The description provides information on the elementary social studies one-year program designed for use as the basis of curriculum or as a supplement to an existing program. A long term goal is for students to develop democratic human relations. Terminal objectives include affective and cognitive developments, helping students to understand the governing process, develop positive self concepts, reduce stereotypic thinking, acknowledge differences among people, and participate in the learning process. Although the political science concept of the "governing process" forms the lesson core, an interdisciplinary approach is pursued involving concepts of psychology, sociology, anthropology, history, science, and language arts. Teaching strategies emphasize inductive methods that involve students in the learning process through the discussion method. Students, actively involved in learning activities which stress racial and social problems, take part in roleplaying activities, games and simulations, films, and student reports. Brief information is also included on organization of content, description of program materials, a typical lesson, student testing and evaluation, implementation and costs of the projects, and program development and evaluation. (SJM)
INTERGROUP RELATIONS CURRICULUM

Program Report

Margaret Bye

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Berkeley, California
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INTRODUCTION

A mother, father, and daughter are seated at the dinner table. The son hurries in, out o

Father: You're late for dinner! What happened?
Son: My bike broke down and I had to walk home from the football field.
Father: This has happened once too often! Go to your room without dinner!
Son: But, Dad, my bike ... (he leaves the room).
Mother: Perhaps Junior needs a new bike.
Father: Well, we'll see.

This family scene is actually a class of third graders in Winchester, Mass., engaged in a situation from the Intergroup Relations Curriculum. Acting out this family vignette, children "the governing process" operates in their homes: the role of the ruler, the role of the ruled, influencing the ruler.

A fifth grade activity on protest demonstrations shows a class becoming aware of its own teacher shows the class a large photograph of a peace demonstration. Many of those pictured had long hair. The teacher opens discussion about the picture noncommittally.

"Who is this a picture of?"
"Communists."
"Why do you think the people in the picture are Communists?"
"Because they have beards."
"What are the people in the picture doing?"
"They are demonstrating, marching."
"What for?"
"Peace."
"Why?"
"Because of the war in Vietnam. They think we should stop fighting."
"Whose decision was it that we get involved in the war in the first place?"
"The government."
"Okay. So what would you say these people are trying to do?"
"Change a policy."
INTRODUCTION

Daughter are seated at the dinner table. The son hurries in, out of breath.  

"Oh dinner! What happened?"

"Mom and I had to walk home from the football field."

"Don't need once too often! Go to your room without dinner!"

"... (he leaves the room)."

"He needs a new bike."

Actually a class of third graders in Winchester, Mass., engaged in a role-playing p Relations Curriculum. Acting out this family vignette, children are analyzing how states in their homes: the role of the ruler, the role of the ruled, and the ways of

on protest demonstrations shows a class becoming aware of its own stereotypes. The large photograph of a peace demonstration. Many of those pictured have beards and s discussion about the picture noncommittally.

"Who are people in the picture are Communists?"

"Yes."

"What the picture doing?"

"Marching."

"Vietnam. They think we should stop fighting."

"What we get involved in the war in the first place?"

"What you say these people are trying to do?"
"Do you think a demonstration is a good way of trying to affect government policy?

An open discussion follows in which opinions are voiced freely. The teacher does not make a stated generalization about Communists, but weakens it through his questions. As other imagined--in support of changing a school policy or a civil rights issue--the students consider democracy. The class is led to realize that perhaps Communists take part in demonstrations. The label of Communists for all demonstrators cannot hold up in light of numerous examples.

The curriculum developers believe that frank, outspoken participation in the class will help students learn better, prepares him for active citizenship, and reduces his prejudicial thinking.
demonstration is a good way of trying to affect government policies?"

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about Communists, but weakens it through his questions. As other demonstrations are
of changing a school policy or a civil rights issue--the students see them as an aspect of
is led to realize that perhaps Communists take part in demonstrations, but the overall
or all demonstrators cannot hold up in light of numerous examples.

developers believe that frank, outspoken participation in the classroom helps the student
es him for active citizenship, and reduces his prejudicial thinking and behavior.
BASIC INFORMATION

Program Name:
Intergroup Relations Curriculum

Format:
Book for teachers containing a series of "governing process" questions for the curriculum; 20 lesson topics and several suggested activities for each level; and two complete teaching units.

Uniqueness:
Students participate in activities and discussions concerning their feelings "different" to reduce prejudicial and stereotypic thinking. Political science for democratic group interaction.

Content:
Government; psychology of self-awareness, self-acceptance; sociological and behavior; history.

Suggested Use:
Complete one year program in social studies or supplementary units to be used.

Target Audience:
Students of all abilities, grades 1-6.

Length of Use:
Twenty minutes in grade one to fifty minutes in grade six, three or four times.

Aids for Teachers:
Instructions for use of curriculum in Vol. II of The Intergroup Relations Curriculum (II) which comprise a teacher's manual; inservice seminar program available to teachers.

Availability:
Teacher's manual available; classroom kit projected for fall 1971.
BASIC INFORMATION

Relations Curriculum

Teachers containing a series of "governing process" questions for the teacher to use in introducing the curriculum; 20 lesson topics and several suggested activities for each (to be adapted for any grade level). Two complete teaching units.

Participate in activities and discussions concerning their feelings toward those who are different from themselves, to reduce prejudicial and stereotypic thinking. Political science theory taught as foundation for democratic group interaction.

Psychology of self-awareness, self-acceptance; sociological and cultural problems; group interaction.

A year program in social studies or supplementary units to be used throughout the school year.

For all abilities, grades 1-6.

Sessions in grade one to fifty minutes in grade 6, three or four times a week for one year.


Annual available; classroom kit projected for fall 1971.
Director/Developer:
John S. Gibson/Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Mass. 02155.

Publisher:
Same as developer.

Information in this Report current as of July 1971.
| 1. Goals and Objectives                      | 1.1 Long-range goals | 1.2 Terminal objectives | 1.3 Detailed objectives |
| 2. Content and Materials                    | 2.1 Content focus    | 2.2 Content and organization of the subdivisions | 2.3 Materials provided | 2.4 Materials not provided |
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1. GOALS AND OBJECTIVES

The developers' goals are discussed here in three sections: "long-students' lives after they have completed the program; "terminal objectivethe time they complete the program; and "detailed objectives," which shothe program's learning activities.

1.1 Long-range goals.

The major goal of the Intergroup Relations Curriculum program is fo"relations"-to interact among people in a manner which reflects respect avoids prejudicial thinking and discriminatory behavior. In the words o... the future of the democratic civic culture in the United upon relations and interactions among American citizens based and human dignity. If the abrasive and often violent nature o and among people from different groups continues, then the very civic culture eventually will be torn to shreds. Although many endeavors in our society have sought to advance democratic hum our greatest national problem, prejudice and discrimination, co is imperative, therefore, that we do everything possible to so [through the process of education] . . . [and to orient studen... and democratic living and human relations in a racially and cu society and world.1

1.2 Terminal objectives.

The specific objectives of the Intergroup Relations Curriculum prog (a) cognitive skills; (b) attitudes and values; and (c) the process of di

Cognitive skills. Students should learn to understand the "governin principles of how people are governed--who does the ruling, what rulers a selves) can influence the ruling persons. Students should also acquire a and present, including the contributions by people from a wide variety of
1. GOALS AND OBJECTIVES

Opers' goals are discussed here in three sections: "long-range goals" which related to the es after they have completed the program; "terminal objectives," that students should achieve by complete the program; and "detailed objectives," which should be achieved from studying each of learning activities.

ge goals.

e goal of the Intergroup Relations Curriculum program is for students to develop "democratic human interact among people in a manner which reflects respect for human dignity and worth and which cial thinking and discriminatory behavior. In the words of the developers:

the future of the democratic civic culture in the United States must rest relations and interactions among American citizens based upon mutual respect human dignity. If the abrasive and often violent nature of relations between among people from different groups continues, then the very fabric of our culture eventually will be torn to shreds. Although many programs and favors in our society have sought to advance democratic human relations... greatest national problem, prejudice and discrimination, continues. It imperative, therefore, that we do everything possible to solve this problem through the process of education...[and to orient students toward] effective democratic living and human relations in a racially and culturally diverse ety and world.1

jectives.

ic objectives of the Intergroup Relations Curriculum program can be divided into three groups: skills; (b) attitudes and values; and (c) the process of discovery and inquiry.

skills. Students should learn to understand the "governing process"; that is, to understand the now people are governed--who does the ruling, what rulers are, and how people (including themfluence the living persons. Students should also acquire a realistic understanding of the past including the contributions by people from a wide variety of groupings and nations to the
development of America.

*Attitudes and values.* Students should develop a "positive self-concept," reduce prejudicial thinking, and realize that there are many differences among people within The process of discovery and inquiry. The developers believe that the students' mental and group relationships should grow out of real experiences in the classroom. Such practice for adult citizenship.

1.3 Detailed objectives.

The objectives for each learning activity are listed at the beginning of each lesson in *The Intergroup Relations Curriculum, Vol. II.* For example, the objectives for Lesson #18 on Poverty are:

To help the children to achieve some perspective about the value of money by calculating the income needed to support a family.

To create empathy for the poor by helping the children to understand what a life is like and discover for themselves the obstacles which prevent a family from overcoming a condition of poverty.
Students should develop a "positive self-concept," reduce their stereotypic and realize that there are many differences among people within groupings.

The developers believe that the students' understanding of governships should grow out of real experiences in the classroom. Such experiences give him
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en to achieve some perspective about the value of money by calculating the
port a family.

For the poor by helping the children to understand what a life of poverty or for themselves the obstacles which prevent a family from overcoming its
2. CONTENT AND MATERIALS

2.1 Content focus.

The developers of the Intergroup Relations Curriculum have drawn most heavily upon political science, and in particular, the concept of the "governing process" from that field. They believe that concepts such as participation, protest, influence, political interest group pressure, and public control of education tie the fundamentals of political science for improving man's relations with man. "Political science has much to offer in any course in intergroup relations, and it has been our concern to draw upon this discipline for the discussion about the fundamental issues of this field."

Other disciplines are also woven into the curriculum--psychology (in discussion of concepts), sociology and anthropology (in discussion of ideals, realities, and myths), history of past and present of any group), science (in discussion of the role of melanin in detail of the lens of a camera functioning like the human body), and language arts (in discussion of words describing how individuals feel and what they are).

2.2 Content and organization of the subdivisions.

The curriculum is organized around the "governing process" concept from the field of political science. The governing process involves (a) the people, or the governed, (b) the governing officials, (c) the legislative process, (d) the structure of government, and (e) decision-making policy. Closely related ideas are the concepts of (a) similarities (universal and group); (b) differences (group); (c) interactions (conflictive, competitive and cooperative); (d) ideals, myths, and realities of life and society to the ideals of the democratic doctrine); and (e) the "here and now" of the past to those of the present. These ideas (or "methodological tools" as they are often called) can be used to explain why the governing process operates differently in different places.

The material in the curriculum consists of three major components: 100 "governing process" Learning Activities (some of which are divided into daily lessons); and two complete in-depth Learning Activities and governing process questions can be adapted to suit any grade level designed for use in an intermediate level course in United States history and are sufficient...
2. CONTENT AND MATERIALS

of the Intergroup Relations Curriculum have drawn most heavily upon the discipline of and in particular, the concept of the "governing process" from that field [See 2.2]. The that concepts such as participation, protest, influence, political power, national policy, sure, and public control of education tie the fundamentals of political science to measures relations with man. "Political science has much to offer in any curricular program in ns, and it has been our concern to draw upon this discipline for the teaching and learning al issues of this field."2

ies are also woven into the curriculum--psychology (in discussion of individuals and self- and anthropology (in discussion of ideals, realities, and myths), history (in the discussion of any group), science (in discussion of the role of melanin in determining skin color, and mera functioning like the human body), and language arts (in discussion of roots of words and how individuals feel and what they are).

rganization of the subdivisions.

is organized around the "governing process" concept from the field of political science. The involves (a) the people, or the governed, (b) the governing officials, (c) the political pro- ture of government, and (e) decision-making policy. Closely related to the governing process of (a) similarities (universal and group); (b) differences (groups and individuals); (c) tive, competitive and cooperative); (d) ideals, myths, and realities (which relates realities to the ideals of the democratic doctrine), and (e) the "here and now" (which relates issues e of the present). These ideas (or "methodological tools" as they are called by the devel- o explain why the governing process operates differently in different groups, times, and

the curriculum consists of three major components: 100 "governing process" questions; 20 (some of which are divided into daily lessons); and two complete instructional units. The and governing process questions can be adapted to suit any grade level, 1-6. The units are an intermediate level course in United States history and are sufficiently flexible for use
in the fourth through sixth grades.

The governing process questions are provided to launch the curriculum. The students formulate in their own words some basic ideas about how people are governed in the home, school, city, state, and nation? How can people influence governing processes? Although he does not label them as such, the elementary school student is beginning to recognize six components of the governing process in his everyday life: He knows he is part of a society that although there are rulers and ways of influencing them. Study of government thus starts with a question about his own life.

The questions begin with governing in that societal institution with which the student is most familiar: the home. The teacher asks, introducing the idea of a ruler: "What was the first sound you heard in the morning? Who told you to get up? What are some rules in your house? Are you governed at home?" The governing process questions proceed to the family, neighborhood, school, city, state, and nation.

Although this part of the curriculum emphasizes the process of government in the home, it also serves as an entree to discussions about sameness and difference, interactions, and so forth. For example, the teacher introduces discussion about the government of a city through questions such as: "What is the mayor's role in the city? Who do you think the people need a ruler? What would happen if a mayor were absent?" The teacher then asks the class: "In what ways are all the people in a city the same? What are some ways in which people get together?" Emphasis throughout is placed upon helping the students recognize the role of the individual person in many kinds of societal institutions.

Short paragraphs called "interchanges" are placed at intervals in the sequence of questions for the convenience of the teacher. They explain what the governing process involves, at what grade levels, and how the teacher might further discussions at different grade levels, and what might be done to introduce a certain point. For instance, after discussing sameness and difference, the teacher might turn to the Learning Activity, "Sameness and Difference," and discuss the city.

The bulk of the curriculum consists of Learning Activities, which stress reading, writing, and critical thinking. They are designed to help students to give thoughtful consideration to the roles of me, we, he, she, and they and to develop an understanding of these roles in the United States.
questions are provided to launch the curriculum. The teacher can use them to help
own words some basic ideas about how people are governed: Who makes the rules in
and nation? How can people influence governing officials? The developers believe
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ing process in his everyday life: He knows he is governed and regulated; he knows
influencing them. Study of government thus starts with the student's thinking
h governing in that societal institution with which the child is most familiar, the
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hool, city, state, and nation.
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ssions about sameness and difference, interactions, ideals, and realities. For
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the people need a ruler? What would happen if a mayor wouldn't let an election
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Learning Activity, "Sameness and Difference," and then return to discussing the
ulum consists of Learning Activities, which stress racial and social problems in the
igned to help students to give thoughtful consideration to all kinds of relationships
nd they and to develop an understanding of these relationships. While
advancing student pride in me and we, the lessons aim to convey the knowledge and student that the behavior of a he or they is often misjudged because it is stere
Learning Activities are as follows: (1) "Sameness and Difference" helps children among people as well as differences (hair, skin, and eye color for example). (2) lates the children to begin distinguishing between things people do, what they ar have. (3) "Groups" points out the basic similarities of people yet the differen cans" develops an awareness of what it means to be an American and how one become Activities deal with the concepts of self ("Who Am I"), perception of self and other discrimination and poverty.

The two instructional units deal with two aspects of U.S. history--American Independence. The first tells about family structure, values, child rearing, standards of four Indian tribes--Zuni, Kwakiutl, Iroquois and Dakota--to point out that all not alike. It is intended that the singular, stereotyped picture of the American unit entitled "The Declaration of Independence," children study the causes that led to independence, read a paraphrase of the Declaration, discuss the meaning of the De compare life during the time of the Declaration of Independence with that of today states then and now, the nationalities of the people in this country then and now, then and now. It is pointed out that our government still in reality does not gi in the Declaration of Independence.

The developers state that the teacher should begin the curriculum with the gl each grade level. Even though it is repetitious to start the curriculum each year, the developers say that the composition of class members at each grade level is so and even if it is repetitious they believe it is a process which students enjoy di one that relates to the realities of everyday life. After introducing the curricul questions in the home, the teacher can proceed in one of two ways. He can contin process questions in sequence with the class, then introduce the Learning Activity do not have to be taught sequentially), and end with the instructional units. Or, the governing process questions and interweave appropriate Learning Activities and cussing the governing process questions on the nation, the class might get into an American. At this point, the Learning Activity on Americans might be intro American Indians. However, it would take an experienced teacher to be able to in the curriculum successfully. Participation in the inservice seminar program [See if not essential.
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and poverty.

Instructional units deal with two aspects of U.S. history--American Indians and the Declaration of
The first tells about family structure, values, child rearing, status and political organization in tribes--Zuni, Kwakiutl, Iroquois and Dakota--to point out that all American Indian tribes were
intended that the singular, stereotyped picture of the American Indian will be erased. In the "The Declaration of Independence," children study the causes that led to the colonists' desire for
read a paraphrase of the Declaration, discuss the meaning of the Declaration of Independence, and
uring the time of the Declaration of Independence with that of today. They discuss the number of
and now, the nationalities of the people in this country then and now, and characteristics of rulers.
It is pointed out that our government still in reality does not give all men the ideals set forth in
Theopants state that the teacher should begin the curriculum with the governing process questions at
p. Even though it is repetitious to start the curriculum each year with governing in the home, say that the composition of class members at each grade level is somewhat different each year
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ses to the realities of everyday life. After introducing the curriculum with the governing process
the home, the teacher can proceed in one of two ways. He can continue to discuss the governing
ons in sequence with the class, then introduce the Learning Activities (they are numbered 1-20 but
be taught sequentially), and end with the instructional units. Or, the teacher can begin with
process questions and interweave appropriate Learning Activities and units. For instance, in dis-
verning process questions on the nation, the class might get into a discussion of Americans and who
. At this point, the Learning Activity on Americans might be introduced as well as the unit on
ns. However, it would take an experienced teacher to be able to interweave the various parts of
successfully. Participation in the inservice seminar program [See 4.3] would seem to be valua
5
2.3 Materials provided.

Student materials. No printed materials are provided for pupils. However, the current Green Book II contains photographs, stories, plays, diagrams, and exercise sheets which are distributed to each student. A large set of photographs for use in the classroom is available at a cost of $25.00.

Materials to supplement the Learning Activity on photography will include a camera, developing film, and a classroom kit containing prototypes of objects which students can manipulate. A large set of photographs for use in the classroom is available at a cost of $25.00.

Teacher materials. The teacher's curriculum guide is contained in Green Book II (Vol. 3). This publication contains mainly background materials on the program--an introduction to the critiques, and recommendations concerning intergroup relations in the U.S., the history of the program, and implementation and evaluation of the curriculum. Green Book II contains the theoretical framework of the curriculum materials. Suggestions are presented for process questions to introduce the curriculum. The process questions are numbered from 1 to 2. The left-hand column presents questions which the teacher is to ask the class; the right-hand column lists actual student responses based on four years of experience in teaching the curriculum, for example:

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<th>TEACHER</th>
<th>USUAL STUDENT RESPONSE</th>
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<tr>
<td>85. What do the officials in government do?</td>
<td>Give orders; make laws or enforce laws.</td>
</tr>
<tr>
<td>86. Give some examples.</td>
<td>Fight or get out of Vietnam crisis areas; pay taxes; citizens; obey laws; etc.</td>
</tr>
</tbody>
</table>

The "interchanges" [See 2.2] placed at intervals throughout the governing process question for sequencing additional activities, and directions in which the teacher might lead the discussion. For example, after a list of questions dealing with governing in the home, Interchange 1 reads...
No printed materials are provided for pupils. However, the curriculum as set forth in photographs, stories, plays, diagrams, and exercise sheets which can be reproduced and lent. A large set of photographs for use in the classroom is available from the development of the Learning Activity on photography will include a camera, film, and materials for classroom kit containing prototypes of objects which students can make themselves. These will be tabled by Fall 1971.

The teacher's curriculum guide is contained in *Green Book II* (Volume I of the same series) and contains background materials on the program—an introduction to the curriculum, propositions, questions concerning intergroup relations in the U.S., the history of the development of the curriculum and evaluation of the curriculum.) *Green Book II* contains the developers' statement of work of the curriculum materials. Suggestions are presented for using the governing process to produce the curriculum. The process questions are numbered from 1-100 and presented in the book. Each column presents questions which the teacher is to ask the class. The right-hand column presents responses based on four years of experience in teaching the curriculum. For example, the process questions are numbered from 1-100 and presented in the book. Each column presents questions which the teacher is to ask the class. The right-hand column presents responses based on four years of experience in teaching the curriculum. For example, the process questions are numbered from 1-100 and presented in the book. Each column presents questions which the teacher is to ask the class. The right-hand column presents responses based on four years of experience in teaching the curriculum.

### TEACHER

**What do the officials in government do?**

Give orders; make laws or policies; enforce laws.

**Give some examples.**

Fight or get out of Vietnam or other crisis areas; pay taxes; be good citizens; obey laws; etc.

[See 2.2] placed at intervals throughout the governing process questions are suggestions for activities, and directions in which the teacher might lead the discussion. For questions dealing with governing in the home, Interchange 1 reads:
Questions 1-10 can be used from grades 3 through 6, and teachers of grades K through 2 can decide how to develop this sequence for their students. It has been our experience that kindergarten, first grade, and second grade students can respond well and discuss these questions, although their writing abilities will be limited. At this point, teachers can take students into the methodological tools relating to the home, family, school, and neighborhood... Or if the teacher prefers to delay getting into the Learning Activities and units at this stage, he or she may take students into the following questions. [Green Book II, p. 48].

The Learning Activities are numbered and presented in an outline which starts with the learning objectives, materials needed, and the activities. Questions to ask the class, along with diagrams to be written in a left-hand column. Possible teaching procedures, reasons for asking the questions, children have given in the past are presented in the right-hand column. For instance, "Discrimination," one of the questions the teacher might ask the class is: "Are all people alike, how are they different?" The right-hand column reads: "Classes which discuss discrimination volunteered that cities had colored sections and slums as well as wealthy sections. Children from urban areas should also be able to discuss a city's different areas. They can tell about the differences." Additional exercises which the teacher might use are also presented at the end of some of the Learning Activities.

Green Book II also contains the two complete instructional units on the American Revolution. The units include learning objectives, materials needed, and activities. Green Book II contains (a) 20 photographs depicting people of different races; (b) stories and plays; (c) diagrams and exercise sheets which can be reproduced; (d) bibliographies of both children's and teachers' books on American minority groups and the Declaration of Independence; (e) a list of instructional resources; and (f) grade levels the Learning Activities and units might be taught and interwoven with questions.

2.4 Materials not provided.

Although materials are provided in Green Book II to be reproduced for the students, it is suggested that each student develop his own notebook--his collection of pictures, diagrams, and visual material [See 3.1]. The school must supply the paper, pencils, crayons, etc...
1-10 can be used from grades 3 through 6, and teachers of grades 2 can decide how to develop this sequence for their students. It is our experience that kindergarten, first grade, and second grade students respond well and discuss these questions, although their writing will be limited. At this point, teachers can take students into social studies relating to the home, family, school, and neighborhood. If the teacher prefers to delay getting into the Learning Activities at this stage, he or she may take students into the following Green Book II, p. 48.

The activities are numbered and presented in an outline which starts with a list of the objectives needed. Questions to ask the class, along with diagrams to be written on the board are listed there. Possible teaching procedures, reasons for asking the questions, and answers which have been presented in the right-hand column. For instance, in Lesson Activity 17, one of the questions the teacher might ask the class is: "Are all neighborhoods the same? If different?" The right-hand column reads: "Classes which discussed this topic readily had colored sections and slums as well as wealthy sections, and rural or suburban in urban areas should also be able to discuss a city's different ethnic sections. Encourage discussion of differences." Additional exercises which the teacher might want to pursue are listed at the end of the Learning Activities.

The book also contains the two complete instructional units on the American Indians and the Declaration of Independence. These units include learning objectives, materials needed, and activities for students. In addition, the book contains (a) 20 photographs depicting people of different races engaged in various activities; (c) diagrams and exercise sheets which can be reproduced for use in the classroom; (d) children's and teachers' books on American minority groups, poverty, American Indians, of Independence; (e) a list of instructional resources; and (f) a chart indicating at what Learning Activities and units might be taught and interwoven with the governing process provided.

The fully reproducible materials are provided in Green Book II to be reproduced for the student [See 2.3], the developers of Children's and Teachers' Books. The school must supply the paper, pencils, crayons, etc. necessary for such a
project. Some Learning Activities call for clippings from newspapers and magazines, photos, money, etc., which the students or teacher would have to supply. *Green Book II* also suggests several films, filmstrips, books, and records which are not provided by the developers.
Activities call for clippings from newspapers and magazines, photographs, maps, play
scripts, books, and records which are not provided by the developers. *Green Book II* also suggests the use of
clippings, books, and records which are not provided by the developers.
3. CLASSROOM ACTION

3.1 Teaching/learning strategy.

The Intergroup Relations Curriculum calls for inductive teaching and for students in role playing, discovery, inquiry, game playing, and other classroom activities that discovery and inquiry, rather than exhortation, are fundamental to acquiring basic elements of relations among many different kinds of people. The process involves the teacher asking leading questions. The teacher is the answer to the question, but to ask further questions to lead them to the central theme. [See 3.2]

Since the student's ability to accept differences in others is dependent on himself, the teacher must establish a classroom atmosphere in which feelings are discussed with respect for everyone's ideas and experiences. The student is actually experiencing a democratic interchange and thus practicing the rudiments of representative democracy.

Generally, the teacher introduces the Lesson Activities in one of three ways: (a) "What is a group?" and "Who are the members of your family?" to stimulate discussion; (b) by confronting the class directly with examples of the concepts presented; (c) through role-playing situations to enable students to explore the concepts further. Questions, class discussions, and additional audiovisual material expand upon the concept. Although lesson plans are offered in detail, the developers intend for the teacher to use the specific questions to suggest possibilities to the teacher, not to provide a blueprint for the governing process questions and Learning Activities are presented in Green's notes for the teacher to ask the class. An inexperienced teacher is advised to refer to the specific questions to build his own lessons.

Teacher's role. In the classroom, the teacher (a) asks questions, (b) in class discussions, (c) reads stories, shows audiovisual material, and (d) encourages students to organize for themselves. The teacher must foster an atmosphere which encourages students.
3. CLASSROOM ACTION

The Group Relations Curriculum calls for inductive teaching and for very active participation of role playing, discovery, inquiry, game playing, and other classroom activities. The developers state that discovery and inquiry, rather than exhortation, are fundamental to acquiring an ability to sort out the relations among many different kinds of people. The process of discovery and inquiry, as used in the classroom, involves the teacher asking leading questions. The teacher is instructed not to tell the class the answers to the questions, but to ask further questions to lead them to the point he is trying to make. Time is spent on the discussion of the students' ideas, but the teacher always brings the discussion back to the lesson plan. [See 3.2]

A student's ability to accept differences in others is dependent on his feeling of being accepted and respected by the teacher. The developers believe that students learn by participating actively in classroom discussion about sameness and differences rather than with a textbook, experiencing a democratic interchange and thus practicing the rudiments of participation in a democracy.

The teacher introduces the Lesson Activities in one of three ways: (a) by asking questions such as "What is your group?" and "Who are the members of your family?" to stimulate children to think about the idea to be learned; (b) by confronting the class directly with examples of the concept to be learned by using pictures, stories; or (c) through role-playing situations to enable students to identify with the idea and object. Further questions, class discussions, and additional audiovisual examples lead students to identify with the concept. Although lesson plans are offered in detail, the developers stress that the Learning Strategy is intended to suggest possibilities to the teacher, not to present a cut-and-dried course. All of the process questions and Learning Activities are presented in Green Book II, with step-by-step questions to help the inexperienced teacher to ask the class. An inexperienced teacher is advised to follow the manual closely, while an experienced teacher will use the specific questions to build his own lesson plans.

In the classroom, the teacher (a) asks questions, (b) initiates and guides class discussion, reads stories, shows audiovisual material, and (d) encourages students to ask questions and generate new ideas. The teacher must foster an atmosphere which encourages students to express their views and
respect those of others.

Student's role. The student is actively involved. He answers questions, participates in activities and role-playing situations, reads and listens to stories, completes worksheet exercises. In addition, each student should develop and share many of his own responses (written answers to such questions as "What is a ruler?") and his collections of pictures, diagrams, and other findings.

3.2 Typical lesson.

Some of the following activities might be used to teach the Learners to see the basic similarities among people as well as the ways in which we are different:

The teacher begins the lesson by asking, "How are all of us in the world alike?" Children will probably respond with such answers as "We all have noses," "We all have feelings." If they say something which is true for some people, the teacher can pursue this and ask if what was said is true for all of us. Next, the teacher might introduce different-looking people (color, age, sex, nationality, etc.) and ask the students if the people are the same and some of us different? Are these things true also for the picture? The teacher may guide the class by asking general questions and some of the responses suggested in the manual. The manual reminds the teacher that these things are important. The teacher may guide the class by asking general questions to increase the children's perceptions.

Now the teacher may ask the children how each one of them is different. The teacher might inquire of the class how each one of them is different. The teacher might ask questions such as "What is lipstick? Does your mother put color on her eyes?"

To summarize the lesson and instill the concepts presented, the teacher may ask the children how each one of them is different. The teacher might ask questions such as "What is lipstick? Does your mother put color on her eyes?"

The teacher may ask the students what the class has learned today about similarities and differences among people. The teacher may guide the class to state (in their own words) that in some ways each of us is different.
The student is actively involved. He answers questions, participates in class discussions, role-playing situations, reads and listens to stories, watches films and filmstrips, and exercises. In addition, each student should develop his own notebook in which he places responses (written answers to such questions as "What are some rules in your house?" and "How are his collections of pictures, diagrams, and other flat or visual materials.

Following activities might be used to teach the Learning Activity, "Sameness and Difference," enabling children to see the basic similarities among people as well as the differences.

Begin the lesson by asking, "How are all of us in this class alike? How are we all the same?" They respond with such answers as "We all have noses, mouths, eyes, etc." "We are all people." If they say something which is true for some of the class and not for all, the teacher asks if what was said is true for all of us. Next, the teacher might show a picture of very people (color, age, sex, nationality, etc.) and ask how the people in the picture are the same. Exploring answers from students, the teacher then asks the class, "How are some of us the same different? Are these things true also for the picture?" Students may list different items from the manual. The manual reminds the teacher that the things students see are the ones which the teacher may guide the class by asking general questions, but the purpose of the lesson is to open up the class to new perceptions.

Inquiries of the class how each one of them is different. They respond (feelings, name, etc.) and then are asked if the same things are true for the picture. If the picture "exotic figures as an African chief with painted face, the teacher should lead the students to ways American women are like the African chief ("Do you know anyone who paints her face? Does your mother put color on her eyes?").

The lesson and instill the concepts presented, the teacher asks "What have we learned about us? Can't remember, the teacher reminds them: "We mentioned something about people's having stimulating the class to state (in their own words) that in some ways all of us are the same. "And we talked about hair color and skin color and height," leading the students to ways each of us is different.
The teacher is instructed in Green Book II to go over these three story, a classroom incident, or discussion of a religious or national

3.3 **Student testing and evaluation.**

The basic objective of the curriculum is to help students not to are different from them. To see whether it is achieved, the developers techniques which may be administered before beginning the program and a grades (4, 5, and 6) these consist of: (a) stereotype sorting exercise to selected minority, racial, ethnic, and cultural groups and ran children's drawings in which the student draws pictures of his own group tense-completion measure in which the child completes sentences about groups and group differences; and (b) children's drawing.

There are no paper-and-pencil tests included with the Lesson Activ of grading students.

3.4 **Out-of-class preparation.**

Teacher. The teacher should read Vol. II of The Intergroup Relations contains the rationale, structure, Learning Activities, units, and government Relations Curriculum is usually supplemental, the teacher will need which will weave in with his regular social studies program. In addition governing process questions in with the Learning Activities and units. three parts of the curriculum in Green Book II, but every teacher will hand arranging the curriculum for his own class. [See 2.2] As no student want to duplicate stories, poems, diagrams, and worksheets presented in member of the class. In addition, many of the activities suggest films teacher to read to further his own knowledge.

Student. There are no explicit homework assignments for students. bring pictures or newspaper clippings to class or to finish worksheets a
structed in Green Book II to go over these three concepts whenever they are relevant to a
incident, or discussion of a religious or national holiday.

One of the curriculum is to help students not to prejudge and thus to misjudge people who
m. To see whether it is achieved, the developers devised several attitudinal evaluation
be administered before beginning the program and again at its completion. For the upper
these consist of: (a) stereotype sorting exercises in which the student attributes adjec-
ity, racial, ethnic, and cultural groups and ranks them in order of preference; (b)
which the student draws pictures of his own group, a friend, and a Negro; and (c) sen-
re in which the child completes sentences about groups, government, slums, etc. For the
evaluation techniques consist of: (a) oral interviews to determine children's awareness of
ences; and (b) children's drawing.

er-and-pencil tests included with the Lesson Activities or units, nor is any mention made

Aration.

cher should read Vol. II of The Intergroup Relations Curriculum (Green Book II), which
, structure, Learning Activities, units, and governing process questions. As the Inter-
um is usually supplemental, the teacher will need to organize it into a year-long unit
his regular social studies program. In addition, the teacher may want to weave the
ations in with the Learning Activities and units. There are suggestions for combining the
riculum in Green Book II, but every teacher will have to spend a good deal of time adapting
riculum for his own class. [See 2.2] As no student materials are provided, teachers may
ies, poems, diagrams, and worksheets presented in Green Book II to distribute to each
in addition, many of the activities suggest films and books for students and books for the
ther his own knowledge.

ere no explicit homework assignments for students. However, students might be asked to
paper clippings to class or to finish worksheets at home.
4. IMPLEMENTATION: REQUIREMENTS AND CONSIDERATIONS

4.1 School facilities and arrangements.

No special type of classroom, school, or staff organization is necessary.

4.2 Student prerequisites.

There are no special student prerequisites for using the Intergroup Relations curriculum. Success of the curriculum depends on student participation and willingness to learn. Students must be cooperative and able to discuss their feelings regarding sameness and difference.

In an effort to provide for the needs of individual classes and students, suggestions placed throughout the Learning Activities suggest ways in which the material can be adapted for use at various grade levels. If the reading material for students in Green Book II seems too elementary for their class, other commercial reading materials which could be substituted are listed in the Learning Activities.

Late-entering students. These students should not experience difficulty as they may not be accustomed to openly expressing their feelings concerning their own prejudices and the "black expert". The teacher should make an effort to include them in class discussions.

4.3 Teacher prerequisites and training.

Teacher background and training. Teachers are urged to read through the course. Although no special subject-area background is required, special teacher training is highly recommended. The developers provide a packaged Seminar in the form of a Manual for the Seminar Director and several films. [See 4.5] The seminar outlines the structure of the curriculum, shows classroom through use of the governing process questions, and demonstrates some...
4. IMPLEMENTATION: REQUIREMENTS AND COSTS

Arrangements.

Classroom, school, or staff organization is necessary.

L.

Student prerequisites for using the Intergroup Relations Curriculum. However, since
depends on student participation and willingness to respond to questions, the class
able to discuss their feelings regarding sameness and differences.

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et thods. Interchanges placed at intervals throughout the governing process questions
material can be adapted for us at various grade levels [See 2.3]. There are also
bout the Learning Activities for adapting the material for primary and intermediate
terial for students in Green Book II seems too elementary or advanced for a particular
ading materials which could be substituted are listed at intervals throughout the
es. These students should not experience difficulty adjusting to the program. However,
oed to openly expressing their feelings concerning different groups of people, the
ort to include them in class discussions.

ss and training.

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al subject-area background is required, special teacher training in the use of the
mended. The developers provide a packaged Seminar in Intergroup Relations Education
s the Seminar Director and several films. [See 4.5] The seminar is designed for
chers participating in the seminar learn the objectives and theory of the curriculum
ons about their own prejudices and the "black experience" in America. A series of
inar outlines the structure of the curriculum, shows how to introduce it into the
he governing process questions, and demonstrates some Learning Activities being taught
in the classroom. Teachers participating in the seminar are required to teach their own classes and report their experiences to fellow participants.

The seminar, including the rental of teacher training films, the director's manual Books, and one set of photographs is available from the Lincoln Filene Center at a cost can be made with the Center for presentation of different kinds of seminars at different locations. The developers believe that the curriculum depends upon special teaching skills. This is defined as one who is concerned about intergroup relations and willingly allows for open discussions about all kinds of opinions and feelings, especially about intergroup relations. In order for the program to work, the teacher must be able to lead and spark discussions without judging students. The teacher needs to become aware of his own prejudices and also know his students' academic and social abilities well in order to choose and arrange appropriate materials. He must be flexible and creative in order to interweave the curriculum into the program, and he must have confidence in his students' ability and willingness to lead other classroom personnel.

4.4 Background and training of other classroom personnel.

Administrators. Because relevant education in intergroup relations definitely requires educational administrators, the developers of the program strongly advise that administrators include Intergroup Relations Education Seminar [See 4.3].

4.5 Cost of materials and equipment.

The chart on the following page itemizes information about the use and cost of materials.
Teachers participating in the seminar are required to teach Learning Activities to their students or share their experiences with fellow participants.

Including the rental of teacher training films, the director's manual, five sets of *Green of Photographs* is available from the Lincoln Filene Center at a cost of $500. Arrangements are made for presentation of different kinds of seminars at different costs.

**Teaching Skills.** The developers believe that the curriculum depends upon the "sensitive teacher." One who is concerned about intergroup relations and willingly assumes the responsibility for discussions about all kinds of opinions and feelings, especially about those who are "different." The teacher must be able to lead and spark discussions without controlling the class. The teacher needs to become aware of his own prejudice. The teacher must have confidence in his students' ability and willingness to learn.

Because relevant education in intergroup relations definitely requires support from administrators, the developers of the program strongly advise that administrators participate in the Education Seminar [See 4.3].

**Training of Other Classroom Personnel.**

The following page itemizes information about the use and cost of materials:
<table>
<thead>
<tr>
<th>Required Items</th>
<th>Quantity Needed</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's guide (Vol. II of The Intergroup Relations Curriculum)</td>
<td>1 per class</td>
<td>Lincoln Filene Center</td>
</tr>
<tr>
<td>Large photographs, 1 set</td>
<td>1 per class</td>
<td>Lincoln Filene Center</td>
</tr>
<tr>
<td>Films</td>
<td>1 per class</td>
<td>User (must rent from film rental libraries)</td>
</tr>
<tr>
<td>Student-created materials—writings, art, clippings, etc.</td>
<td></td>
<td>User</td>
</tr>
</tbody>
</table>

**Recommended Supplementary Items**

| Seminar preservice course for teachers (10 2-hour sessions)* | 1 per district | Lincoln Filene Center | $100 |

Discussion: *This cost includes rental of teacher training films and of films reprinted in teacher's manuals and photographs, and a seminar director's manual. The seminar preservice course can be ordered separately at a cost of $1.00.

**Other costs.** In addition to the materials and costs listed in the chart, schools may want to purchase a film projector and a filmstrip projector. Schools may also want to purchase other materials in Green Book II such as books, photographs, and records available from commercial sources.

4.6 Community relations.

School officials and parents (especially parents of minority-group children) of the Intergroup Relations Curriculum into the schools because of its reliance upon


## MATERIALS, EQUIPMENT, SERVICES, etc. COSTS

<table>
<thead>
<tr>
<th>Quantity Needed</th>
<th>Source</th>
<th>Cost Per Item</th>
<th>Replacement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, II of...</td>
<td>Lincoln Filene Center</td>
<td>$7.50</td>
<td>Reusable</td>
</tr>
</tbody>
</table>

*1 set 1 per class

<table>
<thead>
<tr>
<th>Quantity Needed</th>
<th>Source</th>
<th>Cost Per Item</th>
<th>Replacement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 set 1 per class</td>
<td>Lincoln Filene Center</td>
<td>$25.00</td>
<td>Reusable</td>
</tr>
</tbody>
</table>

*User must rent from film rental libraries

<table>
<thead>
<tr>
<th>Quantity Needed</th>
<th>Source</th>
<th>Cost Per Item</th>
<th>Replacement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course for 14 sessions*</td>
<td>Lincoln Filene Center</td>
<td>$500.00</td>
<td></td>
</tr>
</tbody>
</table>

Cost includes rental of teacher training films and of films recommended in manual, five sets and photographs, and a seminar director's manual. The seminar director's manual is available for $1.00.

In addition to the materials and costs listed in the chart, schools will need to have a 16mm filmstrip projector. Schools may also want to purchase other instructional resources listed such as books, photographs, and records available from commercial publishers.

Relating Curriculum into the schools because of its reliance upon frank discussions of
individual and group differences. The developers recommend that school authorities be included in the curriculum and be allowed to review the materials. Parents should be informed that the purpose of the program is to discuss sameness and difference in the classroom and thus reduce "harmful tags" and to help children overcome feelings of hostility toward those who are different.

In homogeneous schools, the developers recommend cocurricular and extracurricular activities to facilitate interaction among students from different racial and ethnic groups. The rationale for this practice must be explained to administrators and parents.
ences. The developers recommend that school authorities be fully informed about the
to review the materials. Parents should be informed that the objective of the program
difference in the classroom and thus reduce "harmful tags" attached to differences
ome feelings of hostility toward those who are different.
, the developers recommend cocurricular and extracurricular programs and visitations
nt racial and ethnic groups. The rationale for this practice should also be carefully
and parents.
5. PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Intergroup Relations Curriculum intends to start improving democratic elementary school classroom. The developers at the Lincoln Filene Center believed materials were inadequate in dealing realistically with racial and cultural diversity. Most elementary school teachers were inadequately prepared to teach about democracy.

The program is principally based on the work of Hilda Taba, who developed effective intergroup relations. According to Taba's theory, the fundamentals of patterns of acceptance and rejection of groups stem from: (a) fear of social acceptance; (b) gratification of needs for status by assigning attributes to an out-group; and (c) finding relief for one's own feelings of frustration by attributing one's unconscious guilt impulses and desires onto on out-group. In Taba's words:

"By using interpretive concepts to examine and relate facts, teachers can use information and knowledge and at the same time, modify existing feelings and provoke new feelings and attitudes. Feelings and facts together create orientation."

The curriculum also draws on many other studies: (a) the 1968 Kerner Report of intergroup relations in the United States; (b) studies by Gordon W. Allport City, New York: Doubleday, Anchor Books, 1958.) revealing that social experiences forces in shaping early childhood attitudes and values; (c) a study by Robert J and Jacqueline Falk, entitled Society and Education (Boston: Allyn & Bacon, 19...school as the agent of socialization and change in society; and (d) the work of importance for the school to adopt specific objectives for its educational prog

5.2 Program development.

Although the Lincoln Filene Center has tried to improve intergroup relations education since 1945, the immediate origins of this present project stem from the...
5. PROGRAM DEVELOPMENT AND EVALUATION

The Intergroup Relations Curriculum intends to start improving democratic intergroup relations in the elementary school classroom. The developers at the Lincoln Filene Center believed that available social studies were inadequate in dealing realistically with racial and cultural diversity in American life and that primary school teachers were inadequately prepared to teach about democratic human relations.

The program is principally based on the work of Hilda Taba, who developed a theory and techniques of intergroup relations. According to Taba's theory, the fundamentals of intergroup education are terms of the behaviors called into play in the relationship between the in- and the out-group.

Acceptance and rejection of groups stem from: (a) fear of social and cultural differences, which is not instinctive; (b) gratification of needs for status by assigning inferior roles and characteristics to the out-group; and (c) finding relief for one's own feelings of frustration and inadequacy by projecting unconscious guilt impulses and desires onto an out-group. In Taba's words:

"By using interpretive concepts to examine and relate facts, teachers can add to information and knowledge and at the same time, modify existing feelings and provoke new feelings and attitudes. Feelings and facts together create a new orientation."

The curriculum also draws on many other studies: (a) the 1968 Kerner Report revealing the critical nature of race relations in the United States; (b) studies by Gordon W. Allport (The Nature of Prejudice. Garden City: Doubleday, Anchor Books, 1958.) revealing that social experiences (not biological) are powerful in shaping early childhood attitudes and values; (c) a study by Robert J. Havighurst, Bernice Neugarten, and Eileen Falk, entitled Society and Education (Boston: Allyn & Bacon, 1968), stating the importance of the agent of socialization and change in society; and (d) the work of Melvin Tumin (1968) stating the need for the school to adopt specific objectives for its educational programs.

Although the Lincoln Filene Center has tried to improve intergroup relations through the process of curriculum development, the immediate origins of this present project stem from the Center's September 1963
conference on "Negro Self-Concept." At that time it was pointed out that schools, ins
teachers were inadequate in coping with racial and cultural diversity in the United St

Phase I of this project, from March 1, 1965 to April 30, 1966, involved Center st
teachers and concerned: (a) identifying principles of human behavior in intergroup re
K-6 instructional materials, and exploring new instructional materia:ls dealing with cu
determining basic guidelines for pursuing objectives; (c) organizing working parties to
materials for students and evaluating student and teacher responses to the material; (d)
change of students engaged in pilot use of the materials; and (e) disseminating materi
use on a provisional basis.

Phase II, which ran from September 15, 1966 through September 14, 1967, involved
the second grade level on the community, and one at the fifth grade level on U.S. hist
tive evaluation data on the materials based on actual use of them in the classroom.

During Phase III to the present, the Center has concentrated on refining, modifyin
structional materials and teaching strategies and developing the inservice program for
teachers.

Supplementary kits and additional material for the Learning Activity on photograph
projected to be available to schools in the fall of 1971. [See 2.3]

The Lincoln Filene Center has also developed student and teacher instructional pro
based on the governing-process approach to human relations. For information about the
Lincoln Filene Center.

5.3 Program evaluation.

Although no formal field testing or evaluation has been conducted by the Center, f
from teachers participating in inservice training programs and from try-outs of attitu
Center.

In January-May 1968, the Center conducted a 15-session institute for all (170) ele
ministrators of the Arlington, Massachusetts, school system and a one-session institu
ters and administrators from the Rhode Island school system. Teachers were asked to t
At that time it was pointed out that schools, instructional materials, and
in coping with racial and cultural diversity in the United States.

The project, from March 1, 1965 to April 30, 1966, involved Center staff and elementary school
(a) identifying principles of human behavior in intergroup relations, reviewing existing
(b) exploring new instructional materials dealing with cultural diversity; (b)
(c) organizing working parties to plan and develop pilot
(d) evaluating affective
(e) disseminating materials to school systems for

An from September 15, 1966 through September 14, 1967, involved preparing two units—one at
the community, and one at the fifth grade level on U.S. history—and providing affec-
the materials based on actual use of them in the classroom.

To the present, the Center has concentrated on refining, modifying, and expanding the
and teaching strategies and developing the inservice program for elementary school
s and additional material for the Learning Activity on photographs are being developed and
able to schools in the fall of 1971. [See 2.3]

The Center has also developed student and teacher instructional programs for high schools
proces approach to human relations. For information about the programs, contact the

All field testing or evaluation has been conducted by the Center, feedback has been obtained
ating in inservice training programs and from try-outs of attitudinal tests devised by the

1968, the Center conducted a 15-session institute for all (170) elementary teachers and ad-
lington, Massachusetts, school system and a one-session institute for 80 elementary tea-
rs from the Rhode Island school system. Teachers were asked to teach those parts of the
curriculum most relevant to their classrooms. Forty-seven percent of the Rhode Island participants and 75 percent of the Arlington participants said that inservice training, they were more aware of their own sensitivities and prejudices. Some teachers, however, expressed the belief that more time and more materials were needed for any significant change in students' attitudes.

A 1967 summer evaluation program was carried out in the Boston area to develop the curriculum [See 3.5]. Seventy-five students in three Medford, 23; and Columbus, 27) took the Sentence Completion Instrument before and after the Intergroup Relations Curriculum. The Instrument requires writing answers according to such questions as "Most Negroes ______", "Most American Indians ______", "Why do people live in slums? _______." Part Two of the test lists six groups which may describe them. The student is required to write the phrases that "you think" best describe them.

After being exposed to the Intergroup Relations Curriculum, the following changes were noted:

1. A slight decrease in undifferentiated, global responses of the type "___________."

2. A marked increase in all three schools in the number of responses emphasizing geographical factors, and cultural characteristics. This change is directly attributed to the curriculum.

3. In two schools (Columbus and Brooks) there was an increase in responses and an increase in positive or neutral personal characteristics.

4. In Osgood there was a notable decrease in negative personal characteristics.

5. In Columbus there was a marked increase in perceptions of minority group and an increase in positive personal characteristics mentioned.
relevant to their classrooms. Forty-seven percent of the Rhode Island teachers and 72 percent of the Massachusetts teachers reported in the postaudit that because of their participation in the seminar, they were more aware of their own sensitivities and prejudices. Sixty-six percent of the Rhode Island participants and 75 percent of the Arlington participants said that they intended to revise and improve their teaching materials in developing an intergroup relations program.

Massachusetts teachers engaged in the December 1968 seminar felt that it had changed their attitudes. Many commented that their students seemed more tolerant and aware of minority groups after the curriculum was taught. However, expressed the belief that more time and more materials were needed before they would see significant change in students' attitudes.

An evaluation program was carried out in the Boston area to develop and try out evaluation procedures for the Intergroup Relations Curriculum [See 3.3]. Seventy-five students in three Medford, Massachusetts schools (Osgood, 25; Columbus, 27) took the Sentence Completion Instrument before and after being exposed to the Intergroup Relations Curriculum. The Instrument requires writing answers according to the "way you feel" to statements like "Most Negroes ______," "Most American Indians ______," "What is a government? ______," and "Do you live in slums? ______." Part Two of the test lists six groups of people and phrases which describe them. The student is required to write the phrases that "you think describe that group" on the blank next to each group of people.

Exposed to the Intergroup Relations Curriculum, the following evaluation data was obtained:

- Decrease in undifferentiated, global responses of the type "same as everybody else."
- Increase in all three schools in the number of responses emphasizing physical attributes, roles, and cultural characteristics. This change is directly attributable to instruction.
- In the Columbus school, there was an increase in responses reflecting economic characteristics.
- In the Brooks school, there was a substantial increase in positive or neutral personal characteristics.
- In the Columbus school, there was a notable decrease in negative personal characteristics.
- In the Brooks school, there was a marked increase in perceptions of minority groups as being socially victimized and positive personal characteristics mentioned.
6. Government is viewed in terms of concrete references rather than both before and after exposure to the Curriculum. It would be worthwhile is being fostered in the program.

7. An increase in social processes as reasons for slum dwelling is characteristics as reasons. This may reflect a greater understanding of the

5.4 Project funding.

The Intergroup Relations Curriculum has been funded by the United States Lincoln Filene Center's private resources.

5.5 Project staff.

Those who have had principal responsibility for the program include J.D. Filene Center; Major Morris, Director of the Intergroup Relations programs Southard; Ann Chalmers; Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Sea Kvaraceus.
viewed in terms of concrete references rather than in terms of processes and functions exposure to the Curriculum. It would be worthwhile to determine whether this type of idea the program.

in social processes as reasons for slum dwelling is matched with a decrease in personal sons. This may reflect a greater understanding of the wide range of social processes.4

lations Curriculum has been funded by the United States Office of Education and by the private resources.

d principal responsibility for the program include John S. Gibson, Director of the Lincoln orris, Director of the Intergroup Relations programs at the Center; Damaris Ames; Joyce ; Sandra Saba; Jan Brown; Wyman Holmes; Bradbury Seasholes; Miriam Berry; and William C.
FOOTNOTES


BIBLIOGRAPHY

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