
This guide is divided into three color-coded sections corresponding to each grade level. Introductory material for each section includes objectives of the course, concepts based upon course objectives, and an orientation to the program. Material for each section is developed for students with learning difficulties. Orientation material precedes each section. Each unit of study is divided into problem, activities, and materials. Objectives and activities: Objectives are listed for each section under objectives of the course. Activities are briefly suggested for each unit. Instructional materials: Records, films, filmstrips, transparencies, and books are listed in each unit under materials. Student assessment: No provision is made for evaluation. (MJM)
BLOOMINGTON PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

MR. FRED M. ATKINSON
Superintendent of Schools

Mr. P. Arthur Hoblit
Assistant Superintendent
in charge of
Secondary Education

Mr. Bernard Larson
Assistant Superintendent
in charge of
Elementary Education

Mr. Stanley Gilbertson
Assistant Superintendent
in charge of
Curriculum, K-12

Mr. Robert Timpte
Social Studies Coordinator, K-12

Board of Education
Mr. James Kempf, Chairman
Mr. Earl Fischer
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Mr. Raymond Glumack
Dr. Harley Racer
Dr. Robert Rainey

Writing Team Personnel Spring 1969
Mr. Robert Boeser
Mr. Jake Lynch
Mr. Robert Timpte
PREFACE

This guide is the result of planning and writing by Mr. Robert Boeser, Mr. Jake Lynch, and Mr. Robert Timpte during the school year 1968-1969. Mr. Boeser has taught the tenth and eleventh grade classes for students with learning difficulties for several years and Mr. Lynch will be teaching the twelfth grade classes in 1969-1970. Other people whose planning and assistance should be acknowledged in planning the new program are Mr. Richard Coombs, Mr. Lloyd Peterson, and the librarians at Lincoln High School.
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UNIT II - Europe and the Middle East .  11-11
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UNIT I - Occupations .  12-9
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INTRODUCTION AND STATEMENT OF PHILOSOPHY

In developing a plan for a new program for students with learning difficulties for grades 10, 11, and 12, the Lincoln High School "problems" approach to American History provided a springboard for development.

It was felt that students in these classes would consider contemporary problems more relevant than the traditional chronological history and that the problems approach with its reliance upon the use of multi-media would adapt to the needs of these students if some modifications were made in objectives and printed materials identified for study.

The basic approach to the study of these problems as taught in grades 10 and 11 will be to identify problems in contemporary society, study them, trace their development through history and then recapitulate in terms of the present situation.
SUGGESTED CRITERIA FOR PLACEMENT IN SOCIAL STUDIES LEARNING DIFFICULTIES CLASSES

Characteristics of Students with Learning Difficulties:

Student -

- Has deficiencies in reading, writing, speaking, and other skills.
- Has feelings of insecurity and inferiority from repeated failure.
- Is unable to keep up with regular class and gives up easily.
- Is below average in scholastic ability and achievement and has difficulties.
- Needs the individual help and attention in small classes that improves cooperation and benefits the student.

Characteristics of Students Not Recommended for Placement in Learning Difficulties Classes:

Student -

- Has a severe discipline problem.
- Is an underachiever.
BLOOMINGTON PUBLIC SCHOOLS
Grouping Placement Form
Senior High School Social Studies Students

Student: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>9th Grade Teacher</th>
<th>10th Grade Teacher</th>
<th>11th Grade Teacher</th>
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</table>

This portion to be completed by teacher. Circle appropriate choice.

I. Teacher judgment for placement should be used in grouping students. Two kinds of criteria should be considered. Code: (1) indicates Skills Social Studies (2, 3, 4)indicate Regular Social Studies (5) indicates High Achiever Social Studies.

<table>
<thead>
<tr>
<th>A. Student classroom performance in terms of skills, achievement, and grades.</th>
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<tr>
<td>1 2 3 4 5</td>
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Estimated year end grade

Special conference desired: ______ Requested by: teacher ______ counselor ______

This portion to be completed by clerical staff.

II. Recommended testing criteria for grouping students in senior high school Social Studies. (Be sure to use local district norms.)

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<thead>
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<th>A. Differential Aptitude Tests</th>
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<td>Abstract reasoning</td>
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<td>Background-Social Studies</td>
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<td>Reading-Social Studies</td>
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<th>C. IQ Tests (Use Stanford-Binet if given. Code: 1 = 85-100</th>
<th>2 =101-110</th>
<th>3 =111-119</th>
<th>4 =120-129</th>
<th>5 = 130+</th>
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### Social Studies Average Grades

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**Recommended Grouping**

- 9th grade for grade 10
- 10th grade for grade 11
- 11th grade for grade 12

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TECHNIQUES FOR EVALUATING OBJECTIVES

Evaluation of the objectives of this project is a valuable and essential part of the learning process. It provides the open-endedness to learning which is so essential. By using evaluation the teacher helps the individual and the group assess their acquired skills and learnings but immediately applies these assessments to new and more complex learnings.

The scope of evaluation is wide and may be applied to the individual, the group, the process, or the total program. Because it is difficult to isolate any of these, it would seem that the evaluation should be concerned with all of the involved inter-relationships.

Techniques that we will use to measure the assimilation of skills and abilities and affective objectives by the students will be the following:

A. Student Self-evaluation

Students will constantly be evaluating and re-evaluating the validity of their conclusions.

Periodically the group should be given the opportunity to discuss the manner in which they handle the discussion of a problem. The central topic should be how can we improve our discussion techniques individually and as a group? It would seem that an informal atmosphere in this session is necessary to encourage a free discussion. It is conceivable in a session like this that some criticism might be directed at the teacher as to how he handles the group sessions.

B. Teacher-Student Conference

During the conference the teacher would use this opportunity to give personal attention to the student and his progress.

This time could also be used for a short discussion of his participation in the program.

The conference also presents an opportunity for the teacher to assess attitudes and changing attitudes from the conversation of the student. This conference presents an opportunity to assess the effect of the stated objectives of the units on the student.
C. Teacher Observation and Evaluation

The alert teacher will seize the opportunity afforded to observe and evaluate the continual growth of the student and the group toward mastery of the objectives of the course. Any information about individuals within the group that the teacher gains in this manner can be discussed with the student at an opportune moment or at the time of the student-teacher conference.

Through observation, evaluation will focus upon subjective factors inherent in the program.

D. Teacher-made Tests

Tests used within this course of study will be varied in character. The tests will be designed to cause the student to recall general principles and concepts rather than isolated, seemingly non-related facts.

Tests will evaluate skills, attitudes and knowledge.

E. Standardized Tests

The standardized tests given during the senior high school years should be relied upon as important instruments in evaluating the social studies program.

Iowa Tests of Educational Development are given at the beginning of the ninth grade.

An area of great concern should be the use of attitudinal tests and attempts will be made to identify and administer these.
PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 10
OBJECTIVES OF THE COURSE

Stated in problem form.

UNIT I - POLITICAL LEADERSHIP IN AMERICA

Will the two-party system be able to meet the problems of American society today?

What makes a political leader?

What do we mean when we speak of extremist groups in our two-party system today?

UNIT II - DEVELOPMENT OF THE AMERICAN ECONOMIC SYSTEM

What is American capitalism?

How did our industrial system develop?

How did American industry become a giant?

What is mass consumption and how is it important to us?

UNIT III - REFORM IN AMERICA

What is the meaning of reform?

In what areas of American life is reform needed today?

What were examples of reforms needed in our nation's history?

Why did the growth of cities and industry cause society to insist on further reform?

Why are there ups and downs in our enthusiasm for reform?

What was the Great Depression?

What are the areas of conflict and tensions which may require reform today?

UNIT IV - THE CHANGE OF AMERICA FROM A AGRICULTURAL TO AN URBAN SOCIETY

Which America do you know, rural or urban?

Is the TV west the real west?

What are the problems that exist among rural, urban, and suburban areas?
UNIT V - MINORITY GROUPS IN AMERICA

What is a minority group?

How has religious freedom been important in American history?

What causes prejudice and discrimination by the existing majority?

How successfully have minority groups reacted to prejudice and discrimination?

Why have we failed to take the American Indian fully into our society?

Why has the Black American been cast out from full participation in our society?

What has made possible Black America's revolution?

Where do we go from here?

UNIT VI - AMERICAN VALUES AND THE SUPREME COURT

Why is the Supreme Court criticized so much today?

How did the early Supreme Court develop?

What is meant by property rights and human rights?

How does the Supreme Court relate to the Presidents in time of war?

UNIT VII - CONSERVATION THEN AND NOW

Are we becoming a have-not nation?

In what ways have the American people failed to preserve our natural resources?

Have we made any progress in conservation?

UNIT VIII - CAUSES OF WAR

Where will the Cold War lead us?

Can the United States as a wealthy nation keep its security in a world of poverty?

Can we discover the causes of war?
CONCEPTS BASED UPON THE COURSE OBJECTIVES

UNIT I - POLITICAL LEADERSHIP IN AMERICA
   A. Two-party system
   B. Political leadership
   C. Extremism

UNIT II - THE DEVELOPMENT OF THE AMERICAN ECONOMIC SYSTEM
   A. Capitalism
   B. Industrialism
   C. Industrial growth
   D. Mass consumption

UNIT III - REFORM IN AMERICA
   A. Reform
   B. Historical reform
   C. Depression
   D. Conflict and tension

UNIT IV - THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY
   A. Rural
   B. Urban
   C. Tension

UNIT V - MINORITY GROUPS IN AMERICA
   A. Minority groups
   B. Religious freedom
   C. Prejudice and Discrimination
   D. Segregation vs. integration
   E. Revolution
UNIT VI - AMERICAN VALUES AND THE SUPREME COURT

A. Conflict
B. Constitutional development
C. Property rights
D. Human rights
E. Crisis

UNIT VII - CONSERVATION THEN AND NOW

A. Conservation
B. Wealthy vs. Poverty stricken nations
C. Progress

UNIT VIII - THE CAUSES OF WAR

A. Cold War
B. Security
C. Causation
ORIENTATION TO THE PROGRAM

Days 1 and 2:

Meeting with individual teacher.
Description of the program

Orientation - Introduction to family history project.

Student objectives - Family History Project

To have the students more completely understand themselves.

To have students appreciate what others have done to pave the way for them.

To have students become personally involved in the story of the American nation through their family history.

To have the student obtain personal and family history information.
PROJECT: Family History

INFORMATION DESIRED: Student's family background

1. What country did you come from?
2. When
3. Why
4. Occupation
5. When to Minnesota
6. Occupation
7. When to Bloomington
8. Why
9. What effect historical events had on family history

TEACHER MATERIALS: Guides to genealogical research methods

Handy Book for Genealogists. Everton Publishing, Logan, Utah. 84321. $4.25

The How Book for Genealogists. Everton Publishing, Logan, Utah. 84321. $2.00

POSSIBLE SOURCES OF STUDENT INFORMATION

(Sources 1, 2, 3, 4 - Minnesota Historical Society)

1. Minneapolis City Directories of 1879..1894 - City Library

2. Bloomington Historical Society


5. Family Bibles

6. Family histories or genealogy

7. Relatives
UNIT I

POLITICAL LEADERSHIP IN AMERICA
UNIT 1

POLITICAL LEADERSHIP IN THE UNITED STATES

Problem: Will the two-party system be able to meet the problems of American society today?

Activities

1. Orientation and discussion of the problem.
2. Read current articles on the two party system.
3. Use tape by Everett Dirkson on the two party system. (I.M.C.)
4. Discuss tape.

Materials

Record: 7.841 Da Politics and Poker (Campaign songs)

Books: 329 Bo Botter, David Politics and What They Do
429 Bu Burns, James Deadlock of Democracy
329 Ho Hoyt, Edwin Jumbos and Jackasses
329 Ma Martin, Ralph Ballots and Bandwagons
320.973 Smith, Edward Dictionary of American Politics

Problem: What makes a political leader?

Activities

Orientation -

"Our Presidents, a Rating by 75 Historians"

Discussion of rating of the Presidents.

Record: 9.739 If If I'm Elected

Books: 353.03 Am American Heritage The Presidency
353.03 Bi Binkley, Wilfred Man in the White House
320 Br Bradley, Duane Electing a President
329 Ea Eaton, Herbert Presidential Timber
353.03 Fi Fincher, Ernest President of the U.S.
353.03 Re Reinfeld, Fred Biggest Job in the World
353.03 Ro Rossiter, Clinton The American Presidency

Topic: Rise of the American System

Read in Abramowitz Unit III, Lessons 1-4
Unit VII, Lessons 1-24

Discussion of Hamilton versus Jefferson.
Materials

*Braddon and McCutcheon, 1967.*

Duplicated Resources: 1. *Our Presidents: A Rating by 75 Historians*
2. *Jeffersonians versus Hamiltonians*

Records: 9.734 A
9.7392

Books:

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<td>324.2 Pa</td>
<td>Palsby, Nelson</td>
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<tr>
<td>324 Ro</td>
<td>Roseboom, Eugene</td>
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<tr>
<td>324.2 We</td>
<td>Weingast, David</td>
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Campaign Fever
*Presidential Elections, 1964*
*History of Presidential Elections*
*We Elect a President*

Audiovisual Transparencies:
*"Our Federal System"
"Federalists vs. Republicans," No. 27*

Topic: Development of two-party system

Third parties
Bossism
Pressure groups
Reformers
Agitators

Orientation to and discussion of sub-topics given above.

Cartoon collections

How to be a lobbyist - Lobbying kit

Materials

Text: *Abramowitz Unit IV, Lesson 3 Unit IX, Lesson 2*

Duplicated Resources: *Boss Tweed's Dynasty*

Library Resources:

Books:

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<td>Schapiro, J.S.</td>
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Straight Herblock
*The Tweed Ring*
*The Conscience of a Conservative*
*Rise and Fall of Third Parties*
*Third Party Movements*
*A Treasury of American Political Humor*
*The Bosses*
*Third Parties in American Politics*
*The Boss and the Machine*
*National Party Platforms - 1890-1964*
*Liberalism*
*The Shame of the Cities*

10-12
Audiovisual Transparencies: "Evolution of Major Parties" "Political Cartoons" - Thomas Nast

Problem: What do we mean when we speak of extremist groups in our two-party system today?

Understanding of extremist groups through examples.

Note: Use of transparency - Extremism

Film: "Robert Welch"


Discussion of other extremist groups
- Neo-Nazis
- George Wallace
- Right-wing Republicans
- New Politics - Kennedy, McCarthy
- New Left

Discussion of extremism

Materials

Duplicated Resources: Campaign literature

Record: 9.7392 Wi Witness Highlights of Congressional Investigations

Books:
- 329.005 Al Alexander, Charles The Ku Klux Klan in the Southwest
- 329.006 Br Broyles, J. Allen The John Birch Society
- 329.006 Ch Chalmers, David Hooded Americanism
- 329.006 Epstein, Benjamin Report on the John Birch Society
- 341.6 Fi Finn, James Protest, Pacifism and Politics
- 329.006 Fo Forster, Arnold Danger on the Right
- 322.4 Ja Jacobs, Paul The New Radicals
- 329.006 Ja Janson, Donald The Far Right
- 329.006 Le Lens, Sidney Radicalism in America
- 329.006 Lu Luce, Philip The New Left
- 329.001 Ov Overstreet, Harry The Strange Tactics of Extremism
- 335.4 Wa Warren, Frank A. Liberals and Communism

Audiovisual Transparency: Extremism, No. 28
DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT I

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<td>Boss Tweed's Dynasty</td>
<td>25</td>
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<td>Transparency - The Federal System</td>
<td>29</td>
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<tr>
<td>Transparency - Evolution of Major Parties</td>
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Note: See the resources identified above in the guide "A Problems Approach to American History"
UNIT II

DEVELOPMENT OF AMERICAN ECONOMIC SYSTEM
UNIT II  DEVELOPMENT OF AMERICAN ECONOMIC SYSTEM

Problem:  What is American Capitalism?


Materials

Books:
- 330.073 Da  Davenport, John  The U.S. Economy
- 330.15 Fr  Friedman, Milton  Capitalism and Freedom
- 330.15 Sh  Sheldon, Kenneth  Capitalism: Way of Freedom
- 330.15 Sp  Spence, Clark  The Sinews of American Capitalism

Audiovisual Transparencies:
- "Building a Business Empire"
- "Business Mergers Since 1955"
- "Control of Top Four Firms"

Topic:  You and the Industrial System

Short essay, "Areas in your life where you can express your personality."

Discussion of essays.

Discussion of socialists, military, company influences.

Materials

Text:  Abramowitz, Unit IV, Lesson 1
Unit VI, Lesson 6

Record:  9.738 Cr  Cross of Gold; the Philosophy of Rugged Individualism

Books:
- 330.973 Ch  Chamberlain, John  The Enterprising Americans
- 917.3 Go  Golden, Harry  For All Plain
- 917.3 K1  Klaap, Orrin  Heroes, Villains and Fools
- 917.3 Me  Mead, Margaret  And Keep Your Powder Dry
- 338 Pa  Paradis, Adrian  Americans at Work
- 338.973 Pa  Paradis, Adrian  Business in Action

Problem:  How did our Industrial System develop?

Household industries, Rural society, Immigrants, Pre-industrial society, Industrial revolution.

10-19
Orientation: What was necessary for our industrial system to grow?

Note: Use transparencies - "Industrialism: The Key to Understanding Modern America"
"Five Stages of Economic Growth"
"Forces Leading to Industrialism"

Discussion of topic.
Preparation of bulletin board and displays of materials contributing to industrial growth.

Evaluation of material displayed.

Record: 9.73 Li The Age of Steel and Steam, Rec. 7

Books:
- 338.09 Bo Boeckman, Charles Our Regional Industries
- 330.973 Co Cochran, Thomas Basic History of American Business
- 338.973 Co Cooke, David Marvels of American Industry
- 338.09 De Deane, Phyllis The First Industrial Revolution
- 338 Ga Gabriel, Ralph Toilers of Land and Sea
- 338 Ke Keir, Robert The Epic of Industry
- 380 Ke Keir, Robert The March of Commerce
- 917.3 Ne Nevins, Allan Emergence of Modern America
- 338.4 Ra Rae, J. The American Automobile

Problem: How did American Industry become a giant?

Topics: 1. Influence of the Civil War
- 2. Railroads and the Westward Movement
- 3. Immigrants and the resource base
- 4. Role of the government
- 5. Corporate structure

Orientation: Problems related to the growth of American industry.

Discussion of Abramowitz

Short reports on famous immigrants and their contributions

Discussion of reports

Text: Abramowitz, Unit VI, Lessons 3, 4, 7, 8, 13, 14

Materials

Records:
- 9.738 La Building the First Transcontinental Railroad
- 7.844 Se Tipple, Loom and Rail; Songs of Industrialization of the South
Problem: What is mass consumption and how is it important to us?

Topics: 1. Define - Mass consumption  
2. High standard of living  
3. Mass consumption and waste  
4. Wealth vs. poverty  
5. Role of government in mass consumption  
6. Advertising

Orientation:

Definition: Mass consumption  
High standard of living

Have students bring in ads that encourage mass consumption as related to a high standard of living.

Speaker: Poverty in the United States  
Pictures and slides - Poverty  
TV series on Hunger

Discussion of poverty in the U.S.

Collection of labels illustrating how packaging is used to encourage sales and the need for the consumer to be informed.

Show film on installment buying.
Have students pick a product and check on it in "Consumer Report".

Materials

Selections from The Jungle.

Filmstrips: "Reconstruction and Economic Development" B43

Duplicated resources: The Hard Core Unemployed

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<td>In the Midst of Plenty</td>
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<td>Slums: Challenge and Response</td>
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TRANSPARENCIES
FOR
UNIT II

Note: See the transparencies identified below in the guide "A Problems Approach to American History" on Page

Building a Business Empire 43
Business Mergers since 1955 45
Control of Top Four Firms 47
Horizontal Consolidation - 1880 55
Vertical Consolidation - 1890 57
Forces Leading to Industrialism 59
UNIT III  REFORM IN AMERICA

Problem: What is the meaning of reform?

Activities

Orientation:

Show film "Harvest of Shame"

Let students discover areas of American life in need of reform today.

Note: The following are possible areas students might mention:

- Poverty and hunger
- Urban redevelopment
- Mental and penal
- Police, courts, law
- Taxation
- Draft system
- Meat inspection

Have students choose an area of needed reform and do individual research.

Discussion to reach conclusions regarding the need for reform in the United States today.

Record: 9.173 Ju  Judd, Walter  What You Can Do For America

Books:

- 301.36 An  Anderson, Martin  The Federal Bulldozer
- 363.2 As  Asch, Sidney  Police Authority and Rights of the Individual
- 301.36 Ec  Eckhardt, Wolf  The Challenge of Megalopolis
- 355.2 Ev  Evers, Alf  Selective Service
- 351.74 Fl  Floherty, John  Troopers All
- 323 Fo  Fortune  Exploding Metropolis
- 350.76 Gr  Gray, Ed  The Big Blue Line
- 355 Ha  Harwood, Michael  Students Guide to Military Service
- 614.7 He  Herber, Lewis  Crisis in Our Cities
- 301.3 Is  Isenberg, Irwin  City in Crisis
- 355.225 Ma  MacClosky, M.  You and the Draft
- 309.26 Sc  Scientific Amer.  Cities
- 364.13 Sm  Smith, Ralph  The Tarnished Badge
- 355.2 Wa  Walton, George  Let's End the Draft Mess
- 301.36 We  Weaver, Robert  The Urban Complex

Problem: What were examples of reforms needed in our nation's history?

Topics:

1. Jackson and politics
2. Social reform - Abolition movement mentioned
3. Economic reform - the Bank
Reading assignments on Andrew Jackson - See below

Discussion of the extension of voting, nominating conventions, spoils system, expansion of the executive office.

Discussion of social reforms of the Jacksonian Period

Materials

Text: Abramowitz, Unit III, Lesson 16.

Duplicated resources: Basic, Jacksonian Revolution
                      Jacksonian Democracy

Books: 973.5 Ja       Jackson versus Biddle
       973.56 Me      Meyers, Martin
       973.5 Og      Ogg, Frederic
       973.5 Re      Remini, Robert
       973.5 Sc      Schlesinger, A.
       973.56 Va     Vandeusen, Glyndon

Problem: Why did the growth of cities and industry cause society to insist upon further reform?

Topics: Reactions to industrialism (up to World War I):
        1. Rural
        2. Laborer (unions)
        3. Immigrants
        4. Muckrakers (middle class)
        5. Political reform

Activities

Orientation:

The rural reaction to industrialism - "Olaf Olson"
case study.

Discussion of the farmer's problems

Discussion of the workers' and immigrants' reactions to industrialism.

Read about the farmer, laborer, and muckrakers in Abramowitz.

Materials

Text: Abramowitz - Unit VI, Lesson 13
     - Unit VII, Lessons 8,9

Selections from The Jungle and Main Traveled Roads.
Topic: The 1920's

Activities

Show film "The Golden Twenties"

Read in Abramowitz.

Discussion of the film and readings in terms of the 1920's being a reaction against reform?

Style show and dance marathon by the students.

Materials

Audiovisual film: "The Golden Twenties" - I.M.C.

Records: 7.854 En Jazz of the Twenties

9.73 Li Life. The Growing Years

Books: 973.91 Al Allen, Frederick Only Yesterday

973.914 Da Daniels, J. The Time Between the Wars

973.91 Go Goldman, Eric Rendezvous with Destiny

973.91 Gr Graham, Otis An Encore for Reform

973.91 Sa Sann, Paul The Lawless Decade

Problem: What was the Great Depression?

Topics: 1. Depression

2. New Deal - The American Way or Creeping Socialism

Activities

Consult with parents, grandparents, or other relatives on events or incidents that they recall regarding "The Great Depression"

Discussion based on interviews above.
Definition of depression through pictorial representation.
(Use of transparencies)

Assign readings in Abramowitz on the depression

Discussion - The New Deal

Materials

Text: Abramowitz - Unit VI, Lessons 10, 11, 12.

Duplicated resources:

- Selections from *The Grapes of Wrath*
- *Cause of the Depression 1929-1940*
- *Comparison - Progressivism and the New Deal*
- *Social Security - 1963*

Books:

- 973.91 Al: Allen, Frederick - *Since Yesterday*
- 973.91 Be: Bendiner, Robert - *Just Around the Corner*
- 973.916 Ga: Galbraith, John - *The Great Crash, 1929*
- 973.916 Ho: Hoyt, Edwin - *The Tempering Years*
- 973.917 Pe: Perkins, Dexter - *New Age of Franklin D. Roosevelt*
- 973.916 Ro: Romasco, Albert - *The Poverty of Abundance*
- 973.9 Sh: Shachtman, Max - *As We Saw the Thirties*
- 973.917 Sh: Shover, John - *Cornbelt Rebellion*
- 973.91 We: Wecter, Dixon - *The Age of the Great Depression*
- 338.54 We: Werstein, Irving - *A Nation Fights Back*
- 973.917 Wo: Woofter, T. J. - *Seven Lean Years*

Problem: What are the areas of conflict and tensions which may require reform today?

Activities

Orientation:

Discussion based upon the problem given above.

Materials

- Magazine or newspaper articles on present day problems

Books:

- 614.3 An: Anslinger, Harry - *Traffic in Narcotics*
- 813.09 Do: Dooley, D. J. - *The Art of Sinclair Lewis*
- 340 Fa: Farmer, Robert - *The Rights of the Mentally Ill*
- 362.29 Je: Jeffe, Saul - *Narcotics - An American Plan*
- 616.863 Li: Lindesmith, A. - *The Addict and the Law*
- 368.4 Mi: Mitchell, William - *Social Security in America*
- 368.4 Sc: Schotland, Chas. - *The Social Security Program in the United States*
- 616.963 Sc: Schur, Edwin M. - *Narcotic Addiction*
- 339.41 Th: Theobald, Robert - *The Guaranteed Income*
DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT III

Note: See the resources identified below in the guide "A Problems Approach to American History"

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UNIT IV

THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY
UNIT IV  THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY

Problem: Which America do you know, rural or urban?

Activities

Presentation based upon picture contrast - past, present and future

Reaction to pictorial presentation on rural and urban America - past, present and future.

Materials

Books: 973.87 Gi Ginger, Ray Altgeld's America
        917.3 La Langdon, William Everyday Things in
        917.3 Le Leighton, Isabel American Life, 1776-1876
        973.39 Lo Lord, Walter The Aspirin Age
        917.3 St Stewart, George The Good Years
        917.3 Wh Wheeler, Thomas American Ways of Life
        A Vanishing America

Problem: Is the Television West the Real West?

Topics: 1. The Early West - mountain men
        2. The miners
        3. The cattlemen
        4. The farmer

Activities

Readings on the mountain men - The Early West, the miners, the cattlemen, the farmer - Note Landmark series

Show the Gary Cooper film "The Real West"

Reaction to the film

Materials

Text: Abramowitz

Paperbacks: The Oregon Trail
            Main Traveled Roads
            This is the West
            The Great Plains
            The Cattle Kingdom
            Lord Grizzly
            Giants in the Earth

Duplicated resources:

The Mining Frontier of the Trans-Mississippi West
Life in a Mining Camp

10-35
Letters - Pioneer Tales
The Cattle Kingdom

Audiovisual slides: "Harvey Dunn"

| Records: | 9.78 Ba | The Badmen |
| - | 7.844 Ch | Christy Minstrels. Land of Giants |
| - | 9.78 Am | Historic Music of the Great West |
| - | 9.73 Li Rec. 4 | The Sweep Westward |

| Books: | 978 Ab | Abell, Elizabeth |
| - | 978 Ad | Adams, Samuel |
| - | 978 Al | Allen, James B. |
| - | 978 Am | American Heritage |
| - | 979 Da | Daugherty, James |
| - | 978 Do | Dobie, J. Frank |
| - | 978 Du | Durham, Philip |
| - | 978.6 Hu | Hutchens, John K. |
| - | 979.4 Mc | McNeer, May |
| - | 978 Re | Remington, Frederick |
| - | 978 St | Stewart, George |
| - | 978 Tr | True West |
| - | 979.4 We | Wellman, Paul |
| - | 978 We | Westermeyer, C. |

### Problem: What are the problems that exist among rural, urban and suburban areas?

#### Topics:
1. Rural values
2. Political influence of the rural areas
3. Suburban escape
4. The Inner City - its decline?

#### Activities

- Possible speaker - State Legislator from Bloomington to discuss rural influences in the state legislature.
- Discussion based upon evidences of rural influences on the state legislature - materials to be collected in advance.
- Assigned reading - series of articles from the Minneapolis Star on suburban escape.
- Discussion of Minneapolis Star articles.
- Speaker on the inner city - contact Planning Commissions, etc.
Use of pictures and slides.

Possible field trip - tour of Minneapolis.

Materials

Series of articles from the Minneapolis Star - Urban escape

Books:

- 301.36 Ab  Abrams, Charles  The City is the Frontier
- 301.36 Gr  Green, Constance  The Rise of Urban America
- 301.13 Is  Isenberg, Irwin  The City in Crisis
- 301.35 Vo  Vogt, Evon  Modern Homesteaders
- 301.3 Wy  Wyden, Peter  Suburbia's Coddled Kids
DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT IV

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UNIT V

MINORITY GROUPS IN AMERICA
UNIT V MINORITY GROUPS IN AMERICA

Problem: What is a minority group?

Topics:
1. Definition (prejudice and discrimination)
2. Kinds of minorities
   a. Religious (Mormons, Jews)
   b. Racial, national
   c. Economic
   d. Social (Greenwich Village, Hippies)

Activities

Duplicated Materials:
LG Show film: "The Color of Man"

America and the Diffusion of Cultural Traits

Materials

Books:
- 301.45 Al Allport, Gordon: The Nature of Prejudice
- 325.73 Ba Barron, Milton: American Minorities
- 325.73 Ba Baruch, Dorothy: Glass House of Prejudice
- 301.45 Ha Handlin, Oscar: Race and Nationality in America
- 301.45 Ja Javits, Jacob: Discrimination, U.S.A.

Problem: How has religious freedom been important in American history?

Topics:
1. Roman Catholics
2. Mormons
3. Jews
4. Agnostics and atheists

Activities

Presentation on the topics given above.
Outside speaker, if possible.
Discussion of religious freedom in American life.
Possible use of religious literature prejudicial to other religious groups.

Books:
- 289.8 Andrews, Edward: The People Called Shakers
- 290 Fo Forman, James: Truth is One
- 289.3 Kjelgard, James: The Coming of the Mormons
- 296 Pe Pessin, Deborah: History of the Jews in America
- 280 Ro Rosten, Leo: A Guide to the Religions of America
Problem: What causes prejudice and discrimination by the existing majority?

Topics: 1. American Indian
        2. Blacks
        3. Orientals
        4. National minorities

Activities

Have students identify characteristics of minority groups which cause prejudice and discrimination. Cite and discuss examples.

Materials

Books: 301.453 Le Lee, Calvin Chinatown, U.S.A.
       301.45 Ma Marrow, Alfred Changing Patterns of Prejudice
       177 Po Powdermaker, Hortense Probing Our Prejudices
       301.453 Su Sung, Betty Mountain of Gold
       301.451 Ti Tillman, James Not By Prayer Alone
       325.2 Wa Warren, Robert P. Segregation

Problem: How successfully have minority groups reacted to prejudice and discrimination?

Topics: 1. American Indian
        2. Blacks
        3. Orientals
        4. National minorities

Activities

Discussion of relative success of various minority groups in adjusting to American life - "Melting Pot" versus "Salad Bowl", economic success versus social acceptance.

Note: Outside speakers (if possible) representing the various groups.

Assign reading, "America and the Diffusion of Cultural Traits"

Write a short report about an acquaintanceship with a member of a minority group.

Materials

Records: 3.0145 Bl Black Man in America
         3.0145 Hu Glory of Negro History (Hughes)
         7.828 Du In White America
         3.014 Nu Nueva York (Puerto Ricans in New York)
         3.014 Si The Sit-In Story
         3.014 So Songs of the Selma-Montgomery March
         3.014 We We Shall Overcome
Problem: Why have we failed to take the American Indian fully into our society?

Topics: 1. Stone age civilization  
2. Frontier influences  
3. Reservation idea  
4. Changing views?

Activities

Speaker from the American Indian community giving views on the success or failure of the American Indian to be taken into American society.

Possible film: Television series narrated by Walter Brennan from local stations.

Use of picture portfolios as a basis for discussion.

Filmstrip: "How the West was Won" Series B17-19

Materials


Records: 7.844 Lo As Long as the Grass Shall Grow  
7.8171 In Indian Music of the Southwest  
7.8171 Mu Music of American Indians

Books: 970.1 Am American Heritage  
970.1 Ma Marriott, Alice  
970.1 Si Silverberg, Robert  
970.1 Br Brink, W.  
970.1 Bu Burns, W. H.  
301.451 Br Brink, W.  
301.451 Bu Burns, W. H.  
301.451 Ca Carmichael, S.  
301.451 Cl Clark, Kenneth  
323.1 Gl Glazer, Nathan  
301.451 Jo Johnson, Haynes  
325.2 Ra Rand, Christopher  
323.4 Un U.S. Comm. on Civil Rights  
323.4 Un U.S. Comm. on Civil Rights

The American Indian
Indians of the Plains
The First Comers
Indians of the Four Corners
Home of the Red Man
Problem: Why has the Black American been cast out from full participation in our society?

Topics:
1. Slavery
   a. Trade
   b. Institution
2. Abolitionist movement
3. Insurrections and revolts
4. Civil War
5. Reconstruction
6. Failure of reconstruction
7. Jim Crowism
8. "Uncle Tomism"

Activities

Speaker - The black man’s answer to the problem - Why has the Black American been cast out from full participation in our society?

Assigned readings about the Negro in America. Note: "Zenith Books."

Discussion of the slave trade and slavery as an institution. Use of transparencies and posters - Slave Auctions, etc.

Discussion - Abolitionist Movement, Insurrections and Revolts

Use of filmstrips B-52, 53, 54

Selections from Uncle Tom’s Cabin

Film "Frederick Douglass (Profiles in Courage)"

Discussion of film and readings

Slide presentation, the role of the American Negroes in the Civil War.

Discussion of the Reconstruction Period based upon readings - Selections from Abramowitz.

Student response to questionnaire on white attitudes toward Negroes. The Negro Struggle for Equality in the Twentieth Century, p. 12.

Discussion - Role of the KKK and other "white" societies.

Materials

Text: Abramowitz, Unit IV, Lessons 6, 7, 8.

Duplicated resources:


Audiovisual materials

Filmstrips: "The History of the American Negro" series (McH)
"From Africa to America" B-52
"Slavery in the Young American Republic" B-53
"Slavery in 'A House Divided'' B-54
"The Negro in Civil War and Reconstruction" B-55
"The Negro in the Gilded Age" B-56
"The Negro Faces the 20th Century" B-57
"The Negro Fights for the Four Freedoms" B-58
"The Threshold of Equality" B-59

Pictures (slides): The Slave Trade and Institution of Slavery, Negroes in the Civil War

Books: 323.4 Do Douglas, W. Mr. Lincoln and the Negroes
326.1 Ho Howard, Warren American Slaves and the Federal Law
325.2 Hu Hughes, Langston Pictorial History of the Negro in America
323.1 Ko Konwitz, Milton R. Century of Civil Rights
326.1 Ma Mannix, Daniel Black Cargoes
326 Ru Ruchames, Louis The Abolitionists
301.451 Wo Woodward, C. Van The Strange Career of Jim Crow

Problem: What has made possible Black America's revolution?

Topics: 1. World War II
2. Integration of armed services
4. Agricultural change in the South and northern migration
5. Non-violent movement - boycotts and sit-ins
6. Civil rights legislation
7. Increasing Black militancy - white reaction
8. Increasing violence

Activities

Phonograph record "In White America"

Presentation based upon two photographs?

1. Hitler's Concentration Camp
2. 1919 Lynching and Cremation in Omaha

The problems of a war against racism while we practice racism.

Assigned readings in Abramowitz.

Discussion based upon presentation and assigned readings.

10-47
Discussion - Why the Negro movement North?

Use of coordinated tape and slides prepared by Dan Conrad.

Discussion of presentations.

Materials

Books:
301.451 Ba  Baldwin, James  The Fire Next Time
331.1 Be  Becker, Gary  The Economics of Discrimination
301.451 Ha  Handlin, Oscar  Fire Bell in the Night
301.451 Su  Sutherland, E.  Letters from Mississippi
301.45 Wi  Wilner, Daniel  Human Relations in Interracial Housing

Problem: Where do we go from here?

Activities

Panel of students from the Inner City (Minneapolis).
Where do we go from here?

Short report on the problem - Where do we go from here?

Discussion of reports.

Materials

"Zenith Books"

Audiovisual material: Filmstrip "The Integration Issue" B-123

Books:
301.451 Br  Brink, William  Black and White
301.173 G1  Glazer, Nathan  Goals for Americans
325.2 Go  Gordon, Albert  Jews in Suburbia
301.451 Gr  Gregory, Dick  From the Back of the Bus
301.182 He  Heaps, Willard  Riots, U.S.A.
323.1 Mo  Morgan, C.  A Time to Speak
325.2 Wh  White, Walter  How Far the Promised Land

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DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT V

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<td>John Brown's Raid</td>
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<tr>
<td>American History - Arkansas and Michigan 1850</td>
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<tr>
<td>Afterviews of Reconstruction</td>
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<tr>
<td>Transparency - The Organizational Structure of the Ku Klux Klan</td>
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</tbody>
</table>
UNIT VI

AMERICAN VALUES AND THE SUPREME COURT
UNIT VI AMERICAN VALUES AND THE SUPREME COURT

Problem: Why is the Supreme Court criticized so much today?

Topics: 1. Recent decisions
   a. Fair trial
   b. Religion
   c. Civil Rights
2. Present situation

Activities

Show film "Criminal Justice". - IMC

Give the test on attitudes toward civil liberties prepared by Civil Liberties Union.

Speaker on the problem with reference to specific cases. Check with Lawyer's Wives of Minnesota, A.C.L.U., Bloomington Police Department, Birch Society.

Assigned readings in Abramowitz.

Films, Encyclopedia Britannica series from IMC - "Gideon Case" "Prince Edward County Case", "Feiner Case"

Discussion of the problem.

Materials

Duplicated resources: Civil Liberties Quiz Murray vs. Curlett

Books: 347.9 Ac Acheson, Patricia The Supreme Court
       347.9 Fo Federal Bar Assoc. Equal Justice Under the Law
       347.9 Jo Johnson, Gerald The Supreme Court
       347.9 Le Lewis, Anthony Gideon's Trumpet
       347.9 Ma MacCloskey, Robert American Supreme Court

Problem: How did the early Supreme Court develop?

Topics: John Marshall to the Civil War

Activities

Assigned reading in Abramowitz

Discussion of the readings in terms of the problem

Materials

Text: Abramowitz, Unit III, Lesson 10.

Paperbacks: Selections from the Supreme Court in American Life
Problem: What is meant by property rights and human rights?

Activities

Discussion of the problem.

Bulletin board project depicting property rights and human rights.

Materials

Audiovisual materials: The Supreme Court, Justice Under the Law, B-127

Books: 340 Fa Farmer, Robert The Rights of the Mentally Ill

Problem: How does the Supreme Court relate to the President in time of war?

Topics: 1. Abraham Lincoln
2. Woodrow Wilson
3. Franklin D. Roosevelt
4. Senator Joseph McCarthy
5. Lyndon B. Johnson

Activities

Examples of the use of presidential powers during times of war. (Lincoln, Wilson, F.D.R.)

Question - Has the Supreme Court protected human rights during times of war?

Discussion of the question.

Materials

Books: 940.547 Bo Bosworth, Allan America's Concentration Camps
301.453 Ki Kitagawa, D. Issei and Nisei
325.2 Th Thomas, Dorothy Spoilage (Relocation of Japanese Americans)
DUPLICATED RESOURCES
FOR
UNIT VI

Note: See the resources identified below in the guide "A Problems Approach to American History"

<table>
<thead>
<tr>
<th>Resource</th>
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</thead>
<tbody>
<tr>
<td>William J. Murray III and John N. Curlett</td>
<td>273</td>
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<tr>
<td>The Supreme Courts Major Decisions</td>
<td>274</td>
</tr>
</tbody>
</table>
UNIT VII

CONSERVATION THEN AND NOW
UNIT VII CONSERVATION THEN AND NOW

Problem: Are we becoming a "have-not" nation?

Topics: 1. Crisis in Bloomington
2. Crisis in metropolitan area
3. Crisis in Minnesota
4. Crisis in the United States

Activities

Have students bring forth examples of lack of conservation.

Possible speaker - A biologist looks at his community.

Possible field trips to observe what man has done in the name of progress.

Short reports on problems of conservation in Minnesota and the United States - Air pollution, grasslands, recreational resources, chemical pollution, reclamation, nuclear science, population problems.

Materials

Books: 333.7 Da Dasmann, Raymond The Last Horizon
   333.91 Pe Perry, John Our Polluted World
   333.7 Pi Pinney, Roy Vanishing Wildlife

Problem: In what ways have the American people failed to conserve our natural resources?

Topics: 1. Soils
2. Water
3. Timber
4. Minerals
5. Wildlife

Activities

Pamphlet materials: See conservation classes.

Filmstrips on soils
"Saving our Soil" - G-71
"How Long Will It Last" - G-77
"How Man Has Used The Soil" - G-83
"How Man Has Destroyed the Soil" - G-60

Bulletin board depicting examples of and lack of conservation.

Discussion of soil conservation.

Film on water conservation from the Ziegler Company.
UNIT VIII

CAUSES OF WAR
CAUSES OF WAR

WHERE WILL THE COLD WAR LEAD US?

TOPIC: The Cold War

ACTIVITIES

 Assigned readings in Abramowitz.
 Discussion of the readings on the Cold War
 Showing of films on the Cold War - See below.
 Discussion of the films
 Use of filmstrips - See below.

TEXTS


Audiovisual filmstrips: "Two Decades of Cold War" B-79
"Cuba: Caribbean Powder Keg" B-81
"Focus on Berlin" B-86
"Looking Through the Iron Curtain" B-129
"World Food Supply and the United Nations" B-103

Films: "Aftermath of World War II - Prologue to the Cold War"
IMC - F4046
"The Cold War" - IMC - F3108
"Why Korea"
"Why Vietnam"

BOOKS:
327.73 Fu Fulbright, J. W. Old Myths and New Realities
327.47 Li Lippmann, Walter The Communist World and Ours
327.73 Ma McCarthy, Eugene The Limits of Power
327.73 Ru Rusk, Dean The Winds of Change
327.73 Sm Smith, Earl The Fourth Floor (Cuba)
327.73 St Stillman, Edmund The New Politics
327.14 Tr Trefousse, H. L. The Cold War

POSITION: Can the United States as a wealthy nation keep its security in a world of poverty?

TOPICS: Alternatives
1. Shall we try to "run" the world?
2. Shall we try to "help" the world?
3. Shall we withdraw from the world?

ACTIVITIES

Discussion of the problems.
Materials

Books: 338.1 Co Cook, J. Gordon The Fight for Food
       338.91 Ga Garst; Jonathan No Need for Hungry
       338.91 Sc Scott, John Democracy is Not Enough

Problem: Can we discover the causes of war?

Topics: 1. Mexican War
        2. Civil War
        3. Spanish-American War
        4. World War I
        5. World War II
        6. Current conflicts

Activities

Selections from Abramowitz on the above topics.
Discussion of the selections.
Bulletin board depicting the causes of war.
Possible use of questionnaire on attitudes toward peace - Take selections.
Use of filmstrips on the wars given above.
Films on the causes of the above wars.
Discussion of the causes of wars.

Materials

Text: Abramowitz, Unit III, Lesson 8: Unit V, Lesson 1; Unit VIII, Lessons 5-11.

Paperbacks: Selections from Stillness at Appomattox and other books by Bruce Catton.

All Quiet on the Western Front

Duplicated resources:

War Hawks

Four Points that might be considered basic causes of the Civil War

Comparative strengths of the North and South.

First use of the atomic bomb.
The Mexican War Filmstrips:

"The Westward Movement" B-23
"Expansion and Disunity" B-42

Civil War Films:

"The True Story of the Civil War - the Matthew Brady Photos" IMC - F4047

"The Great Debate" IMC - F4051

"The Civil War: Background and Causes" IMC - F3033

Filmstrips:

"The Country During Civil War Times" B-26
"The War for Southern Independence" B-25
"The Civil War Series"
  Causes of the Civil War B-32
  From Bull Run to Antietam B-33
  From Shiloh to Vicksburg B-34
  The Civil War at Sea B-35
  Gettysburg B-36
  Sherman's March to the Sea B-37
  The Road to Appomattox B-38
  The Reconstruction Period B-39

"War Between the States - Matthew Brady Photos" B-40-41
"The Negro in the Civil War and Reconstruction" B-55

Records: 9.737 The Confederacy
  9.737 The Union

Books: Civil War

973.7 An Angle, Paul M. A Pictorial History of the Civil War Years
973.7 Ba Barker, Alan The Civil War in America
973.7 Ba Barnes, Eric The War Between the States
973.7 Ca Catton, Bruce America Goes to War
973.7 Da Davis, G. Appomattox
973.714 Do Donovan, Frank Mr. Lincoln's Proclamation
973.7 Do Downey, Fairfax Storming the Gateway
973.714 Fr Franklin, John The Emancipation Proclamation
973.7 Ga Gara, Larry The Liberty Line
973.7 Jo Jones, Robert The Civil War in the Northwest
973.7 Ni Nichols, Roy The Stakes of Power
973.7 Pa Palmer, Bruce First Bull Run
973.7 Pr Pratt, Fletcher The Monitor and the Merrimac
973.7 Re Reeder, Red The Story of the Civil War
973.717 Ba

10-65
Spanish American War -
Films: "Saga of Western Man"
"The Life and Times of Teddy Roosevelt" IMC - F4091

Filmstrips: "The Road to World Power and Responsibility" B-44
"Internal Reform and International Responsibility" B-45
"Turn of the Century" B-40

Books: 973.8 Az Azoy, Anastasia Charge! The Story of the Battle of San Juan Hill
973.8 Ca Caster, Henry Teddy Roosevelt and the Rough Riders
973.8 Fr Freidel, Frank Splendid Little War
973.8 Re Reeder, Red The Story of the Spanish-American War
973.8 We Werstein, Irving Turning Point for America
973.89 We Werstein, Irving 1898: The Spanish-American War

World War I -
Films: "World War I" "George W. Norris - Profiles in Courage Series"

Filmstrips: "The United States and World War I" B-27
"World War I" B-62

Books: 940.4 Ba Baldwin, Hanson World War I
940.3 Fa Falls, Cyril The Great War, 1914-1918
940.4 La Lawson, Don The United States in World War I
940.3 Se Sellman, R. P. The First World War
973.9 Su Seymour, Charles Wilson and the World War
940.414 Te Terraine, John The Great War, 1914-1918
940.415 Te Terraine, John The Western Front, 1914-1918
940.3 We Werstein, Irving The Many Faces of World War I

World War II -
Films: "World War II - Prologue U.S.A."
"The Road to World War II" IMC - F3031

Filmstrips: "The Negro Fights for the Four Freedoms" B-58
"World War II - The Home Front" B-30
"World War II - Overseas" B-31
"World War II" B-63

Books: 940.54 Bl Bliven, Bruce The Story of D-Day
940.54 Ho Hoehling, A. C. The Week Before Pearl Harbor
940.545 Po Potter, E. B. The Great Sea War
940.54 Sa Savage, Katherine The Story of the Second World War
940.54 Sm Smith, Walter Bedell Eisenhower's Six Great Decisions
940.54 Wi Williams, Jay The Battle for the Atlantic
DUPICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT VIII

Note: See the resources identified below in the guide "A Problems Approach to American History."

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<td>Four Points that Might Be Considered Basic Causes of the Civil War</td>
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<td>Comparative Strengths of the North and South</td>
<td>316</td>
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<td>The First Use of the Atomic Bomb</td>
<td>320</td>
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<tr>
<td>Transparency - Estimated American Battle Deaths and Dollar Expenditures</td>
<td>325</td>
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<tr>
<td>- Chronology of Events Leading to World War II</td>
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PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 11
OBJECTIVES OF THE COURSE

Stated in problem form.

UNIT I - ORIENTATION TO THE YEAR'S WORK

Problem: What are our expectations for the year?

UNIT II - EUROPE AND THE MIDDLE EAST

Problem: What are the physical features of Europe and the Middle East?

Problem: Can peace be kept in the Middle East?

Problem: Why is there so much opposition between the Arabs and Israel?

Problem: In what ways was the Middle East the "cradle of civilization"?

Problem: What are the problems of the Mediterranean nations today?

Problem: What were the contributions of Greece and Rome in ancient times?

Problem: What is the "Common Market" and what is its purpose?

Problem: Who are the present leaders of Western Europe?

Problem: What are the contributions that Europe has made to the world since ancient times?

Problem: How are relationships changing today between Russia and the West?

UNIT III - AFRICA

Problem: What are the physical features of Africa?

Problem: Why is Africa experiencing so much unrest today?

Problem: What do the Arab nations want today?

Problem: Can the people of Central Africa hope to have a peaceful life?

Problem: How are the apartheid policies in South Africa the cause of unrest.
Problem: What were the great civilizations of Africa in the past?

Problem: In what direction will the African nations move both politically and economically?

UNIT IV - ASIA

Problem: What are the physical features of Asia?

Problem: Why is a small country like Viet Nam so important in the world today?

Problem: Why is the United States so concerned about Communist China today?

Problem: Why are the problems of overpopulation and under-development so important in Asia today?

Problem: How can we explain the fact that Japan is such a modern industrial nation?

Problem: How do religious ideas make life in India so different?

Problem: What did Asian civilization contribute to the world in the past?

Problem: What can the Asians expect their life to be like in the future?

UNIT V - LATIN AMERICA

Problem: What are the physical features of Latin America?

Problem: What present day conditions are a threat to the peace in the Western Hemisphere?

Problem: Why are there such extremes of wealth and poverty in Latin America?

Problem: What attempts are being made to improve living conditions in Latin America and how successful are they?
CONCEPTS BASED UPON THE COURSE OBJECTIVES

UNIT I - ORIENTATION TO THE YEAR'S WORK

A. Expectations

UNIT II - EUROPE AND THE MIDDLE EAST

A. Physical features
B. Peace
C. Opposition (Conflict)
D. "Cradle of Civilization"
E. Problems
F. Contributions
G. "Common Market"
H. Leaders
I. Relationships

UNIT III - AFRICA

A. Physical features
B. Unrest
C. Wants (Needs)
D. Peace
E. Apartheid
F. Civilization
G. Direction

UNIT IV - ASIA

A. Physical features
B. Importance
C. Concern
D. Overpopulation
E. Underdevelopment
F. Industry
G. Religion
H. Contribution
I. Expectations

UNIT V - LATIN AMERICA

A. Physical features
B. Conditions
C. Peace
D. Extremes
E. Wealth
F. Poverty
G. Living Conditions
UNIT I

ORIENTATION TO THE YEAR'S WORK
UNIT 1  ORIENTATION TO THE YEAR'S WORK

PROBLEM: What are our expectations for the year?

Activities

1. Discussion of how to plan the approach to the study of the world (problems).

2. Discussion of the use of multi-media.

PROBLEM: How can the ability to read maps help us understand the world?

Activities

1. Orientation to maps.

2. Show films on maps identified below.

3. Discuss films.

4. Study types of maps through the use of wall maps and transparencies.

Materials

Films - IMC: P1070 Maps are Fun
P1070 Maps and Their Uses
F8076 Maps for a Changing World

Transparencies - IMC: TR9006 Physical Geography - I

<table>
<thead>
<tr>
<th>Latitude and Longitude</th>
<th>Mountain ranges</th>
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<td>Globe</td>
<td>Plateau and Plain</td>
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<td>Altitude or elevation</td>
<td>Canyon</td>
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<td>Mountain</td>
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<td>Highland and Lowland</td>
<td>Delta</td>
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<td>Gulf</td>
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<td>Isthmus</td>
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<td>Channel and Cape</td>
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<td>Strait</td>
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<td>Lake and Island</td>
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<td>Harbor</td>
<td>Europe</td>
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<td>Peninsula</td>
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</table>

TR9068 Latitudes and Longitudes
PROBLEM: What efforts are being made or could possibly be made to promote world peace?

Activities

1. General discussion of troubled areas in the world and causes of difficulty and conflict.

2. Definition of nationalism, imperialism, ideology, underdeveloped nations.

3. Show films relating to the concepts above and discuss.

4. Have students listen to various tapes on disarmament, the U.N., and international law.

5. Discuss tapes.

6. Study brochures on the U.N. and discuss.

Materials

Films - IMC: F9045 Nationalism
F4042 Economics of Under-Development
F4092 To Each a Rightful Share
F8951 A Short Vision

Tapes - IMC: T1270 Disarmament - Will Patience Pay Off?
T1265 Does the World Want a Solvent United Nations?
T1274 International Law as seen by Communists and Underdeveloped Nations
T1266 New Images of the United Nations
T1261 Operation Suicide - Is It Inevitable?
T1269 Our Role in the United Nations
T1262 Peace: What We Must Do
T1263 President Kennedy's Address to the U.N.
T1260 Responsibilities to the Past and Future
T1273 The Space Age Challenges the United Nations
T1271 Understanding: Stepping Stones to Peace

Pamphlet materials available from:
United Nations Association of Minnesota
Midwest Plaza Building, Minneapolis
Telephone: 333-2824

World Affairs Center, University of Minnesota, Minneapolis
Telephone: 373-3740 or
Pamphlet Shop: 373-3799
UNIT II

EUROPE AND THE MIDDLE EAST
UNIT II  
EUROPE AND THE MIDDLE EAST

PROBLEM: What are the physical features of Europe and the Middle East?

Activities

1. Have students use atlases to make various types of maps of either Europe or the Middle East i.e. climate, soils, vegetation, products, physical features, political, etc. and report upon their findings.

2. Discuss how knowledge gained in the making of the maps may be used in understanding life in Europe and the Middle East.

Materials - IMC

Transparencies:  TP9005 Geoeco, by. - Atlas, U.S., Canada and Western Europe

Transparency Packets:  TP9005 Atlas: United States, Canada, and Western Europe
                      TP9006 Atlas: Eastern Europe and the Middle East

PROBLEM: How did civilization begin?

Activities

1. Show filmstrips on "stone age" people of today and discuss.

2. Discuss pre-historic times and pre-historic man.

3. Have students do research on topics related to pre-historic man using library resources and filmstrips.

Materials

Epic of Man Series (Life)
TS-919.403-ST R-133 Stone Age People of Today K,L
TS-134 Stone Age People of Today L
TS-917.1-KC R-137 Neolithic Folk Today K,L
TS-291-ST A Stone Age Faith Today K
TS-913-M R-131 Man Inherits the Earth K,L
TS-270-La R-135 The Dawn of Religion K,L
TS-913.03-D R-136 The Discovery of Agriculture K,L
TS-913.35-e R-138 Coming of Civilization K,L
<table>
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<tr>
<th>Call No</th>
<th>Title</th>
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<tr>
<td>910 Br</td>
<td>World Geography</td>
<td>Bradley, John Hodgdon</td>
<td>Ginn 1957</td>
</tr>
<tr>
<td>909 Bu</td>
<td>World History, Civilization From Its Beginnings</td>
<td>Bullock, Alan</td>
<td>Doubleday 1962</td>
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<td>901 Ha</td>
<td>Short History of Western Civilization</td>
<td>Harrison, John Bougham</td>
<td>Knopf 1960</td>
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<tr>
<td>901.9 Ho</td>
<td>The Light of the Past</td>
<td>Horizon Magazine</td>
<td>Am. Heritage 1965</td>
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<td>901.9 Li</td>
<td>The Epic of Man</td>
<td>Life (periodical)</td>
<td>Golden Press 1962</td>
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<td>900 Li</td>
<td>Life's Picture History of Western Man</td>
<td>Life (periodical)</td>
<td>Time, Inc. 1951</td>
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<td>909 La</td>
<td>Larousse Encyclopedia of Ancient and Medieval History</td>
<td></td>
<td>Harper &amp; Row 1963</td>
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<tr>
<td>909.82 Li</td>
<td>Most of the World; the People of Africa, Latin America, and the East Today</td>
<td>Linton, Ralph</td>
<td>Columbia Univ. 1949</td>
</tr>
<tr>
<td>909 Ma</td>
<td>The Story of Civilization</td>
<td>Man's Past and Progress:</td>
<td>International Graphic Society 1961</td>
</tr>
<tr>
<td>901 Mu</td>
<td>Freedom in the Ancient World</td>
<td>Muller, Herbert J.</td>
<td>Harper, 1961</td>
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<tr>
<td>901 Mu</td>
<td>Freedom in the Western World</td>
<td>Muller, Herbert J.</td>
<td>Harper, 1963</td>
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<tr>
<td>901 Sm</td>
<td>The Heritage of Man</td>
<td>Smith, Golden</td>
<td>Scriber 1960</td>
</tr>
<tr>
<td>309 Va</td>
<td>Story of Mankind</td>
<td>VanLoon, Hendrik</td>
<td>Liveright 1951</td>
</tr>
</tbody>
</table>
PROBLEM: In what ways was the Middle East the "cradle of civilization"?

Activities

1. Assigned readings in Leinwand.
2. Discuss readings.
3. Viewing of filmstrips as examples of ancient Middle Eastern civilizations.
4. Show film on major religions of the world and discuss, focusing upon Judaism, Christianity, and Islam.
5. Show filmstrips on the three religions to the class.
6. Discuss the major religions arising in the Middle East in terms of their beliefs and their importance today.

Materials

Text: Leinwand, Chapters 1 and 7, pages 2-27

Filmstrips: Epic of Man Series (Life)
            FS-913.35-Su Sumer - First Great Civilization K,L
PROBLEM: In what ways was the Middle East the "cradle of civilization"?

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Materials

Text: Leinwand, Chapters 1 and 2, pages 2-27

Filmstrips: Epic of Man Series (Life)
   FS-913.35-Su Sumer - First Great Civilization K,L
   The World's Great Religions (Life)
   FS-297-Is B-178 Islam K,L
   FS-296-Ju B-179 Judaism K,L
   FS-270-Ch B-180 Christianity K,L
Miscellaneous
   SFS-297-Un Understanding Islamism K

Films - IMC: F9037 Major Religions of the World

Transparencies - IMC: TR9038 Cradles of World Civilization
   TR9039 Empires of the Near East
   TR9045 Expansion of Islam: 622-750

PROBLEM: Can there be peace in the Middle East considering the conflict between the Arbas and Israel?

Activities

1. Show the film on the Middle East and discuss.
2. Analyze the materials in the embassy kits for propaganda and discuss your findings.
3. Small group research on contemporary topics using filmstrips, tape, embassy materials, vertical file materials, and library resources.

4. Have a panel discuss the topics in terms of the problems facing the Middle East.

5. Have a speaker from a Jewish organization present his viewpoints on events in the Middle East today.

Materials

Filmstrips: Nations of the World Today (Life 1950's)
B-216 Iran L
B-217 Israel L

New York Times Current Events
B-220 Turmoil in the Arab World - May 1959

Tape - IMC: T1267 The Long U.N. Vigil in the Middle East
Film - IMC: F3050 The Middle East: Crossroads of Three Continents

Embassy Kits - IMC: K9124-9125 Israel
K9100 Middle East
Israel Turkey
Egypt Saudi Arabia

Vertical File Topics - IMC: Arabia
Egypt
Israel
Turkey

Library Resources

MIDDLE EAST

953 Sa Sayegt, F. Arab Unity Devin-Adair 1958
953 St Stewart, D. Arab World Time 1962
913.32 Al Aldred, Cyril Egypt to the End of the Old Kingdom McGraw 1965
955.94 As Associated Press Lightning Out of Israel The Press 1967
<table>
<thead>
<tr>
<th>Call Number</th>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
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<tbody>
<tr>
<td>956.94 Be</td>
<td>Ben-Gurion, David</td>
<td>Israel: Years of Challenge</td>
<td>Holt</td>
<td>1963</td>
</tr>
<tr>
<td>915.6 Be</td>
<td>Berger, Monroe</td>
<td>The Arab World Today</td>
<td>Doubleday</td>
<td>1962</td>
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<tr>
<td>956.94 Bo</td>
<td>Boudet, Jacques</td>
<td>Jerusalem, A History</td>
<td>Putnam</td>
<td>1967</td>
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<tr>
<td>949.7 Br</td>
<td>Brown, J. F.</td>
<td>The New Eastern Europe</td>
<td>Praeger</td>
<td>1966</td>
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<tr>
<td>956.94 Bu</td>
<td>Burns</td>
<td>Between Arab and Israeli</td>
<td>Obolensky</td>
<td>1962</td>
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<tr>
<td>956 Ch</td>
<td>Childers, Erskin B.</td>
<td>Common Sense About the Arab World</td>
<td>Macmillan</td>
<td>1960</td>
</tr>
<tr>
<td>956.94 Da</td>
<td>Dayan, Yael</td>
<td>Israel Journal: June, 1967</td>
<td>McGraw</td>
<td>1967</td>
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<tr>
<td>953 El</td>
<td>Ellis, Harry B.</td>
<td>The Arabs</td>
<td>World Pub.</td>
<td>1958</td>
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<td>956 El</td>
<td>Ellis, Harry B.</td>
<td>Challenge in the Middle East</td>
<td>Ronald</td>
<td>1960</td>
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<td>956.7 Fe</td>
<td>Fernea, Elizabeth Warnock</td>
<td>Guests of the Sheik</td>
<td>Doubleday</td>
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<td>956.94 Ge</td>
<td>Gervasi, Frank</td>
<td>The Case for Israel</td>
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<td>Gidal, Sonia</td>
<td>My Village in Israel</td>
<td>Pantheon Bks.</td>
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<td>956.95 Na</td>
<td>Harris, George Lawrence</td>
<td>Jordan: Its People, Its Society, Its Culture</td>
<td>Hraf Press</td>
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<td>956.9 Hi</td>
<td>Hitti, Philip K.</td>
<td>Syria: A Short History</td>
<td>Collier</td>
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<td>The Land and People of Israel</td>
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<td>Harnack, Curtis</td>
<td>Persian Lions</td>
<td>Holt</td>
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<td>Joy, Charles R</td>
<td>Young People of the Eastern Mediterranean</td>
<td>Sloan &amp; Pearce</td>
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<td>Kramer, Samuel Noah</td>
<td>Cradle of Civilization</td>
<td>Time, Inc.</td>
<td>1967</td>
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<td>McClellan, Grant Samuel</td>
<td>The Middle East in the Cold War</td>
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<td>1956</td>
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<td>913.35</td>
<td>Mallowan, M. D. L.</td>
<td>Early Mesopotamia and Iran</td>
<td>McGraw</td>
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<td>Mehüevi, Anne Sinclair</td>
<td>Persia Revisited</td>
<td>Kropf</td>
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<td>913.35</td>
<td>Saggs, H. W. F.</td>
<td>Everyday Life in Babylonia and Assyria</td>
<td>Butter</td>
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<td>913.35</td>
<td>Sayegh, Fayeza Abdullah</td>
<td>Arab Unity</td>
<td>Devin-Adair</td>
<td>1961</td>
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<td>Stewart, Desmond</td>
<td>The Arab World</td>
<td>Time, Inc.</td>
<td>1962</td>
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<td>Walz, Jay</td>
<td>The Middle East</td>
<td>Athenaeum Press</td>
<td>1965</td>
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</table>
PROBLEM: What are the problems of the Mediterranean nations today?

Activities

1. Show film on the Mediterranean world.
2. Discuss film.
3. Listen to tape on a visit to Greece and discuss.
4. Listen to tapes and view filmstrips on Italy.
5. Show films on Spain and discuss.
6. Have students plan a trip with itinerary and transportation arrangements to one Mediterranean country using embassy, travel, and vertical file brochures.

Materials

Filmstrips: Southern Europe (EBF)
B-205 Italy L

Nations of the World Today (Life 1950's)
B-213 Italy L
B-202 Portugal L
B-204 Spain L

FS-946 Go Golden Age of Spain K

Films - IMC: F9038 The Mediterranean World
F3145 Spanish Community Life
F9012 The Day Manolette Was Killed

Tapes: T1745 A Visit to Greece
T1736 A Visit to Italy
T1737 Geography of Spain

Embassy Kits: K9083 Cyprus
K9087 Greece
K9104 Spain

Vertical File: Spain

Library Resources:

914.95 Eliot, Alexander Greece

949.5 Gianakoulis, T. Land and People of Greece

11-20
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<td>Thomas, Hugh</td>
<td>Spain</td>
<td>Time</td>
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PROBLEM: What were the contributions of Greece and Rome in ancient times?

Activities

1. Show film on life in ancient Greece.

2. Have students view various filmstrips on ancient Greece to prepare for classroom discussion of film and filmstrips.


4. Have students view filmstrips in preparation for discussion of Rome.

5. Study pictures and transparencies of historical reconstructions of Rome.

6. Read assigned pages in Leinwand. Be able to list the contributions of Greece and Rome and to discuss them.

Materials

Text: Leinwand, Chapters 3 and 4, pages 28-65

Filmstrips: Epic of Man Series (Life)
- FS 913.39F1 B-141 First European Civilization: Crete K,L
- FS 913.39F1 B-142 First European Civilization: Crete K,L
- FS 913.38Cr B-143 Great Age of Warriors: Homeric Greece K,L
- B-144 Great Age of Warriors: Homeric Greece L

World of the Past Series (Life)
- FS913.38At B-146 Athens K,L

World History Series (SVE) Classical Age
- B-150 The Hellenic Greeks L
- B-151 The Hellenistic Greeks L

Miscellaneous
- B-238 Growing Up in Ancient Greece L
- FS 913.38Gr Greece, Cradle of Culture K
- FS 913.38Li Life in Ancient Greece K

World of the Past Series (Life)
- B-152 The Roman Republic L
- B-153 The Roman Empire L
Rome: The Eternal City Series (Life)
FS 937-Em The Emperors K
FS 937-Ki B-154 Kings and Consuls L

Miscellaneous
FS-270-Ea The Early Christians K
FS-913.37-Li Life in Ancient Rome K
Art and Architecture
B-181 Giotto's Life of Christ (Life)
B-182 Michelangelo: The Sistine Chapel (Life) L

Films - IMC: F1057 Life in Ancient Greece
F1058 Life in Ancient Rome
F9043 Michelangelo

Classroom Pictures - IMC:
P 1008-7 Life in Ancient Greece
P 1008-9 Life in Ancient Rome
P1161 Historical Reconstructions of Rome
Picture Map of the Roman Forum
The Roman Forum: Partial View A
The Roman Forum: Partial View B
The Circus Maximus
The Colosseum
The Basilica of Maxentius
The Mausoleum
P1162 Historical Reconstruction of Pompeii
The House of the Faun
The Pistrinum (Bakery)
The Theater
The Temple of Apollo

Transparencies - IMC: TR9040 The Mediterranean World: 550-500 BC
TR9042 Reference Map of the Roman World

Transparency Packets - IMC: TP9022 Classical Greece

Library Resources: CONTRIBUTIONS OF GREECE AND ANCIENT ROME

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<th>937.06</th>
<th>Africa, Thomas W.</th>
<th>Rome of the Caesars</th>
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<td>Asimov, Isaac</td>
<td>The Greeks: A Great Adventure</td>
<td>Houghton 1965</td>
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<td>937.06</td>
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<td>Legacy of Rome</td>
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<td>Barker, Derek Roland</td>
<td>Story of Ancient Athens</td>
<td>St. Martin's Press, 1960</td>
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<td>Church, Alfred John</td>
<td>Roman Life in the Days of Cicero</td>
<td>Bible &amp; Tanne</td>
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<td>Cottrell, Leonard</td>
<td>Bull of Minos</td>
<td>Rinehart</td>
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<td>Cowell, F.R.</td>
<td>Everyday Life in Ancient Rome</td>
<td>Putnam</td>
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<td>Davis, William S.</td>
<td>Day in Old Athens</td>
<td>Allyn &amp; Bacon</td>
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<td>The First 3000 Years</td>
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<td>Daily Life in Greece at the Time of Pericles</td>
<td>Macmillan</td>
<td>1966</td>
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<td>Johnston, Harold W.</td>
<td>Private Life of the Romans</td>
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<td>Johnson, Mary</td>
<td>Roman Life</td>
<td>Scott</td>
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<td>Life (Periodical)</td>
<td>Classical Greece</td>
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<td>1965</td>
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<td>McDonald, William A.</td>
<td>Progress Into the Past</td>
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<td>1967</td>
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<td>Book of the Ancient Romans</td>
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<td>Book of the Ancient World for Young Readers</td>
<td>Putnam</td>
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<td>Quennell, Marjorie</td>
<td>Everyday Things in Ancient Greece</td>
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<td>Rice, David</td>
<td>Constantinople from Byzantium to Istanbul</td>
<td>Stein</td>
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<td>Roux, George</td>
<td>Ancient Times</td>
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<td>Selincourt, Aubrey de</td>
<td>The World of Herodotus</td>
<td>Little</td>
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<td>Everyday Life in Rome</td>
<td>Oxford</td>
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<td>Unstead, Robert John</td>
<td>Looking At Ancient History</td>
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<td>1960</td>
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<td>913.37</td>
<td>Vaughan, Agnes Carr</td>
<td>Those Mysterious Etruscans</td>
<td>Doubleday</td>
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<td>Workman, B.K.</td>
<td>They Saw It Happen In Classical Times</td>
<td>Barnes and Noble</td>
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<td>913.38</td>
<td>Mireauz, Emile</td>
<td>Daily Life in the Time of Homer</td>
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PROBLEM: What is the present political situation in Northern and Western Europe? Who are the present leaders of the region?

Activities

1. Show films of countries of Northern and Western Europe.

2. Discuss life in Northern and Western Europe as shown in the films.

3. Divide into groups to do research on life in the various countries of Northern and Western Europe today.

4. Write group reports on the various countries and present to the class.

5. As part of the group activity, gather visual materials on political leaders of Europe and display on a bulletin board.

6. Discuss political leadership in Europe today.

Materials

Filmstrips: B-224 Challenge For Britain April 1964 L
B-201 Switzerland L
B-203 France L
B-239 France, The Country and Its People L
B-240 Living in France L
B-85 France, Challenge For L
G-147 Paris (EG) L
G-148 Paris (ERF) L
B-86 Focus on Berlin L
B-227 Divided Germany October 1959 L

Films - IMC: P3042 British Isles: The Land and the People
F3104 United Kingdom: England and Wales
F1195 Western Europe: An Introduction
F1196 Western Germany: Land and People
F3210 West German Family
F9022 Germany - People of the Industrial West
F1060 Life in a Fishing Village: Sweden
F3043 People of the Reindeer
F4026 Scandinavia: Norway, Sweden, Denmark

Classroom Pictures - IMC: P 1008-34 Europe
P 1071 England
P 1008-11 Netherlands
P 1070 The Alps
Tapes: T1735 A Visit to France
T1744 A Visit to Germany

Transparencies: Tr9067 Peoples of Europe

Embassy Kits: K9084 British Isles
K9081 France
K9093 Germany
K9094 Switzerland
K9095 Austria
K9086 Benelux
K9105 Sweden, Norway, Denmark
K9106 Finland

Other kits: K9112 Euro-Card - A geography game

Vertical File Topics: Austria
Europe
Finland
France
History - World
Norway
Portugal
Sweden
Switzerland

PROBLEM: What are the contributions that Europe has made to the world since ancient times?

Activities

1. Read about life in the Middle Ages in Leinwand.

2. Show film on life in the Middle Ages.

3. View filmstrips on life in the Middle Ages.

4. Discuss what has been learned about the Middle Ages.

Materials

Text: Leinwand, Chapters 7 and 8, pages 112-133.

Filmstrips: FS-913.42-Fo Forebears of the West, The Celts K
FS-940.1-Li Life in the Middle Ages K
Medieval Europe Series (EBF)
B-156 The Medieval Manor L
B-157 The Medieval Manor L
B-158 The Town and Its Guilds L
B-159 The Town and Its Guilds L
B-160 The Knight and His Training L
B-161 The Knight and His Training L
B-162 The Crusades and Their Significance L
B-163 The Crusades and Their Significance L

World History Series (SVE) Middle Ages L
B-164 The Migration of Medieval Peoples L
B-165 Feudalism L
B-166 The Medieval Church L
B-167 Medieval Towns and Cities L

History of Western Culture Series (Life)
FS-940.1-M B-168 Middle Ages K,L

Medieval Heritage Series
B-170 The Bayeux Tapestry L
B-171 Festival L

Heros of Long Ago Series (EBF)
B-172 Charlemagne (B-190 also) L
B-173 Leif Ericsson L
B-174 Roland L

Films - IMC: F3097 Life in a Medieval Town
F3032 The Vikings: Life and Conquests

Pictures - IMC: P 1008-9 Life in Medieval Times

Transparencies - IMC:
TR9041 Alexander's Empire: 323 BC
TR9048 Mongol-Turkish Conquest - Eastern Trade Routes
TR9044 Migrations of the Peoples in the Fifth Century
TR9046 Christian Europe and the Crusades
TR9047 Industry and Commerce in Medieval Europe

Library Resources: THE MIDDLE AGES

940.1 Mills, Dorothy Middle Ages Putnam
940.1 Mi 1935

940.1 Penoud, Renée, ed. The Crusades Putnam
Pe 1963

940.23 Simon, Edith The Reformation Time, Inc.
Si 1966

942.073 Spencer, Cornelia More Hands for Man Day
Sp 1960

942.02 Stenton, Doris Mary English Society in the Early Middle Ages Pelican
St

940.18 Treece, Henry The Crusades Random House
Tr 1963
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<td>Longmans</td>
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<td>Illustrated History of England</td>
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<td>Williams, Jay</td>
<td>Life in the Middle Ages</td>
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<td>Whitelock, Dorothy</td>
<td>The Norman Conquest</td>
<td>Scribner</td>
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<td>Wood, Anthony C.</td>
<td>Europe 1815-1945</td>
<td>McKay</td>
<td>1964</td>
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<td>940.1 Ho</td>
<td>Horizon Magazine</td>
<td>Knights of the Crusades</td>
<td>Am. Heritage</td>
<td>1962</td>
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Activities

1. Read about the Renaissance and Reformation in Leinwand.
2. Look at filmstrips on the Renaissance and Reformation.
3. Study specific topics using library resources and report on topics.

Materials

Text: Leinwand, Chapters 9 and 10, pages 153-191

Filmstrips: FS-940.23-Pr B-169 The Protestant Reformation K,L
B-189 The Age of Exploration L
FS-940.2-Re B-149 Renaissance K,L

Transparencies - TRC: TR9049 Age of Discovery and Trade Expansion
TR9050 Reformation and Counter Reformation

Library Resources:

940.2 Chamberlin, E. Everyday Life in Renaissance Times Putnam 1966
Ch
940.2 Foster, Genevieve The World of Columbus and Sons Scribner 1965
Fo
940.2 Hale, John R. Age of Exploration Times, Inc. 1966
Ha
Ho Renaissance
940.2 Mills, Dorothy Renaissance and Reformation Putnam 1939
Mi

Activities - The French Revolution

1. Read about Great Britain and France in the late 17th and early 18th centuries. (See list of library resources on France and Great Britain.
2. Discuss the causes of the French Revolution.
Materials

Text: Leinwand, Chapters 18-19, pages 324-358

Transparencies - IMC: TR9051 Colonial Powers: 1783
TR9052 Napoleonic Empire: 1792
TR9053 Europe After the Congress of Vienna: 1815

Activities

1. Divide into groups and do research on the development of the modern nations of Northern and Western Europe using text and library resources.

2. Have group reports on how these nations developed.

3. Show films on the causes and events of World Wars I and II.

4. Divide the class into groups to do research on the causes and events of World Wars I and II.

5. Discuss these events in the twentieth Century.

Materials

Text: Leinwand, Chapters 20-29, pages 359-537

Films - IMC: F4050 The Twisted Cross
F3031 Road to World War II

Filmstrips: FS-940.3-Wo World War I K
FS-940.53-Wo World War II K
FS-942-En 18th Century England K
FS-944-Fr France in the 18th Century

Transparencies - IMC:
TR9054 Europe in 1871
TR9055 Industrialization for the World-Expansion of the Industrial Revolution
TR9056 The World in 1914 - Central Europe in 1914
TR9057 The First World War: 1914-1918
TR9058 Europe After 1924
TR9059 The World After The First World War. 1924
TR9060 Europe at the Outbreak of World War II
TR9062 World War II in Europe and Northern Africa
TR9063 World War II in the Pacific
TR9065 Europe in 1953
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<td>Ausubel, H.</td>
<td>Late Victorians</td>
<td>Van Nostrand</td>
<td>1955</td>
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<td>320</td>
<td>Brinton, C.</td>
<td>English Political Thought in the 19th Century</td>
<td>Harper</td>
<td>1967</td>
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<td>Cheyney, E.</td>
<td>Short History of England</td>
<td>Ginn</td>
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<td>Churchill, W.</td>
<td>History of the English Speaking Peoples</td>
<td>Dodd</td>
<td>1956</td>
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<td>942.073</td>
<td>Cooper, L.</td>
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<td>Heroes and Legends of World War I</td>
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PROBLEM: How are relationships changing today between Russia and the West?

Activities

1. Show films on Russian life today and discuss.

2. Make various kinds of maps of the U.S.S.R. and its satellites: physical, political, vegetation, climate, soils, products, etc. interpret maps to the class.

3. Bring in current events materials, magazine and newspaper articles related to Russia.

4. Discuss our changing attitudes toward Russia today.

Question: How are our attitudes regarding Russia and Red China different and why?

Activities

1. Show films on the development of the Cold War.

2. Read about the Cold War in Leinwand and discuss the films and text.

Materials

Filmstrips: Art and Architecture
B-183 Russia: Art, Architecture and Religion (EG) L
New York Times Current Events
B-250 Russia and The Satellite Empire March 1961 L
B-79 Two Decades of Cold War May 1965 L
Miscellaneous
B-243 Progress Report -- Yugoslavia L
B-244 U.S.S.R. -- The Land and People L

Films: F4046 Aftermath of World War II
F3108 The Cold War
F3146 Russian Life Today
F3206 U.S.S.R. -- Family of Tashkent

Classroom Pictures: P 1008-10 Soviet Union

Tapes: T1264 Russian Strategy in the United Nations

Transparencies: TR9066 U.S.S.R. in 1964
Embassy Kits:
K9102 U.S.S.R.
K9103 Poland, Hungary, Czechoslovakia
K9085 Yugoslavia

Other Kits: K9034 The Soviet Union Today - A series of six filmstrips with accompanying records.

Vertical File Topics: Russia

Library Resources - Russia

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<td>Russia: A Concise History</td>
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<td>Basic History of Modern Russia</td>
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<td>The Land and People of the Balkans</td>
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<td>First Russian Revolution</td>
<td>Stanford, U.</td>
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<td>Land of the Russian People</td>
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<td>To Moscow -- and Beyond</td>
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<td>The View From Lenin Hills</td>
<td>Coward-McCann</td>
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<td>From Tsars to Commissars</td>
<td>Messner</td>
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<td>Russia and the Soviet Union</td>
<td>Michigan U.</td>
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<td>Werth, Alexander</td>
<td>Russia at War, 1941-1945</td>
<td>Dutton</td>
<td>1964</td>
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<td>944.081</td>
<td>White, Dorothy S.</td>
<td>Seeds of Discord</td>
<td>Syracuse U. Press</td>
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UNIT III

AFRICA
UNIT III - AFRICA

PROBLEM: What are the physical features of Africa?

Activities

1. Show films on the African Continent and discuss.

2. Study wall maps and transparencies to learn about the physical and other features of Africa, identifying land forms, soil, vegetation, minerals, etc.

Materials

Transparencies: Series of transparency masters on Africa - in Coordinator's office

Films - IMC: F9071 Africa: An Introduction
F3155 The Continent of Africa

Library Resources - Africa, Physical Features

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<td>Brander, Bruce</td>
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<td>Cope, John</td>
<td>South Africa</td>
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<td>Yearbook and Guide to East Africa</td>
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PROBLEM: Why is Africa experiencing so much unrest today?

Activities

1. Show film on the economy of Africa.

2. Read about life in Africa today in the text and in library resources.

3. Discuss the film and reading assignment.

4. Begin to develop a scrapbook on Africa as a class project.

Materials

Text: Leinwand, Chapter 31, pages 557-578

Films - IMC: F3182 The Economy of Africa

Filmstrips: Nations of the World Today (Life 1950's)
B-212 Africa: Continent in Fermert
New York Times Current Events
B-221 The New Africa May 1961
B-222 Africa: Explosive Continent May 1958
B-234 From Cairo to Capetown April 1962

Library Resources - Africa, Current Problems

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<td>Government and Politics in Africa South of the Sahara</td>
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<td>African Creeks I Have Been Up</td>
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PROBLEM: What do the Arab nations want today?

Activities

1. Bring to class current articles on the Arab-Israeli conflict as a basis for further discussion of our earlier unit.

2. Show the film on the Nile Valley and its people and discuss.

3. Read in embassy materials and try to find examples of what the Arab nations want today. Look for propaganda.

Materials

Films - IMC: F9046 The Nile Valley and Its People

Embassy Kits: K9123 Egypt, Tunisia, etc.

Vertical File Topics - IMC: Africa

PROBLEM: Can the people of Central Africa hope to have a peaceful life?

Activities

1. Show film on the continent of Africa.

2. Find articles about the problems of "Biafra" and discuss.

3. Show film on the pygmies and identify characteristics of their way of life.

4. Read in library resources to find out about other tribal groups of Central Africa.

Materials

Filmstrip: B-236 The Republic of the Congo -- The People

Films - IMC: F9010 Continent of Africa (Lands Below the Sahara)

Classroom Picture - IMC: P1072 Africa: Zanzibar
are the apartheid policies in South Africa the cause of unrest?

Activities

1. Show films on South Africa and relate the South African racial problems to our own problems.

2. Question: How are our problems similar? How do they differ?

3. View filmstrips on South Africa and discuss.

Materials

Filmstrips:
- B-241 Progress Report - The Republic of South Africa
- B-242 Progress Report - The Republic of South Africa
- B-245 South Africa Dynamic Progress (AVA) 1966
- B-235 The Banim Peoples of South Africa

Films - IMC:
- F4117 South African Essay: Fruit of Fear
- F4118 South African Essay: One Nation - Two Nationalisms

PROBLEM: What were the great civilizations of Africa in the past?

Activities

1. Read about ancient Egypt in the text and in library resources.

2. View the filmstrips on ancient Egypt.

3. Read about the great civilizations of Central Africa in library resources and Zenith books.

4. Give examples of the great contributions of the civilizations of Africa.

Materials

Filmstrips:
- Epic of Man Series (Life)
  - FS-913.32-01 B-139 The Oldest Nation: Egypt
  - FS-913.32-Eg B-140 Egypt's Eras of Splendor
- World of the Past Series (Life)
  - FS-913.32-An Ancient Egypt
  - B-237 A Day in Ancient Egypt
- FS-913.32-Li Life in Ancient Egypt

Film - IMC: F1173 The Color of Man
Library Resources - Africa, Civilizations of the Past

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<td>Building the Suez Canal</td>
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**PROBLEM:** In what direction will the African nations move both politically and economically?

**Activities**

Discuss the future of Africa in light of our study.
UNIT IV

ASIA
UNIT IV - ASIA

PROBLEM: What are the physical features of Asia?

Activities

1. Study wall maps of Asia to determine the landforms.

2. Make various kinds of maps of Asia; physical features, political, climate, vegetation, soils, etc. and discuss.

Materials

Library Resources - Asia, Civilizations of the Past

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<td>951.02 Ho</td>
<td>Horizon Magazine</td>
<td>Marco Polo's Adventures in China</td>
<td>Am. Heritage</td>
</tr>
<tr>
<td>913.31 Wa</td>
<td>Watson, William</td>
<td>Early Civilization in China</td>
<td>McGraw</td>
</tr>
</tbody>
</table>

PROBLEM: Why is Southeast Asia so important in the world today?

Activities

1. Show films on Southeast Asia and discuss the characteristics of life in this region.

2. Question: How does climate affect life in this region?

3. Bring in articles about our involvement in the Viet Nam War.

4. Read about the steps through which we became involved in the Viet Nam War in periodicals and other library resources.

5. Question: Should we have become involved in the Viet Nam War?
Materials

Filmstrips:  
- B-184 SFS915.91 Bu Burma K,L  
- B-188 SFS915.93 Th Thailand K,L  
- B-186 SFS915.95 Ma Malaysia K,L  
- B-186 SFS915.96 Si Singapore K  
- B-186 SFS915.97 Vi Viet Nam K  
- B-231 Ferment in Southeast Asia November 1958  
- B-232 Southeast Asia, Cold War Prize January 1962

Films - IMC:  
- F9080 Boy of Southeast Asia November 1958  
- F9103 Food of Southeast Asia  
- F9124 Natural Resources of Southeast Asia  
- F3197 Southeast Asia Family

Tapes:  
- T1402 Classroom U.S.A. - Vietnam Issues  
- T1259 Conservative view - Communism, Viet Nam, Etc.

Transparency - IMC:  
- TR9064 Decline of Western Colonialism in Asia: 1954

Embassy Kit - IMC:  
- K9099 Southeast Asia

Records - IMC:  
- R1130 Life in Japan and Burma

Pictures - IMC:  
- P 1008-14 Southeast Asia  
- P 1073 Asia: Thailand

Library Resources - Asia, Viet Nam and Southeast Asia

- 959.7 Berrier, Hilaire du Background to Betrayal, the Tragedy of Vietnam, 1965  
- 915.03 Bu Busch, Noel Fairchild Thailand, 1959  
- 959 Ca Cadby, John F. Thailand, Burma, Laos, and Cambodia, 1966  
- 959.7 Fa Fall, Bernard P. Viet-Nam Witness, 1953-66, Praeger 1966  
- 991 Hu Hughes, John Indonesian Upriseaval, McKay 1967

11-58
959  Karnow, Stanley  Southeast Asia  Time, Inc.  1967
959.7 Lu Lucas, Jim G.  Dateline: Viet Nam  Award House, 1966
915.67 Ma Maxwell, Gavin  People of the Reeds  Harper 1958
959.7 Od O'Daniel, John W.  Vietnam Today; the Challenge of a Divided Nation Coward 1966
959.7 Ra Ray, Sibnarayan  Vietnam, Seen From East and West Praeger 1966
959.7 Sh Sheehan, Susan  Ten Vietnamese Knopf 1967
991 Sm Smith, Natus C.  The Land and People of Indonesia Lippincott 1963, Rev. Ed.
991 So Southall, Ivan  Indonesia Face to Face Lansdowne 1964
959 Tr Trumbull, Robert  The Scrutable East McKay 1964

PROBLEM: Why is the United States so concerned about Communist China today?

Activities

1. See films on China today.
2. Read about China's history and China today in the text and in library resources. Do research on topics.
3. Discuss the film and readings.
4. Question: How are China's values today different from their traditional values? What is our foreign policy with regard to Communist China? Nationalist China?
Materials

Test: Leinwand, Chapter 6, pages 96-111

Filmstrips: World of the Far East
FS-915.11-Fe Peking: The Forbidden City L
FS-299.51-Co R-117 Confucianism and Taoism L
New York Current Events
B-223 Struggle for Asia November 1957 L
B-226 China: Communism in Asia January 1961 L

Films - IMC: F9006 China: A Portrait of the Land
F3179 China: Feeding One-Fourth of the Human Race
F9007 China's Villages in Change

Pictures - IMC: P 1008-16 China
K9080 China & Korea

Vertical File - IMC China

Library Resource - China

915.1 Caldwell, John Cope Let's Visit Formosa Day 1956
Ca

951.05 Chandra-Sekhar, Sripati Red China Praeger 1961
Ch

951.05 Clifford, John W. In The Presence of My Enemies Norton 1963
Cl

951.03 Cohen, P. China and Christianity Harvard 1963
Co

951.05 Eleyant, Robert S. The Center of the World Doubleday 1964
El

915.1 Fessler, Loren China Time 1963
Fe

951 Feuerwerker, Albert Modern China Prentice-Hall 1964
Pe

951.03 Fleming, P. Siege At Peking Harper 1959
Fl

915.1 Greene, Felix Awakened China Doubleday 1961
Gr
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<th>Call Number</th>
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<tr>
<td>951.2 Go</td>
<td>Goddard, W.</td>
<td>Formosa</td>
<td>Michigan U 1966</td>
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<td>951 Ha</td>
<td>Hahn, Emily</td>
<td>China Only Yesterday: 1850-1950</td>
<td>Doubleday 1963</td>
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<td>915.1 Ho</td>
<td>Hobbs, Lisa</td>
<td>I Saw Red China</td>
<td>McGraw 1966</td>
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<tr>
<td>951.9 La</td>
<td>Lawson, Don</td>
<td>The United States in the Korean War</td>
<td>Abelard-Schuman 1964</td>
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<td>951 Li</td>
<td>Li, Dun</td>
<td>Ageless Chinese</td>
<td>Scribner 1965</td>
</tr>
<tr>
<td>915.1 Po</td>
<td>Portisch, Hugo</td>
<td>Red China Today</td>
<td>Quadrangle Books 1970</td>
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<td>951 Ro</td>
<td>Rowe, D.</td>
<td>Modern China</td>
<td>Wadsworth-Nostrand 1959</td>
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<td>951 Se</td>
<td>Seeger, E.</td>
<td>Pageant of Chinese History</td>
<td>Longman 1947</td>
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<td>951 Wa</td>
<td>Waln, N.</td>
<td>House of Exile</td>
<td>Hittle 1953</td>
</tr>
<tr>
<td>950 Wh</td>
<td>Wheeler, Geoffrey</td>
<td>The Peoples of Soviet Central Asia</td>
<td>Dufour 1964</td>
</tr>
<tr>
<td>951.05 Wi</td>
<td>Wint, Guy</td>
<td>Common Sense About China</td>
<td>Macmillan 1960</td>
</tr>
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<td>951 Ya</td>
<td>Yaukey, Grace</td>
<td>Land of the Chinese People</td>
<td>Lippincott 1960</td>
</tr>
</tbody>
</table>

(Sydenstricker)
BLEM: Why are the problems of overpopulation and underdevelopment so important in Asia today? (India)

Activities

1. Have students study the objects in the India realia kit and identify their use.

2. Read about Mahatma Gandhi and Jawaharlal Nehru. Find out the importance of the spinning wheel that Ghandi invented.

3. Read to find out about India's problems today as related to overpopulation and underdevelopment.

4. View filmstrips to learn about the great religions of Asia which began in India.

Materials

Test: Leinwand, Chapter 5, pages 66-85.

Filmstrips: Nations of the World Today (Life 1950's)
B-214 India
B-228 India: Democracy in Asia December 1960
B-187 Pakistan

The World's Great Religions (Life)
FS-2 27.5-Hi B-175 Hinduism K,L
FS-F S-23-Bu B-175 Buddhism K,L
SFS-294.3-Un Understanding Buddhism K
SFS-294.5-Un Understanding Hinduism K

Kits - IMC: K9145 Realia Kit on India

Vertical File - IMC: India

Library Resources - India

915.4 Berkowitz, Monroe India: Struggle Against Time Scott, Foreman 1963
915.4 Bowles, Cynthia At Home in India Harcourt 1956
915.4 Dube, S. C. India's Changing Villages Routledge 1958
954 Fersh, Seymour India and South Asia Macmillan 1965
<table>
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<tr>
<th>Call Number</th>
<th>Author(s)</th>
<th>Title</th>
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<th>Year</th>
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<td>954 La</td>
<td>Lamb, Beatrice Pitney</td>
<td>India</td>
<td>Macmillan</td>
<td>1965</td>
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<td>915.4 Li</td>
<td>Life (periodical)</td>
<td>India</td>
<td>Times, Inc.</td>
<td>1961</td>
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<td>954 Mc</td>
<td>McClellen, G.</td>
<td>India</td>
<td>Wilson</td>
<td>1960</td>
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<td>954 Mo</td>
<td>Modak, Manorama R.</td>
<td>The Land and the People of India</td>
<td>Macmillan</td>
<td>1960</td>
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<td>954 Pa</td>
<td>Panikkar, K.M.</td>
<td>Common Sense About India</td>
<td>Macmillan</td>
<td>1960</td>
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<tr>
<td>915.4 Sa</td>
<td>Sahgal, Nayantara</td>
<td>From Fear Set Free</td>
<td>Norton</td>
<td>1963</td>
</tr>
<tr>
<td>915.4 Si</td>
<td>Singh, Patwant</td>
<td>India and the Future of Asia</td>
<td>Knopf</td>
<td>1966</td>
</tr>
<tr>
<td>915.49 Wi</td>
<td>Wilber, Donald N.</td>
<td>Pakistan</td>
<td>Holt</td>
<td>1964</td>
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<tr>
<td>915.4 Zi</td>
<td>Zinkin, Taya</td>
<td>India Changes!</td>
<td>Oxford</td>
<td>1958</td>
</tr>
</tbody>
</table>

11-63
PROBLEM: How can we explain the fact that Japan is such a modern industrial nation?

Activities

1. Show films on Japan today to illustrate the extent of industrialization in Japan.

2. Question: How are Japan and India different in terms of population and development?

3. Show a film to find out how life is different in the city and in rural Japan.

4. Read about Japan in the text and in library resources.

5. Question: What has Japanese civilization contributed to the world in the past?

Materials

Text: Leinwand, Chapter , pages

Filmstrips: F-185 Japan L
SFS-297-Un Understanding Shintoism K
TR9061 Russian and Japanese Expansion in the Far East

Films - IMC: F3208 Family in Tokyo
F9116 Japan: An Introduction
F9026 Japan - Miracle in Asia
F3204 Japan: Sheenya of the City
F8078 Japanese Handicrafts
F3138 Japanese Mountain Family

Kits. - IMC: Realia K9092

Slides - IMC: S1149 Japan - Recreation
S1150 Japan - Homes
S1151 Japan - Farming
S1157 Japan - Temples and Shrines
S1152 Japan - People
S1154 Japan - Occupations
S1155 Japan - Landscape

Verticle File - IMC: Japan
<table>
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<tr>
<th>Library Resources - Japan</th>
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</thead>
</table>
Problem: What can the Asians expect their life to be like in the future?

Activities

Discuss the future of Asia considering what we have learned about the continent as it is today.
UNIT V

LATIN AMERICA
UNIT V - LATIN AMERICA

PROBLEM: What are the physical features of Latin America?

Activities

1. Show film "Latin America - An Introduction" and discuss.

2. Study wall maps and transparencies to learn about the physical and other features of Latin America--identifying land forms, soil, vegetation, minerals, etc.

Materials

Films - IMC: F1044 Latin America - An Introduction

Library Resources - Latin America, Geography

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<th>Call No.</th>
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<th>Title</th>
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<tr>
<td>917.2 Br</td>
<td>Bright, Roderick</td>
<td>Land and People of Mexico</td>
<td>Macmillan 1958</td>
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<td>918.1 Br</td>
<td>Brown, Rose</td>
<td>Land and People of Brazil</td>
<td>Lippincott 1960</td>
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<td>918 Ca</td>
<td>Carlson, Fred Albert</td>
<td>Geography of Latin America</td>
<td>Prentice-Hall 1952</td>
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<td>918.2 Fe</td>
<td>Ferguson, J. Halcro</td>
<td>The River Plate Republic</td>
<td>Time, Inc. 1965</td>
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<td>918 Go</td>
<td>Goetz, Delia</td>
<td>South America</td>
<td>Fideler 1958</td>
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<td>918 Ja</td>
<td>James, Preston</td>
<td>Latin America</td>
<td>Odyssey 1959</td>
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<td>918.4 Jo</td>
<td>Johnson, William W</td>
<td>The Andean Republics</td>
<td>Time, Inc. 1965</td>
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<td>917.2 La</td>
<td>Larralde, Elsa</td>
<td>Land and People of Mexico</td>
<td>Lippincott 1950</td>
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<td>918.1 Li</td>
<td>Life (Periodical)</td>
<td>Brazil</td>
<td>Time, Inc. 1962</td>
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<td>917.2 Li</td>
<td>Life</td>
<td>Mexico</td>
<td>Time, Inc. 1961</td>
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<td>Call Number</td>
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<td>918 Ma</td>
<td>MacShane, Frank</td>
<td>Impressions of Latin America</td>
<td>Morrow 1963</td>
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<td>917.2 Ni</td>
<td>Nicholson, Irene</td>
<td>The X in Mexico</td>
<td>Doubleday 1966</td>
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<tr>
<td>918.9 Pe</td>
<td>Pendle, George</td>
<td>Lands and Peoples of Paraguay and Uruguay</td>
<td>Macmillan 1960</td>
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<td>918 So</td>
<td>South American Handbook, Including Central America, Mexico, and Cuba</td>
<td>39th annual ed 1963</td>
<td></td>
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<tr>
<td>918.7 Wo</td>
<td>Wolrabe, Raymond A.</td>
<td>Land people of Venezuela</td>
<td>Lippincott 1959</td>
</tr>
</tbody>
</table>
PROBLEM: What present day conditions are a threat to the peace in the Western Hemisphere?

Activities

1. Bring in news articles on events in Latin America and discuss.
2. Show filmstrips on current affairs in Latin America.
3. Read about the Cuban Revolution and Fidel Castro. Discuss how Cuba's economic problems might have led to communism in that country.
4. Show film "The Unending Struggle" and discuss its meaning.
5. Show the film "The Harvest of Shame" and discuss what it might say regarding our nations image in terms of foreign policy.

Materials

Filmstrips: New York Times Current Events
B-80 Ferment in Latin America February 1964 L
B-81 Cuba: Caribbean Powder Keg April 1961 L
B-225 Our Caribbean Neighbors April 1959 L
B-229 Our Southern Neighbors November 1961 L

Films - IMC: F4106 The Unending Struggle
F4049 Harvest of Shame

Transparencies - IMC: TR9075 South America Base Map
Rainfall, temperature, population and name plate overlays

Library resources - Latin America, Current Problems

980 Ad Adams, Richard N. Social Change in Latin America Harper 1960
980 Be Benton, William The Voice of Latin America Harper 1961
980 Cl Clark, Gerald The Coming of Explosion in Latin America McKay 1963
981 Do Dos Passos, John Brazil on the Move Doubleday 19-3
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<tr>
<td>918.7</td>
<td>Hobart, Lois</td>
<td><strong>Mexican Mural</strong></td>
<td>Harcourt</td>
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<td>1963</td>
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<td>980</td>
<td>Maderiage, Salvador de</td>
<td><strong>Latin America Between the Eagle and the Bear</strong></td>
<td>Praeger</td>
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<td>1962</td>
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</table>
PROBLEM: How can the history of Latin America help us to understand the culture of the region.

Activities

1. Show filmstrips on the great Indian civilizations of Latin America and discuss.

2. Identify as many Spanish elements in present day Latin American culture as you can and discuss the relative importance of Indian and Spanish elements in life today in Latin America.

3. Study maps to learn which countries are most European in origin. Indian? Mestizo?

4. Do research on specific topics related to Latin American history.

Materials

Filmstrips: Ancient American Indian Civilization Series
FS-970.3-Az Aztec Achievements in Art and Science K
FS-970.3-Az Aztecs and Their Way of Life K
FS-970.3-Az The Aztecs, The Mayas, The Incas: A Comparison K
FS-970.3-In The Incas, The Mayas, and The Aztecs K
FS-970.3-Ma The Mayas and Their Way of Life K
FS-980.3-In Incas and Their Way of Life K
World of the Past Series (Life)
FS-917.2-He B-148 Heritage of the Maya K,L
FS-918.5-In B-149 The Incas K,L

Library Resources - Latin America, History and Culture

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<td>980.1</td>
<td>Be</td>
<td>Beals, Carleton</td>
<td>Nomads and Empire Builders</td>
<td>Chilton 1961</td>
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<td>985</td>
<td>Bi</td>
<td>Bingham, Hiram</td>
<td>Lost City of the Incas</td>
<td>Duell, Sloan, and Pearce, 1948</td>
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<td>985</td>
<td>Bi</td>
<td>Bleecker, Sonia</td>
<td>The Incas</td>
<td>Morrow 1960</td>
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<td>Call Number</td>
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<td>917.2 Cl</td>
<td>Clark, Sydney A.</td>
<td>All the Best in Mexico</td>
<td>Dodd</td>
<td>1958</td>
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<td>918 Cl</td>
<td>Clark, Sydney</td>
<td>All the Best in South America, West Coast</td>
<td>Dodd</td>
<td>1959</td>
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<td>918 Cl</td>
<td>Clark, Sydney</td>
<td>All the Best in South America, East Coast</td>
<td>Dodd</td>
<td>1960</td>
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<td>986.3 Co</td>
<td>Considine, Robert B.</td>
<td>Panama Canal</td>
<td>Random House</td>
<td>1951</td>
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<td>917.2 Ho</td>
<td>Hobart, Lois</td>
<td>Mexican Mural; Story of Mexico, Past and Present</td>
<td>Harcourt</td>
<td>1963</td>
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<td>986.2 Ho</td>
<td>Howarth, David</td>
<td>Panama</td>
<td>McGraw</td>
<td>1966</td>
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<td>985.02 Hy</td>
<td>Hyams, Edward S.</td>
<td>The Last of the Incas</td>
<td>Simon &amp; Schuster</td>
<td>1963</td>
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<td>980.01 Le</td>
<td>Leonard, Jonathan N.</td>
<td>Ancient America</td>
<td>Time, Inc.</td>
<td>1967</td>
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<td>980 Pe</td>
<td>Peck, Anne Merriman</td>
<td>Pageant of South American History</td>
<td>Longmans</td>
<td>1958</td>
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<td>986.3 Ri</td>
<td>Rink, Paul</td>
<td>The Land Divided</td>
<td>Messner,</td>
<td>1963</td>
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<td>980 Sh</td>
<td>Shippen, K</td>
<td>New Found World</td>
<td>Viking</td>
<td>1945</td>
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<td>980 Ta</td>
<td>Tannenbaum, Frank</td>
<td>Ten Keys to Latin America</td>
<td>Knopf</td>
<td>1962</td>
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<tr>
<td>980 Wo</td>
<td>Worcester, Donald E.</td>
<td>The Three Worlds of Latin America; Mexico, Central America, and South America</td>
<td>Dutton</td>
<td>1963</td>
</tr>
</tbody>
</table>
PROBLEM: Why are there such extremes of wealth and poverty in Latin America and what attempts are being made to improve living conditions.

Activities

1. Show films on Latin America and discuss.

2. Divide group into committees to do research on various regions of Latin America using filmstrips, embassy kits, texts, and library resources. Have each group report back to the class.

Materials

Filmstrips: South America -- Eastern and Southern Lands (EBF)
B-206 Amazon Village L
B-207 Farmers of Argentina L
B-208 New Coffee Lands in Brazil L
B-209 Desert to Forest in Chile
B-210 People of Paraguay L
B-211 Ranch and City in Uruguay L
Nations of the World Today (Life 1950's)
B-219 Mexico L

Films - IMC: F9042 Mexico - Land and People
F9052 Pablo, Un Nino De Mexico
F4074 The West Indies

Embassy Kits - IMC: K9090 Central America
K9091 Mexico
K9101 Puerto Rico
K9088 South America

Classroom Pictures - IMC:
P 1008-31 Caribbean Lands
P 1008-30 Mexico
P 1008-32 Brazil
P 1008-33 South America

Records - IMC: RL132 Life in Spain and Brazil

Vertical File Topics - IMC: Latin America
Mexico
Puerto Rico
South America
Mexico: Land and Its People - Contains 16 slides in the following groups:

Agriculture  Mexico City
Housing      Miscellaneous Industries
Landmarks   Native Types
Markets and Shops  Other Cities
Recreation and Customs
PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 12
OBJECTIVES OF THE COURSE

Stated in problem form.

ORIENTATION

Problem: What is a problem and how do you solve a problem?

UNIT I - OCCUPATIONS

Problem: What will be your future occupation?

Problem: What things must we know about a job in order to study an occupation appropriate to a person's ability, achievement, interests, and personality?

Problem: How do we apply for a job?

UNIT II - ECONOMICS AND THE CONSUMER

Problem: Why are consumer economics and consumer education important?

Problem: How can we get the most out of our income through budgeting?

Problem: What must we know in order to buy wisely?

Problem: What should we be aware of when we buy on credit or borrow money?

Problem: What should we look for in deciding where to place our savings?

Problem: What types of insurance would best meet our needs?

Problem: What benefits will we derive from social security?

Problem: What are the advantages and disadvantages of home ownerships?

Problem: Who should and should not buy stocks, bonds, and mutual funds?

UNIT III - AMERICAN VALUES AND CURRENT WORLD ISSUES

Problem: How can we learn to think critically as we study the ideas of politics?

Problem: What is meant by politics, the political process, and government?
Problem: What is the American political system?

Problem: How does the American political system compare with a totalitarian state? (Soviet Union, China, etc.)

Problem: What are our traditional American values?

Problem: How successful have we been in achieving our values and constitutional guarantees?

Problem: Why must individuals become involved in the political process?

UNIT IV - PROBLEMS OF MINORITY GROUPS

Problem: What is a minority group?

Problem: What are the problems that minority groups face?

Problem: What is prejudice?

Problem: What is discrimination and how does prejudice lead to social discrimination?

Problem: How can we get rid of prejudice and discrimination?

UNIT V - FAMILY LIFE

UNIT VI - THE GOOD LIFE

Problem: What is "the good life"?
CONCEPTS BASED UPON THE COURSE OBJECTIVES

ORIENTATION

Problem Solving

UNIT I - OCCUPATIONS

Occupations
Ability
Achievement
Interests
Personality
Job Applications

UNIT II - ECONOMICS AND THE CONSUMER

Consumer economics
Consumer education
Income
Budgeting
Wise purchasing
Credit
Lending and borrowing
Savings
Insurance
Social Security
Home ownership
Stocks and bonds
Mutual funds

UNIT III - AMERICAN VALUES AND CURRENT WORLD ISSUES

Critical thinking
Politics
Political process
Government
American political system
Totalitarian state
Tradition
American values
Constitutional guarantees
Political involvement
UNIT IV - PROBLEMS OF MINORITY GROUPS

Minorities
Groups
Minority group problems
Prejudice
Discrimination

UNIT V - FAMILY LIFE

Refer to Family Life Guide

UNIT VI - THE GOOD LIFE

The "Good Life"
ORIENTATION

Problem: What is a problem and how do you solve a problem?

Activities

Have the students identify real problems in the world today which are of personal concern to them.

Have students react and evaluate the problems identified.

Discuss the steps in problem solving (See Dunwiddie, Chapter 1 as teacher reference)

Apply problem-solving techniques to a representative problem identified earlier.

What kinds of materials will we use to solve the problems we will be studying?

Study the various news media and what we can learn from them.

Learn how we will be using pamphlet and audio-visual materials during the course of the year by studying representative types.

Materials

Teacher reference: Dunwiddie, Problems of Democracy, 1967

Newspapers and periodicals

Pamphlet and audio-visual materials
UNIT I

OCCUPATIONS
UNIT I  OCCUPATIONS

Problem: What will be your future occupation?

Activities

Administer the Kuder Vocational Preference Record and discuss.

Compare Kuder given in the twelfth grade with the ninth grade results and discuss.

Discuss the need to learn about vocational possibilities.

List the various ways we can find out about the kinds of occupations.

List the factors which should be considered in making a job choice in addition to interests, and discuss.

Study a sample personality profile and identify what you think would be your personality strengths and weaknesses in terms of an occupational choice.

Arrange for some type of ability and achievement analysis with the counseling office so that students may proceed to select occupations for study.

Problem: What things must we know about a job in order to study an occupation appropriate to a person’s ability, achievement, interests, and personality?

Activities

Browse in vocational materials to identify ways to find out about occupations, job opportunities, qualifications, necessary training, conditions, advantages, disadvantages, etc. (See "Facts about a Field of Work" at end of unit.)

Select and study in depth one occupation and write a paper answering the questions which will be most important in determining what your job may be in the future. (See "Facts about a Field of Work")

Problem: How do we apply for a job?

Activities

Discuss what employers look for in an application.

Write letters of application and learn how to complete data sheets.

Fill out application forms for different positions.
Bring in resource people to discuss representative jobs in which the students might be interested.

Resource persons for orientation to the general world of work i.e. personnel officers of business firms, employment service managers, representatives from large industries who can explain occupations ranging from the non-skilled to the skilled.

Examples: Personnel Officers -
*Donaldsons, Inc. - Mr. Thomas Baden
*Rosemount Engineering - Mr. John Duxbury
Toro
Control Data
Thermo King

Employment Service Managers:
(See yellow pages)
Northwest Airlines
North Central Airlines
Minneapolis Star and Tribune
Fairview Southdale Hospital

Have students conduct job interviews with area resource people or student interviewers.

Field trips of industrial and business organizations might be organized.
Possible - Industrial Tours:
Fairview Southdale
American Can Company
Rosemount Engineering
Vaughn Industries
N.W. Bell Telephone Co.
Northwestern Bank
Control Data
General Mills
Minneapolis Star and Tribune

Student Materials

Library resources: See following bibliography

Sources of free and inexpensive pamphlet materials
Library collection
Counseling offices
New York Life Insurance Company. Career Opportunities
General Electric. Three Why's (Why study math, science, and engineering)
Four Why's (Why read, work, stick to studies, study English)
Start Planning Now for your Career
Job Application Forms
Daytons	Gem
Toro	Minneapolis Gas Co.
Donaldson's Inc.	Northern States Power
Honeywell	Super Value
Red Owl	Munsingwear
Control Data, etc.

Minnesota Department of Education -- The Teacher Looks at Guidance Apprenticeship Training in Minnesota. The Teacher's Role in Career Development.
REFERENCE

371.42

Dictionary of Occupational Titles

371.42

Encyclopedia of Careers and Vocational Guidance

371.42

Lovejoy's Vocational School Guide

371.42

Occupational Outlook Handbook

607.73

Technician Education Yearbook

GENERAL VOCATIONS

371.42

Betz, Betty

Betty Betz Career Book; The Teenager Guide to a Successful Job

371.42

Branche, S. Delores

Handbook of Job Facts

371.42

Cobb, M. C.

Scientific Approach to Career Planning

371.42

Daly, Donald F.

Know Your Union

371.42

Ferrari, Erma Paul

Careers For You

371.42

Hodnett, Edward

So You Want to Go Into Industry

371.42

Kitson, Harry Dexter

I Find My Vocation

920

Logic, I. M. R.

Careers in the Making

650.19

Love, Albert

Listen to Leaders in Business

371.42

MacGibbon, Elizabeth

Fitting Yourself for Business

371.42

Magoun, Frederick A.

Successfully Finding Yourself and Your Job

371.42

Paradis, Adrian

Dollars For You

659.1

Paradis, Adrian

For Immediate Release

371.42

Paradis, Adrian

From High School to Job

371.42

Perry, John

17 Million Jobs; The Story of Industry in Action

371.42

Roesch, Roberta

Money, Jobs and Futures

371.42

Scott, Judith Unger

Cues for Careers

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Speigler, Charles

If You're Not Going to College
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371.1 Redefer, Frederick Lovatt Careers in Education
370 Stinnett, T. M. Teaching in American Schools,
370 Thomas, Lawrence G. A Handbook for Future Teachers
921 Wilson, Charles H. Perspective on Teaching

ENGINEERING AND RELATED CAREERS

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629.209 Boyd, Waldo Your Future in the Electronic Computer Field
671.5 Berg, L. Your Career in Aerospace
621.38 Carroll, John M. Aim for a Job in Welding
620.69 Coy, Harold Careers and Opportunities
620 Furnas, C. Engineers and What They Do
621.38 Levine, Sol The Engineer
620.69 Love, Albert Your Future in Electronics
620.69 Neal, Harry Listen to Leaders in Engineering
621.381 Neal, Harry Engineers Unlimited
620.69 Nourse, Alan Your Careers in Electronics
620.69 Pollack, Philip So You Want to be an Engineer
620.69 Ross, Frank S. Careers and Opportunities in Engineering
620.69 Smith, Ralph World of Engineering
620.69 Throm, Edward Engineering As A Career
620 Whinnery, John Boy Engineer
621.38 West, Wallace World of Engineering
620.69 Williams, Clement Find A Career in Electronics

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646 Curtis, Frieda Steinmann Building an Engineering Career

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658.87  Scott, George  Your Future in Retailing
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636.089  Riser, Wayne  Your Future in Veterinary Medicine
DUPLICATED RESOURCES

FOR

UNIT I
SELECTED OCCUPATIONS TAKEN FROM KUDER PREFERENCE MANUAL

OUTDOOR

Professional

County Agricultural Agent
Forest Ranger
District Forest Supervisor

Semi-Professional

Forest Guard (fire fighter)
Tree Surgeon

Managerial and Official

Fish and Game Warden

Personal Service

Guide (sightseeing - see Travel Services)

Agricultural, Horticultural, and Kindred

Farmer
Livestock Farmer or Animal Breeder
Poultry Farmer
Farm Hand
Nurseryman
Greenhouse Keeper

Skilled and Semi-Skilled

Lumber Inspector
Woodsman (logging)
Zoo Keeper

MECHANICAL

Professional

All Professional Engineers
Chemical Engineer
Civil Engineer
Electrical Engineer
Industrial Engineer
Mechanical Engineer
Mining Engineer
Vocational Training Teacher

Semi-Professional

Aviator
Radio Operator
Tree Surgeon

Managerial and Official

Building and Building Equipment Inspector
Engineer
Contractor

Personal Service

Cook; Baker

Building Service Worker

Janitor
Elevator Operator

Skilled, Semi-Skilled, and Manual

Attendant at Filling Station
Blacksmith; Forgemaster; Hammerman
(Worker in polishing, finishing, and sorting pottery and porcelain ware)
Kiln worker (pottery and porcelain ware)
Construction Machinery Operator
Construction Worker
Electrician
Electroplating, Galvanizing, and Related Process Worker
Stationary Engineer
Filer; Grinder; Buffer; Polisher (Metal)
Forging Worker in Mechanical Treatment of Metals
Foundry Worker
Boilermaker
Brinker (railroad)
Brick or Stone Mason; Tile Setter
Cabinetmaker
Carpenter
Garage Laborer
Cement and Concrete Finisher
Chauffeur; Driver (bus, taxi, truck, and tractor)
Clay Product Producing Worker - Worker in Forming of Pottery and Porcelain Ware and Other Clay Products
Grader; Inspector; Scaler (logs and lumber)
Lens Grinder; Lens Polisher; Optician (maker of eye glasses)
Lineman; Serviceman (telephone, telephone, and power)
Locomotive Engineer
Locomotive Fireman
Lumberman
Machine Shop Worker
Machinist
Meat Cutter (except in slaughtering and packing houses)
All Mechanics and Repairmen
  Mechanic; Repairman (airplane)
  Mechanic; Repairman (motor vehicle)
  Mechanic; Repairman (miscellaneous-
  Household Appliance Serviceman and Installer, Office Machine Serviceman, Electrical Repairman, Gunsmith)
Molder
Motion Picture Projectionist
Paperhanger
Plasterer
Plumber
Chainman (surveying)
Sheet Metal Worker; Coppersmith; Tin-smith
Structural or Ornamental Metal Worker
Switchman (railroad)
Tool Dresser and Sharpener; Tool Maker; Die Sinkers and Setter
Upholsterer
Watch maker
Jeweler
Welder; Flame Cutter
Woodworker

Statistical Clerk; Compiler

3	SCIENTIFIC

Professional

Chemist (assayer; metallurgist)
County Agricultural Agent
Dentist
Chemical Engineer
Electrical Engineer
Pharmacist
All Physicians and Surgeons
Psychiatrist
Veterinarian
Meteorologist
Natural Scientist
Psychologist
Social Scientist
Curator (museum)
Dietitian
Traffic Engineer
Optometrist (specialist in measuring sight)
Chiropractor
Osteopathic Physician (specialist in body manipulation techniques for curing illness)

Semi-Professional

Aviator
Laboratory Technician and Assistant
Weather Observer

Clerical and Kindred

Physician's or Dentist's Assistant and Attendant

Protective Service

Detective; Policeman

Skilled and Semi-skilled

Optician (maker of eye glasses); Lens Grinder; Polisher

4	PERSUASIVE

Professional

Author; Editor; Reporter
Public Relations Worker
Sales Engineer
Lawyer: Judge
Personnel and Employment Manager
Vocational counselor

Semi-Professional
Radio Announcer

Managerial and Official
Store Manager
Wholesale Manager
Buyer; Department Head (stores)
Floorman; Floor Manager (store)
Advertising Agent
Credit Man
Purchasing Agent; Buyer
Office Manager
Sales Manager
Insurance

Sales and Kindred
Auctioneer
Insurance Salesman
Real Estate Salesman
Sales Clerk
Salesperson
Salesman (to consumers)
Salesman; Sales Agent (except to consumers)
Shopper

Semi-skilled
Routeman

ARTISTIC

Professional
Actor; Actress
Architect
Artist; Sculptor; Teacher of Art
Occupational Therapist
Curator of Art Gallery

Semi-Professional
Decorator and Window Dresser
Commercial Artist
Designer
Draftsman
Photographer
Taxidermist

Personal Service
Barber; Beautician

Skilled and Semi-skilled
Furrier; Worker in Fabrication of Fur Goods
Dressmaker; Seamstress
Tailor; Tailoress
Photoengraver
Engraver
Painter, Construction and Maintenance

LITERARY

Professional
Actor; Actress
Author; Editor; Reporter
Professor; Instructor (college)
Lawyer
Librarian
Teacher of English and Languages

Sales and Kindred
Literary Agent

MUSICAL

Professional
Musician; Teacher of Music

Semi-Professional
Dancer; Chorus Girl

SOCIAL SERVICE

Professional
Clergyman
County Agricultural Agent
All Physicians and Surgeons
Social and Welfare Worker
Teacher (primary school and kindergarten)
High School Teacher of Social Studies
Teacher; Principal (secondary school)
Public School Superintendent
Religious Worder
Trained Nurse
Rehabilitation Counselor
Personnel and Employment Manager
Vocational Counselor
Semi-Professional
Athlete; Sports Instructor
Employment or Personnel Relations

Clerical and Kindred
Library Assistant or Attendant

Personal service
Practical Nurse

9
CLERICAL

Bookkeeper; Cashier
Checker
Clerk (general)
Clerk (general office)
Hotel Clerk
File Clerk
Paymaster; Pay-Roll Clerk; Timekeeper
Post Office Clerk
Mail Carrier
Secretary
Shipping and Receiving Clerk
Stenographer; Typist
Telegraph or Telephone operator

01
OUTDOOR-MECHANICAL

Agricultural, Horticultural, and Kindred
Farmer
Farm Hand

Skilled
Locomotive Engineer
Lineman or Serviceman, Telegraph, Telephone and Power
Gunsmith

02
OUTDOOR-COMPUTATIONAL

Semi-Professional
Surveyor

Clerical and Kindred
Bookkeeper for Ranch

Professional
County Agricultural Agent
Teacher, Agriculture (high school)
Veterinarian
Biological Scientist
Forest Ranger
Meteorologist

Semi-Professional
Fish Culturist
Tree Surgeon

Managerial and Official
Plant Quarantine Specialist

Agricultural, Horticultural, and Kindred
Cattle Breeder
Skilled Lineman or Serviceman, Telegraph, Telephone and Power

04
OUTDOOR-PERSUASIVE

Professional
Four-H Agent
Playground Director
Camp Counselor

Service
Travel Guide
Sightseeing Tour Conductor

05
OUTDOOR-ARTISTIC

Professional
Landscape Architect

Semi-Professional
Floral Designer
Taxidermist

Agricultural, Horticultural, and Kindred

Nurseryman
06
OUTDOOR-LITERARY

Professional

Creative Writer

08
OUTDOOR-SOCIAL SERVICE

Professional

Four-H Club Organizer
County Agricultural Agent
Playground Director
Camp Counselor
Teacher, Agriculture (high school)
Public Health Nurse; Visiting Nurse
Athletic Coach; Instructor

Service

Travel Guide
Sightseeing Guide

Agricultural, Horticultural, and Kindred

Farmer

12
MECHANICAL-COMPUTATIONAL

Professional

Electrical Engineer
Industrial Engineer
Mechanical Engineer
Meteorologist

Clerical and Kindred

Bookkeeping Machine Operator
Office Machine Operator (statistical, data, card-punching, sorting, and verifying machine operator)
Clerical Worker

13
MECHANICAL-SCIENTIFIC

Professional

Dentist
Chemical Engineer
Electrical Engineer
Industrial Engineer
Mining Engineer

Geologist (rock and mineral specialist)
Optometrist (specialist in measuring sight)
Osteopathic Physician (specialist in body manipulation techniques for curing illness)

Semi-Professional

Aviator
Laboratory Technician or Assistant
Radio Operator

Managerial and Official

Building or Building Equipment Inspector

Skilled Occupations

Toolmaker; Die Sinker and Setter
Electician
Optician (maker of eye glasses); Lens Grinder and Polisher
Mechanic; Repairman

14
MECHANICAL-PERSUASIVE

Managerial and Official

Buyer; Department Head (stores) mechanical items
Purchasing Agent: Buyer (items of mechanical nature)
Filling Station Manager
Construction Official
Contractor

15
MECHANICAL ARTISTIC

Professional

Architect
Artist; Sculptor; Teacher of Art
Ceramic Engineer
City-Planning Engineer
Teacher of Home Economics
Occupational Therapist

Semi-Professional

Decorator; Window Dresser
Designer - Industrial Designer, Jewelry and Flatware Designer
Draftsman
Dental Technician
Taxidermist

12-26
Skilled, Semi-Skilled and Unskilled

Baggage Man (transportation)
Weigher

Furrier
Dressmaker; Seamstress; Tailor
Cabinetmaker
General Woodworker (wood carver; shaper; turner)
Upholsterer
Compositor; Typesetter
Electrotyper; Stereotyper
Lithographer
Worker in Printing and Publishing
Worker in Manufacture of Leather Products (other than boots and shoes)
Jeweler; Watchmaker; Goldsmith
Machinist
Toolmaker; Die Sinker and Setter
Welder
Carpenter
Plumber

16
MECHANICAL-LITERARY

Professional
Author; Editor; Reporter

17
MECHANICAL-MUSICAL

Professional
Radio Engineer

18
MECHANICAL-SOCIAL SERVICE

Professional
Professor; Instructor (Mechanical, Civil, Electrical or Industrial Engineering)
Safety Engineer

19
MECHANICAL-CLERICAL

Semi-Professional
Radio Operator

Clerical and Kindred

General Industry Clerk
Stock clerk (mechanical items)

Skilled Occupations

Compositor; Typesetter
Mechanic; Repairman (office-machine serviceman)

23
COMPUTATIONAL-SCIENTIFIC

Professional
Chemist; Assayer; Metallurgist
Chemical Engineer
Civil Engineer
Electrical Engineer
Industrial Engineer
Mechanical Engineer
High School Teacher of Mathematics
Statistician
Astronomer
Physicist
Seismologist (specialist in studying earthquakes)
Psychometrician (specialist in psychological testing)
Psychologist
Dietitian

Semi-Professional
Weather Observer

24
COMPUTATIONAL-PERSUASIVE

Managerial and Official
Store Manager
Credit Man
Purchasing Agent; Buyer
Office Manager; Chief Clerk
President; Vice-President; Secretary; Treasurer; etc. (banking, finance and insurance organizations)

Clerical and Kindred
Agent; Appraiser
Business Agent, Appraiser

12-27
25

**COMPUTATIONAL-ARTISTIC**

Professional

Bookkeeping Machine Operator
Clerk (general office)
Insurance Clerk
Office Machine Operator
Paymaster; Payroll Clerk; Timekeeper
Stock Clerk

26

**COMPUTATIONAL-LITERARY**

Professional

Draftsman

Author; Editor; Reporter (Financial and technical publications)

27

**COMPUTATIONAL-MUSICAL**

Clerical and Kindred

Business Agent for Musicians and Musical Concerns

28

**COMPUTATIONAL-SOCIAL SERVICE**

Professional

Professor or Instructor (Commercial subjects, mathematics)
Statistician (Economic Statistician, Social Service Statistician, Statistical Research Assistant)

29

**COMPUTATIONAL-CLERICAL**

Professional

Accountant; Auditor
High School Teacher of Commercial Subjects
Statistician

Managerial and Official

Office Manager; Chief Clerk; Manager: Official (banking, finance, and insurance organizations)

Clerical and Kindred

Bookkeeper; Cashier (except bank cashier)

34

**SCIENTIFIC-PERSUASIVE**

Professional

Pharmacist

Sales and Kindred

Salesman (Brokerage and commission firms)
Salesman; Sales Agent (except to consumers); Salesman of Chemicals and Drug Preparations

Protective Service

Policeman; Detective

35

**SCIENTIFIC-ARTISTIC**

Professional

Dentist
Design Engineer (mechanical)
Airplane Designer
Surgeon
Forest Supervisor

36

**SCIENTIFIC-LITERARY**

Professional

Author; Editor; Reporter (Writer for Technical Publications)
Surgeon
Psychologist

37

**SCIENTIFIC-MUSICAL**

Professional

Radio and Sound Engineer

12-28
SCIENTIFIC-SOCIAL SERVICE

Professional
County Agricultural Agent
Dentist
Public Health Dentist
Physician
Teacher or Sciences, Mathematics
(secondary school)
Teacher of the Handicapped
Trained Nurse
Veterinarian
Social Scientist
Clinical Psychologist
Consulting and Guidance Psychologist

Semi-Professional
Dental Hygienist

39
SCIENTIFIC-CLERICAL

Semi-Professional
Technician (except laboratory)
Criminology Expert

45
PERSUASIVE-ARTISTIC

Professional
Cartoonist
Photographer (commercial)

Managerial and Official
Store Manager (flowers, art goods, antiques)

Clerical and Kindred
Receptionist and Information Clerk

Sales and Kindred
Salesperson (decorative household accessories, flor coverings, flowers, jewelry)
Advertising Salesman
Salesman of Art Goods

Skilled
Jeweler; Watchmaker

PERSUASIVE-LITERARY

Professional
Author; Editor; Reporter
Journalist
Public Relations
Lawyer

Managerial and Official
Advertising Agent

48
PERSUASIVE-SOCIAL SERVICE

Semi-Professional
Announcer; Radio Broadcasting Worker

48
PERSUASIVE-SOCIAL SERVICE

Professional
High School Teacher of Social Studies
Personnel and Employment Manager
Vocational counselor

Managerial and Official
Employment and Personnel Relations Worker

Clerical and Kindred
Personnel Clerk; Personnel Worker
(not manager)
Telephone Operator

Sales and Kindred
Insurance Salesman

49
PERSUASIVE-CLERICAL

Managerial and Official
Store Manager
Floorman; Floor Manager (stores)
Purchasing Agent; Buyer
Conductor (railroad)

Clerical and Kindred
Credit Clerk
Collector of Bills
Correspondence Clerk
Telephone Operator
Ticket, station, or Express Agent (transportation)

Sales and Kindred
Salesperson
Salesman; Sales Agent (except to consumers)
Advertising

ARTISTIC-LITERARY

Professional
Actor; Actress
Editor

ARTISTIC-MUSICAL

Professional
Musician: Teacher of Music
Composer
Arranger

Semi-Professional
Dancer; Chorus Girl

Skilled
Worker in Manufacture of Musical Instruments

ARTISTIC-SOCIAL SERVICE

Professional
Home Demonstration Agent
Home economics Expert
Teacher of the Handicapped, Occupational Therapist)

ARTISTIC-CLERICAL

Sales and Kindred
Salesperson (art goods)

LITERARY-MUSICAL

Professional
Actor; Actress
Music Teacher

Semi-Professional
Broadcasting Worker
Music Commentator

LITERARY-SOCIAL SERVICE

Professional
Actor; Actress
Dramatic Coach
Drama Teacher
Author; Editor; Reporter
Free-Lance Writer
Editor, Editorial Writer for Publications
Household Editor
Feature Editor
Clergyman
Social or Welfare Worker
Teacher; Principal (Secondary School)
(English Teacher, History Teacher,
Language Teacher, Social Studies Teacher)

Clerical and Kindred
Court Reporter

LITERARY-CLERICAL

Semi-Professional
Research Worker
Copyright Expert
Law Clerk

Clerical and Kindred
Printing and Publishing Clerk
Editing Clerk
Proofreader
Correspondence Clerk
Library Assistant or Attendant
Secretary
Legal Stenographer

Skilled
Printer; Pressman
MUSICAL-SOCIAL SERVICE

Semi-Professional
Dancer; Chorus Girl
Dancing Instructor

MUSICAL-CLERICAL

Professional
Music Librarian

Sales and Kindred
Salesperson of Music and Musical Instruments

SOCIAL SERVICE-CLERICAL

Semi-Professional
Employment and Personnel Relations Worker
Railroad Conductor

NEW CATEGORIES IN PORTLAND LIBRARY

DATA - COMPUTATION
ASTRONAUTICS
DIVERS AND DIVING
RADIO AND TV INDUSTRY
SMALL BUSINESSES
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>PERSONALITY INVENTORY CHECK LIST</strong></td>
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<tr>
<td>Check the response that best applies to you.</td>
<td>Yes</td>
<td>No</td>
<td>Sometimes</td>
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<tr>
<td>1. I am friendly to all.</td>
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<td>2. I avoid showing anger.</td>
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<td>3. I have good posture.</td>
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<td>4. I walk correctly.</td>
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<td>5. I avoid worrying about myself.</td>
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<td>6. I look others in the eye.</td>
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<td>7. I avoid pretending I'm something I'm not.</td>
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<td>8. I feel sure of myself.</td>
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<td>9. I keep calm when things go wrong.</td>
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<td>10. I avoid nervous ways of behaving.</td>
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<td>11. I can take honest criticism without fighting back.</td>
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<td>12. My voice has a pleasing pitch and volume.</td>
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<td>13. I speak clearly.</td>
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<td>15. I avoid using bad language.</td>
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<td>16. I talk about interesting subjects.</td>
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<td>17. I avoid talking about myself too much.</td>
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<td>18. I am a good listener.</td>
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<td>19. I avoid telling shady stories.</td>
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<td>20. I am courteous.</td>
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<td>21. I avoid hurting other people's feelings.</td>
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<td>22. I see some good in everybody.</td>
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<td>23. I can tell how other people are feeling and thinking.</td>
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<td>24. I avoid gossiping about other people.</td>
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<td>25. I am usually in a happy mood.</td>
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<td>26. I look at the funny side of my problems.</td>
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<td>27. I laugh at jokes told on me or played on me.</td>
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<td>28. I avoid loud, howling laughter.</td>
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<td>29. I avoid worrying over things I can't change.</td>
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<td>30. I admit my own faults.</td>
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<td>31. I like people.</td>
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<td>32. I go out of my way to be kind.</td>
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<td>33. I remember names and faces.</td>
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<td>34. I am at ease when I'm with important people.</td>
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<td>35. I avoid chewing gum in public.</td>
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<td>36. I cooperate with people I live with and work with.</td>
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<td>37. I am patient.</td>
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<td>38. I am enthusiastic about my activities.</td>
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<td>39. I accept the ways of my friends.</td>
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<td>40. I am well liked.</td>
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<td>41. I get along well with the opposite sex.</td>
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<td>42. I have many friends of my own sex.</td>
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<td>43. My weight is standard for my height and build.</td>
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<td>44. I feel healthy.</td>
<td></td>
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<td>45. I get enough sleep.</td>
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<td>46. I eat three well-balanced meals a day.</td>
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<td>47. I have lots of energy.</td>
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<td>48. I am alert.</td>
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<tr>
<td>49. I dress attractively.</td>
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<tr>
<td>50. My fingernails get good care.</td>
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<tr>
<td>51. I avoid &quot;loud&quot; colors of makeup.</td>
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<tr>
<td>52. My hair is clean and brushed in a becoming style.</td>
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<tr>
<td>53. My skin is clean.</td>
<td></td>
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</tr>
</tbody>
</table>
54. My clothes are clean.
55. I keep busy with interesting activities.
56. I enjoy the out-of-doors.
57. I am enthusiastic about sports.
58. I enjoy music.
59. I appreciate art.
60. I like to read.
61. I like to learn new things.
62. I avoid becoming discouraged when I make a mistake.
63. I am reliable at all times.
64. I am loyal to my friends.
65. I am honest.
66. I am prompt.
67. I finish the jobs and projects I start.
68. I am ambitious.
69. I find things to do without being told.
70. I am sympathetic and try to understand others' problems.

FACTS ABOUT A FIELD OF WORK

The questions marked with an * require a written answer. The other questions will be used in discussion sessions.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>waiter &amp; waitress</th>
<th>Job #1</th>
<th>Job #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOUR QUALIFICATIONS AND THE JOB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What special abilities does the job call for?</td>
<td>Being able to work with people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What education or training does the job call for?</td>
<td>A few weeks on the job training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How many years (after high school) will it take?</td>
<td>No training beyond H.S. required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can you get the training or schooling needed in your own town?</td>
<td>Yes. Wherever employed</td>
<td></td>
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<tr>
<td>5. Will you need a special license or certificate?</td>
<td>None required</td>
<td></td>
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<tr>
<td>6. Will you be expected to join a union?</td>
<td>No</td>
<td></td>
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<tr>
<td>7. Which personality traits are most helpful for the job?</td>
<td>Pleasant personality. Tact.</td>
<td></td>
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</tr>
<tr>
<td>WHAT THE JOB OFFERS YOU</td>
<td></td>
<td></td>
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<tr>
<td>8. Does the job call for you to make use of your special qualities? (Talents and Abilities)</td>
<td>Yes, I can meet people easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Will the job give you personal satisfaction?</td>
<td>No, I like more challenge</td>
<td></td>
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<tr>
<td>10. What is the salary?</td>
<td>75¢ to 1.75 an hour.</td>
<td></td>
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</tr>
<tr>
<td>11. Would you be provided with sick benefits, retirement, regular vacations and other extra advantages? (hospitalization)</td>
<td>Generally, no extra benefits.</td>
<td></td>
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</tr>
<tr>
<td>12. Are there opportunities for travel or study in this job?</td>
<td>No. Neither is part of the job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Are the chances for promotion good?</td>
<td>Some chance to become head waiter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Waiter &amp; Waitress</td>
<td>Job #1</td>
<td>Job #2</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td><strong>WORKING CONDITIONS</strong></td>
<td></td>
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<tr>
<td>14. Will experience on this job help you to get a better job later?</td>
<td>Yes. I can develop good work habits.</td>
<td></td>
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<tr>
<td>15. Will the job require you to meet the public?</td>
<td>Yes</td>
<td></td>
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<tr>
<td>16. Will you be working by yourself?</td>
<td>No. I will be working with others.</td>
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<tr>
<td>17. Will you be doing mostly physical work that requires little thought?</td>
<td>Yes. Mostly serving food</td>
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<tr>
<td>18. Will the work be physically tiring?</td>
<td>Yes, will be on feet.</td>
<td></td>
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<tr>
<td>*19. Is the work routine or does it change from time to time?</td>
<td>Mostly routine</td>
<td></td>
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<tr>
<td>20. Would you be required to make important decisions?</td>
<td>No. Decisions made by head waiter</td>
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<tr>
<td>*21. Will you be working chiefly indoors?</td>
<td>Yes</td>
<td></td>
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<tr>
<td>*22. Will the work involve any hazards or dangers to your health or safety?</td>
<td>Not normally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Is the work area noisy, dirty, or undesirable?</td>
<td>Not in a good eating place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*24. Will your hours of work be regular?</td>
<td>Yes, Generally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Will you have to be out of town or away from home much of the time?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. What special advantages does this job offer?</td>
<td>Chance to meet people</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABOUT THE FIELD OF WORK:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. What are the opportunities for your sex in this field?</td>
<td>Girls good. Boys not so good. Keen competition for the better jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Are jobs available in your community?</td>
<td>Yes, Bloomington has many.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*29. Do jobs in this field have periods of lay-offs or reduced hours?</td>
<td>Lay-offs are few in Bloomington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Is there a large turnover in this job?</td>
<td>Less turnover in better places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Are there demands for workers in this area during periods of peace as well as during war?</td>
<td>Yes, if economy good there are jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*32. Will the job have a future—a steady or increasing demand for workers in this occupation?</td>
<td>No, for various reasons people leave the field.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT II

ECONOMICS AND THE CONSUMER
UNIT II  ECONOMICS AND THE CONSUMER

Problem: Why are consumer economics and consumer education important?

Activities

Define basic terms: Economics, consumers, taxes, consumer education, credit, insurance, investments, and social security.

Discuss the importance of being a wise consumer.

List things we must know to be wise consumers and pitfalls which should be avoided and discuss.

Problem: How can we get the most out of our income through budgeting?

Activities

Read pamphlet materials on budgeting and discuss.

Learn about the steps necessary in budget making and study representative budgets.

Develop the budget which you as a student are operating under today.

Develop a projected budget for a married 25 year old man with two children and an income of $6,500.

Be sure students can:

Select goals
Revise a budget
Make a budget work

Materials


Problem: What must we know in order to buy wisely?

Activities

Using consumer education periodicals and by checking in stores have students learn to judge quality and evaluate some specific product for purchase - television sets, specific foods, kitchen appliances, automobiles, etc. Have student or group reports to be given to class on findings.

Have a student employed in a grocery store compare prices, quality, and quantity of a given product in terms of brands offered for sale.
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Have a student employed in a grocery store compare prices, quality, and quantity of a given product in terms of brands offered for sale.
Bring in newspaper and magazine ads and analyze them in terms of how the appeal is made. What does the ad actually tell you about the product, if anything?

Discuss the value of advertising from the viewpoint of the seller, the buyer, the media.

List the hazards to be avoided in advertising.

Have students debate the value of advertising. Resolved - Most advertising is economically valuable and helps to reduce the cost of living.

Read case studies on consumer protection at end of unit and discuss.

Learn about Ralph Nader and other individuals, private and governmental organizations working for consumer protection.

Materials

Teacher references: Dunwiddie, Problem of Democracy, Chapter 10
Ammer, Readings and Cases in Economics, Part 7

Student materials: Periodicals
"Consumer's Bulletin"
"Consumer's Report"
"Changing Times"

Problem: What should we be aware of when we buy on credit or borrow money?

Activities

Identify the kinds of consumer credit available to people.

Read about and discuss the rising use of consumer credit.

Have interested individuals or groups graph the rise in consumer credit.

Have individuals or groups make cartoons on consumer credit and its problems.

Have small groups do research on the kinds of credit and have them report back to the class on how credit charges are figured. Identify advantages and disadvantages of the various kinds of credit.

Types of consumer credit - Single payment loans
- Charge accounts and service charges
- Revolving credit plans
- Installment credit
- Bank financing
- Loan companies
- Pawnshops
Lecture - Interest charges under various types of credit
(See Dunwiddie, Ammer, Wilson and Eyster)

Identify steps necessary in building a good credit rating.

Question: Why do we need a good credit rating?

Question: When should we use credit?

Teacher materials: Dunwiddie, *Problems of Democracy*, Chapter 10
Ammer, *Readings and Cases in Economics*, Part VII,
Case 55 *Truth in Lending*.
Wilson and Eyster, *Consumer Economic Problems*,
Chapters 18-19

Student materials: National Foundation for Consumer Credit, *Using our Credit Intelligently*.
Commercial Credit Company, *Using Installment Credit*.
Paul A. Amidon, *Credit, Money, Banking*.

Problem: What should we look for in deciding where to place our savings?

Activities

Resource person or field trip: Have representatives from savings
and loan associations and banks talk to the students about the
advantages and disadvantages of each or take a field trip to a
bank and a savings and loan association.

Assemble representative examples of brochures produced by banks
and savings and loan companies and compare policies.

Have students balance an imaginary checking account with problems
posed by the teacher (See Wilson and Eyster, Page 340).

Chapter 17

Study materials: *Using Bank Services*

Problem: What types of insurance would best meet our needs?

Activities

Lecture on the history, nature, and types of insurance coverage.
Possible resource person (Mr. Provost, Minnesota Insurance
Information Center Fe9-9273.)

Read in pamphlet materials about types of insurance.
Divide the class into committees and do research using pamphlet and library materials on the various types of insurance and their advantages and disadvantages. Have committees report back to the class and discuss.

Types of Insurance for research - Life
Straight life
Limited payment
Endowment
Annuities
Term
- Real and personal property protection
- Health and Disability
- Automobile

Teacher references: Institute of Life Insurance, 488 Madison Avenue, New York 22, New York

"Catalog of Teaching aids on Life and Health Insurance and Money Management"
"Handbook of Life Insurance"
"Life Insurance Fact Book"
"Tips for Teaching Life and Health Insurance"
"Decade of Decision"
"Source Book of Health Data"
"Books, A List of Current Health"
"Insurance Books"
"A Teachers Guide to Sharing the Risk"
"Teachers Manual for The Mathematics of Life Insurance"

Student materials: Institute of Life Insurance, 488 Madison Avenue, New York 22, New York

"Policies for Protection"
"Sharing the Risk"
"Moderns Make Money, Behave"
"A Date with your Future"
"Blueprint for Tomorrow"
"The Mathematics of Life Insurance"

Insurance Information Institute, 110 William St., New York 38, New York

"A Family Guide to Property and Liability Insurance"

Problem: What benefits will we derive from social security?

Activities

Have students pose questions about social security and use available materials for research on the questions. (Note: Some questions are given in Wilson and Eyster, Chapter 29).

Discuss the various aspects of social security: disability, unemployment insurance, retirement, survivors insurance, medicare.
Problem: What are the advantages and disadvantages of home ownership?

Activities

Have students identify the advantages and disadvantages of home ownership.

Pose questions to be answered if a person is to know whether he should buy a home or not.

Have students bring in the real estate sections of the newspaper and analyze ads as to considerations in buying a home.

If possible, have a resource person speak on the advantages and disadvantages of home ownership as opposed to rental. Suggestions - Real estate agent or assessor's office personnel.

Have students find out about financing the purchase of home and the legal problems in home ownership through research or interviews with resource people from real estate agencies, banks, and savings and loan associations.

Question: Can real estate be thought of as an investment?

Teacher materials: Wilson and Eyster, Consumer Economic Problems, Chapters 30, 31, 32

Student materials: Real estate sections of newspapers

Problem: Who should and should not buy stocks, bonds, and mutual funds?

Activities

Film on the stock market.

Lecture on stocks, bonds, and mutual funds.

General Terminology
Stocks
- Common and preferred
- Stock market reports
- Stock exchanges
- Stock clubs
Bonds
Federal
Municipal
Corporate
Mutual funds

Nature of stocks, bonds, and mutual funds.

Reasons for investment in relation to the economic cycle.

Differences, advantages and disadvantages of stocks, bonds, and mutual funds.

Study stock market listings in the daily paper.

Have students do research using *You and the Investment World* and other pamphlet materials.

Resource person - Stock broker to answer questions.

Long Term Project: Have students invest $10,000 in three stocks to begin with and have the option to buy and sell at any time throughout the remainder of the school year. Teacher to be the broker and charge brokerage fees.

At conclusion of Consumer Economics unit have students re-do their budget for comparison's sake.

Merrill, Lynch, Pierce, Fenner, and Smith, *This is Merrill, Lynch, Pierce, Fenner, and Smith*

Student resources: New York Stock Exchange, *You and the Investment World*.
Merrill, Lynch, Pierce, Fenner, and Smith
Louis Engel, *How to Buy Stocks*
How to Invest in Stocks and Bonds
Two Dozen Clues for the Doctor's Successful Investments
What Everybody Ought to Know about this Stock and Bond Business
Standard and Poor's Stock Summary
Dividends Paid 25 years or More
Questions and Answers about the Stock Market
How to Read a Financial Report
101 Growth Stocks
The Electric Utilities
<table>
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<tr>
<th>Call Number</th>
<th>Author</th>
<th>Title</th>
<th>Date</th>
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<tr>
<td>339.4</td>
<td>Arnold, Pauline</td>
<td>Money: Make It, Spend It, Save It</td>
<td>1962</td>
</tr>
<tr>
<td>339.4</td>
<td>Bigelow, Howard</td>
<td>Family Finance</td>
<td>1952</td>
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<tr>
<td>332.7</td>
<td>Fren, E.</td>
<td>What You Should Know About Small Business Credit and Balance</td>
<td>1966</td>
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<tr>
<td>339.4</td>
<td>Gordon, Leland</td>
<td>Economics for Consumers</td>
<td>1961</td>
</tr>
<tr>
<td>339.4</td>
<td>Hoyt, Elizabeth</td>
<td>American Income and Its Use</td>
<td>1954</td>
</tr>
<tr>
<td>339.4</td>
<td>Juster, E. Thomas</td>
<td>Consumer Expectations, Plans and Purchases</td>
<td>1959</td>
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<tr>
<td>339.41</td>
<td>Lasser, Jacob</td>
<td>Managing Your Money</td>
<td>1961</td>
</tr>
<tr>
<td>339.4</td>
<td>Packard, Vance</td>
<td>The Waste Makers</td>
<td>1960</td>
</tr>
<tr>
<td>339.4</td>
<td>Patton, Price</td>
<td>Money in Your Pocket</td>
<td>1959</td>
</tr>
<tr>
<td>339.4</td>
<td>Porter, Sylvia</td>
<td>How to Get More for Your Money</td>
<td>1961</td>
</tr>
<tr>
<td>339.4</td>
<td>Williams, Fred</td>
<td>Consumer Economics</td>
<td>1959</td>
</tr>
</tbody>
</table>
DUPLICATED RESOURCES
FOR
UNIT II
INSURANCE GLOSSARY

ACCIDENT: An unforeseen, unintended event

ACTUAL CASH VALUE: Usually the cost of replacing or restoring property to its condition immediately preceding a loss

ACTUARY: A person trained in mathematics whose job is to apply the theory of probability to the business of insurance, and to advise in situations involving questions of probability

ADJUSTER: Usually one who represents the insurer in settling claims with insureds or with third-party claimants

AGENT: Representative of the insurer in negotiating, servicing or effecting insurance contracts; he may be an independent contractor or an employee

APPLICATION: A statement made and signed by the prospective insured and giving information on the basis of which the insurer determines the acceptability of the risk, the contract to be drawn, and the premium. When required, often made a part of the contract

ATTRACTIVE NUISANCE: A dangerous place or instrumentality attractive to children, the owner of which has the legal duty of taking unusual care to guard them from it

BENEFICIARY: Person named in insurance contract to receive all or a part of the benefits provided by it

BENEFITS: Amounts to be paid by the insurer under an insurance contract

BINDER: A temporary insurance contract pending execution of the policy contract. Except for specified differences, the terms of the binder are by implication those of the contract which is intended to replace it

BURGLARY: Taking of property by persons making entry by force. There must be visible marks upon the exterior of premises

CANCELLATION: Termination of an insurance contract before the end of the policy period by insured, or insurer, usually in accordance with provisions in the contract

CASUALTY INSURANCE: A class of insurance made up of a variety of sub-classes, principally concerned with insurance against loss due to legal liability to third persons

CATASTROPHE: An event which causes a loss of extraordinarily large amount
CLAIM: (1) A demand for payment under an insurance contract or bond (2) The estimated or actual amount of a loss

CLAIMANT: One who makes a claim

COMPREHENSIVE INSURANCE: Insurance that covers, under one insuring agreement, all hazards within the general scope of the contract, except those specifically excluded. Sometimes, insurance under one policy, against a variety of named perils

DISABILITY, TOTAL: (1) Inability to perform any of the duties of one's occupation (2) Inability to perform the duties of any occupation for wage or profit (3) A condition resulting in complete loss of earning power

ENDORSEMENT: An amendment in writing (including print or stamping) added to and made a part of the insurance contract

ENDOWMENT INSURANCE: Life insurance under which the insured or beneficiary receives the proceeds of the policy if the insured survives a specified period, the beneficiary receiving the proceeds if the insured dies within the period

EXTENDED COVERAGE: Extension of fire insurance to cover loss caused by wind-storm, hail, explosion, riot, riot attending a strike, civil commotion, aircraft, vehicles and smoke

FINANCIAL-RESPONSIBILITY LAW: A law requiring an operator or owner of a motor vehicle to give evidence of financial ability to meet claims for damages in order to be licensed to drive a motor vehicle or to have his vehicle registered

GROUP INSURANCE: Insurance covering a group of persons, usually employees of a single employer, under one contract for the benefit of the members of the group. The kind of insurance is indicated in the name of each type of group insurance, as group life insurance, group annuity, group accident and health insurance

HAZARD: (1) A condition, operation, activity, material or combination of these, that creates or increases probability of loss (2) Chance of occurrence of an event

HOMEOWNER'S POLICY: A package type of insurance for the homeowner that includes fire and extended coverage, theft and personal liability coverages in a single policy

INSURABLE INTEREST: Any interest that may suffer loss by a peril that may be insured against.

INSURANCE COMMISSIONER: A public official charged with enforcement of the insurance law of a state or other jurisdiction

INSURED: The party to the insurance contract to whom or on behalf of whom the insurer agrees to pay losses or benefits
INSURER: The party to the insurance contract who promises to pay losses or render service

LIABILITY: (1) An obligation, usually financial  
(2) The probable cost of meeting an obligation

LIABILITY INSURANCE: Insurance against loss due to liability; covers both damages and expenses connected with alleged or actual liability

LIABILITY INSURANCE, BODILY INJURY: Insurance against loss due to claims for damages because of bodily injury (including death) to persons not employees

LIABILITY INSURANCE, PROPERTY DAMAGE: Insurance against loss due to claims for damages because of injury to other's property

LIFE INSURANCE: Insurance providing for payment of a specified amount on the insured's death either to his estate or to a designated beneficiary

LIFE INSURANCE, ORDINARY: Whole life insurance written under a contract providing for periodic payment of premiums as long as the insured lives.

LIFE INSURANCE, TERM: Life insurance providing for payment of benefits if the insured dies within a specified period, usually of one or more years

LOSS: (1) Injury or damage sustained by an insured  
(2) The amount for which the insurer becomes liable on occurrence of the event insured against

MORTALITY TABLE: A table showing the probable death rate at each age, frequently in a form showing how many persons, starting with a given number at a given age, will probably die during each succeeding year

MORTGAGEE CLAUSE: A clause in an insurance contract making the proceeds payable to a named mortgagee, as his interest may appear, and stating the terms of the contract between the insurer and the mortgagee

PERSONAL PROPERTY FLOATER: A contract affording insurance against loss to personal property wherever located

PREMISES: Particular location or portion thereof as defined by the policy contract

PREMIUM: The amount charged for insurance

RIOT AND CIVIL COMMOTION INSURANCE: Insurance against loss due to the violent and tumultuous action of three or more persons
RISK: (1) The subject of insurance, whether a person or thing
(2) Chance of Loss

ROBBERY: The unlawful taking of property by violence, force or intimidation
The Dow-Jones securities averages include four stock averages, six bond averages and one composed of yields on a group of bonds. The stock averages include one comprising 30 industrial common stocks, one comprising 20 railroad common stocks, one for 15 utility common stocks, and a "composite" average including all of the 65 just mentioned.

The purpose of the averages is to give a general rather than precise idea of the fluctuations in the securities markets and to reflect the historical continuity of security price movements.

Dow Jones & Company publishes and sells for $2.50 a wall chart (19" x 21") depicting monthly movements of the Dow Jones stock averages over the past 50 years. This chart also carries a graph showing daily average stock trading by months.

Industrial Average

Dow Jones & Company began the publication of daily average closing prices of active industrial stocks on January 2, 1897. Twelve stocks were used until 1916, when the list was increased to 30, where it has remained since, although substitutions have been made among the components from time to time.

Originally, the method of computation was simply this: When there were 12 stocks, the prices of the 12 were added together, and the total was divided by 12. When there were 20, their sum was divided by 20.

However, when some corporations whose stocks were in the list began splitting up their shares, this system would have produced distortions if adjustments had not been made. Here is an over-simplified example: Assume three stocks, selling at $5, $10, and $15. Their average price is $10. Now the $15 stock is split three for one, which would make the new shares sell at $5. The day this happens the market goes up, with the $5 stock closing at $6, the $10 one at $11, and the split stock at $6. Add up the three, and the total is 23 which, divided by 3 as before, would give an average of only $7.67 - down sharply from the preceding day's average of $10 in spite of the fact the market actually went up.

The method used at first to obviate this distortion was to multiply the price of each split share by the amount of the split. In the example just given, the $6 price of the split stock would be multiplied by 3 before adding it to the other prices. The total of the three stocks then would be 35 which, divided by 3, would give an average of $11.67, fully reflecting the market's rise from the average of $10 the day before.

In 1928 a new method was adopted. Again illustrating with our example from above, here is how the method works:

The evening before the split takes place, after the average has been worked out for publication the same way as on preceding days, a theoretical calculation is made. The same stocks' prices are added up, but with the stock that is about to be split included as if the split had already taken place.
In the simplified example, that would mean adding 5, 10, and one-third of 15. Then this total, or 20, is divided by the actual average already calculated, which in this case was 10 (5 plus 10 plus 15 divided by 3.) The result, in this example the figure 2, is the new divisor to be used in calculating the average beginning the next day.

On that next day, when the stocks close at 6, 11 and 6, their total of 23 is divided by the new divisor of 2, giving an average of 11.5, which gives reflection to the market's rise. This divisor is then used daily until another split or large stock dividend takes place, or until it becomes necessary—as sometimes happens—to substitute a new stock for one of the existing components.

Such substitutions are made when a stock becomes too inactive, or when its movements, because of an extremely low price, become so small as to have little effect on the average, or when for some other reason a stock ceases to be representative of a substantial sector of American industry. When a substitution is made, the divisor is adjusted, just as when a split occurs. The same method of adjusting the divisor was used likewise in 1928, when the number of components in the Industrial Average was changed to 30 from 20. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than five points in the industrial average.

Each day's change in each stock average is published by Dow Jones & Co., and in The Wall Street Journal, not only in points, but also in percentages. The purpose of doing this is to stress the fact that the use of a divisor other than 30 does not in any way affect the percentage change as long as the divisor remains the same. In the example used above, when the total of the three prices moves from 20 to 23, while the divisor remains at 2, the percentage gain in the average is 15 per cent, and the per cent gain in the total, from 20 to 23, is likewise 15 per cent. Thus the published percentage figure reflects more accurately than any other just how the market for the 30 stocks moves from day to day. (There is a distortion in the percent movement on a day when the divisor must be changed, but the distortion is slight.)

When a component of the average does not sell on any day, its last previous closing price is used.

The current divisor will be found every day in The Wall Street Journal, under the tables on the next-to-last page giving the statistics of the average.

Railroad Average

The Dow-Jones railroad average likewise was begun January 2, 1897. Originally, quotations of stocks on the New York Stock Exchange were all in percentage of par value, which made no difference in the cases of stocks whose par was $100. But it did make a difference in the cases of the Pennsylvania, Reading and Lehigh Valley railroads, whose stocks were $50 par. For instance, if the Pennsylvania stock was bought at $40, it was quoted at "80" on the Exchange. When on October 13, 1915, the Exchange shifted to the present method of quoting in dollars, the average had to be calculated by multiplying the prices of such shares by 2 in order not to break the continuity of the figures.

On March 7, 1928, the list of rails was increased to 20 from 12 and the use of a divisor of 20 became possible without breaking continuity. But on August 8, 1930, Chesapeake & Ohio stock was split four for one and since then the rails'
divisor has had to be adjusted from time to time in the same manner as that of the industrial average. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than two points in the railroad average.

Public Utility Average

The Dow-Jones utility average was started in late 1929, and was then worked back for the whole year. The original list consisted of 20 representative stocks. In figuring the average for the period prior to July 1, 1929, it was necessary to adjust the divisor, since quotations on Commonwealth & Southern and Niagara Hudson Power, which were in the July 1 list, were not available earlier. The total of the 18 available stocks was thus divided by 19.55 for the period May 27 to July 1. This divisor was determined by the same method as is used in computing the divisor for the industrial average. Prior to May 27, other divisors were used to compensate for various split-ups in the stocks. Five stocks were dropped from the list on June 2, 1938, and in subsequent years certain operating companies were substituted for holding companies. At present the average is based on 15 stocks. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than two points in the utility average.

65 Stock Average

This average was begun November 9, 1933 as a simple arithmetical average of the 70 stocks comprising the Dow-Jones industrial, railroad and utility averages. It became a 65-stock average when 5 stocks were dropped from the utility average on June 2, 1938. No adjustments were made for substitutions in the 65-stock average until May, 1945, since when its divisor has been adjusted whenever the divisor of any of the three component averages has been adjusted.

40 Bond Average

The Dow-Jones bond averages were started in 1915. The 40 bond average represents the combined averages of 10 higher grade railroad bonds, 10 second grade railroad bonds, 10 public utility bonds, and 10 industrial bonds. In computing the bond averages, a simple arithmetic average of closing prices for each group is obtained. These four groups are then averaged to get the final average of the 40 bonds.

Railroad Income Bond Average

This average was started on January 2, 1947, to replace a former average of defaulted railroad bonds. It consists of income bonds of ten important railroad systems.

Municipal Bond Yield Average

Each Monday The Wall Street Journal publishes an average of yields on state and local municipal bonds. This average is calculated in an unusual way because of a problem peculiar to such high-grade securities. The yields on these obligations vary not only with the condition of the market for long-term credit, but also with the number of years before they will be paid off.

The variations by years, however, are uniform on any given date. For instance, if a ten-year bond of Detroit sells to yield 2.60 per cent and a 20-year bond of the same city yields 2.75 per cent, a similar relationship will hold for bonds of the same maturities for any other well regarded state or city. Therefore, an
ideal average of municipal bond yields would be one composed entirely of bonds maturing the same number of years hence—say twenty years off. However, bonds actually are issued on many varying dates with many varying maturities, and obviously it is not possible to obtain a list of 20 bonds, each representing a different borrower, and all maturing twenty years hence.

To solve this problem The Wall Street Journal simply obtains each week, from the most reputable dealers in non-Federal governmental securities, a set of twenty calculated figures, which are what the bonds of twenty state and city governments would yield if they all matured twenty years hence. These calculated figures are completely dependable, since they are arrived at by adding, or subtracting, the necessary number of percentage points to or from actual yields of actual bonds of the same local governments.

Once the individual yields are obtained, they are averaged simply by adding them together and dividing their total by 20.
### LIST OF STOCKS AND BONDS USED IN COMPUTING THE VARIOUS DOW-JONES AVERAGES

#### 30 Industrial Stocks

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<tr>
<th>Company</th>
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<tr>
<td>Allied Chemical</td>
<td>General Electric</td>
<td>Sears Roebuck</td>
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<tr>
<td>Aluminum Co. (Amer.)</td>
<td>General Foods</td>
<td>St'd Oil of Cal.</td>
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<tr>
<td>American Can</td>
<td>General Motors</td>
<td>St'd Oil of N. J.</td>
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<td>Am. Tel. &amp; Tel.</td>
<td>Goodyear</td>
<td>Swift</td>
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<td>Am. Tobacco</td>
<td>Int. Harvester</td>
<td>Texaco</td>
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<tr>
<td>Anaconda</td>
<td>Inter. Nickel</td>
<td>Union Carbide</td>
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<tr>
<td>Bethlehem Steel</td>
<td>Intl. Paper</td>
<td>United Aircraft</td>
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<tr>
<td>Chrysler</td>
<td>Johns Manville</td>
<td>U.S. Steel</td>
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<tr>
<td>Du Pont</td>
<td>Owens Ill. Glass</td>
<td>Westinghouse Elec.</td>
</tr>
<tr>
<td>Eastman Kodak</td>
<td>Procter &amp; Gamble</td>
<td>Woolworth</td>
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#### 20 Railroad Stocks

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<tr>
<th>Company</th>
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<tr>
<td>Atchison gen.</td>
<td>Del. &amp; Hudson</td>
<td>N. Y., C. &amp; St. L.</td>
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<tr>
<td>Atl. Coast Line</td>
<td>Erie-Lackawanna</td>
<td>Norfolk &amp; Western</td>
</tr>
<tr>
<td>Baltimore &amp; Ohio</td>
<td>Great North'n</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Canadian Pacific</td>
<td>Illinois Central Industries</td>
<td>Southern Pacific</td>
</tr>
<tr>
<td>Ches. &amp; Ohio</td>
<td>Kansas City Southern Industries</td>
<td>Southern R'way</td>
</tr>
<tr>
<td>Chic. &amp; Northwestern</td>
<td>Louis. &amp; Nash.</td>
<td>Union Pacific</td>
</tr>
<tr>
<td>Chic. R. I. &amp; Pac.</td>
<td>N. Y. Central</td>
<td></td>
</tr>
</tbody>
</table>

#### 15 Utility Stocks

<table>
<thead>
<tr>
<th>Company</th>
<th>Company</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland E. Illum.</td>
<td>Detroit Edison</td>
<td>Peoples Gas</td>
</tr>
</tbody>
</table>

#### 40 Bonds

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atchison gen.</td>
<td>4s</td>
<td>95</td>
</tr>
<tr>
<td>Ches. &amp; Ohio &quot;D&quot;</td>
<td>3 1/2s</td>
<td>96</td>
</tr>
<tr>
<td>Gt. Northern</td>
<td>3 1/8s</td>
<td>96</td>
</tr>
<tr>
<td>L'ville &amp; Nashville</td>
<td>2 7/8s</td>
<td>96</td>
</tr>
<tr>
<td>N. Y. Central 1st</td>
<td>3 1/2s</td>
<td>97</td>
</tr>
<tr>
<td>Norfolk &amp; Western</td>
<td>4s</td>
<td>96</td>
</tr>
<tr>
<td>Northern Pacific</td>
<td>4s</td>
<td>97</td>
</tr>
<tr>
<td>St. Louis S.W. R.R.</td>
<td>4s</td>
<td>89</td>
</tr>
<tr>
<td>Southern Railway</td>
<td>5s</td>
<td>94</td>
</tr>
<tr>
<td>Virginian R.W.Y.</td>
<td>3s</td>
<td>95</td>
</tr>
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#### 10 Higher Grade Rails

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>At. Coast L</td>
<td>4s</td>
<td>80</td>
</tr>
<tr>
<td>Minneap. &amp; St. L.</td>
<td>6s</td>
<td>85</td>
</tr>
<tr>
<td>Chicago Gt West</td>
<td>4s</td>
<td>88</td>
</tr>
<tr>
<td>Chi Mil St. P &amp; P</td>
<td>4s</td>
<td>94</td>
</tr>
<tr>
<td>Mo Pac</td>
<td>4 1/4</td>
<td>95</td>
</tr>
<tr>
<td>Pitts., Cinn., Chi. &amp; St. L</td>
<td>5s</td>
<td>75</td>
</tr>
<tr>
<td>Nor Pac rf &amp; imp A</td>
<td>4s</td>
<td>2047</td>
</tr>
<tr>
<td>St. L S Fr</td>
<td>4s</td>
<td>97</td>
</tr>
<tr>
<td>So Pac Oreg LINES 1st</td>
<td>4 1/2s</td>
<td>77</td>
</tr>
<tr>
<td>Wabash</td>
<td>3 1/4s</td>
<td>71</td>
</tr>
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#### 10 Second Grade Rails

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo Pac</td>
<td>4 1/4</td>
<td>95</td>
</tr>
<tr>
<td>Minneap. &amp; St. L.</td>
<td>6s</td>
<td>85</td>
</tr>
<tr>
<td>Chicago Gt West</td>
<td>4s</td>
<td>88</td>
</tr>
<tr>
<td>Chi Mil St. P P</td>
<td>4s</td>
<td>94</td>
</tr>
<tr>
<td>Mo Pac</td>
<td>4 1/4</td>
<td>95</td>
</tr>
<tr>
<td>Pitts., Cinn., Chi. &amp; St. L</td>
<td>5s</td>
<td>75</td>
</tr>
<tr>
<td>Nor Pac rf &amp; imp A</td>
<td>4s</td>
<td>2047</td>
</tr>
<tr>
<td>St. L S Fr</td>
<td>4s</td>
<td>97</td>
</tr>
<tr>
<td>So Pac Oreg LINES 1st</td>
<td>4 1/2s</td>
<td>77</td>
</tr>
<tr>
<td>Wabash</td>
<td>3 1/4s</td>
<td>71</td>
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10 Public Utilities

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Rating</th>
<th>Bond</th>
<th>Yield</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am T&amp;T deb.</td>
<td>2 3/4s</td>
<td>75</td>
<td>N. Y. Tel.</td>
<td>4 1/2s</td>
<td>91</td>
</tr>
<tr>
<td>Central N.Y. Pwt.</td>
<td>3s</td>
<td>74</td>
<td>Ohio Edison Co. 1st</td>
<td>3s</td>
<td>74</td>
</tr>
<tr>
<td>Com'l 1st Edison 1st mag</td>
<td>3s</td>
<td>77</td>
<td>Pacific Gas &amp; Elec.</td>
<td>3s</td>
<td>70</td>
</tr>
<tr>
<td>Consumers Power</td>
<td>2 7/8s</td>
<td>75</td>
<td>Philadelphia Elec.</td>
<td>2 3/4s</td>
<td>74</td>
</tr>
<tr>
<td>Kansas City Pr &amp; Lt</td>
<td>2 3/4s</td>
<td>7o</td>
<td>Virginia Elec. &amp; Pwr</td>
<td>2 3/4s</td>
<td>75</td>
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10 Industrials

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Rating</th>
<th>Bond</th>
<th>Yield</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth Steel cons</td>
<td>2 3/4s</td>
<td>70</td>
<td>National Dairy</td>
<td>2 3/4s</td>
<td>70</td>
</tr>
<tr>
<td>Dow Chemical</td>
<td>4.35s</td>
<td>88</td>
<td>Pittsburgh Plate Glass</td>
<td>3s</td>
<td>67</td>
</tr>
<tr>
<td>Gen'l Motors Acceptance</td>
<td>4 1/2s</td>
<td>85</td>
<td>Shell Union Oil</td>
<td>2 1/2s</td>
<td>71</td>
</tr>
<tr>
<td>Nat'l Cash Reg.</td>
<td>4 3/8s</td>
<td>87</td>
<td>Socony Mobil</td>
<td>4 1/4s</td>
<td>93</td>
</tr>
<tr>
<td>Inland Steel</td>
<td>3.20s</td>
<td>82</td>
<td>St Oil N J</td>
<td>2 3/4s</td>
<td>74</td>
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Income Railroad Bonds

<table>
<thead>
<tr>
<th>Company</th>
<th>Yield</th>
<th>Rating</th>
<th>Bond</th>
<th>Yield</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi &amp; East Ill</td>
<td>5s</td>
<td>97</td>
<td>Erie Railroad</td>
<td>4 1/2s</td>
<td>2015</td>
</tr>
<tr>
<td>Chi Gt Western</td>
<td>4 1/2s</td>
<td>2038</td>
<td>Gulf Mobile &amp; Ohio</td>
<td>5s</td>
<td>2015</td>
</tr>
<tr>
<td>Chi Ind &amp; Lville</td>
<td>4 1/2s</td>
<td>2003</td>
<td>Lehigh Valley Set F</td>
<td>5s</td>
<td>2003</td>
</tr>
<tr>
<td>Chi Mil St P &amp; P</td>
<td>4 1/2s</td>
<td>2019</td>
<td>St Louis-San Fran</td>
<td>4 1/2s</td>
<td>2022</td>
</tr>
<tr>
<td>Denver &amp; R G West</td>
<td>4 1/2s</td>
<td>2018</td>
<td>Wabash R R</td>
<td>4 1/4s</td>
<td>91</td>
</tr>
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</table>

Municipal Bond Yield Average

<table>
<thead>
<tr>
<th>City</th>
<th>Yield</th>
<th>City</th>
<th>Yield</th>
<th>City</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minneapolis</td>
<td>4s</td>
<td>Illinois</td>
<td>4s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milwaukee</td>
<td>4 1/2s</td>
<td>North Carolina</td>
<td>4 1/2s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buffalo</td>
<td>3.90s</td>
<td>New York City</td>
<td>4s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>4 1/2s</td>
<td>New York State</td>
<td>4s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston</td>
<td>4s</td>
<td>Seattle</td>
<td>4 1/2s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Louis</td>
<td>4 1/4s</td>
<td>Los Angeles</td>
<td>4 1/4s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philadelphia</td>
<td>4 1/4s</td>
<td>California</td>
<td>4s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas City</td>
<td>4s</td>
<td>New Orleans</td>
<td>4 1/2s</td>
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<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>4s</td>
<td>Detroit</td>
<td>4 1/2s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>4s</td>
<td>Cleveland</td>
<td>4s</td>
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</tbody>
</table>
UNIT III

AMERICAN VALUES AND CURRENT WORLD ISSUES
UNIT III AMERICAN VALUES AND CURRENT WORLD ISSUES

For students with learning difficulties, political science concepts will be presented through the study of current issues as they are found in the news media: Magazines, newspapers, T.V., and radio. Political concepts will be made relevant to current events and will be used to develop understanding of American government and values in relationship to the rest of the world.

Problem: How can we learn to think critically as we study the ideas of politics?

Activities

Have students bring in various newspapers and analyze in terms of departments--news, editorial, feature, entertainment, etc.

Discuss Propaganda in terms of:

- Propaganda devices and techniques
  - Name calling
  - Glittering generalities
  - Transfer
  - Card stacking
  - Others

- Discovery of propaganda
  - Recognition of propaganda
  - Places found
  - Uses

Have students find specific examples of the types of propaganda using various newspapers, (be sure to include the Bloomington Sun), other periodicals and materials (Embassy kits, advertisements and commercials, etc.)

Show the movie on the making of a newspaper which is available from the Minneapolis Star and Tribune. Discuss case study on a company pressuring a newspaper because of their editorial policy (See Dunwiddie, page 42).

Compare a single news story as it is treated by various newspapers and periodicals. Evaluate the articles as to objectivity and balance of presentation.

Teacher Materials

Dunwiddie, Problems of Democracy, chapter 2.

Student Materials

Various Newspapers
  - Time
  - Newsweek
  - U.S. News and World Report
  - Senior Scholastic
Embassy Kits—especially:
  c.s.s.r.
  Egypt
  Israel

Problem: What is meant by politics, the political process, and government?

Activities

Read chapter 1 in Comparative Political Systems and discuss so as to be able to define politics, the political process, and to understand the establishment of governments.

Student Materials

Fentor, Comparative Political Systems, Chapter 1

Problem: What is the American political system?

Activities

Read chapter 3 in Comparative Political Systems and discuss the political institutions and ideology of the United States.

Other readings—see Bruntz, Mussatti.

Discuss the meaning of:
  Political leadership
  Democratic political system
  American ideology
  Federalism
  Checks and balances
  Rights of the individual

Show IMC films on the American political system and discuss. Study the legislative, executive, and judicial process in the United States through use of films, filmstrips, games, and simulations.

Read and discuss the case study on majority rule in the Senate in Dunwiddie.

Instructional Materials

Fentor, Comparative Political Systems, Chapter 3.
Bruntz, American Government, chapters 1-3.

Sound Filmstrips—Guidance Associates'
  "The People's Choice" (Electoral College)
  "Portrait of a Freshman Congressman"
Activities

Read chapter 4 in *Comparative Political Systems* and other materials on totalitarianism and discuss.

Have students bring in current materials from newspapers and magazines showing how various governments operate. Have students write a short paper comparing the governments of the U.S. and U.S.S.R. or with either of these two countries and another.

Materials

Films
- "Twenty-Four Hours in Tyrant Land" - U.S. Savings Bond film

Problem: What are our traditional American values?

Activities

Question: Do we need to know what our values are?
Have students brainstorm to identify the traditional American values.

Show films on American values.

Have students identify the values to be found in the historical documents of our nation and discuss.

English background
- Magna Carta
- English Bill of Rights - 1689
- Colonial experience and self-rule
- Declaration of Independence
- Articles of Confederation
- Constitution

Instructional Materials

Mussatti, *The Constitution of the United States.* Excellent source on the historical development of our Constitutional system.

Landis, *Sociology,* chapters 20-31 should be of some value.

Problem: How successful have we been in achieving our values and constitutional guarantees?

Activities

Discuss our nation's ideals so students have them clearly in mind.

Have students select an area from the rights and liberties given below for study and begin to collect relevant articles and editorials related to these rights for discussion and reporting.

Topics:
- Religion
- Speech
- Press
- Assembly
- Equal opportunity
- Housing
- Education
- Employment
- Right to counsel

Discuss the Supreme Court in terms of rights and liberties under Chief Justice Warren and how the court may change under Chief Justice Burger.

Read in chapters 13 and 15 of *Comparative Political Systems* about our rights and liberties and discuss.

Films - IMC
F3045 "Bill of Rights"
F4048 "Day in the Night of Jonathan Mole"
F9016 "Equality Under Law: The Lost Generation of Prince Edward County."
Also: The Mideon Case, The Feiner Case.

Films - Rental
"The Constitution and Censorship," University of Minnesota
Problem: Why must individuals become involved in the political process?

Activities

Discuss the need for "grass roots" involvement in politics.

Develop a student vocabulary for political involvement at the "grass roots level".

Show films on citizenship and involvement in government.

Do research on the present political structure and ideals as related to present day issues. Investigate issues and possible solutions as advocated by liberals, conservatives, radicals, etc.

Work with students to help them develop a personal political philosophy relevant to the present situation.

Have students write a paper which describes their personal political views.

Instructional Materials

Bruntz, Bremer, American Government. Unit II, chapters 4-7.

Films - free
  "Who Cares" - Hughes Aircraft Corporation
  "Why Politics?" - Republic Steel Corporation

Films - Rental
  "The Constitution and the Right to Vote" - Indiana University
UNIT IV

PROBLEMS OF MINORITY GROUPS
UNIT IV PROBLEMS OF MINORITY GROUPS

Problem: What is a minority group?

Activities

Have the class read in teams to define "minority group" and identify several such groups. Discuss.

Have each student quickly define "minority group" on a sheet of paper. Collect them and in going through them in class together reach a definition.

Although the chief focus of this unit will probably be on Negro-White relations, have some members of the class or all of the class investigate other minority group problems in this country, make a presentation of their findings to the class and have the class compare the situation faced by these minority group members and that faced by the Negroes.

Use this tolerance scale to register student reactions to the statements:
(1) agree strongly, (2) agree more or less, (3) not sure, (4) disagree for the most part, (5) disagree strongly.

1. The Negro should get some rights, but he has to be kept in his place.
2. In spite of all talk about being equal, we might as well admit that migrant workers are generally inferior to other people.
3. It would be a mistake for our school to hire a Negro teacher, for he would not feel welcome in our community.
4. Not all rumors and stories about racial and religious minorities are true, but unfortunately too many are true.
5. It is common knowledge that most Jewish businessmen are sly and deceitful.
6. I would be more than a little upset if a Negro family moved in next door to us.
7. Indians have made headway in recent years, but they are not ready for the same responsibilities as white people.
8. Most people of Irish descent are quick-tempered and have a tendency to fight.
9. Many Puerto Ricans coming into the United States have low moral standards; they are a menace in our large cities.
10. Our immigration standards should be tightened to keep out undesirable minorities.

Instructional Materials

Landis, Sociology, pp 386-393.
Teacher Resource:
Problem: What are the problems that minority groups face?

Activities

Read in Landis pp 395-400 to identify problems.

Show the slide and tape series of the Negro in America. Have buzz groups define problems they saw, or do as a class. (Dan Conrad's slide-tape.)

Use tape of Louis Lomax and discuss the problems presented. Also a tape by John Griffin is available.

Use current news articles to stimulate discussion about the problems in our own area.

Discuss recent events to illustrate growing demands for equal rights and to show increased importance of minority problems.

Show film 'A Day in the Night of Jonathan Mole.' Have buzz groups or entire class use material from the film to define minority group or to use incidents to show problems to society. Other films for possible showing: "Harvest of Shame" - INC, "Walk in My Shoes" - U of M, "Superfluous People" - U of M.

Students could make their own bulletin board or picture presentation of the problems of minority groups. The topics could be more defined such as housing, education, etc.

Students could collect material from various mass media to illustrate the problems of minority groups.

Use of speakers to relate the problems of their minority group, from their perspective.

Have pupils look at current tables on unemployment among Negroes as compared to White people, average incomes among Negroes and Whites, average incomes among Negroes and Whites of similar educational background, and perceptions of Negroes about their economic opportunities. Compare these tables with similar tables for the early 1960's. Discuss: What has happened to economic opportunity among the Negroes? Does it make any difference whether we are talking about different educational levels among Negroes?

Teacher resources

For tables and additional suggestions for teacher resources see the regular grade 12 sociology guide.

Invite a representative of a local human rights commission or a representative of a minority group in the local area to tell the class about kinds of social discrimination which he thinks still exist in the city or state.
Activities

Students could read a novel or biography to gain understanding of the real feelings of members of minority groups.


Read "The Roots of Prejudice" in the January 11, 1968 issue of Senior Scholastic.

Individual or group collection of news articles that illustrate prejudice. Discuss in class; try to discover reason for the prejudice. What person or organization is responsible for the article? What are they trying to accomplish and why?

Interview minority family that has moved into area to see what prejudice they have encountered, or interview a social worker or person involved with the problems of prejudice in local community. Report back to class the findings.

Use films to show prejudice and discrimination.

"No Hiding Place" U of M
"All The Way Home" U of M
"A Time for Burning" U of Illinois

Exchange visit with minority area schools.

Use some reading of biographical fiction materials dealing with minority groups to help pupils identify with minority group members in order to better understand their feelings. Point out the need for such understanding if pupils are to understand the actions of protest movements.

Although pupils read biographies and fiction dealing with discrimination in the unit on intergroup relations in the seventh grade, they can now read much more adult materials and more current books.

Problem: What is discrimination and how does prejudice lead to racial discrimination?


To assure that students understand race: Read in Landis, pp 14-27.

Show the films "The Color of Man" and "Boundary Lines" and discuss.

Have students read pamphlet "The Races of Man" by Ruth Benedict or other articles on race.
Teacher Resource

Dunwiddie, Problems of Democracy, pp 175-177.

Activities

Hold a general class discussion on the question: What do you think may be the cause of prejudice and discrimination against minority groups in this country?

Discuss what discrimination is. Have students list and explain in writing three forms of discrimination.

List one way a person might be affected by practicing prejudice and discrimination.

Set up a debate on the topic: "Resolved, The Caucasian Race is Superior to the Negroid Race." Buzz groups or class reactions to which material was most conclusive and why?

Problem: How can we get rid of prejudice and discrimination?

Activities

Ask: What kinds of things have minority groups, and particularly Negros in this country, done to try to get equality? List all of the actions and movements of which pupils are aware at this time. Then identify some of the major movements and have the class investigate these further.

Read in Landis, pp 400-402, to find out how we can end discrimination.

Lectures on recent legislation and Supreme Court decisions affecting civil rights.

Questions: Can legislation and Supreme Court action solve the problem of discrimination? Why have northern communities faced rioting and racial violence?

Have pupils study (through articles, books, or films) some of the riots which have taken place since they last studied minority group problems in this country. For example, they could study such riots as those at Watts in 1966, in Detroit in 1967, and in Chicago and Washington and Baltimore in 1968 (immediately after the assassination of Martin Luther King.)

Have students read about and report to the class on civil rights leaders and what they stand for.

Examples:
Martin Luther King
Malcolm X
Stokely Carmichael
Roy Wilkins
Have a resource person speak on "Black Power" and what it means. Discuss.

List some ways by which we may get rid of our prejudices and discuss. (Check students' list against Landis, p 401.)
Duplicated Resources for Unit on Problems of Minorities
(See guide--Modern Problems--Sociology Units)

What Would You Do Test
Sensitivity Survey
Stereotypes and Cliches
Interrmarriage - And The Race Problem
Minnesota Assures Equal Opportunity in Employment
Pre-Employment Inquiry Guide in Minnesota
Minnesota Assures Equal Opportunity in Housing
Minnesota Assures Equal Opportunity in Public Accommodations
The Minnesota Record - Progress in Civil Rights (1957-1965)
Minority Groups in Minnesota
Directory of Minnesota Human Relations Organizations and Agencies

Transparency Masters for Unit

Relative Status of Negroes and Whites
Unemployment - Real and Hidden
O.E.O. Projects
Racial Crisis: A Program for Action
Basic Causes of the Negro Rioting
"Only One Door"
UNIT V

FAMILY LIFE
UNIT V  FAMILY LIFE

See grade twelve unit in the regular Family Life Guide.

Note: Since the present Family Life Guide will undergo thorough revision during the school year 1969-1970 and since the family life unit for students with learning difficulties should be a modification of the regular program, it is thought that definition of the learning difficulties program should be delayed.
UNIT VI

THE GOOD LIFE
UNIT VI  THE GOOD LIFE

Problem:  What is "The good life?"

Brainstorming session to identify aspects of living which are the ingred-
ients of "the good life."

Possible topics

1. Personal maturity
2. Mental health
3. Physical well-being
4. Recreation and leisure time
5. Economic security
6. Vocational satisfaction
7. Educational fulfillment
8. Religion and ethical ideals

General discussion of the ingredients to a "good life."

Show film which shows life... it might be in the next thirty years or beyond and discuss what the future may be like. Television programs and readings may also be identified so as to help students project them-
selves into the future.

Have students select one or more of the above topics for special research which the students feel to be most relevant to their future happiness.

Personal maturity
   Read in Landis, chapters 11 and 13.
   Read in Thal-Halcombe, pages 17-20, 31-41.
   See individual titles in Public Affairs Pamphlet Series.
   Use Guidance Associates sound filmstrip on values and discuss.

Teacher Resource

Dunwiddie, Chapter 3.

Mental health
   Read in Landis, chapter 13 and pages 423-425.
   Read in Thal-Halcombe, chapter 2.
   Show film on mental health available from the state of Minnesota.
   See titles in Public Affairs Pamphlet Series on Mental Health
   Film - free
   "How Are You?" - Department of Public Welfare

Teacher Resource

Dunwiddie, Chapter 3.
Physical Well-Being
Read in Landis, Chapter 32.
Have various groups do research on effects of drugs, alcohol, and tobacco.
Read Public Affairs pamphlet, "What Can We Do About Drug Abuse,"
Other pamphlets are on alcohol and tobacco.
Additional readings on drug abuse are available in the regular
grade 12 sociology guide
Show IMC film, "Narcotics--Why Not?" F2009 and discuss.
Discuss the importance of physical well-being to happiness.

Recreation and Leisure Time
Define leisure.
Define enjoyment.
Discuss the various ways wise use of leisure time can lead to "the
good life."
Have discussion or reports on hobbies of individual class members.
Make a student-led survey of use of leisure time by the members of the
class.

Teacher Resource
Dunwiddie, Chapter 7.

Economic Security
Read in Landis, Chapter 28.
Have students review aspects of the consumer education unit--budgeting,
investments, insurance, use of credit, etc.
Complete the investments project begun earlier in the year.

Vocational Satisfaction
Re-evaluate plans identified during the vocations unit and discuss
possible modifications.

Educational Fulfillment
Read in Landis, chapter 33.
Student-teacher conference on progress toward educational planning.
Possible further planning for post high school education and training.

Teacher Resource

Religion and Ethical Ideals
Read in Landis, chapter 34.
Discuss the role of religion and ethics in "the good life." Use case
studies in Landis, page 459.