It is stated that the social science curriculum for gifted junior high school students can be enriched by drawing from psychology, sociology, and anthropology. An overview of instruction in the social sciences includes specification of subject matter emphases in grades 7-9, definition of major goals (process, personal, and situational goals) in social sciences, and consideration of the requirements for a successful program (small classes, exciting topics, reasonable grading, cultural exposure, communication with parents, variety). Conduct of research projects at each of the three grade levels is discussed, and five steps involved in carrying out a research project are outlined. Provided are some sample applications of research skills, in which the method used is to begin inductively and end deductively, and some sample stimulus questions or discussion starters concerning language drawn primarily from the fields of psychology and sociology. Finally the field-study method as a means of developing creativity is presented, and numerous provocative topics for interviews or classroom study are listed. The appended list of suggested books for students includes nonfiction, fiction, biography, and reference works. (KW)
Teaching Gifted Students
Social Sciences in Grades
Seven Through Nine
Teaching Gifted Students Social Sciences in Grades Seven Through Nine

Prepared for the DIVISION OF SPECIAL EDUCATION California State Department of Education

By ROBERT S. MILES
Long Beach Unified School District

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Superintendent of Public Instruction

FOREWORD

Mentally gifted students require a large share of the teacher's time, and the teachers who instruct them, mentally gifted will be most useful to both mentally gifted students and the teacher who instruct them. It is my hope and belief that these publications designed for the development of appropriate curriculum materials. This publication is one in a series of publications that will contain important concepts and suggestions for teaching the mentally gifted.

The State Department of Education has conducted a project to develop the subject. This will win and hold the students' interest in teaching the subject. This will also win and hold the students' interest in the curriculum to their needs and by varying the manner and rate of teaching the subject. This will also win and hold the students' interest in the curriculum to their needs and by varying the manner and rate of teaching the subject.

The teacher who instructs the mentally gifted students will need to become familiar with the needs of the gifted student. If the gifted student will become frustrated and fail to progress, both the state and the nation will suffer a great loss. The teacher can best serve the mentally gifted by shaping the curriculum to their needs and by varying the manner and rate of teaching the subject. This will win and hold the students' interest in the curriculum to their needs and by varying the manner and rate of teaching the subject.

Many of the gifted students will become eminent leaders of education, industry, and government. If their special educational needs are not met, the gifted will become frustrated and fail to progress. If this happens, both the state and the nation will suffer a great loss. If this happens, both the state and the nation will suffer a great loss.

The teacher must utilize many resources. The teacher must utilize many resources.

MENTALLY GIFTED STUDENTS REQUIRE A LARGE SHARE OF THE TEACHER'S TIME

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PREFACE

This publication, one in a series authorized and funded under provisions of the Elementary and Secondary Education Act, Title V, is intended for use by teachers, consultants, and administrators involved in programs for mentally gifted minors.

As defined in the Education Code, a mentally gifted minor is a student with such general intellectual capacity as to be placed within the top 2 percent of all students enrolled at his grade level in California schools.

The readers of this publication should refer to another important publication of the Department of Education: Principles, Objectives, and Curricula for Programs in the Education of Mentally Gifted Minors. Kindergarten Through Grade Twelve. This preliminary publication of the Department of Education — Project: Education, California, was developed under the direction of Mary N. Meeker and James F. Magary of the University of Southern California.

Leslie Brinegar
Associate Superintendent of Public Instruction; and
Chief, Division of Special Education

Paul D. Plowman
Principal Project Coordinator
Consultant in Education of the Mentally Gifted; and
Associate Project Coordinator of the Mentally Gifted Consultation in Education

Irving Sato
Principal Project Coordinator
Exceptional Children and
Acting Chief, Bureau for Mentally
Gifted

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Leslie Brinegar
Associate Superintendent of Public Instruction; and
Chief, Division of Special Education

Paul D. Plowman
Principal Project Coordinator
Consultant in Education of the Mentally Gifted; and
 Associate Project Coordinator
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Overview of Instruction

Chapter 1

No subject area lends itself more to the education of mentally gifted minors than does the study of the social sciences.

Webster's Third New International Dictionary defines social science as (1) "the branches of science that deal with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society"; and (2) "a science (as economics or political science) dealing with a particular phase or aspect of human society.

Donald Popham describes the social sciences as follows: "The social sciences may be described as those organized bodies of knowledge that deal with the institutions and functioning of human society, and with the interpersonal relationships of individuals as members of society. These sciences are concerned with human beings and their interactions. They provide a perspective within which these relationships may be explained, classified, and described. Cultural anthropology is the study of the customs, folklore, social activities, and organizations resulting from man's reaction to his environment. Sociology is the study of the forms, institutions, and functions of human groups. Psychology is the study of human behavior.

Another subject that falls within the discipline of the social sciences is psychology. A behaviorist science straddling the disciplines of the natural sciences and the social sciences, psychology is usually defined as "the study of human behavior." It deals with the study of the mental processes, emotions, and behaviors of individuals. It provides a basis for understanding the relationships between individuals and their environments.

In the Social Sciences


In the Social Sciences

Chapter 1
If an individual is to understand where he fits into the scheme of things and if he is to build a hierarchy of values for himself and for the world in which he exists, he needs a background of understanding and a basis for making comparisons so that he can make ethical judgments. With the gifted, even in a junior high school situation, an opportunity exists to accomplish, to a limited extent, both of these objectives.

Phenix Hierarchy

This publication presents subject matter that can be divided into separate sections for the seventh, eighth, and ninth grades. The organization used for parameters is taken from Phenix's hierarchy. Seventh grade should have most emphasis on psychology (Who am I?), less emphasis on sociology (What is society?), and least emphasis on anthropology (Where have we been and where are we now?). In the eighth grade, the emphasis should shift to sociology, with psychology and anthropology taking lesser roles. And in the ninth grade, anthropology should take the spotlight, with sociology being second in importance and psychology last.

Importance of Good Conduct

Much more goes on in the classroom than meets the eye of the casual visitor. The student must master subject matter, but he must also be punctual, cooperative, reliable, accurate, and neat. These and a host of other virtues that support harmonious relationships must be practiced by the successful student. The science teacher who said that science was the least important thing he taught was being realistic. He knew from experience that group endeavor is successful if behavior traits are adequately developed.

Goals in the Social Sciences

The major goals in social sciences include the development of human potential within three divisions: process, personal, and situational.

Process Goals

1. The student becomes aware of the processes involved in learning and begins to see the reasons for specific assignments.
2. He is able to communicate abstract and complex ideas by breaking them down to their component parts and finding the underlying assumptions.
3. He analyzes complex theories, ideas, and concepts. When he encounters instances of cloudy thinking, he recognizes the cause (for example, stereotypes, the desire to believe, failure to define terms, lack of consideration of all the data, the mistaking of correlation for causation).
4. He is aware of generalizations that are too broad (for example, words like always, never, all, everyone, and no one).
5. He supports his own generalizations with specific data.
6. He learns to evaluate the reliability of his sources.
7. He evaluates his own intellectual capacity and work habits.
8. He and the teacher cultivate house and direct communication.

Personal Goals

1. The student learns independently and is able to recognize and use organizational schemata and structures.
2. He becomes an effective questioner.
3. He shares information when involved in a group situation.
4. He is able to take discrete ideas, thoughts, and generalizations and weave them into meaningful patterns.
5. He expresses intellectual curiosity and seeks means to satisfy it.
6. He evaluates his own intellectual capacity and work habits.
7. He evaluates the reliability of his sources.

Situational Goals

1. The student uses various media to express his own ideas.
2. He makes use of his environmental sources as aids in problem solving.
3. He works in an environment that allows him to use the equipment available.
4. He is able to take discrete ideas, thoughts, and generalizations and weave them into meaningful patterns.
5. He expresses intellectual curiosity and seeks means to satisfy it.
6. He evaluates his own intellectual capacity and work habits.
7. He evaluates the reliability of his sources.

Requirements for Successful Program

The attitudes of most junior high school students are expressed in the words "I dare you to teach me something; better people than you have tried." This attitude makes these students difficult to teach. The attitudes of most junior high school students is expressed as:

1. The student becomes aware of the process involved in learning and begins to see the reasons for specific assignments.
2. He is able to communicate abstract and complex ideas by breaking them down to their component parts and finding the underlying assumptions.
3. He analyzes complex theories, ideas, and concepts. When he encounters instances of cloudy thinking, he recognizes the cause (for example, stereotypes, the desire to believe, failure to define terms, lack of consideration of all the data, the mistaking of correlation for causation).
4. He is aware of generalizations that are too broad (for example, words like always, never, all, everyone, and no one).
5. He supports his own generalizations with specific data.
6. He learns to evaluate the reliability of his sources.
7. He evaluates his own intellectual capacity and work habits.
8. He and the teacher cultivate house and direct communication.
9. He evaluates the reliability of his sources.
10. He evaluates his own intellectual capacity and work habits.
11. He learns to disagree courteously and accepts and profits from constructive criticism.
12. He evaluates the reliability of his sources.

Phenix Hierarchy

This publication presents subject matter that can be divided into separate sections for the seventh, eighth, and ninth grades. The organization used for parameters is taken from Phenix's hierarchy. Seventh grade should have most emphasis on psychology (Who am I?), less emphasis on sociology (What is society?), and least emphasis on anthropology (Where have we been and where are we now?). In the eighth grade, the emphasis should shift to sociology, with psychology and anthropology taking lesser roles. And in the ninth grade, anthropology should take the spotlight, with sociology being second in importance and psychology last.
intellectual inquiry. As he enters the tenth grade, he should be someone who reflects the balance and breadth of curriculum for the gifted. This objective cannot be achieved unless certain administrative procedures are followed.

Small Classes

The ideal number of students in a social science class is about 20, and the enrollment should never exceed 25. In the Long Beach Unified School District, teachers utilize the subgroup method in anthropology classes at the ninth-grade level. Each class is divided into two equal groups. These groups meet on alternate days; the entire class meets only on Fridays. The limitation of subgroups to about ten students each allows the teachers to conduct seminar-style meetings. These meetings contribute to (1) the development of personal, situational, and personal goals; and (2) the achievement of those goals.

Exciting Topics

The teacher should encourage students to learn as much as possible by participating in discussions of exciting topics. The teacher removes drill and rote learning from the classroom.

Reasonable Grading

The mentally gifted represent the top 2 percent of the student population. Letter grades should, therefore, be composed mostly of A's with a few B's. (In average classes nearly all gifted students would receive A's.) It is appalling to learn of high school teachers who grade gifted students in honors classes on a curve. A bell-shaped curve is a graphic way of demonstrating that if the nearly four billion people of the world were tested for intelligence, about 68 percent would be found to be average and would receive C grades; about 16 percent would be found to be above and below the average and would receive B and D grades. If classes and the 2 percent left would receive D and grades it in class, and the 2 percent left would receive F's, then about 67 percent of the world would be found to be average and would receive C grades. It is clear that such a system of grading is inappropriate for a gifted class. Teachers should reflect on their grading practices to make sure they are treating each of their students fairly.

Cultural Exposure

Teachers should take their students to see and hear significant examples of culture and should bring culture to the students. Students should be able to hear from the faculty, the business world, and community professions. When speakers relate what they do in their vocations, the students listen well, gain knowledge, and are more interested. Teachers should take students to local museums, places of historical interest, colleges, and vocational schools. Each trip will stimulate different interests and provide new avenues of learning for students. The teacher should encourage students to learn as much as possible by participating in discussions of exciting topics.

Communication with Parents

Some parents wonder why college-type classes are given to children who are gifted and "will all go to college anyway." But many of the gifted do not go to college, and many of those who do go to college will not all go to college anyway. But some parents wonder why college-type classes are given to children who are gifted, and these procedures are followed.

Small Classes

4
Process of Scientific Research

Seventh Grade

Special research projects in the seventh grade should be informal and thus introductory to scientific ways of studying human behavior. For example, Tom wants to make a model of a pyramid for the class. He asks, "Do you want a special kind of model?" You answer, "Anything that is three-dimensional." He says, "I don't make things well with my hands." You answer, "You are not to be graded on artistic talent." Toni asks, "What will I be graded on?" You reply, "You will be graded on what you show you have learned about pyramids from your model." Significant questions such as What should I make my model of? show that the research may be coming to a temporary end. To students who are kinesthetically gifted, the most important part of the project will be the model; to the teacher, however, the model should be least important. Tom might be right about not having an aptitude for building things, but he will have had more academic exposure than mechanical exposure. Of course, little demand exists for pyramid builders, but a demand will always exist for people who can assume the responsibility for a project and carry it out to a successful conclusion. These abilities are concrete properties of successful research to which students need to be introduced. Tom's model might look more like the leaning tower of Pisa than like a pyramid, but in industry the final model would probably be crafted by skilled workmen supervised by men like Tom and designed by professionals more kinesthetically gifted.

Eighth Grade

Research projects conducted in the eighth grade may be much like those conducted in the seventh grade except that a more sophisticated level is attained. For example, a model of Stonehenge may be constructed. For success at this level, more analytical intellectual constructs are required. For example, a model of Stonehenge may be constructed in the seventh grade except that it is more sophisticated.

Ninth Grade

In the ninth grade, projects can be chosen similarly from curriculum content, and the time allotment can be stretched over a longer period.

Steps in Successful Research

In carrying out a research project, students should proceed according to five important steps.

Step One: Logic

The first step to be taken is to devote a full week to the study of formal logic. Students should learn to think clearly. Here is one suggested approach that a teacher may make for arriving at clarity of thought: "We are going to study logic most of this week. Logic is the science of correct thinking. What do we mean when we say that something is logical? I am going to write some numbers on the board. You try to figure out what logically follows. (The teacher writes on the board the numbers 22 33 44 55) Bill, what goes into the blanks? Six? Why not seven? Of course, all problems in logic are not as simple as this one. Ice is cold, but Dry ice can burn your hand. Mistakes to be avoided. Mistakes in logical thinking may now be pointed out. These include the false analogy, the accidental concomitance, and the unknown circumstance. An example of false analogy is the belief that because a person has long fingers he should become a concert pianist. To attribute rain to the fact that one had planned a picnic on that day is an example of accidental concomitance. And the unknown circumstance is illustrated by the story about the king of Siam who called the traveler from Holland a liar because the Hollander said that people in his homeland could walk on water part of the year. (The king had never seen or heard of ice, so he could not believe it was possible to walk on water.) To be competent in evaluation skills, students must be aware of these fallacies.

Inductive and deductive reasoning. The basic types of reasoning are inductive and deductive reasoning. Each works in almost opposite conditions. Inductive reasoning begins with facts and arrives at a general conclusion. For example, from the fact that tomatoes grow better in a sunny, moist place, one may reason that tomatoes require a sunny, moist place to grow. Deductive reasoning begins with a general conclusion and arrives at a specific instance. For example, "I am a teacher," and "All teachers are human," so "I am human." The first step is to be taken is to devote a full week to the study of logic.

Seventh Grade

and With Grades Differs Pronounced in Emphasis

Scientific research conducted by students in the seventh, eighth, and ninth grades differs pronouncedly in emphasis.

Chapter 2
ways. Inductive reasoning goes from specific instances to a general rule; deductive reasoning goes from the general rule to the explaining of specific instances. For example, a small child eating an apple discovers that the apple has a core. The next apple he eats also has a core, and the apple his sister eats has a core. Little by little he puts this information together and comes up with a general rule for all apples, which is that all apples have cores. He has gone from the observation of individual apples to a rule for all apples. This reasoning is an example of inductive logic. It also describes how students can derive concepts. The teacher should request students to develop their own examples.

Deductive logic goes the other way. If a child knows that all apples have cores, he can predict that another child eating an apple will find a core. If a child knows that all apples have cores, he can predict that another child eating an apple will find a core. The process of deriving a general rule from specific instances is an example of deductive reasoning. It is used in scientific inquiry to test hypotheses. The teacher should request students to develop their own examples.

Follow in writing the paper:

Step Two: Research Paper

Step two deals with (1) specific qualifications; and (2) use of models.

Specific qualifications. This part deals with specific qualifications; i.e., topics, footnotes, and sources. It is important to discuss what a true topic is; a paper entitled "Evolution" certainly promises more than it can deliver. A good paper is not composed of opinions. Opinions have their place, but not in this type of research.

Use of models. One technique for teaching form in a research paper is the showing of models. The teacher should copy a sample page on a ditto for each member of the class as a reference form to follow in writing his paper.

A Sample Page

The most important thing to remember when assigned a research paper is to begin it promptly. Once begun, half done. Make sure that your work is well organized. Select a topic that is brief. Make a tentative outline at this point; this is done to keep you from wandering off the subject. Philo Waffle has stated:

"I meant well when I began, but I neglected to make an outline. By the time I got to the end of the paper I was no longer writing about the original subject, but it was too late to do the work over. I turned it in anyway. I knew I could fool the teacher."

Find your references in the card catalog.

Write down all of your sources. Use too many ibids.

2. ibid., p. 123.
3. Philo Wartle, "How I Failed Anthropology."

6. ibid., p. 788.

The error in the second sentence of the sample just given should be pointed out. "Once done, half begun" is wrong. It should be "Once begun, half done." This error illustrates one of the many reasons for footnoting. If an "expert" is quoted and is wrong, it is his own fault, not that of the writer.

Step Three: Selection of Hypothesis

A method that has proved effective and practical for selecting a hypothesis and that teaches analytical skills at the same time is the following:

For a group of ten, arrange five chairs in an inner circle and five in an outer circle. Arbitrarily divide the group. Tell them: "Inner circle, I am going to give you an idea to discuss. I will tell you what the topic is and give you about a minute to think it over. Then I will call on you at a time. You should now think about it and give to those in the outer circle. I will tell you what the topic is and give them about a minute to think it over. Then I will call on those in the outer circle. If in the inner circle, I will give you your next ideas."

The instructor should say very little. However, making a tape of the discussion is a good technique if students don't comprehend readily. The tape can be played back later with additional comments or can be used for individual review.

Using hypothesis as a vehicle of scientific inquiry requires teaching it first as a vocabulary word. Using hypothesis as a concept, the teacher can begin a lesson plan. Some hypotheses that children enjoy discussing are the following:

1. Personal cleanliness is a sign of intelligence.

Deductive logic goes from specific instances to a general rule. For example, if you know that all apples have cores, and the apple the teacher eats has a core, the next apple you eat also has a core. The teacher should have given you this information to test the hypothesis that all apples have cores. This is an example of deductive reasoning. It is used in scientific inquiry to test hypotheses. The teacher should request students to develop their own examples.
1. Light-skinned people are more sensitive to pain than dark-skinned people.

2. People of different races can safely give blood transfusions to each other.

3. Basic IQ throughout the world is distributed on an even basis.

4. Every society considers its own culture to be best.

5. Civilized people are happier than uncivilized people.

6. Language is man's most valuable invention.

7. Man is human because he can reason.

8. Early Man (from the Life magazine series) offers many hidden, unexplored hypotheses. The teacher should request three hypotheses of interest from each student and provide each student with a 3 x 5 card on which to write them. As the cards are ready, each student can tack his own card to a bulletin board in the room. After the teacher reads the cards and writes comments on them, the actual research is ready to begin.

9. Step Four: Class Evaluation

When the finished papers are turned in, the teacher should give to each student the paper of another student together with a research evaluation sheet. The teacher using this approach may want to have each paper evaluated by several students before collecting everything, filling out his own evaluation sheet, and finally returning everything to the owner. A sample research evaluation sheet is given as follows:

**Sample Research Evaluation Sheet**

<table>
<thead>
<tr>
<th>Name of author</th>
<th>Title of paper</th>
<th>Name of evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the title a true topic?</th>
<th>Is there an outline or table of contents?</th>
<th>Does the paper follow the outline?</th>
<th>Rate the overall form: Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comment on ways to improve the paper:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

10. **Step Five: Oral Presentation**

Each student reports to the class on his work. At the conclusion of each presentation, questions are solicited from the audience. This procedure teaches synthesis and gives the student practice in fielding questions and thinking on his feet.

Questions and thinking on this facet process student's efforts and gives the student practice in fielding each proposition. Questions are solicited from the audience. Each student reports to the class on his work. At the conclusion of each presentation, questions are solicited from the audience. This procedure teaches synthesis and gives the student practice in fielding questions and thinking on his feet.

Finding answers to these questions is not necessary; in some cases students are more backward than others. What is required is an understanding that these questions can help us understand the world and how it works. Communication of Research Hypotheses

A value-centered approach stresses the importance of applying communication of Research Hypotheses.
Applications of Research Skills

Chapter 3

Robert Frost once said that a good teacher is one who asks questions that he himself cannot answer. If the truth were admitted, the best source of unanswerable questions is often the student himself.

Student life is a foot race in which the child must run alone. All that the teacher can do is to point out the running gear and to encourage the child to use it. The teacher can do no more.

The Social Sciences

Applications of Research Skills

Techniques and Procedures

1. In the social sciences, it is important to know the terminology. How can the student show his or her knowledge of the terminology? How can the teacher assess the student's knowledge of it?

2. Analysis and Evaluation

What is the purpose of the study?

What was the purpose of the study?

What was the purpose of the study?

3. Divergent Production and Synthesis

What is a good definition of hunger?

What is hunger?

What is hunger?

4. Convergent Production

What is culture?

What is culture?

What is culture?

5. Immediate Use

What is a biological drive?

What is a biological drive?

What is a biological drive?

6. Delayed Use

What is a psychological drive?

What is a psychological drive?

What is a psychological drive?
Other items that might appear on the study sheets given to the students are as follows:

- Altitude?
- Number of seasons?
- What determines seasons?
- How many inches of rainfall?
- When is the rainy season?
- Type of terrain?
- Temperature?
- Animal life?
- Edible plants?
- Average height and weight of Indians?
- Color of skin?
- Characteristics of hair?
- Distinct facial characteristics?
- Physical trademarks in general?
- Population?
- Social groupings?
- Wars?
- Marriage customs?
- Leadership?
- Family units?
- Size of house?
- Materials from which houses are made?
- Furniture?
- Degree of cooperation practiced by these people?
- Use of materials found in their environment (plant fibers, clay, and so forth)?
- Tools?
- Weapons?
- Clothes?
- Decorations?
- Use of fire?
- Preparation of food?
- Means of transportation?
- Musical instruments?
- Language?
- Mythology?
- Government?
- Rhythm of activities?
- Agriculture?
- Hunting and fishing?
- Ownership of property?
- Preservation of foods?
- Taboos?
- Games and toys?
- Marriage and divorce?
- Health?
- Education?
- Religion?
- The reproduction of correct answers is, of course, an intellectual task of a lower level (convergent production) but it serves as a foundation for developing intellectual skills of a higher level.
The making of lesson plans is not within the scope of this publication; however, several ideas are presented as stimulus questions or discussion starters. The curriculum areas are not divided by subject matter because of overlap; generally, however, they are drawn primarily from the fields of psychology and sociology.

B. Problem: Can punctuation marks change along with language?

1. Gathering data
   a. An administration executive has invented a new mark of punctuation. It is called the interabang (or interobang). Its use is to terminate sentences that are half exclamation and half inquiry. Examples include: You don't say! and Who do you think you are?

2. Selected references

1. Problem: What makes us what we are?

D. Problem: Can a language such as English be suddenly replaced by a different language?

1. Gathering data

b. Almost 3,000 languages are in use in the world right now. Of the thirteen major languages, Chinese is spoken by 700 million, Russian by 130 million, and English by 250 million.

c. Several world languages have been proposed. Among these are Esperanto and Interlingua. Are the major countries of the world likely to discard their present languages “in the interest of world peace” and take up a new language?

d. What problems would be involved in such a change?

e. What advantages would there be to such a change?

2. Selected references


2. Selected references


G. Problem: Which came first, a written or spoken language?

1. Gathering data

b. Which form of language did you use first?

c. Do you know of anyone who first learned to write, then to speak?

d. Explain the expression “frozen words.”

e. Find an alphabet in an encyclopedia that shows the evolution of the alphabet from Phoenician to Greek to Latin. Explain how the changes took place.

2. Selected references


B. Problem: What makes us what we are?

1. Gathering data

a. Have you ever heard anyone say about someone else, “He has no personality."

answer: d. Which language makes you feel that you belong to a group, that you have something in common with other people?

c. How do you communicate with your group?

d. Is this mark of punctuation needed?

e. Is there a mark of punctuation that is really unnecessary?

d. Can the history of any of our punctuation marks be traced?

C. Problem: Will breaking the code of dolphin “language” help us to understand the evolution of our own language?

1. Gathering data

a. An animal that is raised in isolation normally develops sound patterns typical for his species. For example, dogs that have never heard another dog utter a sound of any kind still bark. The same is not true for the human animal. Some ancients believed that a human raised in isolation would speak perfect Hebrew because it was “man’s instinctive language.” But we know that if a human does not learn a language, he has none; the same is also true for dolphins.

b. Do you have a pet?

c. How does he communicate with you?

d. Would you call his communication a language? Explain your answer.

e. Has your dog ever said to you, “Hi, Mary. What are you going to give me for lunch today?”

2. Selected references

Phylogeny. A. Problem: What makes us what we are?

1. Gathering data

a. What is the difference between knowledge and intelligence?

b. Why are scientists trying to decode what a dolphin says?

c. Why would the advantage of being able to talk with a dolphin be to give me for lunch today?"
b. Is it possible for a person to have no personality? Why or why not?
c. Find the origin of the word "personality." It comes from the Latin word persona, which means mask. We falsely think that a normal person is always the same. Each of us is many people. We continually put on masks of different kinds. Compare the mask worn in the classroom with the one worn at lunch. What kind of mask is put on when a mother asks a child for help with the dishes?
d. What scale can be used to rate someone's personality?
e. Is it possible for a person to be 100 percent good or bad? Give reasons for your answer.
f. Can we rate personality by looking at the face of the person being rated?
g. What does an honest person look like?
h. What does a dishonest person look like?
i. How does an honest person act?
j. How does a dishonest person act?
k. Bring in pictures for the class to rate for honesty.

2. Selected references

C. Problem: Can personality be "read" by checking the location and size of bumps on a person's skull?

1. Gathering data
   a. Do you think that the brain is the center of human control?
   b. Do you think that different parts of the brain control different human functions?
   c. Do you think that an excess of brain in one area is likely to make an individual show an increased sensitivity to that function?
   d. Do you think that an excess of brain in one area is likely to make a bump in the skull?
   e. Can you find a phrenologist's "map" of the skull? Bring it to class.
   f. What has modern brain surgery proved or disproved about phrenology?
   g. Are there phrenologists around today?
   h. Why do you think some people go to phrenologists?
   i. Name some other "sciences" like phrenology.

2. Selected references

D. Problem: What price has man paid for standing on his hind legs?

1. Gathering data
   a. Man is the only quadruped that stands erect on the flat of his feet. (Gorillas stand erect only momentarily.)
   b. Man's backbone has become vertical. It bends forward in the neck, backwards in the thoracic region, forward in the lumbar region, and backwards in the sacrum.
   c. The spinal column is the first organ in man to age.
   d. What back, leg, and foot problems does man fall victim to?
   e. What are the advantages of walking on all fours?
   f. What would be the advantages of a man of walking on all fours?
   g. What does the brain do to counteract the increasing weight of the body? (The brain is surrounded by a fluid whose pressure is equal to the weight of the body.)
   h. What are the advantages of walking on all fours?

2. Selected references
Field-Study Method

Development of Creativity

Chapter 4

The social sciences offer a unique opportunity for developing creative approaches in interpersonal relationships. The field-study method, when used by students, has advantages as follows:

1. Places the student in a position of understanding other people's opinions
2. Develops sensitivity to other people's problems
3. Gives the student practice in communication skills
4. Trains the student in the art of inquiring
5. Exposes the student to nuances of meaning that will further his understanding of social behavior in general

Topics for Interviews

I. What are some good questions to ask around our school?

After making up a list of questions, the teacher should have the class members predict the number of yes and no answers they will get from polling 100 students. Then the class should be sent into the "field" to ask the questions. A specific number of interviews should be assigned to each student to keep the total around 100.

Do you think our percentages would be different if we polled 200 people? 300 people? 500 people? Would polling more people tend to make our figures more or less reliable?

How carefully must we choose the people we interview?

2. What do you think is the difference between observation and introspection? Which is more reliable? Can you think of a third method?

Do you think people ever lie to themselves? Why should anyone ever lie to himself? Is there danger in lying to oneself?

3. How would you compare instinct in man and in lower animals? If an animal is raised with humans, he remains an animal. If a human is raised with animals, is he an animal? Why?

If a child touches a hot stove, he will never touch a hot stove again. If a monkey touches a hot stove, he will never touch a hot stove again.

4. Some psychologists think that the human animal may enjoy torturing himself to a slight extent. What do you think? How amusing are amusement parks?

Alcoholic beverages may give the user a hangover. Do you think some people drink to get a hangover?

Do you think that bad-tasting medicine is more popular than good-tasting medicine? If an antiseptic "burns," is it really doing its job?

5. There is nothing good or bad; thinking makes it so.

What do you think this statement means? Is nothing really good or bad?

Should there be censorship? If so, who will be the censor? What sort of thing will we censor? Why?

Topics for the Classroom

In the opening section of this publication, a definition of social sciences was given: "Social sciences are those sciences concerned with the detailed, systematic, and theoretical study of human behavior." The disciplines that give major emphasis to the study of humanity are psychology (concerned with the individual); sociology (concerned with the grouping of humanity); and ethnology (concerned with the development and the institutional study of human behavior). The topics suggested in this section are only a few of many that can be used by the teacher to initiate gifted students into the broad coverage of psychology, sociology, and ethnology. These topics are as follows:

1. How many ages do you have?

Ages are almost always given chronologically. The teacher should explain that persons have many ages. Chronological age is probably the least important of all.

2. Is there any way in which you can tell if your body is developing normally? How many children have certain symptoms of underdeveloped or overdeveloped individuals?

3. How would you compare yourself to a human being? What do you think is the difference between your body and a human being?

4. What is a good experiment to prove whether or not you are a human being? If you were a monkey, what would you do?

5. Is daydreaming a form of lying to oneself? Is daydreaming a form of lying to oneself? Is daydreaming a form of lying to oneself?
1. If you were put in charge of training men or animals, would you prefer to use reward or punishment? Could you use them in combination? If you did use them in combination, which would you start with?

2. Does society use reward or punishment more often? Bring to class three pages of a newspaper. Mark examples of reward and punishment.

3. If a policeman stops your father's car, is he more likely to apply reward or punishment? Why? What is the policeman's job?

4. What should you do if you think the policeman has treated you unjustly?

5. How would our lives be different if there were no policemen?

6. What make a law unjust? Can you think of an example of an unjust law?

7. Should an unjust law be obeyed?

8. What is justice?

9. If these classifications exist, is it possible to move from one class to another if so, how?

10. What is education in a Primitive tribe?

11. What is the school as a city compared with a primitive tribe?

12. Can you make a distinction between "upper class" and "lower class" in a society?

13. Can yearly income be a criterion? Can attitude toward society be a criterion? Can the type of work done by the head of the household be a criterion?

14. If these classifications exist, is it possible to move from one class to another if so, how?

15. If you were put in charge of training men or animals, would you prefer to use reward or punishment? If you did use them in combination, which would you start with?

16. Does society use reward or punishment more often? Bring to class three pages of a newspaper. Mark examples of reward and punishment.

17. If a policeman stops your father's car, is he more likely to apply reward or punishment? Why? What is the policeman's job?

18. What should you do if you think the policeman has treated you unjustly?

19. How would our lives be different if there were no policemen?

20. What make a law unjust? Can you think of an example of an unjust law?

21. Should an unjust law be obeyed?

22. What is justice?

23. If these classifications exist, is it possible to move from one class to another if so, how?

24. What is the school as a city compared with a primitive tribe?
10. How are decisions made in primitive or tribal societies?

Who enforces decisions?
What types of punishment are used for transgressors?
What types of rewards are given to those who do not transgress?

Do you think capital punishment is civilized? Why or why not?

11. Are we born with inbred pugnacity?
If pugnacity is not inbred, how can we survive in a competitive world?
If pugnacity is inbred, does this mean that war is inevitable?

12. An ancient philosopher said that luxury causes war. Do you agree?
What is luxury?
Is your father's car a luxury?
Do civilized countries fight more wars than do uncivilized countries? Why or why not?

13. Most sociologists say that man has always lived in groups. Do you agree with this statement?
What reasons does man have for living in groups?
C. In nature, as an enemy, be resisted better by groups of men than by a man alone?
What disadvantages are there to living in groups?
What do you think the first groups consisted of?
Compare groups in primitive societies with our own.
What groups do we have within our own society?

14. It has been said that of all the animals in the world, man is the only one who can change his environment to suit himself, and yet he is the only maladjusted animal. Do you believe this statement to be true? Give reasons for your answer.
Name some ways in which man has changed his environment.
When man changes his environment, does he always do it for the better?
What environmental changes have been for the better? For the worse?
If certain animals could change their environments, what would be the advantages and disadvantages of man's taking over control of the weather?
If man could take over control of the weather, what would he do if he was Jewish?

15. Petrified ant hills show that millions of years ago ants acted precisely as they do now. Over the years, however, man has continually changed his behavior. Can you give reasons why the above statement is true? Do you think man will continue to change in the future? How?
Do you think man will continue to change in the future?
Can you give reasons why the above statement is true?
Continuously changed his behavior.
People can still show how million of years ago and since

16. What kinds of things affect society?
What do you call a change of behavior?
What kinds of things can make animals change their behavior?
Do you think ants will change? If so, how?

17. Man has great need for security, but he also has need for adventure. What kinds of things does society affect?
What makes you change your behavior?
What kinds of things can make animals change their behavior?
Do you think ants will change? If so, how?
What did he mean?

Einstein spent the last years of his life in the United States. Would you say he was German or American?

Make a list of people who were born elsewhere but came to the United States. List their accomplishments.

Can you find the names of Americans who left this country to take up citizenship elsewhere? What reasons did they give for leaving?

Why do so many persons come to this country but so few leave?

Write the name of a country in which you would like to take up residence. Then study about that country.

The meeting of the Indian and the white man is often regarded as one of the great tragedies of history because no two races have understood each other less.

Do you think the Indian or white man was right? (Debate.) Does a superior culture have the right to destroy an inferior culture?

Was the Indian culture inferior?

What reasons did the white man have for coming here?

How has Indian culture affected our own culture?

Contrast the treatment of Indians in the United States with the treatment of those in Mexico.

What has happened to the Indians of Japan?

Recently, natives on a Pacific island raised money to buy our President from us. These natives remembered that during World War II American soldiers had arrived with thousands of tons of supplies. The islanders thought that buying our President would bring them more supplies.

Do you think that the islanders would give our President god-like status?

Do you think that you could diplomatically explain to the natives why they may not purchase our President? Give some reasons.

Discuss the "great man theory." Does history make great men or do great men make history?

Would Washington and Lincoln fulfill their roles in history if they were living today?

Or, if the political situation today did not call upon their special talents, would they lead quiet lives like the majority of the rest of us and never be heard from?

Do you agree with the historian who said that if Hitler were alive today in a nation that has the hydrogen bomb, the world would be destroyed?

How can poor communication endanger relations between different groups of people?

The Boxer Rebellion began when foreigners in China built towers, not realizing that the Chinese believed that the spirits of the dead flew low. The towers, they reasoned, would interfere with the flight of the spirits.

The Maori cut down a flagpole flying the union jack. The British felt this action to be justification for war, not realizing that it was Maori custom to cut down a pole during a dispute. This action simply meant that the Maori were ready to discuss the problem. The British couldn't understand why the Maori would provoke them by cutting down their flag. The Maori couldn't understand why the British would attack them when they showed no threaten by cutting down their flags.

Do you think the Indian or white man was right? (Debate.)

Do you think that the islanders would give our President god-like status?

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Discuss the "great man theory." Does history make great men or do great men make history?

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Do you agree with the historian who said that if Hitler were alive today in a nation that has the hydrogen bomb, the world would be destroyed?

How can poor communication endanger relations between different groups of people?
There will be no incurable diseases. The working week will consist of four six-hour days.

How many of these predictions would you say have come completely true? Partially true? Would you say that the most important predictions have come true?

In some cases, how much have we progressed past the prediction, such as in the case of airplane speed?

Do you think that epidemics will ever be eradicated?

When classes were asked to predict how life would be by the year 2000, they assembled the following predictions:

- Cars will be powered by electricity.
- Boston through Washington, D.C. will be one city, as will San Francisco through San Diego.
- Cities and farms will be located beneath the sea.
- Watches will be nothing more than miniature television receivers.
- Television will be three-dimensional and will cover the entire front wall of a room.
- Weather will be controlled, and certain cities will be completely enclosed by plastic domes.
- Many of the present deserts will be productive farm areas.
- Transplants of human, animal, and artificial organs will keep people alive until they just "wear out."
- A pill to make people smarter will be widely used.
- A cup of coffee will cost 50 cents.
- The average work week will consist of 22 hours, the average vacation will be 26 weeks, and the average retirement age will be 38.
- Students will be taught at home by telephone, television, and computer.
- With six billion people on earth, we will be eating foods that most of us would not consider edible today; i.e., seaweed, algae, and so forth.

How many of these predictions do you think are likely to come true?
The large number of topics in this chapter is presented so that teachers may have a wide selection of topics likely to stimulate creativity, analysis, and evaluation. The topics may be used for reporting, newspaper articles, debates, and plays.

Selected References


* **Brown, L.** *This Believing World: A Simple Account of the Great Religions of Mankind*. New York: Macmillan Company, 1944. A popular work on comparative religion. Traces the growth of religious faith from earliest times to the rise and spread of the great religions. Covers a vast and 13 common fallacies to which all are prone, together with their use as propaganda techniques.

* **Chase, S.** *Guide to Straight Thinking*. New York: Harper & Row Publishers, Inc., 1956. Explains the principles of logic and describes the 13 common fallacies to which all are prone, together with their use as propaganda techniques. Chase believes that straight thinking calls for "common sense, lining up the facts, and figuring out what they mean and how best to react.""
The image appears to be a page from a printed document, containing paragraphs of text and some headings. However, the text is not clearly legible due to the image quality. It seems to be discussing various topics, possibly in the context of literature and philosophy, with references to different books and authors. Without clearer visibility, it's challenging to provide a precise transcription of the content.


