENDS VISIT.
R. HAVE LOTS TO EAT AT DINNER.
C. DEPEND ON OTHERS FOR GOODS WE NEED.

A STUDENT CAN RECALL THAT EACH MEMBER OF A COMMUNITY IS DEPENDENT UPON OTHERS FOR MOST OF THE GOODS AND SERVICES HE REQUIRES BY SELECTING THE APPROPRIATE HELPER FOR GIVEN DUTIES. %4B

A WORKER GETS ALL THE GOODS AND SERVICES HE NEEDS FROM
A. OTHER WORKERS.
A. HIS MOTHER.
C. HIMSELF.
D. WOMEN.
E. OTHER CHILDREN.

IF A POLICEMAN'S HOUSE WERE ON FIRE, HE WOULD NEED A TO COME AND PUT IT OUT.
A. POSTMAN
A. FIREMAN
C. GARRAGEMAN
D. MILKMAN
E. DOCTOR

IF A DENTIST WERE SICK, HE WOULD NEED A TO MAKE HIM WELL.
A. POLICEMAN
A. FIREMAN
C. POSTMAN
D. DOCTOR
E. LAWYER

IF A TEACHER HAD A TOOTHACHE, SHE WOULD NEED A TO FIX IT.
A. POSTMAN
A. DOCTOR
C. DENTIST
D. FIREMAN
E. POLICEMAN

THE STUDENT CAN COMPREHEND THE NEED FOR INTERDEPENDENCE AND INTERACTION IN GROUPS BY SELECTING WAYS PEOPLE ARE DEPENDENT UPON ONE ANOTHER. %1M

IF JIM AND TOM GOT LOST HIKING IN THE WOODS, THEY COULD FIND THEIR WAY HOME FASTEST BY
A. JIM GOING ONE DIRECTION AND TOM GOING IN THE OTHER DIRECTION.
B. JIM AND TOM TALKING OVER THE BEST WAY TO GET HELP.
C. JIM WAITING IN THE WOODS, WHILE TOM TRIES TO FIND HIS WAY OUT.
THE STUDENT COMPREHENDS THE CONCEPT OF ECONOMIC INTERDEPENDENCE
BY IDENTIFYING A SAMPLE WHICH SHOWS WHEN PEOPLE SPECIALIZE, THEY
BECOME MORE DEPENDENT ON OTHERS. *1*

IN ORDER FOR A FARMER TO SELL HIS CROPS,
A. PEOPLE MUST LIKE THE FARMER.
B. PEOPLE MUST HAVE LARGE KITCHENS.
C. PEOPLE MUST NEED THE CROPS.

THE STUDENT COMPREHENDS THE INTERACTION OF URBAN AND RURAL
COMMUNITIES BY IDENTIFYING HOW THEY DEPEND ON EACH OTHER. *2*

WHY IS THE FOOD MARKET NEEDED IN THE BIG CITY?
A. PEOPLE NEED A STORE TO BUY FOOD.
B. THE CITY IS TOO CROWDED WITH PEOPLE AND BUILDINGS TO RAISE
FOOD.
C. IT IS FASTER TO BUY FOOD THAN TO GROW FOOD.

IN A CITY, THE FOOD SUPPLY COMES TO THE MARKETS
A. FROM THE FARMER'S CROPS.
B. FROM THE FACTORIES.
C. FROM THE GROCERY STORES.

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE ABOUT LIFE AND FUNCTIONS ON
A RANCH BY SELECTING THE MAIN FACTS ABOUT IT. *3*

A RANCH HAS A LOT OF GRASSLAND, BUT HAS VERY LITTLE
A. RANGE.
B. CATTLE.
C. WORK.
D. RAIN.
E. LAND.

THE WORKERS OF A RANCH ARE CALLED
A. FARMERS.
B. COWBOYS.
C. MILKMEN.
D. RANGERS.
E. ROPERS.

THE MAIN JOB ON A RANCH IS TAKING CARE OF
A. PIGS.
B. GOATS.
C. CATTLE.
D. HORSES.
E. CHICKENS.

MOST WORKERS ON A RANCH USE FOR TRANSPORTATION.
A. TRAINS.
B. BOATS.
C. CARS.
D. TRUCKS.
E. HORSES.

THE AROUND THE RANGE MUST BE FIXED TO KEEP THE CATTLE

----------
A. HOUSES
* B. FENCES
C. TREES
D. BUILDINGS
E. BARNs

CATTLE ARE BRANDED TO SHOW WHO
* A. OWNS
B. HAS
C. KEEPS
D. WANTS
E. NEEDS

CATTLE ARE USED FOR
A. MEAT AND BUTTER.
B. EGGS AND BUTTER.
* C. MEAT AND LEATHER.
D. MILK AND EGGS.
E. LEATHER AND BUTTER.

A RANCHER WILL GET THE CATTLE TO MARKET BY
A. CAR AND TRUCK.
B. BUS AND CAR.
* C. CAR AND TRAIN.
D. TRUCK AND TRAIN.
E. TRAIN AND BUS.

THE STUDENT DEMONSTRATES A KNOWLEDGE OF SOME THINGS THAT
CHARACTERIZED PIONEER LIFE BY IDENTIFYING CHARACTERISTICS OF
PIONEER LIFE. % 8%n

WHICH OF THE FOLLOWING FOODS WOULD YOU MOST LIKELY FIND IN A
PIONEER HOME?
A. ORANGES
B. ICE CREAM
* C. POTATOES

WHICH OF THE FOLLOWING THINGS WOULD YOU FIND ON A PIONEER FARM?
A. A RADIO
B. A TRACTOR
* C. A WOODEN PLOW

WHICH OF THE FOLLOWING DID PIONEER FAMILIES NEED MOST?
A. MONEY
* B. FOOD
C. TRUCKS

WHICH OF THE FOLLOWING TOOLS DID A PIONEER MOTHER USE?
A. A VACUUM SWEEPER
* B. A SPINNING WHEEL
C. A SEWING MACHINE

WHICH OF THE FOLLOWING WAYS SHOW WHAT A PIONEER FAMILY DID TO
HAVF FUN?
A. GO TO A MOVIE
* B. GO TO A SQUARE DANCE
C. GO TO A CIRCUS

WHICH OF THE FOLLOWING WAYS SHOW HOW PIONEER FAMILIES HELPED
### Question 1:

**Which of the following would you always find in a pioneer home?**

- A. A piano
- B. A fireplace
- C. A stove

**Answer:**

- **B. A fireplace**

### Question 2:

**Which of the following would most pioneer boys be when they grew up?**

- A. A doctor
- B. A teacher
- C. A farmer

**Answer:**

- **C. A farmer**

### Questions on Community Activities

The student demonstrates his knowledge of some differences in community activities in pioneer and present day American families by identifying a description as being either characteristic of the pioneer community, the American community today, or of both communities. %11x

**Teacher reads questions orally.**

### Question 3:

**Which activity is an example of pioneer life?**

- A. A woman making soap
- B. A father looking at TV
- C. A girl talking on the telephone

**Answer:**

- **A. A woman making soap**

### Question 4:

**Which activity is an example of American life today?**

- A. A woman weaving wool
- B. A boy going to the movies
- C. A boy cutting logs

**Answer:**

- **B. A boy going to the movies**

### Question 5:

**Which activity is an example of both pioneer and American life today?**

- A. A mother making candles
- B. A farmer plowing a field
- C. A boy helping to build a log cabin

**Answer:**

- **C. A boy helping to build a log cabin**

### Question 6:

**Which activity is an example of both American and pioneer life today?**

- A. A father driving a car to work
- B. A woman wearing a short dress
- C. A man making a birchbark canoe

**Answer:**

- **B. A woman wearing a short dress**

### Question 7:

**Which activity is an example of pioneer life?**

- A. A woman making candles
- B. A girl using the mixer
- C. A boy making toast

**Answer:**

- **C. A boy making toast**

### Question 8:

**Which activity is an example of both American and pioneer life?**

- A. A father using a power saw
- B. A family planting seeds

**Answer:**

- **B. A family planting seeds**

---

**Note:**

The page contains multiple questions and answers related to identifying characteristics of pioneer and American life, distinguishing between pioneer and present day activities. Each question asks about an activity and requires choosing the correct option from the given choices. The answers are indicated in bold for easy identification.
C. A GRANDMOTHER USING A SPINNING WHEEL.

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?
A. A FATHER CUTTING WHEAT BY HAND.
R. A GIRL PLAYING WITH A HULA-HOOP.
*C. A BOY CUTTING LOGS.

WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE TODAY?
*A. A MOTHER TELLING A BEDTIME STORY.
R. A GIRL MAKING BUTTER.
C. A MOTHER COOKING SOAP ON THE STOVE.

WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY?
A. A GIRL SPINNING YARN.
*R. A BOY RIDING A BIKE.
C. A FATHER BUILDING A LOG CABIN.

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?
A. A GIRL RIDING A BUS.
*R. A FAMILY GOING TO A BARN RAISING.
C. A FAMILY TAKING A TRAIN RIDE.

**********************************************************************

THE STUDENT SHOWS HIS KNOWLEDGE OF THE WAYS LIFE OF THE PIONEER
FAMILY IS LIKE OUR FAMILY TODAY BY SELECTING THE SENTENCE THAT
SHOWS WAYS BOTH FAMILIES ARE ALIKE.

TEACHER DIRECTIONS--ORAL. OUR FAMILIES TODAY ARE LIKE PIONEER
FAMILIES OF LONG AGO IN SOME WAYS.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES
TODAY ARE *ALIKE*?
*A. SOME FAMILIES ARE SMALL.
R. FAMILIES BUY MOST OF THEIR FOOD AT THE STORE.
C. FAMILIES GO PLACES IN CARS.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES
TODAY ARE *ALIKE*?
A. FAMILIES GO TO THE LIBRARY.
B. FAMILIES MAKE THEIR SHOES.
*C. FAMILIES NEED HOUSES.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES
ARE *ALIKE*?
A. FAMILIES GO ON TRIPS BY JET.
R. FAMILIES HELP EACH OTHER.
*C. FAMILIES PAY FOR THINGS WITH MONEY.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES
ARE *ALIKE*?
A. FAMILIES GO TO MOVIES.
R. FAMILIES GO TO DRIVE-INS TO EAT.
*C. FATHERS GO HUNTING.

**********************************************************************

A. CHICAGO
In 1804, John Kinzie began a trading post in Chicago. What happened next, that brought many settlers to Chicago?

A. Fort Dearborn was built for the first time.
B. Fort Dearborn was burned down.
C. Fort Dearborn was built for the second time.

In the 1800s, New York settlers began moving to Chicago. They wanted to live on farms. These settlers started traveling to Chicago after

A. the Erie Canal was built.
B. the Illinois-Michigan Canal was built.
C. the Chicago Railroad was built.

The person who started the settlement of Chicago was

A. McCormick.
B. John Kinzie.
C. Du Sable.

The person who built a machine that cut farm crops faster than a farmer could do by hand, was

A. Du Sable.
B. McCormick.
C. Hudson.

McCormick helped Chicago's trade become larger by

A. building a reaper factory.
B. building the Erie Canal.
C. building the first railroad.

**The student is able to distinguish among the important historical events which led to Chicago's growth and development by correlating important events with particular people.**

B. Eskimo Village

The student will show his ability to identify weapons, tools, and methods Eskimos use to hunt food by selecting them in given situations.

Ashgak was hunting caribou. He waited quietly until the herd left the land and started swimming across the water. How did he kill his caribou?

A. He stood on the bank and shot the caribou.
B. He sat in his kayak and speared the caribou.
C. He paddled his kayak near a caribou and lassoed it.
WHEN AKHAK HUNTS FOR SEALS, HE NEEDS THIS WEAPON.

A. HARPOON  
B. HAW AND ARROW  
C. FISHING LURE

IF YOU ARE IN A KAYAK AND YOU SEE A SCHOOL OF FISH, WHAT WOULD YOU DO TO GET NEAR THEM?

A. FLOAT OVER TO WHERE THEY ARE.  
B. PUT YOUR SAIL UP AND SAIL OVER.  
C. PADDLE QUIETLY NEAR THEM.

THE CHILD SHOWS KNOWLEDGE OF THE WAY THE ENTIRE SEAL IS USED IN ESKIMO COMMUNITY BY SELECTING THE APPROPRIATE USES FOR THE DIFFERENT PARTS OF THE SEAL'S BODY.

ISHAK CAUGHT A SEAL. HIS FAMILY DID MANY THINGS WITH IT. WHAT DID THEY DO WITH THE INSIDE?

A. MADE KAYAKS FROM IT  
B. USED IT FOR EATING  
C. GAVE IT TO THE DOGS

WHAT PART OF THE SEAL IS USED IN LAMPS BY THE ESKIMOS?

A. BLUBBER  
B. BONES  
C. MEAT

IF YOU WENT TO A TRADING POST IN THE POLAR REGION, MOST OF THE ESKIMOS USE SOMETHING INSTEAD OF MONEY. WHAT DO THEY USE?

A. SEAL SKINS  
B. FISH  
C. VEGETABLES

WHAT DOES THE ESKIMO USE TO MAKE HIS WINTER BOOTS?

A. CARIBOU SKIN  
B. SEALSKIN  
C. ELKSKIN

WHAT ANIMAL PROVIDES THE MATERIAL FOR THE ESKIMOS' SUMMER HOME?

A. SEAL SKIN  
B. CARIBOU  
C. WHALE

THE CHILD WILL DEMONSTRATE HIS UNDERSTANDING OF SOME IMPORTANT USES OF CARIBOU IN ESKIMO LIFE BY SELECTING APPROPRIATE EXAMPLES.

THE CARIBOU HAS VERY WARM FUR WHICH THE ESKIMO USES FOR

A. WINTER CLOTHING.  
B. KAYAKS.  
C. TENTS.

THE HARPOON IS MADE BY USING THE BONES OF

A. ELK.  
B. CARIBOU.  
C. SEAL.

WHAT ANIMAL GIVES THE ESKIMO MOST OF HIS WINTER CLOTHING?

A. CARIBOU
IF YOU WERE AN ESKIMO MAKING A HOME FOR THE SUMMER AND HAD TO FOLLOW THE CARIBOU AS THEY MOVE SOUTH, WHICH HOME WOULD YOU BUILD?

A. AN IGLOO  
*R. A TENT  
C. A TREE HUT

THE CHILD WILL SHOW HIS KNOWLEDGE OF THE TOOLS USED BY ESKIMOS BY CORRECTLY IDENTIFYING THEM IN GIVEN SITUATIONS. %7

WHICH TOOL DOES AN ESKIMO USE TO KILL A CARIBOU?

A. GUN  
*R. SPEAR  
C. HARPOON

THIS TOOL HAS THREE PARTS. IT IS ALMOST 6 FEET LONG. THE ESKIMO USES IT TO KILL SEALS. IT IS

*A. A HARPOON  
+ A KAYAK  
*C. A FISHING LURE

THE ESKIMO TRADED FURS TO GET THIS TOOL. HE WOULD ALSO HAVE TO TRADE FURS TO GET AMMUNITION. WHICH TOOL IS IT?

A. AXE  
B. SHOVEL  
*C. GUN

IGLOS ARE MADE OF ICE BLOCKS. WHICH TOOL DOES THE ESKIMO USE TO CUT THE BLOCKS?

A. SNOWKNIFE  
B. SAW  
*C. SCISSORS

IF YOU WERE GOING OUT TO HUNT SEAL, WHAT SMALL TOOL WOULD YOU TAKE ALONG TO SEW RIPS IN YOUR CLOTHES?

A. SEWING MACHINE  
*R. NEEDLE  
C. PATCHES

THIS IS VERY LIGHT. IT IS WATERPROOF. THE ESKIMOS USE IT TO TRAVEL ON WATER IN THE LIGHT SEASON. WHAT IS IT?

A. SLED  
B. TENT  
*C. KAYAK

WHICH TOOL HAS BEEN USED TO HUNT AND CATCH ANIMALS BY PEOPLE FOR HUNDREDS OF YEARS?

A. HOW AND ARROW  
B. PISTOL  
*C. RIFLE

THE CHILD WILL SHOW HIS UNDERSTANDING OF THE VARIOUS RESPONSIBILITIES OF THE MEMBERS OF AN ESKIMO FAMILY BY SELECTING THE TRAINING NEEDED FOR THESE POSITIONS. %4
IF YOU WERE A BOY GROWING UP IN AN ESKIMO FAMILY, WHAT WOULD YOU HAVE TO LEARN TO DO?

*A. CATCH SEALS
B. CHOP TREES
C. SEW CARIBOU SKINS

WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO BOY?

A. HOW TO TAKE WRITTEN TEST
B. HOW TO RIDE A BICYCLE
*C. HOW TO BUILD A GOOD IGLOO

WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO GIRL?

A. HOW TO BAKE CAKES
*B. HOW TO SEW SKINS
C. HOW TO MAKE A BED

WHO TAKES CARE OF HUNTING FOR AN ESKIMO FAMILY IF THE FATHER IS SICK?

A. THE MOTHER
*B. THE WINTER CAMP MEMBERS
C. THE FATHER’S BUSINESS

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TYPICAL ESKIMO’S ENVIRONMENTS BY SELECTING FACTORS IN OUR ENVIRONMENT TO WHICH AN ESKIMO WOULD NEED TO ADJUST.

IF YOU BROUGHT AN ESKIMO CHILD DOWN TO LIVE AT YOUR HOUSE, WHAT WOULD YOU HAVE TO TEACH HIM RIGHT AWAY BEFORE HE WENT OUTSIDE?

*A. TO WATCH OUT FOR CARS AND BICYCLES
B. HOW TO SLEEP IN A BED
C. HOW TO PLAY WITH TOYS

IF AN ESKIMO FAMILY DECIDED TO MOVE FROM THE NORTH POLE TO WHERE YOU LIVE, WHAT THINGS COULD HE BRING ALONG THAT WOULD HELP HIM LIVE HERE?

A. IGLOO
B. HARPOON
*C. PARKAS AND BOOTS

WHICH WOULD BE THE MOST DIFFICULT FOR AN ESKIMO TO GET USED TO IF HE MOVED TO FLORIDA?

A. THE TRIP
*B. THE WARM WEATHER
C. THE PEOPLE

5. TRANSPORTATION AND COMMUNICATION

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELATIVE SPEED OF DIFFERENT FORMS OF TRANSPORTATION BY SELECTING THE FASTEST METHOD IN A GIVEN SELECTION. %621
IN EACH LIST, CHOOSE THE *FASTEST* KIND OF TRANSPORTATION. CIRCLE THE LETTER NEXT TO THE CORRECT ANSWER.

A. CAR
B. TRAIN
*C. AIRPLANE
D. HELICOPTER

A. ROLLER SKATES
*B. BICYCLE
C. SCOOTER
D. WAGON

*A. HORSE
B. MULE
C. HORSE AND BUGGY
D. COVERED-WAGON

A. BICYCLE
*B. MOTORCYCLE
C. SNOWMOBILE
D. TRACTOR

A. CANOE
*B. SAILBOAT
C. RAFT
D. ROWBOAT

*A. SPACE SHIP
B. JET PLANE
C. RACING CAR
D. SPEED BOAT

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW MAIL WAS CARRIED 100 YEARS AGO BY CORRECTLY IDENTIFYING IMPORTANT FEATURES OF IT. %7%

ONE HUNDRED YEARS AGO MAIL WAS SENT BY ALL OF THE FOLLOWING BUT
A. HORSEBACK
*B. MAIL TRUCKS
C. TRAIN
D. BOAT
F. STAGECOACH

IN THE WEST, MEN CARRIED MAIL ON FAST HORSES. THIS WAY OF CARRYING MAIL WAS CALLED THE
A. FAST HORSE MAIL
B. STAGE COACH EXPRESS
*C. PONY EXPRESS
D. SPEEDY PONY MAIL

THE MEN WHO CARRIED MAIL ON HORSES HAD TO BE STRONG AND BRAVE BECAUSE
A. THE MAIL WAS HEAVY AND HARD TO CARRY
B. THEY WERE AFRAID OF THE DARK
C. THE HORSES WERE NOT STRONG
*D. THE RIDE WAS LONG AND THERE WERE INDIANS
PONY EXPRESS RIDERS USED FOUR OR FIVE HORSES A DAY BECAUSE
A. THE HORSES GOT TIRED.
B. THE HORSES DIDN'T LIKE THE WORK.
C. THE HORSES WERE SMALL.
D. THE HORSES WERE HUNGRY.

A PONY EXPRESS RIDER GOT FRESH HORSES AT PLACES CALLED
A. RAILROAD STATIONS.
B. BARNS.
C. WAY STATIONS.
D. REST AREAS.

THE PONY EXPRESS WAS USED TO CARRY MAIL TO THE WEST 100 YEARS AGO BECAUSE
A. THEY WERE IN NO HURRY.
B. IT WAS THE FASTEST WAY.
C. THEY LIKED TO RIDE HORSES.
D. TRAINS WERE TOO SLOW.

WHY DID THE PONY EXPRESS STOP DELIVERING MAIL?
A. THEY DIDN'T HAVE MANY HORSES.
B. THE RIDERS GOT TIRED AND WOULDN'T WORK.
C. THEY FOUND A FASTER AND BETTER WAY.
D. THEY DIDN'T HAVE MANY RIDERS.

***********************

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS KINDS OF COMMUNICATION USED IN THE PAST, BY COMPARING AND CONTRASTING THEM WITH THOSE USED TODAY. %10

IN THE FOLLOWING USE--
A. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO.
B. IF IT TELLS HOW NEWS IS SENT TODAY.
C. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO AND IS TODAY.

A MAN IN A MAIL TRUCK TOOK THE LETTERS FROM THE MAILBOX. *B

SHE READ THE STORY IN THE NEWSPAPER. *C

THE RIDER PUT THE MAILBAG ON HIS HORSE. *A

MIKE AND HIS MOTHER TALKED ON THE TELEPHONE. *B

FATHER TURNED ON THE TELEVISION TO HEAR THE NEWS. *B

THE SMOKE SIGNAL COULD BE SEEN FOR MILES AROUND. *A

THE LETTER CROSSED THE OCEAN BY BOAT. *C

THE STAGECOACH WAS LATE IN BRINGING THE MAIL. *A

THE MAN TOOK THE MAILBAGS OFF THE TRAIN. *C

THE MAN ON THE RADIO SAID IT WOULD RAIN. *B

***********************

A STUDENT CAN RECALL THAT MAN HAS CONTINUED TO FIND WAYS TO IMPROVE MEANS OF TRANSPORTATION BY CORRECTLY CATEGORIZING THE DIFFERENT MEANS. %10
BEFORE AUTOMOBILES WERE MADE, PEOPLE TRAVELED BY
A. BUS AND SUBWAY.
*B. HORSE AND BUGGY.
C. AIRPLANES.
D. CAR AND TRUCK.
E. ROCKETS AND SPACESHIPS.

WHEN AUTOMOBILES WERE MADE, THEY WERE CALLED A HORSELESS BUGGY.
TODAY WE CALL THEM
A. BUSSES.
*B. AIRPLANES.
C. TRUCKS.
*D. CARS.
E. ROCKETS.

THE FIRST AUTOMOBILES WERE BETTER THAN A HORSE AND BUGGY BECAUSE
*A. THEY COULD GO FASTER AND FARTHER.
*B. THEY HAD TWO HORSES.
C. THEY WERE SHINY AND NEW.
D. THEY COST MORE TO BUY.
E. MORE PEOPLE COULD SIT IN THEM.

CHANGES WERE MADE IN THE CAR SO IT COULD CARRY GOODS. IT WAS THEN CALLED A
A. BUS.
*B. SUBWAY.
C. TRUCK.
*D. PLANE.
E. BUGGY.

WHAT HAPPENED WHEN PEOPLE DISCOVERED THAT THEY COULD USE A TRUCK TO MOVE GOODS?
A. PEOPLE STOPPED MOVING GOODS.
*B. MORE AND MORE GOODS WERE MOVED.
C. PEOPLE NO LONGER USED CARS.
D. THEY DIDN'T LIKE IT.

WHAT MOVES GOODS ALONG METAL TRACKS?
A. CARS
B. TRUCKS
C. BOATS
*D. TRAINS
E. AIRPLANES

WHICH OF THE FOLLOWING DOES NOT USE A ROAD OR TRACK TO MOVE GOODS?
*A. BOAT
*B. CAR
C. TRUCK
D. TRAIN

WHAT MOVES GOODS BY AIR?
A. BOAT
B. TRUCK
C. CAR
*D. TRAIN
*F. PLANE

WHAT IS THE FASTEST WAY TO MOVE GOODS?
A. BOAT
B. TRUCK
C. CAR
*D. TRAIN
E. ROCKETS
**How do most people in our country travel?**

- A. Truck
- B. Train
- C. Plane
- D. Car
- E. Boat

*****************************************************************************

6. Safety Rules

A student will demonstrate his knowledge of fire safety rules by applying them to given situations.

If you saw a picture of a fire and under the picture were the words "don't run...roll", what in the picture would be on fire?

- A. House
- B. Store
- C. Man
- D. Match
- E. Car

Why is "don't fan, it-smother it" a good thing to remember about fires?

- A. A fire is hot, so fan it.
- B. A fire will go out if you smother it.
- C. A fire will go out if you make it cool.
- D. If you smother a fire, it will burn.
- E. A fire will go out if you make it warm.

If you were at a fire and wanted to help the firemen, you would

- A. Hold the ladder.
- B. Carry the hoses.
- C. Get his hat.
- D. Stay out of his way.
- E. Ride the fire truck.

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