SOCIAL STUDIES TEACHING UNITS INCORPORATING
SOCIAL SCIENCE GENERALIZATIONS:
GRADE FIVE, YOLO COUNTY

by

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PROJECT

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To

Arlene, Rodney, Randy
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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS USED,
AND METHOD OF PROCEDURE

Future citizens of the United States must know and understand their cultural heritage and develop an appreciation of the time-tested values upon which it is based. They need, too, to understand the problems faced by this nation as it undertakes leadership in a rapidly changing world. Especially in these troubled times is there a crucial need for a world-minded citizen—a citizen who has respect for other peoples as well as a willingness and desire to understand other peoples of the world, their immensely varied ideologies, cultures, and ways of life.

The social studies, more than any other area of the school curriculum, are obligated to impart the knowledge and develop the understandings which will help to perpetuate and enrich our American society and to educate for a world-oriented citizenry. The urgency of the problem is aptly expressed by Dr. Paul R. Hanna.

The survival of the community of mankind is threatened by confusion and cultural imbalance. This cultural imbalance is caused by the rapid advancement in science and technology without equally rapid and creative arrangements in the customs, institutions, values and laws which guide human activities.

It is the unique responsibility of the social studies strand of the school curriculum to develop the individual and the group competence needed to achieve and maintain dynamic cultural balance. The teaching-learning experiences provided in the social studies must, therefore, promote the quality of thinking and develop the
generalizations, attitudes, values and behavior that underlie social competence in responsible citizenship.¹

This is a challenge to all educators everywhere. It is an inescapable challenge to those charged with primary responsibility for giving direction to the social studies program.

As members of the Yolo County Curriculum Council, the personnel involved in this project participated, over a two-year period, in extensive studies of the "Report of the State Central Committee on Social Studies"² and the Stanford University studies of "Social Science Generalizations for Use in the Social Studies."³

Special attention in this directed study⁴ was given to the grade content, concepts, and generalizations in the State Central

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²"Report of the State Central Committee on Social Studies" (Sacramento: California State Department of Education, October, 1959). (Mimeographed.)


⁴The study was under the direction of Dr. Lelia Ormsby, Professor of Education, Sacramento State College.
Committee report as well as to the social science generalizations (anthropology, economics, geography, political science, social psychology, and sociology) developed in the Stanford studies.

The two-year directed study culminated in the selection and allocation of concepts and generalizations of the above studies into specific grade levels, kindergarten through eight.  

I. THE PROJECT

Statement of the Project

It was the purpose of this cooperative project to develop comprehensive teaching units for a social studies curriculum in nine grades--namely, kindergarten through grade eight--for teachers in Yolo County. Generalizations from the social science disciplines, as recommended by the Social Studies Framework for the Public Schools of California and as selected from ten doctoral dissertations completed at Stanford University, were incorporated in each grade level.

Nine candidates for the degree of Master of Arts have participated in the total undertaking. Each has concentrated on the development of teaching units for a single grade.

5"Summary Sheets for Allocated Generalizations," Yolo County Curriculum Council Publications (Woodland, California: Yolo County Schools, n.d.). (Mimeographed.)


7Authorship of the ten Stanford University doctoral dissertations is given in footnote 3, page 2.
Importance of the Project

One of the basic issues in today's debate about the public schools is the proper relationship between the academic disciplines, or the organized fields of scholarly knowledge, and the curriculum of the elementary and secondary schools. Only a few years ago history, geography, and civics constituted the offerings in social studies. These disciplines were taught separately with the expectation that children and youth would integrate information from them into a meaningful context for the improvement of their civic understanding and competence.

In a society of rapidly expanding specialization, newer fields of study have become recognized as legitimate social or behavioral sciences which make important contributions to the social studies and at the same time increase the responsibilities vested in that area of the curriculum. "It is recognized that the extent of human knowledge is too great to be mastered by any one person, but it is important that all people understand the major ideas developed through the ages" which have significance for solving the problems of today, tomorrow, and the foreseeable future. Recent periodical and yearbook writings in the field of social studies make amply clear that, increasingly, scholars in the social science disciplines are being asked to make

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available to curriculum planners the learnings deemed important in their respective disciplines.

The State Framework encourages the reconsideration of the goals of social studies education and the utilization of generalizations from the social sciences. The Framework offers direction and guidance to the local district, county, or city for the preparation of courses of study, units of study, and method of approach.

In light of the foregoing, the project described herein hopes to be a significant contribution to curriculum planning in the elementary school social studies program through the development of comprehensive teaching units which incorporate generalizations, concepts, attitudes, skills, and factual information appropriate for children and youth at each of the grade levels, kindergarten through eight.

There is further significance in this project in that the program, as developed, will be enriched by the inclusion of a wider scope of social science concepts and generalizations than was made available in the State guides. The social science generalizations researched and organized at Stanford University for use in the social studies curriculum made this enrichment possible.

Inasmuch as many authors of social studies textbooks seem unwilling to commit themselves to generalizing from the factual material they develop, it was recognized that courses of study or units of study would need careful preparation to insure that learning experiences are designed and organized to provide this instructional guidance.
Teaching manuals have been prepared by textbook publishers to provide guidance in the teaching of all of the major subject areas of the school curriculum with one notable exception—the social studies. A gap exists, therefore, between the work of the scholars in the social science disciplines and the typical courses of study provided by cities, counties, and local school districts. As a consequence, because of lacks in time, energy, and resources, teachers of necessity resort to sole reliance on the social studies textbooks. These nine studies are designed to bridge the gap named and to serve as a manual for teachers in Yolo County to assist them in teaching the social studies in an integrated manner.

II. DELIMITATIONS AND DEFINITIONS OF TERMS USED

Delimitations

The study for the group is limited to kindergarten through grade eight. The study for the individual is limited to a single grade. Only generalizations from the Stanford University doctoral studies will be used, in combination with generalizations from the State Framework. The units will be developed to meet the needs of a specific area, Yolo County.

Definitions of Terms Used

Concept. An abstraction or idea about something, derived from experience, that applies to a class or group of objects or things having qualities in common. It is not an object or thing. Concepts evolve into generalizations.
**Generalization.** Any verbalized formulation of a relationship among two or more concepts which is of broad applicability. Thus generalizations may be laws, rules, principles, conclusions, or inferences. All generalizations are products of problem solving. Generalizations unify the social studies.

**Scope areas.** A list of basic human activities in which people of any culture and time engage--namely, communicating facts, ideas, and feelings; educating; expressing religious impulses; organizing and governing; producing, exchanging, distributing, and consuming food, clothing, shelter, and other consumer goods and services; protecting and conserving life, health, resources, and property; providing recreation; transporting people and goods; providing for esthetic expression; and creating and producing tools, technics, and social arrangements.

**Stanford generalizations.** Those generalizations which have been researched from the various social science disciplines and organized under the ten broad scope areas of social studies by doctoral candidates working at Stanford University under the direction of Dr. Paul R. Hanna and Dr. Richard E. Gross.

**Teaching unit.** A plan organized around a problem which states the objectives to be attained (generalizations, attitudes, and skills), the importance of the problem, the content, the learning experiences (introductory and developmental activities including evaluative activities, and summarizing activities), and the instructional materials necessary for the fulfillment of the plan.
Sequence of units. This involves organization of units in a meaningful order beginning with those aspects of the child's life with which he has the most contact and developing in an outward spiral to people and places removed in both time and space. Continuity of learning is stressed so that attitudes, generalizations, and other basic learnings will emerge gradually and steadily throughout the program. The sequence is prepared in a logical and psychological order, recognizing that there are developmental stages in the social studies just as there are in reading.

Synthesized generalizations. A comprehensive restatement of the main and recurring ideas expressed in the generalizations derived from the various social science disciplines as expressed in the "Report of the State Central Committee on Social Studies."9 (See Appendix A for a list of the eighteen synthesized generalizations.)

Social sciences. The following definition of the social sciences is given by Dr. Paul R. Hanna:

The social sciences are separately organized bodies of facts, generalizations, and principles that describe and explain man's social, economic, and political activities and customs. The six major social sciences or social science disciplines are anthropology, economics, jurisprudence, political science, social psychology, and sociology. History, human geography, and philosophy also considered social science disciplines provide the temporal, the spatial, and the value dimensions to the other six social sciences.10

9"Report of the State Central Committee on Social Studies" (Sacramento: California State Department of Education, November, 1959), pp. 73-74.

10Hanna, loc. cit.
Social studies. Dr. Hanna defines the social studies as follows:

The social studies cut across the several social science disciplines and deal with man's way of living with his fellow men and man's human problems as they are influenced by where people live, geographic; when people live, historical; and by the system of values under which they live, philosophy. The content of the social studies, then, consists of the events made by man as he strives to solve his social, economic, and political problems. ... There are two essential sources of content. One, the recorded history and the recorded literature of the social sciences ... and the second source is the every day life of children living in families, in schools, in neighborhoods, in local communities, in state and nation, and in the world. Those unpredicted events that happen today are part of a child's response to living in a human environment, as well as the more organized and systematic content that you find in the social science disciplines. ¹¹

III. ASSUMPTIONS OF THE STUDY

For the purposes of this study, the following assumptions are made:

1. That by a systematic development of generalizations children are more able to develop basic understandings necessary to effective citizenship.

2. That the scope of the social studies curriculum is in terms of an analysis of the basic human activities of man.

3. That the sequence of the social studies curriculum is in terms of the expanding communities upon which the grade level emphasis of the State Framework is based.

4. That the generalizations developed by the California State

¹¹Ibid.
Central Committee on Social Studies and the ten Stanford University doctoral candidates on social science generalizations are valid.

5. That the Yolo County Curriculum Council has appropriately allocated to grade levels generalizations from the State Framework and the ten doctoral studies.

IV. METHOD OF PROCEDURE

This section has two main parts, namely (1) the procedures and goals common to the total project, and (2) the procedures and goals pertinent to the individual projects. In accordance with the recommendation of the State Central Committee on Social Studies for the State of California that local school systems build a continuous, pertinent, and indigenous program of social studies to provide for the common state-wide needs of all pupils and for the needs of academically talented youth who will benefit from specialized study in the social studies, this study has attempted to organize the generalizations contained in the State Framework into appropriate scope areas, grade level sequence, and teaching units within a specific grade level.

In order to move toward the goal of amplifying, interpreting, and expanding the generalizations contained in the State Framework and to find workable sub-generalizations and concepts, the research done in the ten doctoral dissertations was used. These dissertations

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12 "Report of the State Central Committee on Social Studies," op. cit., pp. 4-6.
identified the major generalizations in six social science disciplines and then classified the generalizations into ten scope areas (basic human activities). The generalizations served to expand and give depth to the statements from the State Framework.

Procedures and Goals Common to the Total Project

Criteria for allocation and selection of generalizations. For more than a decade Yolo County has incorporated generalizations in the social studies teaching units. The criteria, stated below in question form, were adopted by the personnel endeavoring to implement the new State Framework.

1. Are generalizations appropriate in terms of the theme assigned by the State Framework to this grade level?

2. Are these generalizations consistent with what is known about child growth and development and learning?

3. Do these generalizations provide opportunity for development of one or more of the attitudes basic to responsible citizenship?

4. Do these generalizations provide opportunity to develop the following values essential to democracy? (a) Faith in the moral law; (b) development of the concept of the free individual, respect for the individual and his infinite value; (c) cooperation as a way of solving problems of common concern; (d) use of intelligence and reason in the solution of problems;
and (e) faith in the mission of America in forwarding ideas of Western civilization, optimism about the future.

5. Do these generalizations build logically and psychologically on those of preceding grade levels?

6. Have the eighteen synthesized generalizations from the State Framework been given adequate repetition throughout the elementary school grades, kindergarten through grade eight?

Process for allocation and selection of generalizations. The eighteen synthesized statements of generalizations were used as organizing heads and allocated to one or more of the ten items of the scope. Under each of these were listed the pertinent generalizations, organized in the State Framework under separate subject disciplines until all were classified. Step two was to list the twenty-five hundred generalizations which appeared in the Stanford University dissertations as sub-statements under the State Framework generalizations. Since the doctoral candidates had classified their generalizations into scope areas, the total task was considerably facilitated. This process was accomplished by a Yolo County curriculum workshop group, which included the members involved in this study, during the summer of 1961.

The allocation of the generalizations to grade level was carried forward by the Yolo County Curriculum Council. Coincidentally, the persons involved in this project were members of the Council. The criteria listed above, likewise, were utilized as guidelines in this process until each generalization was placed in a grade level. (See Appendix B for a chart showing utilization of the eighteen synthesized generalizations.)
Teaching unit format. As the Council members reviewed the units written earlier for the Yolo County social studies while in the process of allocating generalizations, they noted that the lack of uniformity in format impeded their progress. The 1961 workshop group, therefore, was assigned the task of developing a format which would be used consistently in writing teaching units from kindergarten through grade eight. After considerable discussion, an organization plan was agreed upon for all units in Yolo County. (See Appendix C for a copy of the unit format.)

Procedures and Goals Pertinent to the Individual Projects

Refinement of generalization selection. Each individual charted the generalizations assigned under the ten scope areas to his grade level. It became immediately apparent that the task was noncompassable even though the plan was to develop approximately five teaching units for each grade level. There ensued deliberations about what research had to say relative to the "load" of generalization children at a given grade level might be able to discover or develop. Was lecture coverage adequate or was actual experience necessary? With a unanimous decision in favor of the latter, the following additional criteria were adopted to be used in conjunction with those stated earlier herein.

1. Does it depend heavily on verbalization?

2. What is its significance in relation to today's living?

3. Does it contribute to a generalization about life?

4. Does it take cognizance of what is known about child growth and development?
5. Does it equip children for thinking about the future?

6. Can it be developed by problem solving?

7. Does it take cognizance of the development of basic social studies skills?

8. Is it manageable?

Even though it was recognized that some of the above statements overlapped items in the earlier list, their specificity seemed helpful.

Development of problem statements for teaching units. At each grade level, it was found desirable to carry forward the process of developing problem statements for units while engaged in eliminating some generalizations. In thinking through unit problems, all aspects of social studies were brought into focus. It was necessary to study the themes listed in the State Framework, content and skills specified, and the attitudes to be developed as well as the generalizations allocated. The studiously screened generalizations were assigned to one of the four or five teaching units. Serious effort was made to state the unit problems in terms that a teacher might reasonably expect to stimulate a class to formulate.

Restatement of generalizations in teachable language. In almost all instances, the generalizations in the resource documents were stated in highly abstract terms. To a teacher who had not done intensive study of generalizations, such statements would have limited or no use. For each abstract statement of a generalization, the author of units for a grade level found it necessary to make several sub-statements whose
relationship to the activities suggested could be readily discerned. These statements are listed in the units as concrete generalizations.

Enrichment generalizations. Within each teaching unit a variety of activities was suggested for each generalization to enable children to arrive at the generalization. Pre-tests were designed to ascertain over which generalizations a child already had command. To provide for the talented student, additional generalizations were listed for each unit. The teacher, therefore, would have in mind a carefully designed teaching unit for the minimum generalization hoped for from each child, plus the ways and means to help him achieve them. Planning implementation of the additional generalizations listed for enrichment would be a task for the individual teacher. This he might wish to do for the child who demonstrated readiness. Since the teacher would have a sample to follow relative to appropriate activities, content, materials, and the like, his task should not prove to be too time-consuming.

Pupil materials. Each of the nine writers previewed or auditioned all audio-visual materials and read all texts and supplementary materials which he built into his units. In fact, the work of each person was far more extensive than appears in the finished units. Much material had to be discarded because of inappropriateness in terms of helping children to realize the objectives of the units or because some had greater pertinence for another grade level. Personnel in Yolo County had agreed to use a piece of material in only one grade. "Audio-visual materials should be structured for the grade level of optimum use" was a principle
enunciated at the 1958 Donner Summit Audio-Visual-Social Studies Workshop, which was attended by members of the Bureau of Audio-Visual Education of the State Department of Education, curriculum leaders, and producers of audio-visual materials.¹³

**Trial use of units.** Each writer submitted one unit for trial use in a demonstration summer school held in Yolo County in 1963. Two of the writers taught in the school. Each writer, at fairly frequent intervals, observed his unit being taught and conferred with the observers and the respective demonstration teacher. In the instance of the grade three unit, the writer was the teacher. At the close of the demonstration school, it was possible to evaluate all units. Charts of generalizations, attitudes, and skills built into the units were compared with a like series of charts indicating the attitudes and skills which children had developed and the concepts and generalizations at which they had arrived as recorded by demonstration teachers and observers. Revision of the trial units was made in light of the summer school findings. In addition, the findings had significance for the writers completing other units.

V. PLAN OF PRESENTATION

In this chapter the project, definitions of terms used, and method of procedure were discussed. The chapter dealt with criteria used in

selecting generalizations and allocating them to scope areas, grade levels, and teaching units, and included a discussion of procedures and goals for the group project and for the individual undertaking.

Chapter II contains an explanation of backgrounds of the study and guidelines developed. Chapter III concerns itself with a review of related literature, particularly as it pertains to social studies generalizations, problem solving, teaching units, and evaluation of social studies learnings.

The complete series of teaching units for a single grade appears in Chapter IV of the thesis, designated for each particular grade. That chapter is divided into as many parts as there are teaching units written for the grade. It has a separate pagination. Each unit begins with page one. Chapter V deals with the summary, implications, and recommendations of this study. The pagination continues from Chapter III.

Contained in the Appendix is a listing of the eighteen synthesized generalizations, a chart showing utilization of the generalizations by grade levels, a copy of the unit format, samples of work sheets showing the process of allocation of generalizations, a description of the growth and development characteristics of children and adolescents, and a list of principles, assumptions, and agreements accepted relative to the selection and production of audio-visual materials for the social studies.
CHAPTER II

BACKGROUND OF THE STUDY AND GUIDELINES DEVELOPED

Most important to the understanding of the approach taken in the development of the social studies project as designed in this study is an awareness of the background of social studies in Yolo County. This chapter describes the history of the development of social studies in Yolo County and discusses the guidelines developed.

I. HISTORY OF SOCIAL STUDIES IN YOLO COUNTY

The combination of common purpose and common philosophy that has grown up through more than a decade has welded together the framework of which this project is one of many facets in the ever-expanding social studies effort in the county. The same strand of purposes has been sustained by a core of personalities who remained in Yolo County schools as teachers, administrators, curriculum directors, and consultants.

In 1948, the State Board of Education adopted The Social Studies Program for the Public Schools of California and thus provided the framework to start organizing the social studies program in Yolo County.¹ During 1950, 1951, and 1952, Mrs. Elizabeth Noel, Curriculum Director for Yolo County schools, asked Dr. Lelia Ormsby, Dr. Paul Hanna, and Dr. I. James Quillen to evaluate the social studies in Yolo County and

to assist in the development of a course of study compatible with the State social studies program. There was careful rethinking of the social studies from a philosophical point of view—whether the county should be content with facts and the single-textbook approach or should insist upon a multiple approach in ideas, content, and materials. The decision was in favor of the latter alternative. Out of the early considerations developed a five-year curriculum study which focused on improvement of the social studies by steps. The teachers' institutes during these years gave full attention to implementing the social studies program. A series of conferences, demonstrations, workshops, and in-service meetings was carried on to assist in the introduction of the social studies course of study and the unit method of teaching.

During this period of development the pre-planned unit was introduced and, with it, the idea that teachers, being very busy with the teaching task, should not be asked, or required, to work out and write their own units of study for each phase of social studies. It was believed that their time would be used to better advantage in adapting the pre-planned units to their particular group of children. In order to put this theory into practice, several workshops were conducted under the sponsorship of Sacramento State College, the Yolo County Superintendent's Office, and the school districts of Washington, Bryte, Davis, and Woodland. In these workshops, units were written by teachers and submitted to the county office for duplication and distribution to other teachers in the county for their use.
Some of the first long units were resource units primarily, but later teaching units were developed. Teacher and staff experience soon made it apparent that long, involved units, though very useful, could not be produced rapidly enough to assure several for each grade, and that teachers needed to be given more units, though brief, rather than only one or two long ones.

When shorter units were agreed upon, a special workshop designed to focus on the task was held at Sacramento State College. Generalizations were blocked out and assigned to grade levels in gross fashion, and the content for each grade level was divided into manageable units. Teachers and supervisors from Yolo County and other counties worked together to develop the unit outlines around generalizations with developmental activities and suggestions for evaluation. These shorter units depended upon continued in-service help in social studies and an exchange of unit outlines among counties and districts.

Also, during this time the influence of Sacramento State College was felt in the county with the advent of new teachers coming from the college into the classrooms. Many teachers who had been teaching in Yolo County were taking courses leading to credentials or were participating in workshops in the county and thus were receiving similar training in the social studies. This was building a strong core of trained teachers oriented to the concept of the unit method of teaching the social studies and to the acceptance of prepared units correlated with instructional materials.
The prepared units were called "teaching units" and suggested concepts, content, activities, and materials to be used to develop the area to be studied. They were planned to provide direction and assistance to the teacher as well as to allow for flexibility in teaching the unit to the particular class involved.

In order to make available the library and audio-visual materials which correlate with an area of study, Mrs. Noel instituted the pre-scheduled plan for social studies units in 1952-53. John E. Fetz, then Director of Audio-Visual Services, and Mrs. Vivian Douglas, County Librarian, were involved in correlating the audio-visual materials and the book collections with the units.

The first efforts at scheduling units depended upon sorting out materials--audio-visual aids and books. Mrs. Minnie Evans from the County Library, the Yolo County Superintendent's staff, Mrs. Erleen Culver of the Washington Unified School District, and some of the people from the county schools helped classify these and go over the audio-visual listings.

The first units were scheduled for use and it was found that only a limited number of teachers could teach a particular unit at one time because of unavailability of materials. It became apparent that the needs for materials could not be met unless units were scheduled so that materials could be used all year instead of having use concentrated at one time. This was discussed with teachers and administrators and agreed upon prior to the unit scheduling. At the time planned by the teacher for a unit, he would receive a given collection of social studies books
to correlate with the unit. The "scheduled" teacher would take precedence over the "non-scheduled" teacher in requisitioning audio-visual materials.

As the number of teachers participating in the unit-scheduling plan increased, the system became difficult to manage. During 1954-55, Charles W. Keaster, then Audio-Visual Director, assumed the responsibility of devising a flexible pre-scheduling system for these units. This system has since been in constant use in the County. According to the pre-scheduling plan, each teacher determined the sequence of social studies units for the school year. Approximate times were estimated for teaching each unit. A scheduling of units and materials, therefore, was possible.

Following the years 1955 and 1956, a program was initiated which expanded the number of written social studies units by utilizing the county staff members to write units to complete the series outlined in the social studies program for Yolo County. During this time, school districts in the county continued to grow and expand, adding 326 teachers in a ten-year period (1950-1960). The Yolo County Schools Office had direct supervision over the smaller school districts and a coordinating function with the larger districts. The course of study plan for social studies, however, was continued and adopted officially by the growing districts as they became independent of the county office. The adoption of the social studies unit plan in the Woodland School District in the 1960-1961 school year marked total county involvement in a prescheduled, written, social studies unit plan in Yolo County.
During this time key figures in the social studies had been constant in Yolo County. Mrs. Noel and Dr. Ormsby, both students of Dr. Paul Hanna of Stanford University, served as Director of Curriculum and Consultant, respectively. Charles W. Keaster, Assistant Superintendent of Instruction in the Yolo County Schools Office, and Rudolph Jakosa, Curriculum Coordinator in the Washington Unified School District, were students of Dr. Lelia Ormsby and worked closely with Mrs. Noel. Dr. Jack Marsh and Dr. Gordon Davies (curriculum directors during 1954-1959) were both educated at Stanford University under Dr. Hanna and Dr. Quillen and continued the progress of the social studies program during their term of office.

During 1954-55, the Yolo County Administrative Advisory Council was formed under the guidance of the County Superintendent's Office. On December 8, 1959, the Curriculum Council, as part of the YCAAC, undertook as a major curricular effort the revision of the social studies program so as to bring it into line with the tentative social studies framework for the public schools of California that was finally adopted by the State Board of Education in 1962.\(^2\) One of the most outstanding aspects of this cooperative effort in curriculum development was the combined efforts of the administrative and curriculum staffs of the many school districts in the county, together with the staff from the County Office, in formulating, projecting, and planning developments that would be of

value to all teachers in the county and ultimately affect all children in the county by producing useful and effective materials.\(^3\) (See Appendix D for samples of work sheets relative to allocations of generalizations.)

Several strands have strengthened the common effort in social studies in Yolo County. First, many people have been closely associated over a long period of time. These people served first as teachers and became involved in the direct application of the methods of teaching with unit materials. Later, these teachers advanced to positions as curriculum directors, consultants, principals, and assistant superintendents. In these administrative capacities they became responsible for the direction of the instructional programs. They continued to expand the unit program and to initiate revisions as needed, while following the same basic pattern that had proved successful.

A second important strand was the unusual confluence of leaders in the social studies field serving as consultants to the County Office and the districts. Such outstanding people as Dr. Paul Hanna and Dr. I. James Quillen (Stanford University), Dr. John Michaelis (University of California), and Dr. Hilda Taba (San Francisco State College) were invited over a period of years to speak and to serve as consultants.

A third, and continuing strand, has been the constant and active leadership given by Dr. Lelia Ormsby, Sacramento State College. She has

served over a number of years as consultant in social studies to the County Office. In addition, she has been personal adviser to many in the county as they have completed their professional training or have engaged in advanced education study at Sacramento State College. Finally, Dr. Ormsby served as a consultant in the 1962-1963 social studies project as well as co-director of the 1963 summer demonstration school in Yolo County, which emphasized the teaching of social studies.

A fourth important factor in this program has been the consistent role of the County Office in providing leadership in concert with the leaders in the districts. Dr. Jack Marsh and Dr. Gordon Davies, successors to Mrs. Noel as Curriculum Director, continued to foster and implement the social studies program. Charles W. Keaster, Assistant Superintendent in charge of curriculum has been responsible for the continuance of the program since 1958. Staff members Mrs. Vanna Mae Amos, Mrs. Nancy Gardner, Jack Potter, and Mrs. Madge Young participated over a number of years in the development of the social studies program in Yolo County and authored many of the teaching units now in use.

In 1961, Mr. Keaster designated Mrs. Madge Young, general consultant, to be director of the summer workshop in social studies previously referred to in Chapter I. Again, in the summer of 1963, she was named as co-director with Dr. Lelia Ormsby of the social studies demonstration school in Yolo County. In addition she has been responsible for the continuing liaison of the County Schools Office and the present project.

A major credit for making high-quality and current materials available to teachers in adequate quantities is to be shared by Jack Cooper
(Director of Audio-Visual Services, Yolo County), Mrs. Betty Milligan
(County Schools Librarian, Yolo County), and Mrs. Dorothy Mayer (Coordi-

A final and most important strength to the entire program has been the continuous support and acceptance of the program by key curriculum leaders in the local districts. Such figures as J. A. Misfeldt (Super-
intendent), Rudolph Jakosa, Mrs. Erleen Culver, Elmer Reuter, Neil McGill-
 livary, Mrs. Alma Soost, John Grech, Charles Green, James White, Neil
 Cavendar, Robert Munn, and Robert Clark, of Washington Unified School
District have studied and supported the program. Miss Mary Ellen Dolcini
and W. R. Whitzel of Davis Joint Unified District have served as long-
time district personnel in curriculum development in Yolo County. Sup-
port in curriculum development also came through other district personnel
such as Kenneth Johnson (Superintendent), Miss Helen Nash, John Davis,
and William Linford of the Woodland District; James Bernardy (Superintend-
ent) and Dick Uno of the West Sacramento District; and Ralph Stevens of
Plainfield District.

Summary. In summary, there were several factors which contrib-
uted to the unified approach to the problems involving the social studies
in Yolo County:

1. There was a continued emphasis on the importance of the social
  studies in the curriculum in all school districts over a
  thirteen-year period.

2. The staffing at district, county, and consultant levels by
  people who have been continuously involved in the development
of the social studies program made possible a consistent pattern of curriculum development.

3. There were open avenues of communication between county and district, and district and district through the Curriculum Council.

4. The continued in-service program built on a pre-service program of teachers in Sacramento State College, in particular, but also from other colleges and universities with similar philosophies.

5. A philosophy of social studies was developed cooperatively, insightfully, and continuously.

6. State leadership roles were assumed in the area of social studies by personnel of Yolo County.

7. Strong support of the audio-visual department and the library was an essential and continuing factor vital to the success of the program.

8. The focus on concepts and generalizations rather than on content kept the line of vision clear, thus preventing personnel from vacillating as to goals and content.

9. Continuous refinement, expansion, and evaluation made the program dynamic rather than static and fixed.

II. GUIDELINES DEVELOPED

Several guidelines evolved from the many years of concentration on the social studies program in Yolo County. The writing of the units
involved in this project and the teaching of social studies within the county have been influenced by these guidelines. They are: (1) the survey of the use of audio-visual materials within the county, (2) the plan for making available to teachers the newest and best materials developed, (3) the experimentation relative to how children acquire concepts and generalizations, (4) the attitudes and the social studies skills agreed upon for inclusion in the teaching units, (5) the study relative to central tendencies of growth of children and youth at four levels of public schooling (primary, intermediate, upper grades, and secondary), and (6) the learning theory agreed upon.

Survey of the use of audio-visual materials. Jack Cooper, Audio-Visual Director of Yolo County, made a study of records which had been kept of use of materials over a period of years. He found that teachers who had pre-scheduled their units used more related audio-visual materials than did the teachers who requested materials on a chance basis. The findings reinforced the belief held by those who had initiated the pre-scheduled units. Because of these findings, writers involved in this project have written units so that any unit may precede or follow any other unit within a grade level. Teachers, therefore, should be able to have a maximum amount of material available for use at the time a particular unit is being taught.

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4 Jack Cooper, Comparative Survey of a Pre-Scheduled Social Studies Unit Program and a Non-Scheduled Program in Yolo County, Unpublished Thesus (Sacramento State College, 1960) p. 66.
Plan for keeping materials updated. Bibliographies of books and audio-visual materials have been sent to each teacher when he received a unit. These lists, however, were not bound with the unit. This same plan has been followed by the nine writers involved in this project. In the County Office and the several districts within the county, new materials are constantly being previewed and evaluated. When a new film, book, or other piece of material is found that can be used to greater advantage than the old item to help children or youth arrive at a particular objective, the old listing is replaced. A numbering system is used so that changes can be made in a minimum amount of time and without confusion. A study of the literature reveals that courses of study become outmoded rapidly if outdated materials are retained in the listings.

Pupil acquisition of concepts and generalizations. Under the direction of Dr. Hilda Taba, three experimental classroom studies were conducted of the way children acquire concepts and generalizations. The three studies were described in curriculum bulletins published by the Washington Unified School District and distributed to teachers in Yolo County. The reports have proved extremely helpful to the writers in this project in thinking through a wide range of activities in which pupils might engage in arriving at any particular concept or generalization. Brief reference is made below to the three studies.

Mrs. Doris Pope, a kindergarten teacher, discovered that her children held many misconcepts about cowboys. She then sought ways to correct these misconcepts--to rebuild the children's ideals about cowboys. Her report describes the varied and appropriate experiences she used.
Teaching Concepts in a Second Grade Social Studies Unit describes the steps Mrs. Yvonne Ankele followed as she directed her procedures to the development of a specific generalization about machines and their effect on production.

Both studies show that when the focus is clear and teaching procedures are precise, learning is more purposeful, time is saved, and the results are more satisfying both to the learner and to the teacher.5

Later, Mrs. Irene Martin conducted a study to provide more descriptions of teaching procedures to show how generalizations can be developed. A major concern was to close the gap that so often exists between stated objectives and the teaching-learning situation. She was particularly interested in developing generalizations for a social studies unit on transportation.

Concluding observations.

A generalization was developed by focusing directly on it and the component or relevant subideas. A range of firsthand and vicarious experiences were provided to give meaningful reference for it. Children had a chance to use many senses in their learnings. . . . They had opportunities to talk about their experiences and to read. The language experiences helped children integrate their experiences, establish relationships between ideas, and elaborate on them. . . .6

Attitude development. A list of six basic attitudes drawn from the literature and experimented with over a long period of time in Yolo


6 Taken from a tape recording made at the Donner Summit Workshop, 1958.
County has been adopted by the unit writers and built into all units with varying degrees of emphasis. The attitudes are cooperation, creativeness, responsibility, self-respect, social concern, and the scientific attitude.

**Social studies skills.** Experimentation within the county and careful study of the literature resulted in a determination by the writers to focus upon eight major categories of skills in building the new set of teaching units. Major help in these deliberations was found in a yearbook devoted to that subject. The skills listed below are the main ones for emphasis in the social studies program. That program supports and utilizes many of the skills developed in other segments of the elementary school program. The listing of skills built into the units follows:

1. Developing a sense of time and chronology (historical skills).
2. Interpreting cartoons, charts, graphs, pictures, and tables.
3. Interpreting maps and globes.
4. Observing accurately.
5. Participating in group undertakings.
6. Developing critical thinking (problem-solving skills).
7. Practicing reference and communication skills.
8. Utilizing research skills.

**Growth and development characteristics of children and adolescents.** A study relative to central tendencies of growth and development...
was carried on in 1955 by the Yolo County staff, members of the State Department of Education, and Sacramento State College personnel which resulted in materials being developed, duplicated, and distributed to all teachers in the county. The findings of this study alerted writers involved in this project to the growth characteristics of children and adolescents, and the implications of these characteristics for the social studies program. The study defined central tendencies of growth and development at four levels—namely, kindergarten through grade three; grades four, five, and six; grades seven and eight; and grades nine through twelve. (See Appendix E for a supporting statement utilized in this project which was prepared by the State Department of Education.)

Learning theory agreed upon. During the many years of work in the area of social studies, a learning theory evolved in which agreement was reached. The basic elements of the theory are herein summarized.

For our purposes we may describe learning as the adoption by the individual of a changed behavior when the behaviors which he knew previously do not serve him adequately in a new situation or seem to be less satisfactory than a newly discovered behavior. Learning is essentially a reorganization of experience and earlier patterns of behavior in terms of adjustment to new conditions which confront the individual. It involves some change in behavior that persists and that is not due alone to maturation. Learning in any situation is not simple and predictable; it is the whole organism that acts, reacts, and learns. Learning is an active process which requires reactions of the individual to his environment. His reactions serve a dual function by enabling him both to assess
the adequacy of his previously learned behaviors or knowledge and to modify those behaviors in the direction of greater adequacy.

Interest or involvement of commitment is an important factor in the learning situation. These terms are not intended to be synonymous with passing fancy or momentary curiosity. Rather, they imply a substantial degree of care of concern which usually requires previous acquaintance with the topic and which involves the individual's value structure. Each of us knows enough about a vast range of topics to become interested in every one of them. The fact that each is interested in a limited number indicates that some sort of value judgment has been made, establishing some topics as important and thus as items of interest. When the individual is interested in that which is to be learned, his learning experiences will be more effective.

A second important factor, closely related to the first, is the purpose or goal of the learner. If we assume that every person has purposes, the central issue becomes the relationship of one's purposes to the learning situation itself. The effectiveness of the learning activity will be influenced by the degree to which the learner's purpose or goal is related to the intended purpose of the activity. The effectiveness, also, will be increased as the learner realizes the progress he is making toward achieving his goal.

A third factor may be called the developmental appropriateness of the learning activity. This is multidimensional in nature, including such elements as the relative difficulty of the proposed change in the learner's behavior, his ability to relate the new experience to previous
experiences, and the degree to which he understands what he is now able
to say or do. The best learning activity is that which is best suited
to the development level of the child, the difficulty level of the con­
tent of the experience being appropriate to the child's achievement
level.

Skills, habits, and understandings should be learned under cir­
cumstances like those that will attend their use. For most effective
learning, individualization is often necessary. Concept building must
be based upon a rich foundation of first-hand perceptual experiences.

Briefly, the units are based on the cognitive theory of learning,
which places greater stress on insight in learning than on drill. The
writers believe that good teaching will move children from the simple to
the complex. The use of the expanding community pattern and problems
within the immediate community that have meaning in terms of the expand­
ing world will have meaning to the child. This means dealing with wholes
from the simple to the progressively more complex, recognizing that they
are made up of integrated parts. Teaching and/or learning of the whole
and then of its interrelated parts is best accomplished through the
problem-solving method.

In addition, the writers believe that the child will learn more
efficiently if he has a goal that is important to him. It is held by
this group that when a child learns with understanding he will grasp
content more easily and retain it longer than if he learns by rote.
CHAPTER III

REVIEW OF RELATED LITERATURE

Social studies programs are many and varied throughout the United States. A keynote, however, common to all programs, writings, and presentations is the urgency to prepare children and youth for responsible citizenship in the many communities of mankind.

Framework for the social studies.

The crises of our times can be reduced to a framework so that we can be assured that children and youth develop the necessary generalizations and competencies. This is the only way we can survive. We cannot leave this responsibility to the individual teacher, the individual school, the individual county, nor to the individual district. It is a State responsibility.

... We have left too much to the discretion of the individual teacher. There is an overdependency on the right of teachers or districts to do as they please regarding the selection of experiences and content. We need a larger framework and design--i.e., state, national, and world. All school systems need to look at the commonality of peoples to appreciate their differences. The basic values must be assured in all schools.\(^1\)

In 1948, the State recommended a two-dimensional structure for the social studies program, the dimensions being scope and sequence. The definition given by the State Curriculum Commission at that time follows:

A framework is not a course of study. Rather, it is designed to serve as a guide in the development of an educational program in a specific situation. Certain broad areas of subject matter are designated for attention at certain grade levels. It is to be

\(^1\)Taken from a tape recording of one of a series of presentations made by Dr. Paul R. Hanna at the Donner Summit Audio-Visual-Social Studies Workshop, August, 1958.
expected that the programs developed in school districts will vary, even though all are in harmony with the Social Studies Framework.\textsuperscript{2}

Leadership with a two-dimensional program was initiated by Dr. Hanna, a consultant from Columbia University to the Virginia State Department of Education, in the late 1920's. Two basic curriculum volumes, now out of print, grew out of the social studies work in that state. One was designed for the elementary schools and the other for the secondary schools. Both contained a chart of a framework showing the social studies plan from grade one through grade twelve. The vertical axis of the chart listed nine basic social functions as the scope of the program, and the horizontal axis gave the themes or areas of emphasis for each grade. Activities and materials, as well as teaching procedures, were suggested for each grade.

In the mid-1930's the influence of the social studies thinking in Virginia spread to Santa Barbara County, where Dr. Hanna, then from Stanford University, served as a curriculum consultant. Between the years 1940 and 1945, that county published a series of curriculum volumes, two of which included a graphic presentation of a framework. Nine items or basic functions of human living were listed as the scope of the curriculum, and six themes indicated the areas of emphasis from kindergarten through grade fourteen. The first theme covered kindergarten through grade three; the second, grades four and five; the third, grades

six, seven, and eight; the fourth, grades nine and ten; the fifth, grades eleven and twelve; and the sixth theme included grades thirteen and fourteen. Problems, activities, and materials of the scope suggested by the integrating theme for the grades were included in the volume.  

The State Curriculum Commission in 1962 seemed to stress more uniformity in social studies programs throughout the state than appeared in the earlier statement.

The Social Studies Framework for the Public Schools of California outlines for each grade, kindergarten through grade twelve, the recommended social studies content, and in this way serves as a basis upon which courses of study will be developed that will accomplish the objectives of the instructional program. Responsibility for the preparation and adoption of courses of study rests with county boards of education and with governing school boards of school districts. County boards of education are required to adopt courses of study for use by all elementary school districts, except those that are classified as or have the powers of city school districts. Governing boards of other school districts are required to adopt courses of study for use in the schools under their jurisdiction.

A desirable degree of uniformity in the minimum content required to be taught in the elementary schools of the state is achieved through state adoption of textbooks that are required to be used in the elementary schools of the state.  

Generalizations. The next major section of this chapter deals with the basic literature relative to generalizations. A brief discussion is included in this section, however, to point up the relationship of generalizations to a framework.


The generalizations, together with the attitudes and skills, become the objectives of the social studies program. The outstanding contribution of the study carried on at the State level during the past several years was the addition of generalizations which gave the social studies framework a new dimension.

Each of the eight social sciences contributes certain basic ideas or concepts to the social studies program. These are broad central generalizations that should become progressively more meaningful, even though they are not specifically introduced, through organized learning experiences at the various grade levels.5

The social science disciplines listed by the State are geography, history, political science, economics, anthropology, psychology, sociology, and philosophy.6

A paragraph of explanation is offered in the State Framework indicating how a determination was made of the generalizations to be included therein.

To prepare the generalizations which are presented on the following pages, groups of social scientists throughout the state were asked to review the content of their particular discipline and to assess its contributions to competent citizenship in our modern, complex society. The findings of these groups were then studied and analyzed by educators and other interested citizens on a statewide basis. As the generalizations were developed, "goals of understanding" were formulated. These were appropriate for application to adults rather than to a particular grade. Therefore, the curriculum planner must decide what subgeneralizations, concepts, and factual information are appropriate for youth in each of the grades that comprise the elementary and secondary school programs. These subdivisions then become reference points for planning and organizing instruction and for preparing courses of study and other classroom materials. The reference points need to be cumulative so that understanding in the social studies is moved in the direction indicated by the generalizations.7

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5Ibid., p. 89. 6Ibid., pp. 89-109. 7Ibid., p. 89.
It was during the time that Dr. Hanna served as curriculum consultant to Santa Barbara County that he pointed out the need to utilize the findings of research from the social science disciplines and the humanities to add depth to the social studies program. By the mid-1940's, Santa Barbara County had made notable strides in incorporating generalizations in the social studies program. In his writings and talks for more than two decades, Dr. Hanna has maintained that a framework should have three dimensions—namely scope, sequence, and generalizations.

Generalizations should be extracted from the research and listed under items of the scope in each grade level. Each community of men should be checked against each item of the scope.

There has to be an organized effort to develop generalizations in order to survive. Social sciences and the humanities are the sources. Content selection is clear after generalizations are allocated by grade levels. We need to know that children and youth have thought of these generalizations as important guides to behavior.8

Scope. The State, in 1948, detailed the scope of the social studies. Since no analysis was made of scope in the recent report, it is assumed that the earlier recommendation is basic.

During the past two decades much thought has been directed to the scope or range of learnings in the social studies. The scope of social studies is as broad as the range of human experiences. They embrace all of the social processes in which man engages to satisfy his basic human needs. Various formulations have been made but include the following functions:

1. The protection and conservation of human and natural resources.
2. The production of goods and services.
3. The distribution of goods and services.

8Hanna, op. cit.
4. The consumption of goods and services.
5. The transportation of goods and services.
6. Communication.
7. The expression of esthetic and religious impulses.
8. The provision for education.
9. The provision for recreation.
10. The provision for government.

All cultures at all times in the history of the world have found it necessary to engage in these social functions. At different periods in world history and under different environmental conditions, man has satisfied these basic human needs in a variety of ways, but in order to carry on life satisfactorily each function found a place in the specific culture.9

The basic human activities, the scope, as recommended by Dr. Hanna, are repeated here for ease of comparison:

1. Organizing and governing.
2. Providing recreation.
3. Protecting and conserving human and natural resources.
4. Expressing religious impulses.
5. Expressing and satisfying esthetic impulses.
6. Transporting people and goods.
7. Producing, exchanging, distributing, and consuming food, clothing, shelter, and other consumer goods and services.
10. Creating tools, technics, and social arrangements.10

9The Social Studies Program for the Public Schools of California, op. cit., pp. 7-8.
10Hanna, op. cit.
The basic human activities in which men throughout the ages and in all parts of the world engage provide the new scope of the social studies program for all grade levels. No grade emphasis on a community of man is complete until the full range of human activities for that particular community have [sic] been considered and experienced by pupils. Each of the several categories of basic human activities overlaps the others, but this is natural for life is a seamless web and no single category can be neatly separated out from the cultural fabric.\textsuperscript{11}

Sequence. The discussion which follows concerns itself only with sequence as it refers to kindergarten through grade eight. Under the heading, "Sequence of Learnings," the State report of 1948 follows:

The social studies is [sic] a field of many aspects. All that mankind has acquired through a hundred thousand years and more of striving, experiencing, and experimenting becomes the basic content from which the social studies curriculum must be selected. . . .

The broad pattern of human society can be explored by children, beginning with institutions and activities close to their experience, such as home, school, neighborhood, community and extending gradually to include other cultures of the world and their relationship with each other and back in time to discover the long story of the development of civilization.\textsuperscript{12}

An absence of the term "sequence" was noted in the recent report. Substituted for that term one finds "themes and major areas of study." It is clear, however, that these themes are intended as the sequential arrangement of learning experiences throughout the grades. The themes follow:

\textbf{Kindergarten}: The Immediate Environment: Relationships of the Neighborhood to Home and School

\textbf{Grade One}: The Home, School, and Community, Responsibilities and Services

\textsuperscript{11}\textit{Ibid.}

\textsuperscript{12}\textit{The Social Studies Program for the Public Schools of California, op. cit., p. 9.}
Grade Two: Our Community and City: The Interrelatedness of Community Life

Grade Three: Effect of Growth and Change on Communities: Differences Among Communities in the State, in the Nation, and in the World

Grade Four: California: Its Relationship to the Western States, the Nation, and the World

Grade Five: The United States: Its Growth and Development; Its Future as a World Power; and Its Relationships With Canada

Grade Six: Overviews of Global Geography of the World and Study of Life in Latin America

Grade Seven: Life in the World Today: The Mediterranean Area and the Middle East; Europe; and the European Backgrounds of the United States

Grade Eight: The United States and Our Heritage

Hanna recommends a sequence of learning experiences in terms of the expanding communities of man. Beginning with the family community, his analysis moves through the school community, the neighborhood community, the local community, the state community, the region-of-states community, the United States national community, the United States and the emerging inter-American community, the United States and the emerging Atlantic community, the United States and the emerging Pacific community, and the United States and the world community as the Home of Mankind. He emphasizes:

... Each of the expanding communities of man has its unique obligations and responsibilities. The basic human needs can be satisfied only if people within each community of men cooperate.

Each and every one of the expanding communities of man has a series of problems in all of the basic human activities which is

unique, and must be solved by that community, and not passed on to the larger community to be solved because of neglect.\textsuperscript{14}

Sequence refers to the continuity and order of experiences provided from year to year through the pupil's public school experiences, kindergarten through grade fourteen.

The sequence of themes or emphases for the social studies program of the public school should not be haphazard, nor should it be determined solely either by child nature or by the inner logic of content. By combining the nature and demands of the child and demands of society, it is possible to arrive at a logically and a psychologically defensible curriculum design.\textsuperscript{15}

The similarities between the two sequences are obvious. They can be harmonized without doing violence to either. In any instance, however, materials need to be easily accessible to the teacher for the program to meet with success.

The literature relative to framework, scope, and sequence seems fairly repetitive. It appears that social studies programs which have a framework are adaptations of the original work done by Dr. Hanna or are modifications of the framework adopted by the State of California in 1948.

Generalizations---a definition. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms defines "generalization" (noun) as:

A process whereby one reaches a judgment applicable to a whole class, often on the basis of experience with a limited number of the class; or the judgment itself. The judgment may be merely implicit. The generalization often deals with abstract qualities; crows are black (abstract generalization); or it may simply summarize observation; these are all crows (concrete generalization). The process is

\textsuperscript{14}Hanna, op. cit. \textsuperscript{15}Ibid.
not necessarily a jump to a final conclusion: there is often a sort of preliminary generalization which is extended (or restricted) as further data are perceived, and the generalization, as it expands, may cause distorted perception if the external facts are not explicit and compelling. E.g., the generalization that crows are black may prevent perceiving the Australian white crow as a crow.16

The process of generalization occupies a position of particular prominence in psychological literature, where the terms "generalized stimulus," "generalized response," and other such terms appear frequently. While the process is not the most significant aspect of our use of the terms, its consideration here, in terms of the teaching-learning experience, gives background to further use of the term. In describing the development of percepts, David H. Russell uses the term frequently and descriptively.

... a concept is a generalization about related data. It is a more or less stable percept. When a child has learned to distinguish cats from other animals, whether the cats are large or small, black, white, grey, ginger- or tortoise-colored, he applies the word cat to the class of ideas and uses a concept. As a result of a number of related experiences he may conclude, "Men are stronger than women," and since this is a phenomenon which applies to many specific cases, it is called a generalization, and by some writers a concept. The concept, of course, is usually organized as a result of a group of related sensations, percepts, and images with a label attached to them.17

Russell's statement is a corroboration of earlier scholars who describe the idea more simply. In 1911, John Dewey wrote:

A generalization is ... the process by which a principle or law is reached; the term is also used to denote the product. The


term expresses the use or function of induction which endeavors, beginning with a number of scattered details, to arrive at a general statement.18

Later, in 1929, Harold Rugg and James Mendenhall described generalizing as "not a single, separate act that comes after the mind has been devoted to particular facts and events. It is the opposite; it is a movement away from isolated particulars toward a connecting principle."19

Perusal of the literature on the subject brings to light the fact that both the process and the product generalization have been long recognized by scholars. One of the bewildering discoveries is the vast array of labels applied to the concept of generalization. William Brownell and Gordon Hendrickson came to grips with this multiplicity of terms and defined the concept as it will be used hereafter in this discussion.

As the term generalization is used here, it refers to any verbalized formulation of a relationship which is of broad applicability. Hence, it includes principles, laws, and rules. It may also include such terms as definitions, propositions, hypotheses, mottoes, inferences, conclusions, as well as other less ambitious formulations.

Psychological terminology is far from settled in this area. Attempts have been made to distinguish among generalizations, rules, laws, principles and other expressions of relationships; but the attempts have been uniformly futile. There are no criteria for differentiating consistently and clearly among the terms. In any case the distinctions are logical rather than psychological, for the learning process is for all practical purposes the same, regardless of the name given the product. Therefore, it seems sensible to regard "generalization" as the generic word.

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Any generalization states some abstract relationship among two or more concepts. Based as they are upon concepts, generalizations are more complicated than is any one of the component concepts. An added complication is introduced by the relationship which is established. For these reasons, generalizations may be viewed as the final achievements, the cap-stones, as it were, of conceptual learning. And, accordingly, they are the most difficult of all mental constructs to attain.

Generalization and learning theory. There seem to be two contemporary learning theories which make extensive use of experimental evidence.

Both have a long history and have been called by various names at various times. For the purpose of this discussion they will be called (1) mechanistic stimulus-response associationisms and (2) non-mechanistic Gestalt-field theories. Since both influence great numbers of teachers, it is necessary to review the role of generalization from both general points of view.

It is of interest to note that even the philosopher-psychologists identified a prominent role for generalization. Johann Herbart (1776-1841) and his followers in the United States listed five steps in learning, the fourth of which was generalization, preceded by (1) preparation, (2) presentation, and (3) comparison and abstraction, and followed by (5) application.


Later, Thorndike\textsuperscript{22} recognized the importance of generalization in what he called "higher mental processes in learning." That this concept of generalization was firmly imbedded in Thorndike's Theory of Connectionism is made obvious in the conclusions of Peterson's study.

General Conclusions. Trial and error appears to be a universal method of procedure in learning of the problem-solving type. Not only does this procedure dominate the early stages of analysis of new materials, but it is a conspicuous factor in the determination of progress in the generalization of knowledge and its application to new situations. The field of variation is gradually limited through the effects of generalization, and the testing out of trial responses is facilitated through the familiarization of the elements of the situation. Thus larger and larger units of response come to be represented ideationally and tested out either overtly or in imagination; but the general trial-and-error character of the process remains always the same.

The most obvious factors in the selection and accentuation of essential elements were frequency of repetition of elements and their relative nearness to a goal, or end of action. Generalization and application of experiences were apparently somewhat less, though still largely, controlled by the same factors.

Progress in the detachment of elements and their generalization and application to new situations can be traced largely to the gradual formation and automatization of specific associations and to the associative arousal of previously formed concepts. But it should not be forgotten that old concepts wrung into service in this manner are themselves the product of earlier processes of gradual formation and mechanization of associations, essentially similar to the learning of sensori-motor co-ordinations. The learning process is not so much modified as abridged by this action of old concepts. The difference between sensori-motor learning and learning through abstraction and generalization is not so much a difference of method as of the type and complexity of previously established inter-relations of the materials to be organized. All of our data appear to confirm the view recently expressed by Thorndike that "Thinking and reasoning do not seem in any useful sense opposites of automatism, custom, or

habit, but simply the action of habits in cases where the elements of the situation compete and co-operate notably."23

The contemporary associationist, Skinner, recognizes the process of generalization as being important.24 Like Thorndike and Peterson, he maintains that it is learned through operant conditioning. In each case, while recognizing the importance of generalization, each associationist emphasizes the difficulty of making the proper association through random stimuli and proposes carefully selected and minutely developed experiences to expedite sought generalizations.

Proponents of cognitive-field theory assert that neural couplings are inadequate as an explanation of the learning process. They construe learning as a change in the cognitive structure of, or insights into, one's life space, which consists of a person and his environment. Changes in cognitive structure are of three types: differentiation, generalization, and restructurization.

One generalizes when he forms a concept which includes previously differentiated aspects of himself or his environment. Generalization arises through categorization of sub-regions into a unified region of one's life space.25

From the point of view of each of these major learning theories it may be seen that generalization plays an important and basically similar role in both concepts of learning.


25 Bigge and Hunt, op. cit., p. 359.
Learning and teaching generalizations. Both contemporary writers and those who wrote in the 1920's seem to agree that effective learning of generalizations depends upon both "problem solving" and "discovery methodology." In 1950, Brownell and Hendrickson described the process in the following fashion:

Generalizations are products of problem solving. Not all problem solving leads to generalizations but generalizations are obtainable in no other way. They certainly are not obtainable by memorizing the formal sequence of words in which generalizations are usually couched as might be deduced by certain erroneous practices in teaching. Many students who cannot differentiate between sentences and non-sentences can produce an acceptable definition of "sentence." His inability to identify and write good sentences can scarcely be attributed to neglect of the definition.26

An early (1927) study by Ellen Sullivan, referred to by Russell, indicates that problem solving and student "discovery" are important in the learning and retention of generalizations.

The experiment consisted of learning nonsense names applied to geometric figures which reappeared as common elements in a series of pictures. One group was asked merely to learn the names of the pictures, a second in addition were asked to notice common elements and look for a generalization, a third group in addition had a demonstration of the generalization by the experimenter. Not unexpectedly, Sullivan found that the third type of instruction improved the chances of generalization and also improved the speed of generalization. With the second type of instruction, however, retention was superior. Apparently the teacher or parent should give some help in leading toward a generalization, but should arrange so that, if possible, children can make the final discovery for themselves.27

Hendrickson and Shroeder also agree that "an initial verbal formulation may shorten the process by which the learner arrives at his

26Brownell and Hendrickson, op. cit., p. 117.
27Russell, op. cit., p. 238.
generalization. However, these authors make no attempt to analyze the retention of generalizations so learned.

The only controversy that seems to arise regarding the teaching and learning of generalizations is the one of deductive versus inductive reasoning. Most authors who comment upon this dichotomy seem to agree that inductive learning provides for better retention and guarantees, by the easily discovered presence of generalizations, that the process has taken place. In the end, no clear-cut case of superiority is proved for either case. Dr. Stanley E. Dimmond, in his article, "The Role of Generalizations in Teaching Social Studies," maintains that both kinds of reasoning are vital. He postulates that learning remains piecemeal and is not easily remembered unless people generalize from acquired data. On the other hand, new data are more easily acquired and remembered if the learner has a generalization in mind which the new data reinforce. When we remember the various modifications, changes, and exceptions that are applied to generalizations with the addition of new data, the necessity for training in both deductive and inductive reasoning becomes more obvious. In terms of the time available for teaching and learning, Brownell and Henderson put the problem in practical perspective.

Inductive teaching must be considered very time consuming and we are usually pressed for time in school. The truth is that we must be able to think both deductively and inductively and both types of

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thinking must be developed. In the end the important thing is that
the generalizations be taught; at least those that are essential in
life; that they be full in meaning and susceptible to functional use.
If this condition is met, it probably makes little difference whether
they have been acquired deductively or inductively.30

Even though the problem of inductive versus deductive thinking is
not important, the amount and number of learning experiences looming large
in importance. Generalizations, when learned in connection with a single
situation, are not generalizations at all but merely a set of relationships that apply to a particular set of conditions. It is important
that the learner have a wide range of experiences pertinent to each
generalization. These situations need to be analyzed to discover the
presence and operation of the generalization. Other situations are
needed where the learner can apply, use, and test what has been learned.
In deriving and applying a generalization, the learner should encounter
other instances of its application and validity, and the more concrete,
practical, and natural such encounters are, the better.

The last consideration in the teaching and learning of generalizations arises in connection with the symbols used in thinking about and
expressing the generalization. In this connection we find Hayakawa31
agreeing with John Dewey32 that words are not only names or titles of
single meanings—they also form sentences in which meanings are organized

30 Brownell and Hendrickson, op. cit., p. 124.
31 S. I. Hayakawa, Language in Action (New York: Harper and
    Company, 1944), pp. 28-29,
32 John Dewey, How We Think (Boston: D. C. Heath and Company,
    1910), pp. 173-75.
in relation to one another. It is not without reason that language is our chief vehicle of instruction. However, a clear and present danger is implied in this same consideration. Again, to quote Dewey:

The premium put in the schoolroom upon attainment of technical facility, upon skill in producing external results, often changes the advantages of language into a positive detriment. In manipulating symbols so as to recite well, to get and give correct answers, to follow prescribed formula of analysis, the pupil's attitude becomes mechanical rather than thoughtful; verbal memorizing is substituted for inquiry into the meaning of things.\(^{33}\)

Perhaps no other weakness in school instruction of generalizations is as prevalent or as serious as that which leads children to memorize rather than search for meaningful learning.

**Importance of generalizations.** There seem to be three basic reasons why the learning of generalizations is one of the most important aspects of school activity. In brief, these may be classified as (1) ease of retention and maintenance, (2) universality of applicability, and (3) the establishment of a framework of reference to which new learnings may be interrelated and synthesized. These three reasons center around the acquisition and utilization of knowledge and do not recognize the further value that a style of thinking is being developed that is as universal in its applicability as the generalizations themselves--indeed, even more so.

The testimony of Russell citing Sullivan, as quoted above, is recognized by other writers in the field. Brownell and Hendrickson support the thesis of reliable retention by saying that "few difficulties

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\(^{33}\)Ibid., p. 178. 
are encountered in the maintenance of thoroughly learned generalizations. Research shows that generalizations are the strongest of all verbal learning products in resisting the evils of forgetting. \textsuperscript{34} Stanley Dimmond states the case plainly when he says, "Forgetting facts is more rapid than forgetting generalizations." \textsuperscript{35}

But ease of retention is not the whole story. The role of generalization as a framework of reference is substantiated by Earl S. Johnson. He reminds us that "generalizations abstract from a welter of facts, those which 'go together.' Thus they reduce to order what would otherwise be a meaningless hodgepodge of disconnected facts. Without the power to generalize, our experience would be chaotic and unorganized." \textsuperscript{36} Again, Dimmond says that "having a generalization in mind contributes to the acquisition of useful facts." \textsuperscript{37} Other opinion seems to be almost universal that the presence of an established schema is essential to the discrimination (abstracting) and integration of new data.

Accepting the "frame of reference" and "ease of retention" characteristics of the generalization, the remaining problem is the question of "universality of application." Perhaps the most lucid statement in this regard has been made by Anderson and Gates.

\textsuperscript{34} Brownell and Hendrickson, \textit{op. cit.}, p. 124.

\textsuperscript{35} Dimmond, \textit{op. cit.}, p. 232.


\textsuperscript{37} Dimmond, \textit{loc. cit.}, p. 233
It has become a truism that an individual never faces a situation which is completely identical with one faced before. Notwithstanding this fact, an individual can react to successive situations with appropriate responses. We infer that a given response pattern has been made to fit a variety of circumstances for which the pattern is appropriate. Whether our learning products are knowledge, skills, social attitudes, esthetic appreciations, or techniques of solving problems we want them generalized so that they have utility in as many situations as possible of the unpredictable exigencies of life.

Within recent years almost all who have studied and discussed the educational process have emphasized the importance in education of learning principles and generalized understandings and of applying what has been learned to a wide variety of normal-life problems.38

What, then, are the implications for curriculum development in the light of current and historical information about generalizations? Accepting this information, Dimond suggests that:

The well developed courses of study are resource units that illustrate the important nature of generalizations. The course or unit is developed around understandings, skills, and attitudes which provide a framework for acquiring and organizing information. The activities, in addition to aiding in the teaching of facts, provide opportunities to develop and test generalizations.39

The generalizations must be carefully selected. One of the early attempts to identify essential social studies generalizations took place in 1929. At the urging of Harold Rugg, Neil Billings began this investigation.40 His study attempted to isolate from the writings of the leading

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thinkers in the social sciences those generalizations that were persistent and important. Once gathered, the generalizations were put to little use except as a device to check the content of Rugg's several textbooks.

The next step in this direction was a series of doctoral dissertations under the direction of Dr. Paul R. Hanna and Dr. Richard E. Gross at Stanford University. In these studies the investigators researched the literature of the social science disciplines of economics, sociology, social psychology, political science, geography, and anthropology. History was not used because it was recognized that each social science discipline has its own history. These researches represent a frontier study in terms of making available to curriculum personnel a systematically documented body of findings relative to key generalizations, organized in a manner that is more nearly ready for use than any of the previous researches in this area.

The team sought help from faculty in selecting basic literature which would form the core for all ten researchers. The detailed method of final selection is given in the second chapter of each study, together with the titles of the literature studied. In addition to this list of 36 volumes (six books in each of six social science disciplines), each researcher had an extended list of references for his own basic human activity that usually doubled the final list he used.

The team developed systems for identifying generalizations, uniformly recording them, coding, building a classification framework, verifying, synthesizing, and editing—all of which are classified fully in the dissertations.

The team arrived at an operational definition of a generalization: for the purposes of this series of studies a generalization is a universally applicable statement at the highest level of abstraction relevant to all time or stated times about man past and/or present, engaging in a basic human activity.

In accord with this definition, the following statements must be made explicit:
1. The stated generalization, or the context within which it appears, shows that the author believes that there are no known exceptions.

2. The stated generalization is not limited by reference to specific geographic or cultural boundaries.

3. The facts upon which a generalization is based are not in themselves generalizations.

4. Neither a concept nor a definition is here considered to be a generalization and can appear only in the context of an otherwise acceptable generalization.

5. Opinions are not considered to be generalizations unless the specialist also reports that the opinion as a hypothesis has been tested and found to have no known exceptions.

6. Generalization must have applicability to all places in all times, or be applicable to all places within a stated period of time.

7. Generalization can be either primary, statistical or functional.

8. Generalization must deal with man in a societal orientation, not as an isolated individual.

9. Generalization must be applicable to man at the highest level of abstraction rather than to specific men or communities.41

A second series of studies based on the generalizations extracted from the six social science disciplines is contemplated at Stanford University. The purpose would be to restructure and restate the generalizations in terms of their more specific meaning for each of the eleven expanding communities of men. At the present time this very difficult task has to be accomplished by the individual district, city, or county

wishing to incorporate generalizations into the social studies program. With studies from the contemplated series of studies available, curriculum planners would be saved countless hours of work.

Problem solving. It is a commonly held belief that problem solving is the method to be used in the teaching of social studies. The statement made by Alma Bingham seems pertinent: "Problem-solution is a measure of man's progress through the ages, an expression of his current personal fulfillment, a mark of hope in his future destiny."\textsuperscript{42}

Human beings have no choice as to whether or not they will need to be problem solvers and, to a significant degree, no choice as to the broad areas in which problems will be met. People are born incomplete, with an ability to unfold, grow, mature, and this fact brings problems to all human beings. Many solutions which work when a person is young do not work as he grows older. It is not that wrong solutions were reached but that they become obsolete, unable to satisfy the needs of a later set of circumstances.

Society's need for capable problem solvers has never been greater. Man's continual probings have led him to a disproportionate state of development. At present, he has technologically reached more than his shifting values and human amenities permit him to apply artfully for the common good.\textsuperscript{43}


\textsuperscript{43} Ibid.
Because a democracy depends so much upon a high degree of problem-solving ability in a great majority of its members, it becomes one of the schools' chief responsibilities to help children increase their competence in problem solving. In order to carry out this responsibility, teachers must know how to use or create opportunities for children to advance in problem-solving ability, and they must understand their part in helping children to profit from these chances. The social studies program in the public schools is in a uniquely favorable position to provide child-sized opportunities for children to recognize and solve problems in educative ways as individuals and as groups. The school is sometimes the only institution that may be counted upon to encourage children to take the first important step of sensing that they have a problem and that they can work on it with help. Kinney states that "preparing people to solve problems is the primary responsibility of the organized curriculum." We have begun by pointing out the need for consideration of problem solving but have not defined what the process is. A review of the literature and the sparse actual research in this area shows that there is considerable agreement as to what constitutes a problem--i.e., simply stated, a situation or an obstacle requiring a solution. The three constituents of a problem are a goal, a blocking of the progress to the


goal, and an inward tension which produces the needed motivation to strive for a solution. 46 A situation needing correction may exist without recognition on the part of the individual, but it is not a problem to him until such time as he is aware of its existence. 47 There is less agreement on what the process of problem solving entails, but generally—and again simply stated—it refers to the activities utilized by the individual as he seeks a solution to a problem. There is even less precise agreement found as one reviews the several analyses of processes involved in problem solving. The number of steps delineated in problem solving varies from three to as many as eleven. Many still refer to the five rather broad steps as defined by Dewey, which include:

1. Identification of the problem.
2. Comparison of the present problem with previous experience.
3. Formulation of a tentative solution.
4. Testing the tentative solution.
5. Acceptance or rejection of the solution (evaluation).

A common misconception by students when faced with the sequential nature of this process is to suppose that a particular method is improper if it does not correspond to the above sequence of steps. Buswell's studies of the mental operations of a group of subjects during the

46 Ibid., pp. 35-41.
process of problem solving show that there is some agreement in patterns of thinking, but that the most striking characteristic in problem solving is the variety in sequence of thinking.48

There seems least agreement as to what constitutes problem solving in the classroom situation. Gross and McDonald point out that problem solving to one group is simply taking a broad topic, stating it in the form of a question, and then studying to resolve the question. To another group, it becomes the student analysis of some single aspect of the subject matter. A third group would maintain that it should be directed consideration by students of adult-society problems. Others would see direct pupil involvement and action concerning immediate personal and social problems before they would call the processes problem solving.49 The basic premise underlying the desirability of problem solving is this: learning is meaningful and therefore retained to the degree that it is self-motivated and assimilated into prior learnings. It assumes that each person works, studies, and gathers information only as fast and as well as his own abilities will permit. It does not assume that some single, simple factor such as a teacher's explanation will weld isolated elements into a meaningful whole and thereby give all students "equal" instruction.50 Before there will be much self-motivation, there


will have to be a problem which is "real" for an individual or a group.

Michaelis points out that:

To be a real problem, the individuals in a group must be concerned about it, interested in solving it, and see sense in it. The problem should be meaningful to children in terms of the understandings involved, and significant in terms of its application use.51

Bingham adds that "problem solving flourishes in an environment where curiosities are stimulated, where ideas can be tried, where feelings are important, where there is a real purpose in learning."52

Quillen and Hanna go one step further: "It is obvious that problems which have already been solved or which cease to be troublesome do not produce a tension and therefore are no longer problems."53 There seems to be an attendant warning included in every discussion regarding the amount of tension which is desirable in supplying the desired motivation for problem solving. Emotion may either stimulate or inhibit constructive work in the classroom, depending on the degree or amount of emotional involvement present. Intense emotion tends to disrupt the performance of the individual through inhibiting or reducing his ability to evaluate his actions, by decreasing the probability of his discarding ineffective solutions to problems, and by inhibiting his introduction of other or novel solutions to the emotion-evoking situation.54 The attendant

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52Bingham, op. cit., p. 154.
problem is attaining the right amount of personal involvement to motivate but not to inhibit the creative thinking necessary in problem solving.

One characteristic of emotion is its variance among individuals. Another is its developmental aspect. Increased knowledge and increased skill in successfully coping with threatening situations reduce the degree of emotion aroused by provocative situations and the ease with which the emotion is aroused. One of the great values of a well-conceived, well-conducted social studies program is the experience children can obtain in meeting situations which threaten their status. Here the role of the teacher is two-fold: to protect the child from traumatic loss of status and of self-esteem, and to guide him toward the development of abilities and attitudes which will enable him to meet successfully increasingly difficult situations.\(^{55}\)

Gross and McDonald report that their studies indicate also that the degree of realism may not add qualitatively to superior solutions but that it does add to the facility and lessen the time it takes to arrive at a solution.\(^{56}\) They cite a study by Gorman dealing with the anxiety level of learners. The study discussed the effect of varying amounts of information and guidance given those working toward problem solution. The general conclusions drawn were:

1. The amount of information used in problem solving activities must be appropriate to the task set for the student.

\(^{55}\) Ibid.

\(^{56}\) Gross and McDonald, *op. cit.*, pp. 259-265.
2. Some appropriate guidance is beneficial, but failure to provide it will delay rather than prevent the solution.

3. The effectiveness of guidance does not depend solely on the amount of information imparted.

4. More explicit instruction may be just as effective as more directive guidance for the less able student.  

Aldrich states that there are things other than emotions which inhibit or "get in the way" of problem solving. Those suggested were prejudgments, likes and dislikes, and unquestioned assumptions. A relatively open mind would seem to be a prerequisite for effective problem solving.

One might ask, "Is problem solving significantly different in the social sciences from problem solving in the applied sciences?" It would seem, upon investigation, that problem solving is essentially the same as in other disciplines but that the subject matter is unique, changeable—even to the point of changing while it is being defined or discussed. Bostwick noted these differences in saying:

Social facts have to do with the relationships between people. These facts are slowly being gathered by cultural anthropologists, social psychologist, historians, geographers, political scientists, and economists toward the solution of social problems. However, for the purpose of teaching young people skill in problem solving, the gathering of facts proceeds on another level from that of the social specialist. The learner must collect his own data pertinent to the problem before him. He may secure the necessary information vicariously through reading or directly from the community. Social


facts may be gathered directly, for example, by second grade children in their walk around the neighborhood to see how people provide for shelter. . . . The problems for which these social facts are appropriate information are themselves unique subject matter of the social studies, as are the generalizations to be derived from their study and application.59

Three other sources of discussion have to do with the relationships of facts and knowledge to problem solving ability, what is the more effective method for teaching toward a greater retention of knowledge, and how should the "scientific method" of problem solving be taught.

Gaier studied the first question and, after reviewing several research studies, concluded that:

While facts constitute the material for thinking, they do not necessarily guarantee productive thinking or reflective thought. It is an absolute requisite that the individual have at his command the relevant informational materials with which to work. Facts in the problem situation are not ends in themselves; they become the vehicle or means to the solution or decision demanded by the situation.60

Students found able to solve given problems possess the required facts and information; however, not all possessors of factual materials can arrive at the correct solution. Problem-solving ability is to some extent a measure of intelligence. For the most part, however, it is a matter of knowing how. It comes as a result of careful learning and abundant practice.61


61 Kinney, op. cit.
Facts seem to be involved in the problem-solving process in three ways:

1. The student can memorize what he does not understand.
2. The student can learn to perform operations called for without knowing the reason or background for the particular use.
3. The student can be helped to structure situations and thus learn the relationships of the parts involved.

When facts are presented first, the process often ceases there and no thinking is done with them. If, on the other hand, problems are presented first, such information as will be learned will be done because of its application to the problem.

Quillen and Hanna reported a study done in 1941 which compared a problems approach and a topical approach. It was stated that "more growth in the behaviors considered necessary for effective citizenship took place in students using the problems approach than in students using a topical approach." It was also pointed out that the problems approach seemed better suited to the more mature students (seniors over juniors). This study was criticized as to controls and objectivity of the project, and in 1949 Kight and Mickelson attempted to investigate the related effects of problem- and subject-centered types of presentation upon learning facts, learning rules of action, the ratio of rules of action learned to factual information, and the connecting of specific facts...

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Quillen and Hanna, op. cit., p. 176.
with their corresponding rules of action.\(^{63}\) In attempting to circumvent one of the difficulties related to the influence of teaching personnel revealed in the earlier study, twenty-nine teachers taught problem- and subject-centered units in rotation to 1,450 students in English, science, and social studies classes.

In terms of total combined results, pupils learned more factual information in problem-centered units; however, differences were not great in a number of cases and social studies groups gained fewer facts than rules of action as a result of their problem-centered units. The problem presentation showed marked superiority in helping pupils learn rules of action in all areas. There was a high positive correlation between learning facts and rules of action by problem solving, as contrasted with a low correlation in the subject-matter approach units. They also indicated that the problems method was superior for children of low and of high intelligence.

Bayles reported on six studies with reflective thinking which he directed.\(^{64}\) Basically all were concerned with how well members of classes taught in a problem-solving manner compare with those taught conventionally in regard to what is covered in typical, standardized examinations. He reports that without qualification, even where the conventionally-taught students were coached for the tests, the pupils in the experimental


\(^{64}\) E. E. Bayles, "Experiments With Reflective Teaching," Kansas Studies in Education, Vol. 6, No. 3 (Lawrence: University of Kansas, April, 1956).
classes did significantly better. An important observation coming from these studies concerns the point that improvement in problem-solving teaching is low. Gains grow considerably after a teacher has had several years’ experience with the approach.

Much has been written extolling the virtues and advantages of group work in the classroom. Thorndike discusses the general characteristics of group problem solving which make group work different from individual work.

1. The group typically brings a broader background of experience to a problem situation than does any single individual.

2. As a reflection of No. 1, the group is likely to produce more and varied suggestions for dealing with a problem than will arise from a single individual.

3. The diversity of viewpoints is likely to be more representative of the larger population from which they were drawn than is the viewpoint of the single individual.

4. As diversity of background and interest within the group becomes greater, it becomes increasingly difficult to reach a real agreement among the members of the group as to the definition of the problem and the values to be served.

5. Just as a group is likely to produce a greater range of suggestions, so also a group is likely to be more productive in criticism of proposals and bases for rejecting them.

6. Interstimulation is a distinctive feature of group effort. The suggestion by X, which is criticized by Y, serves as the stimulus to Z for a new and perhaps quite different suggestion.

7. Interpersonal dynamics becomes a significant element. The assertive, the dogmatic, and the persuasive individual each play a distinctive role.65

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Gross and McDonald studied group and individual problem-solving processes and confirm the well-accepted viewpoint that group solutions tend to be superior to individual solutions in the amount of information used, in the amount of possibilities considered and tried, and in the greater exercise of critical analysis. However, they do point out that there are frequently individuals within a group who have solutions which in effect are better than the group's solution either qualitatively or in terms of speed of solution. Their final conclusion is that a group is not more effective than an individual just because it is a group. 66

What are the practical applications or suggestions which may be derived from these viewpoints? For those dealing with planning and guiding the development of the social studies curriculum, there seem to be many problems of social living which are common to children and youth growing up in American communities, but there are also many which are unique to a given group or class. This means that there can be no single list of individual problems that are important to all. The scope areas could be considered as broad problem areas. But if problems are to create intellectual curiosity, arouse eager questions, and stimulate planning and action, they must be specific and clear. They must also be appropriate to the interest and maturity level of the children concerned.

Bostwick and Adams note that there are two basic types of teaching problems: (1) a study of the process of critical thinking and an analysis of ways men solve or have solved problems growing out of social

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66 Gross and McDonald, op. cit.
situations (history is alive with examples), and (2) work with problems real to the learner because they concern him directly or at least the society of which he is a citizen.67

Quillen and Hanna suggest the following criteria for the selection of problem units:

1. Is the problem sufficiently common and recurrent to justify consideration by the whole class? . . .
2. Is the problem significant enough to warrant class consideration? . . .
3. Will study of the problem contribute to the changes in behavior selected by the class as their educational objectives? . . .
4. Is the problem suited to the maturity of the group? . . .
5. Is the problem one for which adequate and suitable materials are available? . . .
6. Does the problem provide for a continuity of educational experiences? . . .68

Kight and Mickelson made four recommendations for curriculum organization at the close of reporting their investigations to which we have already referred. These recommendations were:

1. Organize each instructional unit around a clearly stated, genuine pupil problem.
2. Elaborate the major pupil problem into its sub-problems.
3. State and present the problem and sub-problems in each instructional unit as something to do rather than something to know.
4. Focus all factual information presented directly on the solution of the pupils problem.69

67Bostwick, Adams, et. al., op. cit., p. 66.
69Kight and Mickelson, op. cit., pp. 3-7.
Bostwick and Adams present the following general criteria for selection of suitable problems in the classroom:

1. Does the problem lend itself well to teacher-pupil planning so that the children may share in the analysis of opinions, suggestions, and ideas for solution?

2. Is it appropriate to the experience, interest, maturation and abilities of the pupils concerned?

3. Does the problem "make sense" to the pupils so that they may comprehend the significance of their work and understand the relationships which are involved?

4. Will the solution of the problem make a difference in the lives of the pupils concerned and does it grow out of their daily experiences?

5. Does it make possible the grouping of children in special interest groups and special research committees so that children may have experience in working together?

6. Can many of the facts needed be gathered by the pupils from firsthand experience such as field trips, interviews, observations, demonstrations and working models?

7. Are resources available for gathering ideas, facts, opinions?

8. Can the problem be dealt with within the time limit of the program? Can suggestions be carried out and results evaluated by the children who make the plans?70

Julian Aldrich, writing in the Phi Delta Kappan, reminds us that there are some teaching procedures which are generally accepted but less generally applied in daily classroom activities. Briefly listed, they were:

1. Make the problem personal, translate it to a "feeling level." . . .

2. Keep it controversial, leading to decisions between differences in judgment. . . .

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3. Motivate to "think it through." ... He notes that the development of resource skills is generally further along than the skill of generalizing and making conclusions.

4. Something should be done in accordance with the solution of the problem to make it emotionally satisfying, to enhance the objective value of solving problems.71

Michaelis speaks a little more inclusively, suggesting rather specific activities:

Each problem should be defined and discussed so that its various parts are clearly discerned and ways to solve it can be considered. Relationships to past experiences should be explored. After clear definition, ways of attacking the problems should be selected and used.

A variety of techniques should be used to gather and verify information, and all data should be organized in a manner which facilitates application and use. Misconceptions and errors should be considered and corrected as they arise, and steps should be taken to prevent future mistakes or misapplications. Through appraisal of cooperative action, evaluative evidence can be secured regarding the effectiveness of planning, utilization of techniques, and skill in using concepts and information, thus making evaluation practical and to the point.

In most situations in the social studies, problem solving includes such elements as:

1. Recognition and clarification of problems through discussion of questions and problems raised by the group. ... .

2. Group planning on needed information, ways to secure information, procedures to use and delegated responsibilities.

3. Securing information by experimenting, reading, processing materials, seeing demonstrations, taking excursions, using audio-visual materials, interviewing, listening to others, observing, and using library resources.

4. Appraising and verifying information by comparing sources, checking different findings, repeating the demonstration or experiment, reshowing the film, checking against past experience, consulting experts on points at issue, and "seeing if it works."

5. Organizing and summarizing information by means of directions, rules, group standards, maps, outlines, floor lay-outs, charts, plans for a program and scrapbooks.

6. Decision-making and using information in group action such as construction, dramatic play, art activities, rhythmic expression, composing songs, school programs, and exhibits.

7. Evaluating decisions, processes, major outcomes, and effectiveness of group action by means of discussions, checklists, charts, standards, and other means of individual and group self-evaluation.

He summarizes by pointing out that in most situations there is a rhythm of clarification of goals; planning of ways to achieve the goals; action in securing, verifying, organizing, and using information; and cooperative evaluation of group action.

Wilkinson reiterates approximately the same types of activities and framework and then notes that:

Naturally the scientific approach requires more of the teacher. He must make the overview or motivating lessons powerful enough to challenge and interest each student into accepting a worthwhile problem to solve. And then he must direct, supervise, and guide until the conclusion has been reached and applied. Just as naturally, much more will be learned than that which pertains strictly to the problem under solution; this is where the student gets his liberal education. Allowing for as much as 70 percent duplication of information in this approach, a class of 30 students should learn from 8 to 10 times the amount that they presently have an opportunity even to handle.

The major concern and emphasis in classrooms could well be shifted from the answers obtained to the methods of thinking and working by which the answers are obtained.

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73 Wilkinson, op. cit., p. 80.
Social studies teaching units. Little was found that might be called "research" dealing with the subject of teaching units. Much could be found, however, expressing opinions, views, criticisms, or justifications relating to what has been done or is being done currently in designing and using units of work. An effort was made to choose and summarize the ideas which seemed most relevant to the group project.

Michaelis states that "by unit is meant a series of suggested experiences, content and materials related to a particular topic and designed to develop understandings, attitudes, skills and appreciations."\(^74\) A "teaching unit," as defined by Good, is the plan developed with respect to an individual classroom by an individual teacher to guide the instruction of a unit of work to be carried out by a particular class or group of learners.\(^75\)

Teaching units should be distinguished from resource units in that the latter are comprehensive collections of suggested learning and teaching activities, procedures, materials, and references organized around a unifying topic or learner problem, designed to be helpful to teachers in developing teaching units appropriate to their respective classes. Such units are usually compilations of the most successful experiences of expert teachers.

It would seem, by definition, that the units which we have tentatively outlined and described for the project would be a fusion of both

\(^74\)Michaelis, op. cit., p. 54.

the teaching unit—insuring relatively complete development of the concepts and generalizations appropriate for a particular grade level, and resource units—allowing for individual differences in classes and teachers.

Michaelis discusses several types of social studies units. His elaboration of "comprehensive social studies units" was as follows:

... this approach combines history, geography, civics, and content from other fields into one broad field of study. Attempts are made to relate each unit to other areas or fields of the curriculum. Broad comprehensive units such as the Home, Our Community, and Life in Early America are undertaken. The scope of the program may be defined either in terms of social functions such as transportation, consumption of goods, and conservation, or, in some cases, in terms of themes such as adaptation to the environment and interdependence of peoples. Special attention is given to needs and interests of children and to the use of community resources. Cooperative group planning and evaluation are viewed as significant phases of the program. Other areas of the curriculum such as music and language are drawn upon and used as needed in the study of various problems. Recognition is given to related social learning in group activities on the playground, in the cafeteria, on committees, and in student council. Efforts are made to develop basic social concepts, constructive attitudes, and democratic behavior. Functional applications are made to situations outside the social studies units. Evaluation is cooperative and continuous and includes, in addition to tests, such techniques as group discussion, self-evaluation by the children, and informal checklists. This type of program attempts to develop attention to needs of children. . . .

The "unit method," according to Preston, is one of the most substantial contributions of the educational experimentation which flourished during the last generation because:

1. It is flexible, allowing the teacher to develop his own style;

2. It conforms to child psychology, permitting the teacher to work toward satisfying the individual needs of children rather than presenting subject matter;

76 Michaelis, op. cit., pp. 33-34.
3. Research indicates that the unit method is effective in both quality and quantity.77

Preston cites several studies which have indicated the general superiority of methods based on participation, varied activity, and wide selection of materials. He feels that the suitability of scope of the unit planned should be judged by the ability of a given group to encompass it as a whole during an orientation (overview) period.

Michaelis discusses the characteristics of effective social studies units. They should:

--contribute to the achievement of the goals of social studies. . . .
--deal with an important aspect of living. . . .
--relate to children's past experiences and lead to broader interests. . . .
--be within the range of the ability of the group. . . .
--provide opportunities for social interaction. . . .
--provide opportunities for creative experiences. . . .
--use a wide variety of materials and activities. . . .
--provide opportunities to develop basic skills [reading, listening, spelling, writing, discussing, measuring, computing]. . . .
--be practicable from the standpoint of time and resources. . . .78

Miel and Brogan see several advantages of the "unit of work" planning by teachers. Teachers should be able to:

--become independent of the logic of the textbook. . . .


78 Michaelis, op. cit., pp. 130-132.
--help children go much further in learning than print sources allow.

--guide children in organizing their knowledge.

--help children acquire new skills such as group cooperation.

--deal with subject matter not handled in textbooks at that level of comprehension.\(^{79}\)

When one considers what should be included in a unit plan, one finds that the proposals have not changed much in the past three decades. Michaelis states that a unit plan is an outline of purposes, content, problems, activities, and materials related to a given topic and that they should include: the title, background material, purposes, initiation or approach, problems and experiences, culminating activities, evaluation, and instructional resources.\(^{80}\)

In the fourteenth yearbook (1936) of the Department of Superintendence it is proposed that a unit should include: an overview, the objectives, suggested activities or approaches for initiation, organization of activities and content materials in terms of problems to be solved, suggestions for evaluation, and suggested teacher and pupil bibliographies.\(^{81}\)

Michaelis states, in regard to content planning, that:

Probably the most effective procedure is that in which a framework for the social studies has been designed, suggested units are

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\(^{79}\) Miel and Brogan, \textit{op. cit.}, pp. 106-112.

\(^{80}\) Michaelis, \textit{op. cit.}, p. 133

\(^{81}\) \textit{The Social Studies Curriculum}, Fourteenth Yearbook, Department of Superintendence, Feb. 1936, A Department of the National Education Association, pp. 244-45.
proposed for different grades, and teachers select within this framework with reference to the needs of children in their classes. This procedure prevents repetition, promotes the procuring of materials for specific units and prevents the selection of insignificant units.\(^82\)

In scanning units of work to be found in a curriculum library, one notes that there are several types of unit format used. There are four types that appear to be rather common. The first listed seems to be most prevalent.

1. Problem--content--activities--materials.
2. Main unit or topic discussed--problems for study.
3. Problem stated--importance discussed--generalizations--content--activities.
4. Outline form of subject matter to be covered--separate lists of resource materials to be used.

Ellsworth notes that there is a trend toward plans which allow for great flexibility in that careful definition is given to expected outcomes of a program within a master framework, but that work sheets are provided within the plan itself for individual teachers to develop units to meet specific needs.\(^83\) A guide of this type encourages and, in effect, demands creative thinking and planning by a teacher and a group of students.

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\(^{82}\) Michaelis, op. cit., p. 136.

Furman states, however, as part of a report in the same book, that:

There is a growing trend away from the loose, unstructured social studies curriculum which was in use in a few schools. There is a tendency today to give the teacher more structure and guidance; to provide specific themes or topics in social studies for each grade; and to suggest ways of developing each topic.\textsuperscript{84}

Several reasons account for this trend. Teachers have been saying that they need and want such guidance.

Several authors commented on the sequential scheduling of subject matter for units at the various grade levels. There seemed to be a general questioning of the justification for the present basis used (expanding communities idea), pointing out that youngsters, particularly in the primary grades, have interests in a much wider sphere than is generally the subject matter of their particular grade levels. Furman discusses this with attention focused at the primary level.\textsuperscript{85}

McAulay found much the same thing in a study about the interests of elementary school children. He states that "social studies interests of elementary school children appear to be elastic and to move from the community to the world scene as easily in the first grade as in the sixth."\textsuperscript{86}

\begin{itemize}
\item \textsuperscript{85}Ibid., pp. 96-100.
\item \textsuperscript{86}J. D. McAulay, "Interests of Elementary School Children," \textit{Social Education}, 25 (December, 1961), pp. 407-409.
\end{itemize}
Ellsworth states that it appears that children must now be helped by their social studies program in school to learn systematically and to think critically about what is happening in their classroom, school, neighborhood, city, state, nation, world, and outer space concurrently all the time.87

This writer found no concrete proposals as to a different sequential scheduling of units.

Several implications for planners of social studies units for use by other teachers come from the findings of McAulay. He identifies two basic problems from question responses of some six hundred teachers. These teachers explained that a weakness of the social studies program is "their own inadequacy, impotency, and basic ignorance of what was expected from the social studies in objectives and purpose, in content and organization, in evaluation and results." Sub-problems consisted of:

--the social studies is [sic] too complicated and broad in scope to be handled efficiently. . . .

--a difficulty in teaching a continuing, complete unit. . . .

--a fear that some of the integrated subjects would become sublimated. . . .

--teachers reported difficulty in setting up and organizing a problem in the social studies through pupil participation. . . .

--most of the teachers expressed a fear of trying to adapt the social studies program to each child's interest and ability. . . .

--use of individual and group work was viewed as a problem. . . .

determining what problems or activities are actually profitable and suitable for youngsters was another area of concern. . . .

Frazier states that youngsters

. . . should have as many experiences as possible with a broad enough range to derive their own generalizations and principles and not have interposed between them and their experience a set of stereotypes that may cut them off from fresh ways of perceiving the world.

In an article entitled, "A Re-examination of Aspects of Unit Teaching in the Elementary School," Burns lists several criticisms of unit teaching as it is practiced. He feels that these areas are weak and should be strengthened. Among these are:

1. That teachers should be well informed about their subject matter, activities and materials necessary to insure learning.

2. The importance of topics undertaken should be clearly evident, simple enough for the learners to grasp, but as comprehensive as their abilities will allow.

3. The stated unit objectives should be as concrete and specific as possible, giving clues as to what will be taught. They might even imply what teaching procedure and evaluation techniques will be used.

4. The background information needed to begin a study should be evaluated and supplemented.

5. If activities are called for--it should be for a definite purpose in developing given understandings in the unit.

6. If correlation takes place, it too should be for a definite purpose.

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7. Individual work may be appropriate more often than committee work.

8. The group process should not be over-emphasized without a specific goal in mind and committee work should seldom be on a voluntary basis.

9. If it is important enough to study—it is important enough to evaluate!90

Miel and Brogan also criticize some of the practices of "unit" teaching. Four objections were:

1. Students are made to go through a farce of "choosing" a unit of study when no choice actually exists.

2. In organizing for work, children are urged to "want to know something." They soon learn to "want to learn" the right questions (which are probably written down somewhere).

3. Teachers have at times tried to have too much of the total curriculum revolve around social studies when such a correlation was actually undesirable.

4. The prevalent use of a "culminating activity" may close further inquiry even when an interest and motivation still exists.91

What is probably the best general review of units has been left to the last. Wilhelmina Hill studied some four hundred resource units published during the past ten years. The following is a partial summary of her findings and views regarding the subject.

The design for social studies resource units has a direct relationship to the kind of teaching and learning that will result. If a problem solving approach and action experiences are desired, the unit design will be shaped accordingly. If subject matter content and passive study activities are to be emphasized, the design will

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91Miel and Brogan, op. cit., pp. 110-112.
tend to be more formal and likely to lean heavily on subject matter outlines.

The ingredients of units most common, as Hill reviewed them, seem to follow what has already been stated. The most prevalent weakness seemed to be insufficient planning for evaluation.

Hill points out some weaknesses in multi-columnar plans in that, where there are separate columns for "content" and for "understandings," there is almost complete repetition. A listing of one or two activities to develop a concept may be poor

. . . because each concept or content item can readily be developed through a number of the listed activities rather than the one or two placed opposite in the "Activities" column. Likewise, any one of the activities may contribute to several content items or concepts, instead of the one beside which it is placed in column form.

Activities and understandings are interrelated and interlocking. She criticizes the blocks of unused space usually found in multi-columnar plans.

Hill suggests that richer background resource materials are especially necessary about subject areas in which it is difficult to secure adequate, accurate, and up-to-date information. Furthermore, she states that there is a definite trend toward increasing the number of social studies units available to teachers.

Concerning objectives, her point of view is that it is unnecessary to list all of the objectives of social studies instruction for each separate unit, that it is sufficient to list only those to be particularly emphasized.92

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Evaluation of social studies learnings. Evaluation and curriculum are integral parts of the educative process. Evaluation is a broader concept than measurement. It is concerned with concepts, generalizations, attitudes, appreciations, and understandings as well as with knowledges and skills. The measurement movement, however, has made a considerable contribution to evaluation.

Evaluation is the process of finding out to what degree any activity is achieving the objectives for which it is intended. It is a straightforward, common-sense approach to judging the degree to which a program is effective. The real value lies in the process of doing the evaluating.

The purposes of evaluation are (1) to evaluate important hypotheses on which a program rests; (2) to clarify objectives—teachers and pupils are helped to define what they are trying to do; (3) to provide continuous improvement in the school program through periodic checks; (4) to provide data for guidance of individual pupils; (5) to provide psychological security for pupils, staff, and the public; and (6) to provide a sound basis for public relations.

With the scientific approach to learning, how is one to evaluate the progress of students? Adequate evaluation of skills of problem solving cannot be carried out with paper and pencil tests. We can never measure everything an individual has learned, but we can determine

whether specific areas of knowledge or understandings have been developed. This is done primarily in terms of performance, application, and retention. Here again, this approach requires more of the teacher. There must be constant observation of behavior in problem situations, guidance in self-evaluation by students, and adequate discussion of behavior by teacher, student, and parent in conference situations. In a discussion relative to the evaluation of teaching-learning units in social studies, Taha maintains:

Unavailability of objective tests for particular units or particular objectives is often a reason for not attempting evaluation at all... There are many ways of securing fairly substantial data on student progress, even in the achievement of goals for which scarcely any objective measuring instruments are available. Much evaluation is actually continuous diagnosis, accompanied by comparison of results. For the evaluation of single units a continuous evaluation built into the very instructional procedures is perhaps wise. For example, if a sociometric test is used to determine the quality of interpersonal relations in the classroom at the beginning, and the data are then used to compose work groups, the assessment of the manner of working itself constitutes evidence of the progress of group relations.93

A generalized scheme for analyzing levels of performance as far as understanding is concerned is suggested by Bradfield and Moredock.

Level I: Imitating, duplicating, repeating.

Level II: Recognizing, identifying, remembering, recalling, classifying.

Level III: Comparing, relating, discriminating, reformulating, illustrating.

Level IV: Explaining, justifying, predicting, estimating, interpreting, making critical judgments, drawing inferences.

Level V: Creating, discovering, reorganizing, formulating new hypotheses, new questions and problems.\textsuperscript{94}

In the literature consulted there seemed to be considerable agreement on some ways of gathering evidence relative to the "degree to which pupils and teachers are achieving social studies objectives."\textsuperscript{95} Both formal and informal techniques are needed. Among the means named are: tape recordings of group and class planning and reporting sessions, questionnaires, interviews and inventories, controlled observations, anecdotal records, checklists and rating scales, diaries, essay examinations, carefully planned tests of critical thinking and attitude development, autobiographies, projective techniques, sociometric methods and self-rating. \textit{Evaluating Pupil Progress}, a state publication available to all teachers in California, contains detailed help in developing many kinds of evaluative techniques.

\ldots A variety of evaluation instruments and techniques must be used in order to provide answers to the following questions:

1. Can the objectives be achieved?
2. Are the teaching methods effective?
3. What progress is being made toward the educational objectives?


4. Is student behavior actually being changed?96

The most questionable type of measuring device is that which tests the amount of recall alone, particularly when much of the material may not be important enough to recall. Real measurement must test the ability to perform and the performance itself.

Regarding evaluation, Hill states:

A good resource unit indicates methods for evaluating the outcomes in terms of the objectives. Such evaluation is continuous and not left entirely for the closing days of the unit.97

Kinney suggests that there are certain activities within the classroom which might be called the "indicators" of the degree to which this approach to learning is utilized.98 These are the amount of teacher-pupil planning that takes place, the effectiveness of discussion procedures, the effectiveness of procedures for presenting data, the cooperative organization for group activities, and the amount of student leadership and feeling of group solidarity.

It should be recognized that much of what goes on in school cannot and should not be considered appropriate for investigation by laboratory procedures and that everyday life presents problems which must be solved one way or another by trial and error, snap judgment, or blind obedience to authority. It still remains, however, that the development of the

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skills of critical thinking and their use in problem solving open the doors to a limitless potential. The success of democracy is dependent on large masses of people using these skills. On curriculum planners and teachers rests heavy responsibility for their development and evaluation.

Audio-visual materials. A canvass of the literature revealed no undertaking comparable in purpose to the 1958 Donner Summit workshop. Audio-visual producers and educators were brought together to study creatively and extensively a section of the school curriculum with specific selection and production purposes in mind. Plans were formulated around the proposed new organization for social studies in California.99

Instructional materials and the ways teachers use them largely determine the variety and quality of learning experiences for boys and girls. Therefore, the materials must be especially designed to meet the specific purposes of the social studies program and the needs of the learners if the objectives of the social studies are to be satisfactorily attained. An orderly development of materials is needed to assure: (1) adequate coverage of all themes and areas of

99 Workshop planning and administrative staff members were Dr. Francis W. Noel, Dr. George W. Ormsby, and Dr. Harry J. Skelly from the Bureau of Audio-Visual Education, State Department of Education; Dr. Lloyd E. Bevans, Elementary Education Department, State Department of Education, and member of the State Central Committee on Social Studies; Dr. Armen Sarafian, State Central Committee on Social Studies; Mrs. Elizabeth Noel, Director of Education, Yolo County Schools; Dr. Hubert McCormick, Dr. Kenneth Norberg, and Dr. Lelia Ann Ormsby, Sacramento State College. Resource Committee members from the State Department of Education were Mrs. Agnes M. Frye, Herbert D. Gwinn, Donaly Kitch, and Dr. Carl A. Larson. Of these, Mr. Kitch was also a member of the State Planning Committee on Social Studies. Dr. Paul R. Hanna, Professor of Education, Stanford University, was the keynote speaker. Two county leaders were Mrs. Maude Lindemann, Curriculum Director, Madera County Schools, and Mrs. Lucille Gansberg, Superintendent, Lassen County Schools. The Latter, also, was a member of the State Planning Committee on Social Studies.
emphasis as set forth in the sequence planned for kindergarten through junior college, (2) content that focuses on the significant ideals and generalizations, (3) appropriate treatment of content in terms of educational and psychological principles, and (4) a wide range of instructional materials to provide for the variation in use of these materials that will be needed to give flexibility to the teaching-learning situation.

General sessions, approximately twelve in number, were held to contribute to three main concerns, namely (1) the significance of the new social studies program, including the meaning of generalizations, their placement in the program, and their acquisition by children and youth, (2) the role of audio-visual materials in the social studies program, and (3) the development of rationale and criteria for the selection and production of materials for the social studies.

Based on the rationale and criteria developed, producers who participated in the workshop have made new materials available to be used in the social studies program. The writers involved in this project previewed and evaluated these materials, and have incorporated those that are appropriate in the activities and bibliographies of the teaching units contained in Chapter IV. The units reflect careful study of the total workshop report as well as thoughtful auditioning of the tape recordings of all general sessions.

Of the personnel exerting leadership in the social studies program in Yolo County, the following were participants in the workshop:

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101 Ibid., p. 3.
Neil Cavender, Jack Cooper, Mrs. Erlene Culver, Charles Keaster, Dr. Paul R. Hanna, Mrs. Elizabeth Noel, and Dr. Lelia Ormsby. (See Appendix F for a list of principles, assumptions, and agreements accepted as basic to a rationale for the selection and production of audio-visual materials for the social studies.)
CHAPTER IV

THE SOCIAL STUDIES TEACHING UNITS FOR

GRADE FIVE
PART A

WHAT CAN WE LEARN ABOUT PEOPLE THROUGH A STUDY OF
THE DISCOVERY, EXPLORATION, AND SETTLEMENT
OF THE UNITED STATES AND CANADA?

SOCIAL STUDIES UNIT
GRADE FIVE
WHAT CAN WE LEARN ABOUT PEOPLE THROUGH A STUDY OF THE DISCOVERY, EXPLORATION, AND SETTLEMENT OF THE UNITED STATES AND CANADA?

I. Significance of the Unit

A. Importance

The theme or center of interest for grade five social studies is The United States: Its Growth and Development, Its Future as a World Power, and Its Relationships With Canada. This unit focuses attention on the discovery of the New World and how the exploration and settlement of Anglo-America proceeded.

This part of the social studies program in grade five, also, has been developed to help children deepen their appreciation of our American ideals and heritage. Major questions which should be considered in relation to the title problem are:

1. What were the factors that led to the discovery of the New World, and why did the early explorers and settlers want to come to the northern portion of this new land?

2. How did the natural environment of what is now the United States and Canada help or hinder the early explorers and what effect do these natural forces have on man today?

Ten and eleven-year old children are living in a time of personal discovery, exploration, and expansion of their own intellectual and social worlds. This is an excellent time for them to develop an awareness of the recurring basic human problems and the changing techniques by which people solve their problems. This can be done through consideration of the historical backgrounds of the discovery and exploration of Anglo-America, and by comparing the findings with current discoveries and explorations.

Knowledge of early explorations lays a foundation for the various studies of our country which take place in the fifth grade as well as in later grades. The key to a greater understanding of any period of exploration is found in the consideration of why these activities took place. Answers to questions about who, how, and when tend to become related learnings which help bring about the greater understanding of how man has continually searched for improvement and progress. It is hoped that pupils will begin to understand that the purposes that motivated men during the era of discovery of this continent are the same basic purposes that exist during the present period of discovery and exploration.
Children, also, need to know the revolutionary effect which certain discoveries, both tools of knowledge and physical tools, have had upon man and his way of life.

The emphasis in this unit follows naturally from work done in grade four where pupils had an opportunity to develop understandings about the motivations which led men to explore and settle California and will, with the other fifth grade units, lead into related studies of other countries and cultures in the Western Hemisphere during the sixth grade.

This nine-week unit is one of four planned for the fifth grade. Other units of study in grade five, which may precede or follow this one, include:

- Why Have Men Chosen New Areas in the United States in Which to Live? (9 weeks)
- How Does the Geography of the United States and Canada Influence Where People Settle and How They Meet Their Needs Today? (10 weeks)
- How Are Anglo-Americans Meeting the Challenges of Their National Communities Today? (8 weeks)

B. Geographic Significance

The units in the fifth grade are all part of the total complex of global-geographic studies of the world which begins formally in the fourth grade and is extended throughout the public school program. The focus of attention in grade five is the geographic area of the United States and Canada.

Geographical factors have an interacting effect upon man and his activities. Understanding the motives, conditions and events which prompted men of all ages to search for and explore new lands can be attained only by gaining some understanding of the geographical characteristics of the portion of the land in which man is conducting his activities.

The extensive range of geographic conditions which make up what is now the United States and Canada (from the heavily wooded mountain areas of British Columbia to the flat arid lands of the prairies; to the rocky northeastern coast; to the humid gently rolling croplands of the southeast; as well as the vast expanse of land and the variety of climatic conditions) have all had significant effects upon how man explored and settled this land.
As the children discover how people adapted themselves to their physical environment as they settled a new continent, they should gain some insight into the way people worked, and are working, to meet their basic human needs and how they become increasingly dependent upon one another.

II. Objectives

A. Generalizations

Major generalizations selected for development in this unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These, in turn, are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the grade five program. They are listed in order of appearance in the unit.

1. Abstract Statements

1.1 Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present. (1)

1.11 Space and time form a framework within which all events can be placed. All of man's experience has occurred within a space and time framework; however, the same relationship does not necessarily apply to events as they have occurred in various parts of the world. (History-28)

1.111 The earliest medium of communication to be developed in a country is apt to be its waterways. (Transporting-48)

1.2 The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership. (10)

1.21 Government is but one of the institutions serving society. The state or government is essential to civilization and yet it cannot do the whole job by itself. Many human needs can best be met by the
home, the church, the press, and private business. (Political Science-45)

1.211 Men work in groups, worship in groups, and in democratic states they must even seek to govern through groups. (Governing-111)

1.3 All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life. (12)

1.31 Brotherhood, in the social sense of peaceful cooperation, is one of man's worthiest and earliest historical experiences. Conflict and hostility are also within man's experience. Men of all races have many basic physical similarities. Geographical variations and time variations in man's environments help explain his past behavior and continue to do so. (History-34)

1.311 Everywhere man sings, and in singing experiences the satisfactions that go with all forms of self-expression. (Esthetic Expression-217)

1.312 All people make music, and they make music in obedience to patterns to which they give little conscious thought... (Esthetic Expression-222)

1.4 Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and, to some extent, how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods. (18)

1.41 The economic processes of production, exchange, distribution, and consumption of goods are economic concepts which have a geographic orientation and vary in part according to geographic influences. The nature of the organization of economic processes within an area (spatial organization) results from the kinds of resources, the stage of technology, and the sociopolitical attitudes prevailing. (Cultural Geography-18)

1.411 One obstacle to trade for early people was distance and rudimentary transportation. (Producing and Exchanging-250)
1.42 To exist, man must utilize natural resources. Groups develop ways of adjusting to and controlling the environment in which they exist. (Cultural Geography-16)

1.421 Man's conquest of the ocean has transformed it from an almost insuperable barrier to a world highway of trade, travel, and communication. (Creating Tools and Technics-88)

1.43 The kinds of climate, soil, native vegetation and animals, and minerals influence the nature and extent of man's achievements within each region. The amount and kind of food needed for health varies with climatic conditions and man's technology. (Cultural Geography-21)

1.431 Though some aspects of the original environment of every area, including certain elements of the fauna and flora, handicapped early man, the life forms as a group were an asset. They supplied food, material for shelters, clothing, and utensils; and later, beasts of burden to decrease the drudgery and increase production. (Producing and Exchanging-12)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for the fifth grade. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 Man's activities can all be placed within a space and time framework. (1.11)

2.2 Man has, with improvements in directional tools and modes of transportation, changed his view of the ocean from that of a barrier to a world highway of trade and travel. (1.421)

2.3 Man has always felt the need to explore other lands and other cultures, attempting to acquire additional resources and to find more favorable conditions of living and trade. (1.411)
2.4 Man utilizes waterways as one of the first avenues of communication and transportation in exploring a new land. (1.111)

2.5 Man must utilize the available natural resources and learn to control the original environment of an area in which he chooses to live. (1.431)

2.6 People differ from one another in attitudes, personalities, and roles; yet a few common values, such as religious beliefs, will make them form groups. (1.211)

2.7 All groups of people make music and have play patterns which persist over long periods of time because of the personal satisfaction gained through these forms of self-expression. (1.311, 1.312)

3. Concept Words

The concepts listed below are contained in the restated generalizations. The development of each concept should be assured as it relates to the larger idea of relationships among concepts.

- attitudes
- avenues
- barrier
- common values
- culture
- directional tools
- exploration
- framework
- music
- natural resources
- original environment
- personalities
- play patterns
- religious beliefs
- resources
- self-expression
- space
- time
- trade
- waterways
- world highway

B. Attitudes

There are certain aspects of two attitudes which will receive major emphasis in this unit. They are cooperation and creativeness.

1. Cooperation. The pupils will have opportunities to contribute their own thought, work and material to group planning and efforts, to welcome suggestions, to accept leadership and followership, and to share with others.

2. Creativeness. The pupils will be expressing their own ideas in planning and making charts and time lines, in construction, in giving original interpretations of learnings and experiences, and in composing short articles.
C. Skills

Aspects of four skills will receive major emphasis in this unit. They are interpreting maps and globes, historical skills, reference and communication skills, and research skills.

1. Interpreting Maps and Globes. The pupils will have opportunities to establish locations on maps and globes, relate North America to the North Atlantic Community and Europe, establish trade and transportation routes, establish comparative size relationships, and relate portions of America to the whole. In addition, they will gain increased skill in interpreting map symbols, locating chief physical features of a region, relating global position to climate, and establishing relationships between topography and areas settled.

2. Historical. The pupils will have opportunities to develop a sense of time and chronology by noting events on time lines and charts, and by discussing time relationships of events.

3. Reference and Communication. The pupils will have opportunities to read, view, and listen to a variety of information media, and will have opportunities to respond in discussion and in writing about their learning experiences.

4. Research. The pupils will be locating and organizing information from a variety of sources, scanning for specific information, and evaluating information to judge its pertinence.

III. Content Overview

A. Background for the Period of Discovery and Exploration

1. The Vikings
2. Development of directional tools
3. Expanding knowledge of the earth
4. Expanding interest in trade

B. Discovery and Exploration

1. Columbus
2. Early explorers
3. Increasing interest in the New World
4. Importance today
C. Settlement

1. Lost Colony
2. Jamestown
3. Other early colonies
   a. Colonial life
   b. Variety of climates
   c. Variety of resources

4. Importance today

D. Growth of the Colonies

1. Leadership
2. Influence of religious beliefs
3. Beginnings of self-government
4. Transportation and communication
5. Variety of nationalities
6. Recreational patterns
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please Note: Numbers following statements refer back to generalizations listed under Objectives II, A, 2.</td>
<td>Please Note: Numbers following statements refer back to attitudes and skills listed under Objectives II, B, and II, C.</td>
<td>Please Note: The content outline is only skeletal.</td>
</tr>
</tbody>
</table>

A. Background for the Period of Discovery and Exploration

1. The Vikings
IV. Learning Experiences

A. Introductory Activities

Initiatory activities should be considered as activities that help engender a climate and an interest in the problem of the unit. To attain these aims, pupils should participate in the activities listed below.

1. Discuss questions such as:
   a. What is an explorer?
   b. Why do people venture into unknown areas and activities?
   c. Do we have any explorers today? What are they looking for?
   d. How does space exploration compare with exploring for new lands?

2. Read stories of the Vikings (from such sources as Books 1, 10, 21, 22, and 23) to stimulate interest in how men lived, worked, and traveled during this period of history.

3. View a picture or model display of a Viking ship and a rocket ship. Participate in discussion of the relationships of these two vehicles by considering such questions as:
   a. How are a Viking ship and a rocket ship alike?
   b. What have Scott Carpenter and Lief Erickson in common?
   c. Why did these men venture into the unknown?

4. Locate on a globe, and on wall maps, the Atlantic Ocean, Norway, Iceland, Greenland, and Newfoundland. Trace the voyages of the Vikings and discuss the time and distance covered by these hardy sailors to gain a feeling of awe and respect for them and their families.

5. Compare, by listing on a large two-column chart, the dangers and challenges of sailing across uncharted oceans and "sailing" a rocket ship into space. Tell the tape recorder reasons why you think one or the other "sailor" was the more daring.

6. List on the chalkboard the things that you would like to find out about the Vikings and the other explorers who came to the North American continent after them. (Questions which would seem quite basic are: "Why didn't the Vikings settle their new found land? Why didn't Columbus know about the Viking's discovery? For what different reasons were the early explorers sailing?")
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man's activities can all be placed within a space and time framework.</td>
<td>Historical. Developing a sense of time and chronology by noting time relationships.</td>
<td>(2.1)</td>
</tr>
<tr>
<td>(Development of this generalization will take place throughout this unit and the unit, entitled &quot;Why Have Men Chosen New Areas in the United States in Which to Live?&quot;)</td>
<td>(C-2)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Experiences

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of the unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Plan together and construct a time line which could be used throughout the year to help your class develop a sense of sequence about historical events. Enter the explorations of the Vikings and establish the routine and criteria for adding further entries. (It is important that the individual child be helped to gain a sense of time perspective in the development of a nation and of a cultural group. Subject matter cannot always be studied in historical sequence; even if it could, ten and eleven-year old students are generally not ready on their own to fit together related events in history. Teachers are encouraged to give this due attention by developing time lines, charts, or other effective means of helping children to see historical sequence, causal factors, and outcomes. A simple, but effective, time line can be made of wire, attaching small drawings with paper clips to depict specific events. Alterations are easily made with this type of a time line. An easy-to-store time line may be made like a mural, using butcher paper with large accordion pleats. This arrangement may be used as a free-standing window-ledge display. Many bulletin boards above chalkboards are ideal in size and location for a mural-type time line development.)

2. Begin individual notebooks listing new words whose meanings are discovered during the course of this unit. File sketches, outline maps, and individual reports in the notebook as they are completed. (The potential values of assembling notebooks will only be realized in relation to the amount of guidance and careful direction given to this activity by the teacher with the specific objectives of this unit in mind.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man has, with improvements in directional tools and modes of transportation, changed his view of the ocean from that of a barrier to a world highway of trade and travel. (2.2)</td>
<td>Reference and Communication. Participating in class discussions. (C-3)</td>
<td>2. Development of directional tools</td>
</tr>
<tr>
<td>Man has always felt the need to explore other lands and other cultures, attempting to acquire additional resources and to find more favorable conditions of living and trade. (2.3)</td>
<td>Research. Locating and gathering information. (C-4)</td>
<td>3. Expanding knowledge of the earth</td>
</tr>
<tr>
<td></td>
<td>Interpreting Maps and Globes. Noting map symbols and analyzing landforms affecting trade routes. (C-1)</td>
<td>4. Expanding interest in trade</td>
</tr>
</tbody>
</table>
3. Consider and answer a question sequence such as the following to understand the importance of directional tools.

a. What are some directional tools you would take if you were going into the mountains on a pack trip? Why?

b. How would you know where you were going if you were out on the seas without a compass or some other directional instrument?

c. How did sailors of the thirteenth and fourteenth centuries know where they were going if they lost sight of land?

d. What kind of directional tools did Scott Carpenter use? Why?

4. Examine a compass and an astrolabe. Read about these, as well as about gyroscopes, automatic pilots, and radar. Try to figure out how they are useful to explorers today (from such sources as Books 14 and 15). (Refer to the Yolo County Science Guide for additional related science activities.)

5. Read accounts (such as Books 1, 14, and 15) of Prince Henry's school for sailors to find out some of the beliefs men had about the sea and discuss the importance of navigational tools for those who sailed into the Atlantic during the 1400's.

6. Write a paragraph, or tell the tape recorder, about what effect navigational tools and better ships have had on the development of the world. (Evaluative)

7. Make a listing of reasons why you and your classmates think that there was an increasing interest in sailing and shipping during the middle 1400's. Investigate (using such sources as Books 1, 10, and 16; and Audio-Visual 1) to see if your suggested reasons were correct. Add dates, such as Marco Polo's trips, to the time line. (Use this as a reference point to show the beginning of expanded trade and travel.)

8. Trace on a globe and a wall map the various routes one might take to go from Italy or Portugal to the Far East today. Discuss the modes of travel necessary to go this far during the 1200's. Compare this with time required today.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativeness, Expressing own ideas and interpretations. (B-2)</td>
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</tbody>
</table>
9. Write mythical speeches, without the use of reference materials, which Marco Polo might have made to a group of merchants in Venice, Italy, explaining why and how he traveled to the Far East. Include your speech in your notebook. (Watch for expression showing a measure of understanding of the generalization being developed. A check-list, such as that which follows, will help you evaluate pupil growth in the development of creativity throughout the remainder of this unit.) (Evaluative)

<table>
<thead>
<tr>
<th>Check-List for the Development of Creativeness</th>
</tr>
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<tbody>
<tr>
<td>Generalizations</td>
</tr>
<tr>
<td>1. Expresses own ideas through planning.</td>
</tr>
<tr>
<td>2. Expresses own ideas through drawing.</td>
</tr>
<tr>
<td>3. Expresses own ideas through constructing.</td>
</tr>
<tr>
<td>4. Expresses own ideas through writing.</td>
</tr>
<tr>
<td>5. Improves school-room environment.</td>
</tr>
<tr>
<td>6. Volunteers explanations, help, or descriptions.</td>
</tr>
<tr>
<td>7. Interprets.</td>
</tr>
<tr>
<td>8. Appreciates.</td>
</tr>
<tr>
<td>9. Performs</td>
</tr>
<tr>
<td>10. Composes</td>
</tr>
</tbody>
</table>

10. Examine fascimiles of maps available for use by merchants and sailors of the period 1300-1600 (from such sources as Audio-Visual 26) to show how man's ideas of the world were changing.

11. Make individual drawings, or a mural, to depict your understanding of the stages of ocean travel. Show Viking ships, early sailing ships, Clipper ships, early steamers, and nuclear-powered ships. Use a globe or a wall map and point out to your classmates how far you would feel safe in traveling in each kind of ship represented in the drawings to gain a feeling level of the inherent dangers of sailing in the 1400's. (The teacher may wish to tape record this.)

12. (Solicit questions from the pupils regarding why we honor Columbus today, what his goals might have been, whether or not he succeeded in what he wished to do, and the like. List these on the chalkboard.)
Man utilizes waterways as one of the first avenues of communication and transportation in exploring a new land. (2.4)

Cooperation. Planning and carrying out tasks with other students. (B-1)

Research. Locating and evaluating information from a variety of sources. (C-4)

Interpreting Maps and Globes. Establishing locations. (C-1)

Historical. Developing a sense of time and chronology. (C-2)

B. Discovery and Exploration

1. Columbus

2. Early explorers
13. Read and view materials (such as Books 1, 3, 4, 5, 9, 10, and 12; and Audio-Visuals 27, 22, and 31) to answer the questions listed on the board by you and your classmates.

14. Trace the voyages of Columbus on outline maps (which are supplied by the teacher) and compare his routes with where he thought he was. Enter the dates for Columbus on the time line and discuss the possible reasons for the lapse of time between the Vikings and Columbus.

15. Take a two-part, teacher-made test to help determine the understanding you and your classmates already have about the early explorers who came to North America. (This activity will enable the teacher to know how much background reading and discussion will be necessary before additional activities are begun. Save the results for retesting, following activity 30, if you feel this would be beneficial.) (Evaluative)

16. Begin a chart (such as the sample below) to show the notable explorers throughout the history of North America, whom they have represented, areas explored, transportation used, and lasting consequences of their travels.

<table>
<thead>
<tr>
<th>EXPLORATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explorer and Date</td>
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<tr>
<td>------------------</td>
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<td></td>
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</tbody>
</table>

17. Suggest the kinds of things which you feel would be interesting to find out about the men who have explored in and about our continent in order that you and other students might be guided in your reading and research. (These questions and desires should be listed on a chart for ready reference. The division of the class into three or more groups will enable the class to move more rapidly through portions of the study of this period of exploration and still arrive at the major understandings. These groups are too large to be considered as committees. Committee work within the groups might be quite effective. The class organization diagrammed on page 21 may be used through activity 25.)
Research. Locating and organizing information for presentation. (C-4)

Interpreting Maps and Globes. Establishing routes of exploration. (C-1)

3. Increasing interest in the New World
18. Read about the explorers who sailed for the country which you have chosen, to satisfy the questions suggested by yourself and other pupils and/or to discover when these explorers made their trips, for what personal reasons they were sailing west, how successful each one was, what each found that was unexpected, and what happened as a result of his exploration. Use available school resources (such as Books 1, 9, 10 for the English; 1, 8, 9, 10, 25 for the Spanish; 1, 7, 9, 10, 24 for the French; and periodicals for current exploration). (The teacher should list these resources, as well as any additional sources locally available, on the chalkboard.)

19. Chart on map blanks the routes and areas traveled by each of the explorers to help in presenting your report to the rest of the class.

20. Develop a matching game of short descriptive phrases or "Memorable Facts" to help you remember particular explorers whom you have been studying.

21. Add to your notebook pictures or drawings showing the vast wealth the Spanish explorers found in the New World. Be ready to compare this with the various kinds of wealth the English and French enjoyed. Consider what kind of "wealth" is being discovered by modern explorers.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Historical. Developing a sense of time and chronology. (C-2)</td>
<td>Creativeness. Expressing own ideas and interpretations. (B-2)</td>
<td></td>
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</tbody>
</table>
22. Add to the time line the dates of exploration which each particular country sponsored.

23. Imagine that you were with one of the early explorers and write a brief "diary-like" sketch of your travels and experiences to show your understanding of how these men met their needs for food, clothing, and shelter. Include this in your notebook, ready to be shared with the remainder of the class.

24. Write a paragraph explaining why you think these men all became explorers.

25. View films (such as Audio-Visuals 2 and 18) to learn about how exploration helped lay the background for settlement and to illustrate lasting influences of some of the explorers.

26. Examine the behavior check-list form posted by the teacher, and think about your behavior in relation to each item. (Begin a check-list, similar to the sample below, which will help you evaluate growth in self-respect and cooperation in this unit and during the unit "Why Have Men Chosen New Areas in the United States in Which to Live?", if that unit is yet to be studied. Many attributes are common to both attitudes. Post for class consideration the fourteen items without pupil names.)

<table>
<thead>
<tr>
<th>Self-Respect and Cooperation Check-List</th>
<th>Name of Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>1. Follows directions</td>
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<tr>
<td>2. Works consistently without supervision</td>
<td></td>
</tr>
<tr>
<td>3. Offers help to other students</td>
<td></td>
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<tr>
<td>4. Uses property and materials with care</td>
<td></td>
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<tr>
<td>5. Volunteers explanations, help, or descriptions</td>
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<tr>
<td>6. Expresses delight with progress</td>
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<tr>
<td>7. Takes turns and shares materials with others</td>
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<tr>
<td>8. Asks for help when needed</td>
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<tr>
<td>9. Reports for the group</td>
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<tr>
<td>10. Judges own work</td>
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<tr>
<td>11. Considers and encourages others</td>
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<tr>
<td>12. Abides by group decisions</td>
<td></td>
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<tr>
<td>13. Assumes responsibility for his own actions</td>
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<tr>
<td>14. Allows others to analyze and judge his work</td>
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<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
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<tr>
<td>Cooperation, Contributing own work toward a group project. (B-1)</td>
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</tbody>
</table>

Man must utilize the available natural resources and learn to control the original environment of an area in which he chooses to live. (2.5)
27. Make your contributions to the chart started in activity 16 and report to the class the answers you have found for the questions suggested earlier in the unit. Try to discover common aspects of the exploration of each explorer on whom a report is made. (To assure that all share in the information gained by parts of the class, each student may be asked to complete map blanks and ditto sheets which would show basically the same information as listed on the large chart started in activity 16.)

28. Show the routes each explorer traveled on a world map and globe. Without unit resources, label areas of exploration, routes, and names of explorers on individual world outline maps. Include this in your notebook. (Evaluative)

29. Try to discover, from all of the material presented in class, the two forms of transportation used by all of the explorers and the common land forms explored by all. Contrast this with the methods used in exploration today. Make a listing of reasons why the early explorers liked to follow streams and rivers and consider whether these reasons are still important today.

30. "Explore" a mythical continent outline map (provided by the teacher) showing where you would go first, second, and so on. (Portray a variety of land forms with streams, rivers, and mountains. Taping verbal explanations of why they chose particular routes would help you further evaluate the level of understanding.) (Evaluative)

31. Participate in a class discussion relative to why it is important to you today to know about the discovery and exploration of the United States and Canada. (Evaluative)

32. Describe the climate of California to someone from Europe, from Alaska, or Hawaii. (This might help the pupils to gain a problem-solving interest.)

33. Define the terms "climate" and "weather," and write a short paragraph explaining the relationship between the two after reading about them from your science books. (Refer to the Yolo County Science Guide for science concepts listed in the unit on Air and Weather which should be developed at this point. The activities and references listed may be related quite readily to the generalizations being developed in this unit.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Maps and Globes. Relating globular position to climate. (C-1)</td>
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<tr>
<td>C. Settlement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lost Colony</td>
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<tr>
<td>Interpreting Maps and Globes. Making inferences regarding landform and globular position. (C-1)</td>
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</tr>
<tr>
<td>Research. Locating. Information from several sources. (C-4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Jamestown</td>
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</tbody>
</table>
Learning Experiences

34. Draw the major climatic zones of the world on a map blank. Note and discuss the position of North America within these broad zones to help you understand the broad variations of the land to which the colonists came.

35. Review how mountain ranges and other topographical features affect the prevailing weather pattern of the various regions in California, and then make a relief map of the Atlantic Coastal Plain, the Gulf Coastal Area, and the St. Lawrence-New England Region to gain a background of information and understanding regarding the various weather patterns to be found in the early colonies.

36. Describe, through class discussion, what kind of climate, weather, and products would be found in Yolo County if California were positioned on the Equator or on the Arctic Circle.

37. Choose a major crop grown in Yolo County and decide if and where it might be successfully grown along the East Coast. (The preceding two activities will help you to evaluate the general understanding of these concepts. Further work with these ideas might be needed before the pupils can adequately relate to the problems faced by the colonists.)

38. Read about the "Lost Colony" to find answers to such questions as, "Why did these settlers come to the New World, and why did the early attempts at settlement fail." (Use such sources as Books 1, 14, and 25.)

39. Imagine that you have been commissioned to start a new colony anywhere on the Atlantic Coast of North America. With the aid of relief maps, the climate map made in activity 34, and what you have read up to this point, choose the best location you can find and write your reasons for this choice.

40. Make a listing, or tape recording, of the reasons why you did not choose other areas to see how many of these are related to climate or to the physical characteristics of the area.

41. Suggest things which you would like to know about how the first permanent English settlement was established, what the problems of these first settlers might have been, and the like. Use resources (such as Books 1, 3, 4, 9, 10, 12, and 15; and Audio-Visuals 30 and 23) to answer the questions presented by the class.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
</table>

Cooperation. Planning and assuming responsibility for portions of group assignments. (B-1)

Cooperation. Assuming responsibility for a portion of a group activity, and accepting leadership and following intelligently. (B-1)

3. Other early colonies
42. Add 1607 to the time line and discuss the possible reasons for the time lapse between exploring and colonizing along the East Coast. (Lead the students to consider such factors as the lack of communication, poor transportation facilities, fear of the unknown, explorers liked adventure, the Spanish were interested primarily in wealth, the French were interested in fishing, and the like.)

43. Plan the remainder of this unit of work with the other members of the class and the teacher. Use three or four groups to investigate the life patterns of the various settlements and early colonies. (There will be some inherent review, geographic and historic, in this "study in depth" of the three or four colonies suggested. The prime emphasis should be on gaining understandings of the life patterns which developed in various areas of the new land, noting the many commonalities, and seeking reasons for the differences which may be discovered as the groups are given ample provision for sharing and comparing information. Teacher-group planning and goal setting is an absolute essential for success in this type of activity. Continuous evaluation of the process, the generalizations, and the content is desirable and become part of the group activity skills for which you are working. If the entire class is not ready for this type of activity, one or two small groups may assume responsibility for investigating one colony each, while the teacher directs the class attention to a third area.)

Entire class studies topography, climate, weather for background information on entire region.

Part of class focus attention on one of middle colonies (i.e., New York)

Part of class focus attention on a French colony (i.e., Quebec)

Part of class focus attention on a southern colony (i.e., Jamestown)

Sub-groups add information to charts and time line, report and share information, to the remainder of the class, and they watch for contrasts and similarities of ideas to those discovered about the colony on which they focused their attention.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Maps and Globes. Making and checking inferences. (C-1)</td>
<td></td>
<td>a. Colonial life</td>
</tr>
<tr>
<td>Reference and Communication. Reading to find answers to specific questions. (C-3)</td>
<td></td>
<td>b. Variety of climate</td>
</tr>
<tr>
<td>Research. Organizing information from a variety of sources. (C-4)</td>
<td></td>
<td>c. Variety of resources</td>
</tr>
</tbody>
</table>
Learning Experiences

44. List cooperatively the various aspects of colonial life which each group will investigate. As the list is accepted, transfer it to a chart for ready reference. (Care should be taken to see that certain aspects are considered as the pupil-teacher formulation of problems and questions develops. The succeeding activities are sufficiently general to give direction to each group regardless of the area of specific study. Obtain study prints, such as Audio-Visual 28.)

45. Locate on the globe the colonial areas to be studied and discuss the probable climate to be expected in this region. (Have each group compare this with descriptions given in resource materials to see if the inferences are correct.)

46. Make a chart comparing the seasonal weather of the colonial areas chosen for study. (Two or three students from each group might be responsible for this.)

47. Read resource material (such as Books 13, 1, 2, 14, and 15 for the French; 1, 3, 4, 11, 10, 9, 12, and 25 for the English; and books, such as 17, may be used for pupils with low reading ability) for background information and to help answer some of the questions under consideration.

48. View audio-visual aids (such as 6, 7, 8, 9, 10, 12, 20, and 21) to help visualize the environment of each area and how the settlers utilized available natural resources in each of the early settlements.

   a. Make a listing of the natural vegetation and wildlife that the early explorers found in each of the colonies settled.

   b. List, on a wall chart, the resources from each area that were exploited for use in the colonist homeland to indicate where the early colonists obtained money to buy the things they needed.

   (Each committee may appoint someone to do its part of this list. You may wish to correlate science units on plants and animals during this part of the unit from the Yolo County Science Guide.)

49. View audio-visual aids (such as 11) to note how resources were exploited.
Cooperation. Planning and assuming responsibility for portions of group assignments. (B-1)
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<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
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<tbody>
<tr>
<td>Interpreting Maps and Globes</td>
<td>Making and checking</td>
<td>a. Colonial life</td>
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<td>inferences. (C-1)</td>
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<tr>
<td>Reference and Communication</td>
<td>Reading to find</td>
<td>b. Variety of climate</td>
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<td>questions. (C-3)</td>
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<tr>
<td>Research</td>
<td>Organizing information from a variety of sources. (C-4)</td>
<td>c. Variety of resources</td>
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<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
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<tr>
<td>Research: Organizing information for presentations. (C-4)</td>
<td>D. Growth of the Colonies</td>
<td>1. Leadership</td>
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<td>2. Influence of religious beliefs</td>
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<tr>
<td>Research: Gathering information from a variety of sources. (C-4)</td>
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<td>3. Beginnings of self-government</td>
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<tr>
<td>Reference and Communication: Organizing and writing about past occurrences. (C-3)</td>
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</table>
All groups of people make music and have play patterns which persist over long periods of time because of the personal (Continued on page 38.)

4. Transportation and communication

5. Variety of nationalities

6. Recreational patterns
<table>
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<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
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<tr>
<td>satisfaction gained through these forms of self-expression. (2.7)</td>
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</table>
Generalizations  Skills and Attitudes  Content

Historical. Developing a sense of time and chronology. (C-2)

Creativeness. Expressing own ideas and interpretations. (B-2)

4. Importance today

People differ from one another in attitudes, personalities, and roles; yet a few common values, such as religious beliefs, will make them form groups. (2.6)
50. Make a listing of physical advantages and disadvantages of each area of attempted settlement. (Two or three students may do this to summarize class discussion.)

<table>
<thead>
<tr>
<th>PHYSICAL FEATURES</th>
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<tr>
<td>Area Settled</td>
<td>Physical Advantages</td>
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51. Make any additional reports, time line, and chart entries to help summarize this section of the study.

52. Imagine that you are an early colonist, and do one of the following.

a. Write a letter to relatives in your homeland who are planning to join you in America. Give them advice as to what to bring with them, and how best to prepare for living in your colony. (Evaluative)

b. Write imaginative diary accounts (short descriptive statements) about how you were left with other early colonists on the New England coast. There will be no more ships from your homeland for a year. Tell the major occurrences of how you got along. (Evaluative)

53. Tell the tape recorder why it is important to you, today, to know about the settlement of early colonies in the United States and Canada. (Evaluative)

(In the next part of this unit the attention of the various groups may be drawn to the people of the colonial period. Pupils should be helped to see that the personal characteristics which make for personal success or failure have changed little since colonial days. Grouping of the class may follow the same pattern as in activity 17.)
<table>
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<tr>
<th>Generalizations</th>
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<td>D. Growth of the Colonies</td>
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<td>Reference and Communication. Organizing and writing about past occurrences. (C-3)</td>
<td>3. Beginnings of self-government</td>
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54. Write a paragraph considering the questions: "If you were going to start a colony, what kind of people, tradesmen, and the like, would you ask to help? Why?" Compare these suggestions with the ideas expressed in the reading of actual documents on this topic (such as Audio-Visual 3, Part 1). Consider whether the types of human resources would be different if you were going to establish a colony on a neighboring planet today.

55. Prepare personality reports on the leaders of the colony which you have been studying. (These should at least include such men as: Smith, Standish, Stuyvesant, Champlain, and Penn; while an expanding interest list would include: Bradford, Winthrop, Williams, Hutchison, Hooker, the Calverts, Oglethorpe, Iberville, and others.) Use resources (such as Books 1, 6, and 17; and Audio-Visuals 3, 26, 27, 28, 23, 24, 25, and 31).

56. View audio-visual aids (such as 13, 14, and 15) to help you understand the religious motives for settlement and migration to new colonies; and other aids (such as Audio-Visual 4) to understand how the settlers satisfied some of their basic needs through group action. Dramatize events, such as the signing of the Mayflower Compact, discussions of a party as they first set foot on their new land, or group action taken to solve a common problem.

57. Read about the Mayflower Compact (from such sources as Books 1, 10, and 14) to get background information for discussion of why this agreement was necessary and how we have inherited some of these ideas in modern government. List on a chart some of the ideas which we cherish today that were expressed in the Mayflower Compact.

58. Write individual newspaper articles depicting events of the times in a particular colony. Add this to your notebook. (Ideas to watch for might include: articles traded between Europe and the New World; trade route news; troubles with the Indians; periods of drought, sickness, and hardship; accounts of merrymaking; references to government [both local and external]; exploration and reports of inland regions; and accounts of the struggle between France and England.)

59. List the events named in the previous activities which were accomplished by individuals and those which were accomplished by groups to note the growing degrees of interdependence.

60. Discuss town meetings and how laws were made in early colonial days, and compare with a brief discussion of how laws are enacted today as summarized by your teacher. (Book 14)
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<tr>
<td>All groups of people make music and have play patterns which persist over long periods of time because of the personal (Continued on page 38.)</td>
<td>Research, Locating information from several sources. (C-4)</td>
<td>5. Variety of nationalities</td>
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<tr>
<td>Reference and Communication, Participating in-class discussion. (C-3)</td>
<td>4. Transportation and communication</td>
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61. Discuss how people traveled from place to place in and around the colonies under consideration. Note the amount of time allowed for such traveling, the preparation necessary, and compare the same with modes of transportation today. (Communication may be analyzed in the same manner. Emphasize how the difficulties of transportation and communication tended to keep people apart and so maintain their differences.)

62. Examine study prints and models of the Pilgrims (such as Audio-Visual 20) to note the difference of dress habits during early colonial days as compared to today. Discuss reasons for the differences in dress.

63. Consider and discuss such questions as:
   a. Why and how was the settlement of Providence begun?
   b. Why was freedom of worship so important to these early settlers? Is it important today? Why?

64. View audio-visual aids (such as 5 and 16) to help you understand how European nations expanded their colonial holdings.

65. Investigate several sources (such as Book 25) to find out how complex the nationality composition of the various colonies during the last few years of the colonial period was becoming. Discuss how you would feel living and working in an area where close by was a group who spoke only German, and in another direction lived a group who spoke only Swedish, and in still another neighboring area the Dutch were predominant.

66. Make a listing of the ways southeastern Canada is culturally tied to France, such as: language, religion, housing, recreation; and try to find the one common thing which bound these people together.

67. Tell the tape recorder what you think are the most important reasons why communities and towns continued to spring up in the New World and why groups moved from place to place. (Listen for expressions dealing with common values and common needs. Think in terms of the ten basic human needs of man; the scope of the social studies program.) (Evaluative)

68. Collect pictures showing recreational activities which are common to children then and now; and a contrasting collection (or listing of activities) not common to both colonial children and children today. Include this in your notebook.
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69. Learn some games played by colonial children and use them during several physical education periods. Folk dances should be included in this group (such as are presented in Books 18 and 19).

70. Make murals of some colonial recreational activities which might be held in a village square, in a typical colonial household, and on the country side. Use sources (such as Book 14).

71. Listen to music "popular" in each of the areas studied. Compare this with "popular" music today. Ask your parents how music has changed since they were children. Share this information with the class. Discuss why you think the music has changed.

72. Collect pictures of musical instruments to be found in colonial homes and add these to the notebook. Make a special marking for those still used today.

73. Learn and sing songs which were common in the various language cultures studied. Use sources (such as Books 18 and 21).

74. Write reports on early educational opportunities to be found in each of the colonies to see if recreation was a part of education. (Book 14)

75. Contribute your ideas to a class discussion relative to what you have learned about people from your study of how the colonies grew and how the people met their basic human needs for government, protection, conservation, religious expression, esthetic expression, transportation, and communication.

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

(There are several ways in which a teacher may pull together the variety of information obtained by groups working independently. Regardless of the methods used, there should be adequate time for sharing information, ideas, problems, and time for comparison and reinforcement.)

1. View audio-visual aids (such as 10, 17, 18, and 19) to help summarize new ideas found in this unit of work and to reinforce the sequential nature of developments which led to the revolution and subsequently to the founding of a new nation.
2. Summarize and compile the information gathered into a format for panel presentations to another class, or to a group of parents.

3. List the similar and unusual aspects of each presentation to help you remember the important ideas. Add this to your notebook.

4. Discuss, analyze, and rephrase the above listing as "Big Ideas to Remember," and place these on a chart for display. (The teacher will have to help students pull their ideas together without going beyond their understanding. Check this listing with the concrete statements listed as goals for this unit. You may need to review certain aspects of the unit.)

5. In panel discussions, divided so that each child may participate, talk about the beliefs, ideas, and things we have today as a result of the efforts of explorers and settlers which we have studied.

6. Participate in a class discussion focused on the unit problem, "What Can We Learn About People Through a Study of the Discovery, Exploration, and Settlement of the United States and Canada?" (The teacher should record on a large chart each child's ideas opposite his name. This summary is needed to clinch understandings.) (Evaluative)

V. Enriching Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations introduced as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting. (6)

1. Individuals differ from one another in personal values, attitudes, personalities, and roles; yet at the same time the members of a group must possess certain common values and characteristics. (Psychology-94)

   a. . . . common or parallel religious experiences within a group acts as a powerful cohesive force. (Religion-47)
B. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership. (10)

1. The work of society is done through organized groups. Group membership requires that individuals undertake varied roles in society and this means that they must assume varied responsibilities, rights, and opportunities. Groups differ because of their purposes, their institutions, heritage, and location. Nevertheless, groups are roughly similar in organization, structure, and properties. (Sociology-103)

   a. "The geographic area sets the boundaries of common living and provides a basis for solidarity." (Governing-27)

C. Environment affects man's way of living, and man, in turn, modifies his environment. (15)

1. The significance of the physical features of the earth is determined by man living in his environment. The natural environment may set the broad limits of economic life within a region, but it is man who determines its specific character within the limits of his culture. (Cultural Geography-15)

   a. . . . the ocean has become a great highway and the entire civilized world is interested in maintaining the safety and freedom of the seas. Nations have risen and fallen in attempts to control the ocean, but by common consent it is now accepted as one of the world's most valuable international possessions. (Conserving-2)

D. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and, to some extent, how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods. (18)

1. To exist, man must utilize natural resources. Groups develop ways of adjusting to and controlling the environment in which they exist. Human change, and even the whole structure of civilization, may depend upon the nature and extent of man's available supply of energy and his ability to control it. (Cultural Geography-16)

   a. While people are supporting themselves with hunting, fishing, and wild food-gathering, the area will support only a thin population. (Producing-37)
VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books


### B. Audio-Visual

1. M-X926 Marco Polo's Travels
2. M-272 Spanish Influences in the United States
3. M-X713 Roger Williams
4. M-75 Early Settlers of New England
5. M-X720 Colonial Expansion of European Nations
6. M-55 Colonial Children
7. M-78 Eighteenth Century Life in Williamsburg (Home Life)
8. M-79 Cabinet Making
9. M-80 Eighteenth Century Life in Williamsburg (Community Life)
10. M-56 Colonial Expansion
11. M-105 Fur Trade
12. FS-3013 Then and Now in New England
13. FS-1439 The Landing of the Pilgrims
14. FS-1204 Colonial New England
15. FS-914 The New England Story
16. FS-1348 New England: Its History
17. FS-1347 The Middle Atlantic States
18. FS-1288 Background to Colonization
19. FS-1206 The Struggle for a Continent
20. E-103 Pilgrim Family
21. SP-8 Colonial Children
22. C-833 Voyages of Columbus, Childrens Music Center
23. M-X1620 The Jamestown Colony
24. M-X1630 Plymouth Colony, The First Year
25. M-X1631 William Penn and the Quakers
26. FS-381 Age of Explorers
27. FS-1200 America Is Discovered
28. SP-158 Discovery and Settlement
29. FS-1202 France in the New World
30. M-X925 Captain John Smith, Founder of Virginia
31. The Sounds of History (Life Album of 6 records)
   - FS-3614-19 America's Old World Background (5 films)
   - FS-1679 Life in Early Carolina (Charles Town)
   - M-384 Candle Making
   - FS-1429 Around the World With Drake
   - FS-1201 Spanish Explorers
   - M-1384 Spanish Conquest of the New World
PART B

WHY HAVE MEN CHOSEN NEW AREAS IN THE UNITED STATES IN WHICH TO LIVE?

SOCIAL STUDIES UNIT
GRADE FIVE
WHY HAVE MEN CHOSEN NEW AREAS IN THE UNITED STATES IN WHICH TO LIVE?

I. Significance of the Unit

A. Importance

The theme or center of interest for grade five social studies is The United States: Its Growth and Development, Its Future as a World Power, and Its Relationships With Canada. This unit focuses attention on how independence was won, how the central and western parts of the United States were explored and settled, and the motivations which led people to move to North America and from place to place within the continent.

This part of the social studies program in grade five, also, has been developed to help children deepen their appreciation of American ideals and heritage. Major questions which should be considered in relation to the title problem are:

1. How has the freedom of individuals to determine where they want to live, work, and raise their families developed in the United States?

2. In what ways are we indebted to those patriots, pioneers, and statesmen who have gone before us?

One of the prime responsibilities of our schools today is the development of citizens prepared to function effectively in a free society. As children learn about those pioneers and patriots who helped establish this country, they should learn to appreciate such attitudes and beliefs as faith in self-government, respect for the rights of others, and attitudes of personal independence and the responsibilities of interdependence.

Children need to know that change, especially social and political change, is a fact of life; and that today's students, also, will need to find new answers to basic human problems.

Learning about ways of living in this country's early history, how various groups contributed to our heritage, the significance of prominent historical events, and how men have directed the development of this continent should help pupils develop an understanding that dreams of a better way of life, and movement toward new land is part of man's heritage.
The emphasis and content of this unit follow naturally from grade four where pupils have had an opportunity to learn about California and its growth and development during the past two centuries. It should, with the other fifth grade units, help lay a foundation for related studies of other countries and cultures in the Western Hemisphere during the sixth grade.

This nine-week unit is one of four planned for the fifth grade. Other units of study in grade five, which may precede or follow this one, include:

What Can We Learn About People Through a Study of the Discovery, Exploration, and Settlement of the United States and Canada? (9 weeks)

How Does the Geography of the United States and Canada Influence Where People Settle and How They Meet Their Needs? (10 weeks)

How Are Anglo-Americans Meeting the Challenges of Their National Communities Today? (8 weeks)

**B. Geographic Significance**

All of the units in the fifth grade are parts of an organized global-geographic overview of the world which begins formally in the fourth grade and is extended throughout the public school program.

It is well accepted that geographical factors have an interaction upon man's activities. Factors of topography, climate, soil, waterways, natural land routes, waterfalls, mineral deposits, forests and coastlines become significant as we see man reacting to them.

Understanding the general physical characteristics of the New World, the climatic variations, and the natural resources available should aid the pupils in understanding the motives, conditions, and unfolding of events which led to the extended settlement of this continent.

As the pupils discover how people adapted themselves to the variety of physical environments found on this continent, they should gain new insights into the way people have worked together to meet basic common needs and should develop some appreciation for the way and the degree to which man today has learned to control his environment.
II. Objectives

A. Generalizations

Major generalizations selected for development in this unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These, in turn, are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the grade five program. They are listed in order of appearance in the unit.

1. Abstract Statements

1.1 Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present. (1)

1.11 Space and time form a framework within which all events can be placed. All of man's experience has occurred within a space and time framework; however, the same relationship does not necessarily apply to events as they have occurred in various parts of the world. (History-28)

1.111 Road-making is a fairly late development of man. (Transporting-36)

1.2 Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history. (2)

1.21 There are various special interpretations, traditional or contemporary, regarding historical processes and movements of a national and international scope, which may for some people illuminate the study of history. Such historical processes are sometimes referred to by such terms as: action and reaction; rise and fall; growth and decline within civilizations, nations, empires, and the like. (History-41)
1.211 "Any reorganization process begins with a state of unrest and discontent in some part of the population." (Governing-251)

1.3 Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs. (5)

1.31 Human beings are creatures of self-interest. For democracy to function, self-interest cannot be the dominating force. Rather, it must be curbed in favor of public interest. (This does not imply conformity.) (Political Science-57)

1.311 An important principle underlying all systems of government is that of willingness to sacrifice for the general good of the group. (Governing-178)

1.4 Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world. (9)

1.41 The location of production is related to factors of production: land (natural resources of the physical environment), labor, and capital. In most cases, the attainment of maximum efficiency, motivated by competition for the factors of production, determines location of production. In some cases, location of production is determined by political or other social-control groups rather than by economic efficiency. (Geography-19)

1.411 "... land as a factor in production is not, like the air, a free gift of nature. It must be won (cleared, drained, fenced, surveyed, and otherwise improved), and hence it has value." (Producing-148)

1.5 All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life. (12)

1.51 Competition for the acquisition of the earth's natural resources sometimes results in political strife, and even war. (Geography-26)
1.6 One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world. (17)

1.61 Understanding the location of political or other social institutions is not complete without an understanding of the economy of an area. Since understanding of the economy of an area depends in part upon understanding the natural environment of that area, it follows that political and social institutions are related to the natural environment. (Geography-23)

1.611 Mountains form not only climatic barriers but also barriers to transportation, and thus to commercial intercourse. (Transporting-417)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for the fifth grade. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 All of man's experiences have occurred within a space and time framework. Significant events have taken place concurrently in all parts of our nation and the world. (1.11)

2.2 Change often brings discontent in part of the population which results in a reorganization process, alterations of past thinking, and forms of governmental control. (1.211)

2.3 For a government to be successful, individuals must be willing to sacrifice individual considerations for the general good of the group. (1.311)

2.4 Land is never free. It must be explored, won by clearing, draining, fencing, surveying, and then it has value. (1.411)

2.5 Nations acquire additional territory in many ways which may include political strife and even war. (1.51)

2.6 Mountains form not only climatic barriers but also barriers to transportation routes. (1.611)
2.7 The development of modes of travel, of trails, of roads, and of railways provides access to land which would otherwise lay unused. (1.111)

3. Concept Words

The concepts listed below are contained in the preceding restated generalizations. The development of each concept should be assured as it relates to the larger idea of relationships among concepts.

- change
- climatic barriers
- concurrent
- cultural debt
- culture
- discontent
- exploration
- framework
- government
- ideological
- inventions
- mountains
- nation
- order
- organize
- peace
- physical inventions
- political strife
- prosperity
- reorganization
- sacrifice
- space
- survey
- territory
- time
- trails, routes, roads
- world

B. Attitudes

There are certain aspects of two attitudes which will receive an emphasis in this unit. The attitudes are creativeness and self-respect.

1. Creativeness. Pupils will have opportunity to express themselves in constructing displays, relief maps, and in expressing original interpretations of life in different historical periods.

2. Self-Respect. Pupils will have experiences in offering ideas for group consideration, and of accepting ideas of others.

C. Skills

There are certain social studies skills upon which attention should be focused during this unit. Those which should be most strengthened in this unit are map and globe skills, historical skills, and reference and communication skills.

1. Interpreting Maps and Globes. Pupils will have experiences in locating specific areas of historical activities on maps, developing concepts of scale and physical relief, locating routes of exploration, establishing political boundaries and subdivisions, and locating regions of North America. In addition, pupils will have opportunity to draw inferences about distance and topography.
2. **Historical.** Pupils will have opportunities to further develop a sense of time and chronology by doing time lines and noting relationships between events.

3. **Reference and Communication.** Pupils will have opportunities to develop chart formats and outlines, make summary notes, share information effectively through written and oral reports, present a story sequence, make generalized statements, and develop chart presentations.

**III. Content Overview**

A. **Later Colonial Period and the Revolution**

1. Growing dissension between the colonists and England
2. Famous patriots of the Revolutionary period
3. The great documents of freedom and democracy

B. **The Post War Period**

1. Problems of early nationhood
2. The defense of individual liberty
3. The new nation's leadership

C. **Defending the New Nation**

1. War of 1812
2. Birth of our national anthem

D. **Growth and Settlement**

1. Topography and its relation to man's activities
2. Exploring and settling the interior lowlands
3. Settlement of the southland

E. **The Nation Expands**

1. The Louisiana Purchase
2. Exploration
3. Early trails to the Far West
4. Concurrent activities in the East and Midwest during early settlement of the West
5. Development of trails opening the West to travel and settlement
6. Settling the plains
7. Civil War period
F. Culmination and Review

1. The progressive frontiers
2. People on the move
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<tbody>
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<td>Please Note: Numbers following statements refer back to generalizations listed under Objectives II, A, 2.</td>
<td>Please Note: Numbers following statements refer back to attitudes and skills listed under Objectives II, B, and II, C.</td>
<td>Please Note: The content outline is intended to be only skeletal.</td>
</tr>
</tbody>
</table>
IV. Learning Experiences

A. Introductory Activities

Initiatory activities should be considered as activities that help engender a climate and an interest in the problem of the unit. To attain these aims, pupils may participate in one or more of these activities.

1. Examine and discuss a bulletin board and model display showing a covered wagon, an old car and trailer, and a modern moving van. (Questions which might be included on the tack board follow:

   a. In what ways are all of these alike?
   b. How are they different?
   c. When were these types of transportation used? Where?

   If you have a verbal, creative group, you might ask for creative stories of each type of vehicle telling "his story" of some past moving day. This could serve as an evaluative device for determining the degree of information and misinformation with which each child might be starting this unit.)

2. Listen as your teacher reads a story or two regarding a child's move across our country (from resources such as Book 32).

3. If you (teacher or student) have recently moved some distance, discuss the reasons for moving, how the decision was reached, preparation, problems, and worries faced.

4. Directing attention to an outline map of the United States and Canada which shows the distribution of population, consider where people live today by discussing such questions as:

   a. How long has a typical area been settled?
   b. Where did the people come from?
   c. How did this population pattern develop?
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
5. Begin a class chart showing where the individual student's forefathers came from to impress the fact that we all have moved, that our family roots are in other lands. (The teacher will prepare the format.)

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Parent's Home</th>
<th>Forefather's Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Review briefly the colonization and development of the New World through reading resource material (such as Books 1 and 2) and by discussing time line entries which may have been made in an earlier unit. (A major emphasis may easily be given to the significant people in the development of our country during this unit. The State Framework, the content, and the developmental level of fifth grade children all indicate that this may be the most effective time to present the human side of our heritage.)

7. Begin a chart listing which will summarize why people have moved to portions of North America and from one continental region to another. (The students should cooperatively determine the format and the criteria for entries. The following is an example.)

<table>
<thead>
<tr>
<th>Who</th>
<th>To What Area</th>
<th>Reason for Moving</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish colonists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French colonists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English colonists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilgrims</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federalists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyalists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early pioneers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later pioneers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negroes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ranchers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired people</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All of man's experiences have occurred within a space and time framework. Significant events have taken place concurrently in all parts of our nation and the world. (2.1)

(This is an encompassing generalization to be developed primarily by the frequent references to and discussion of the time line entries throughout the unit. The teacher will have to assume responsibility for discussion of the relationships between events and people. Evaluation will come late in the unit.)

Change brings discontent in part of the population which results in a reorganization process, alterations of past thinking, and forms of governmental control. (2.2) (also treated later in unit)

<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of man's experiences have occurred within a space and time framework. Significant events have taken place concurrently in all parts of our nation and the world. (2.1)</td>
<td><strong>Historical.</strong> Developing a sense of time and chronology. Making a spatial-time correlation. (C-2)</td>
<td><strong>A. Later Colonial Period and the Revolution</strong></td>
</tr>
</tbody>
</table>
B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of this unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Begin a large chart, entitled "Great Men's Life-Span Time Line" which will indicate graphically, when completed, that the white man's time in North America has been a relatively short period of history. (If this unit precedes others in grade five, please refer back to the unit entitled "What Can We Learn About People Through a Study of the Discovery, Exploration, and Settlement of the United States and Canada?" for a discussion of the development of a time line which should be started now. The "Life-Span Time Line" referred to above might be coordinated with a major time line development, such as the example which follows.)

<table>
<thead>
<tr>
<th>1700</th>
<th>1800</th>
<th>1900</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin</td>
<td>Washington</td>
<td>Boone</td>
<td>... ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eisenhower</td>
<td>Kennedy</td>
</tr>
</tbody>
</table>

2. Begin a card file, entitled "Who's Who In the Story of Anglo-America" with each card containing a brief summary of those men and women who have made notable contributions to our country's development. (Student interest and uniformity of entries will be achieved by the class cooperatively designing a content outline form. Keep it simple.)
Generalizations | Skills and Attitudes | Content
--- | --- | ---

1. Growing dissen-
  sion between
  the colonists
  and England.

2. Famous patriots
  of the Revolu-
  tionary period.

| Self-Respect. Contrib-
  uting own learnings
  for consideration by
  the class. (B-2) |

| Creativeness. Planning
  and constructing dis-
  plays to be graphically
  effective. (B-1) |

3. The great docu-
  ments of freedom
  and democracy

For a government to be
successful, individuals
must be willing to sac-
ifice individual con-
siderations for the
general good of the
group. (2.3)
3. Read (from such sources as Book 1) to pick up the historical thread which may have been developing through an earlier unit, and to gain an understanding of the events leading up to the colonists break away from England. (Begin individual notebooks and include a new vocabulary section, map outlines, summary statements, reports, and the like.)

4. Prepare for reading to the class "The Midnight Ride of Paul Revere" to get the feeling of urgency and importance of these events in our history.

5. Choose from the list below a personage about whom you would like to read, make notes, and share with the class why he is remembered.

   Ethan Allen (Book 1)    John Paul Jones (Book 5,7)
   Paul Revere (Book 4)    Patrick Henry (Book 25)
   Ben Franklin (Books 4,5,6)    John Hancock (Books 1,33)
   Samuel Adams (Book 5)    Marquis de Lafayette (Books 1,33)
   Haym Salomon (Book 5)    George Rogers Clark (Book 5)

6. Choose the more prominent leaders for inclusion on the "Life-Span Time Line" to help understand the relationship between events and people. Include summary cards for the "Who's Who" card file to note reasons why we remember these men.

7. Make a bulletin board display showing the Declaration of Independence surrounded by student-made pencil sketches of the patriots who worked on it. The background might be an outline map showing the location of the city and the hall in which this work was done. (The Declaration of Independence, The Constitution, The Bill of Rights, The Monroe Doctrine, The Gettysburg Address, and The Star Spangled Banner, all printed on parchment, may be obtained from The Freedom Documents Foundation, 8693 Wilshire Blvd., Beverly Hills, California.)

8. Listen to the teacher read (portions of Book 9) to gain an understanding of the importance of early leaders in the development of the United States.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
9. Examine the signatures affixed to the constitution. Discuss the personal problems created by those who signed the Declaration of Independence to gain an appreciation of the personal sacrifices made for an ideal. (Summarize the following on a chart or chalkboard. Allow the students to ponder this and try to figure out why these people were willing to do these things.)

<table>
<thead>
<tr>
<th>Personal Sacrifice in Establishing A Free Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five signers were captured by the British and punished as traitors. Two lost their sons in the Revolutionary Army, another had two sons captured. Nine of the 56 fought and died from wounds or the hardships of the war.</td>
</tr>
<tr>
<td>Carter Braxton of Virginia, a wealthy planter and trader, saw his ships swept from the seas by the British navy. He sold his home and properties to pay his debts, and died in rags.</td>
</tr>
<tr>
<td>Thomas McKean who served in Congress without pay was so hounded by the British that he was forced to keep his family in hiding. His possessions were taken from him and poverty was his reward.</td>
</tr>
<tr>
<td>The homes and properties of Ellery, Clymer, Hall, Walton, Gwinnett, Heyward, Rutledge and Middleton were destroyed by looters.</td>
</tr>
<tr>
<td>At the Battle of Yorktown, Thomas Nelson learned that General Cornwallis had located his headquarters in Nelson's home. Nelson urged Washington to open fire and the house was destroyed. Nelson died bankrupt.</td>
</tr>
<tr>
<td>Francis Lewis had his home and properties destroyed. The enemy jailed his wife, and she died within a few months.</td>
</tr>
<tr>
<td>John Hart was driven from his wife's sick bed. His 13 children fled for their lives. His fields and grist mill were laid waste. He returned home at the end of the war after living in the wilderness for more than a year to find his wife dead and his children vanished. He died shortly after of exhaustion and a broken heart.</td>
</tr>
<tr>
<td>Morris and Livingston suffered similar fates.</td>
</tr>
<tr>
<td>Generalizations</td>
</tr>
<tr>
<td>-----------------</td>
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<tr>
<td></td>
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</tbody>
</table>
What kind of men were these patriots? They were soft spoken men of means and education. Twenty-four were lawyers and jurists. Eleven were merchants, nine were farmers and large plantation owners.

But they signed the Declaration of Independence knowing full well that the penalty would be death if they were captured. They had security but they valued liberty more. Standing tall, straight and unwavering, they pledged: "For the support of this declaration, with firm reliance on the protection of the Divine Providence, we mutually pledge to each other, our lives, our fortunes, and our sacred honor."*

10. Read (from such sources as Book 1) to be able to summarize how the government of the United States was begun.

11. Discuss and make a listing of the kinds of problems faced by the colonists immediately following the surrender of Cornwallis, to help understand that it takes much more than winning a war to establish a nation. Include the listing in your notebook. (The following considerations should be minimal: Approval of an acceptable treaty; each colony state wanting to keep its independence; a very weak central government consisting of a Congress with each State having one vote; no single system of money; rampant inflation; lack of speedy communication; the nation could not pay its debts; States quarreled over trade and self-imposed taxes; and no uniform system of laws.)

12. Listen to accounts of this period (from such recordings as Audio-Visual 48) which graphically portray the feeling and historical importance of each event leading up to the Constitutional Convention.

13. Read about the early days of our nation's government (in such sources as Book 1) to answer such questions as:

a. Who were the leaders who stepped forward to serve the new nation?

b. What significant decisions were made at this time?

c. How did the quarrel with England develop into another war?

*Taken from Freedom Documents booklet by permission.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference and Communication. Presenting pertinent ideas in a sequential manner.</td>
<td>3. The new nation’s leadership</td>
<td></td>
</tr>
<tr>
<td>Interpreting Maps and Globes. Locating specific areas of activity. (C-1)</td>
<td>C. Defending the New Nation</td>
<td></td>
</tr>
<tr>
<td>Historical. Developing a sense of time and chronology. (C-2)</td>
<td>1. War of 1812</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Birth of our national anthem</td>
<td></td>
</tr>
</tbody>
</table>
14. Tape reports on Washington, Jefferson, and Hamilton, emphasizing their activities following the Revolution to show that it takes many kinds of leadership to solve a nation's problems. Include these men on your "Life-Span Time Line."

15. Point out on individual outline maps where most of the action in the War of 1812 took place to understand that this war was fought in isolated battles from the extreme south through the northern states. Include the map in your notebook.

16. View a film (such as Audio-Visual 31) to help visualize the setting for the writing of the Star Spangled Banner. Discuss the feelings that Key might have had during the night prior to writing the verse to this song. Study the words of our national anthem to see how they applied to the situation when written and suggest ways in which these words have helped Americans in later situations. Be able to write and sing the national anthem to enhance your appreciation of this song.

17. Review Canadian history in order to be able to make a listing of similar and different steps taken by each country in gaining self-government. Use resources (such as Books 29, 30, 31, and Audio-Visual 42) to find out what Canadians are remembered for making personal sacrifices for the national good.

18. Choose two or three of your favorite heroes who helped start the government of the United States (or Canada) and complete the following chart listing. Keep the entries general in nature.

<table>
<thead>
<tr>
<th>Person</th>
<th>Losses</th>
<th>Gains</th>
</tr>
</thead>
</table>

19. Tell the tape recorder what specific things you appreciate which have been done for all Americans by our founding fathers. (Evaluative)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land is never free. It must be explored, won by clearing, draining, fencing, surveying, and then it has value. (2.4)</td>
<td>Interpreting Maps and Globes. Developing concepts of scale and physical relief. (C-1) Self-Respect. Volunteering for and assuming responsibility for a portion of a job, offering suggestions, and abiding by group decisions. (B-2)</td>
<td>D. Growth and Settlement</td>
</tr>
<tr>
<td>1. Topography and its relation to man's activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exploring and settling the interior lowlands</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(If a relief map was constructed in an earlier unit, you might wish to repaint the map and start development to correspond with that of our country as it is studied for the remainder of this unit.)

20. Make a large relief map of Canada and the United States. Draw in the latitude and longitude lines. (Start at the North Pole and extend longitudinal lines to the southern border of the United States, using a scale of 1 inch to 75 miles. You will have a map approximately four by six feet with some space for coastal waters. You might choose to make this an ongoing project, adding to the relief map in the same sequence as you study exploration and/or settlement. Some of the better recipes for making relief maps may be found in the Resource Guide for Social Studies available from the Yolo County Schools Office.)

21. Discuss the topography of the Mississippi River basin and eastward, and figure out how rivers would effect future exploration and settlement of this area.

22. Note on the relief map the position of the Fall Line and point out the resultant use of the land and natural resources between this and the coast. (Ask the pupils to guess where future manufacturing centers might spring up. Establish reasons for this probability and then check with modern maps to see if the guesses were correct.) Discuss how mountain ranges have affected the lives of people as they form a natural barrier to transportation and communication.

23. Read about the days and explorations of Daniel Boone (from such resources as Books 1, 5, 4, 10 and 11,) and view films (such as Audio-Visuals 18, 27, and 28) to understand the need for explorers, and to appreciate the hardships experienced in helping make additional land available for settlement.

For summarizing the information from the films, the following chart may be useful. Develop the chart cooperatively.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
</table>

Interpreting Maps and Globes. Locating routes of exploration and areas of different topography. (C-1)
Learning Experiences

<table>
<thead>
<tr>
<th>Film or Filmstrip title</th>
<th>Summary No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Students name</td>
</tr>
</tbody>
</table>

BIG ideas
1.
2.
3.
4.

Other interesting or exciting things to remember.
1.
2.
3.

New Words learned (or used differently than known)
1.
2.
3.
4.
5.
6.

Film materials are often edited to the point of being "packed" with information and concepts. Some means to provide a way that pupils may repeat consideration of these ideas is necessary. Film summary charts provide several ways in which learning from an audio-visual aid may be facilitated. Pre-planning with the class will insure consideration of the more important concepts presented. The review and follow-up activity possibilities are apparent.

It is suggested that the class make use of large charts, as well as 8½- by 11-inch duplicated sheets for their notebooks; thus providing a meaningful experience in the use of written expression.

24. On an outline map trace the routes taken by the early explorers who ventured over the Appalachians. Include this map in your notebooks ready for further development. Compare these routes and modes of travel with that of the "voyageurs" and the "coureurs de bois."
Generalizations | Skills and Attitudes | Content
---|---|---

3. Settlement of the southland

Interpreting Maps and Globes. Making inferences from physical relief features. (C-1)

Creativeness. Expressing interpretations of life in another time and setting. (B-1)

Nations acquire additional territory in many ways which may include political strife and even war. (2.5)

E. The Nation Expands

1. The Louisiana Purchase
25. Discuss the natural resources of the lowlands region as reported by the early explorers to determine how the early settlers to this region should plan to live. List the things which a pioneer family should plan to do upon arriving at a chosen farm location and discuss the order in which these activities might occur. (Partial evaluation)

26. Read (from Books 12 and 13) and view films (such as Audio-Visual 19) to point out and learn the various ways in which the early people who ventured inland used the streams and rivers, and to help us visualize the types of people they were.

27. View other films (such as Audio-Visuals 2, 3, and 44) to illustrate how people have made a living in the southern regions from the time of the early pioneers until recent times.

28. Study a relief map and try to determine where large cotton plantations would likely be developed. Determine how marketing of farm products could best be handled in this area. Add the major rivers to the outline maps in your notebooks.

29. Make a comparative listing of the way the Ohio was settled as compared to the Southern Plantation Region and the St. Lawrence Area. Note the different activities necessary in each region before the land became productive. Include this listing in your notebooks.

30. Write or tell stories about settling on new land in each of the regions studied during the time of the first settlers. (Watch for student expression regarding such basic activities as transportation, communication, securing foodstuffs, providing homes and trading goods.) (Evaluative)

31. Draw in the states that existed in 1800 on the outline maps in your notebooks. Include those areas claimed as territories in another color.

32. Read (from such sources as Book 1) to find out why and how the United States obtained additional land to the west. View films (such as Audio-Visuals 30 and 31) which deal with the first major steps in expanding the size of the United States. Discuss the relative size of this purchase in relation to the existing nation. Compare the purchase price with figures of government spending today.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains form not only climatic barriers but also barriers to transportation routes. (2.6)</td>
<td><strong>Interpreting Maps and Globes.</strong> Establishing political boundaries. (C-1)</td>
<td>2. Exploration</td>
</tr>
<tr>
<td><strong>Interpreting Maps and Globes.</strong> Developing concepts of topography. (C-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interpreting Maps and Globes.</strong> Locating exploration routes. (C-1)</td>
<td>3. Early trails to the Far West</td>
</tr>
</tbody>
</table>
33. Read about the expedition to explore and chart the new additional land which had been purchased by the United States (from such sources as Books 5, 14, and 15) and listen to the reading of documents (such as Audio-Visual 48) to add realism to the excitement of this period of exploration.

34. Find out how the United States obtained additional land beyond the territory of Louisiana from studying maps and reading (from such sources as Book 1). Compare how the United States obtained additional territory with the way the English added to their boundaries in the lands north of the United States. (Use such sources as Books 29 and 31, and Audio-Visual 42.)

35. Complete the physical relief map begun in activity 20 and make a key to indicate topography.

36. Obtain and discuss study prints (such as Audio-Visual 38) to show how fur trappers and mountain men helped develop the West.

37. Tell the tape recorder your explanation of how the United States has obtained increasing amounts of land, changing from thirteen states along the Atlantic Seaboard to our present size. (Evaluative)

38. On an outline map, fill in and color the routes of the various explorers through the Far West to note the variety of types of terrain which were traversed. Include these in your notebooks. (Audio-Visual 20 will provide resource information if needed.) Compare these routes with the various trails which were destined to be heavily used. Discuss why they are the same in some areas.

39. Review and discuss how the Appalachians had been a barrier for some time and then compare them with the Rockies and the Sierra Nevadas for size and ruggedness. Find out what the term "continental divide" means and include a definition in your notebook.

40. Show pictures of the Rocky Mountains. Discuss news items of people lost or of pilots forced down in these areas today. Discuss the obstacle to people traveling through these mountains on foot or horseback. Find out how these mountain barriers were conquered (using such resources as Books 17, 18, 19, and 20; and Audio-Visual 10).
All of man's experiences have occurred within a space and time framework. Significant events have taken place concurrently in all parts of the nation and the world. (2.1)

4. Concurrent activities in the East and Midwest during early settlement of the West

Reference and Communication. Choosing information from various sources, summarizing and sharing information affectively. (C-3)
41. Report on the lives and travels of such men as Bridger, Lewis, Clark, Fraser, MacKenzie, and Whitman and be able to tell why they are remembered today.

42. View films (such as Audio-Visuals 21 and 29) to learn how Kit Carson and Fremont helped open lands beyond the mountain barriers.

43. Make a listing of adjectives on the chalkboard that help describe each of the explorers and mountain men who helped open the West for settlement and then write a short story of one of these persons using appropriate adjectives from the list.

44. Write a short paragraph completing the idea "In the development and settlement of North America, mountains have _________."

(Evaluative) (Watch for statements indicating the barrier concept.)

45. Answer the following questions about things which were happening at the same time people were settling the West. (Use such resources as Book 1.)

a. What types of communication were being developed?
b. How were people traveling from place to place?
c. What major work was being done to help people live better?
d. Who were the notable people of this period of time?

46. Read about such men as Calhoun, Clay, Houston, Jackson, and Webster to find out how each man served his country. Make the appropriate entries on the "Life-Span Time Line" and the "Who's Who" card file.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The development of modes of travel, of trails, of roads, and of railways provides access to land which would otherwise lay unused. (2.7)</td>
<td>Historical. Developing a sense of time and chronology. Noting concurrent activities of man. (C-2)</td>
<td>Reference and Communication. Making oral reports. (C-3)</td>
</tr>
<tr>
<td></td>
<td>Interpreting Maps and Globes. Locating main travel routes; making inferences about distance and terrain. (C-1)</td>
<td>5. Development of trails opening the West to travel and settlement</td>
</tr>
</tbody>
</table>
47. Choose any year in the early or middle 1800's and make a listing or map-type presentation of individual activities which may have been taking place during the same period of time in various regions of North America.

(The occurrences and activities listed below are given as an example of 1822-23, a year chosen at random. Pupils will enjoy searching for concurrent activities.)

a. Alabama and Florida enjoying early period of statehood
b. Monroe was president
c. Erie Canal was being constructed
d. Steamboats were traveling the Mississippi
e. Lincoln was growing up in Indiana, a new state
f. Clay was making speeches throughout the midwest
g. Settlers were building sod houses in Iowa
h. Trappers were working the Rockies both in the United States and Canada
i. Mission farms were developing in California
j. Austin was starting a colony in Texas

48. Read from resource material (such as Books 1 and 27) to learn about inventors who helped the United States to grow and inventions which encouraged people to move to new areas to live and work. Add appropriate names to the "Life-Span Time Line." Share interesting ideas about these men with your classmates. (Several biographical films are available from your local Pacific Gas and Electric Company, such as those on Henry Ford, Thomas Edison, Admiral Byrd, Charles Lindburg, Mark Twain, Teddy Roosevelt, and Will Rogers.)

49. Examine models of a freight wagon and a covered wagon. View films (such as Audio-Visuals 39 and 40) to gain an appreciation of the problems involved in transportation before our "modern" modes of transportation were developed.

50. Establish and retrace the three main routes, or trails, to the West on your class relief map and upon individual map outlines to note the vast expanse of land available. View films (such as Audio-Visuals 4, 22, and 45) to comprehend the variety of terrain found on these routes west. Discuss the possible reasons why the early trail guides chose these routes instead of others. Include the maps in your notebooks.
Generalizations | Skills and Attitudes | Content
--- | --- | ---
Creativeness. Expressing ideas graphically. (B-1)
Self-Respect. Developing an ability to let others view one's ideas and actions. (B-2)
Creativeness. Giving original interpretations of understandings. (B-1)
Reference and Communication. Presenting a story sequence effectively. (C-3)

6. Settling the plains
51. Compare recent road maps with the routes as established by the early travelers to determine if modern roads tend to follow the early routes. (If the facilities are available, transparency overlays may be made to aid in achieving these ideas.)

52. Make a mural with pictures illustrating each type of terrain and climate a wagon train would experience on its way from Independence to Sutter's Fort. Compare these types of terrain with those traveled over by the Canadian pioneers going from Winnipeg to Vancouver. (Resources may include relief maps, Books 1, 20, and 21, and Audio-Visuals 46 and 57.)

53. Discuss immediate and later land value, and usage, to show how changes take place in the utilization of land.

54. Dramatize certain situations faced by those who chose to travel the western trails, such as:
   a. Buying supplies at Independence (emphasize selection of materials)
   b. Choosing a wagon master and a trail scout (emphasize personal qualifications desired)
   c. Experiences around a camp on the plains or in the Rockies

55. Discuss the Hollywood concepts of the period of the pony express (19 months), the age of outlawry (about 30 years), wagon trains fighting Indians, and the life and work of the cowboy. Add new, or revised, definitions to the vocabulary section of your notebooks. View films (such as Audio-Visuals 5, 15, 16, and 17) which explain the dress, equipment, and work of the cowboy; the pony express period; the problems in developing better means of transportation and communication. (Start with having your fifth grade pupils attempt to define the terms.)

56. Read (from such sources as Book 1) and view films (such as Audio-Visuals 11, 12, and 13) to find out how the interior plains of our country were settled, and to learn the adaptations people made to environmental factors.

57. Write a "You Are There" script (this might be a committee activity) which might be used on a television show about life on a wagon train, maintaining a way station, living and working on an early cattle ranch, or settling in the plains region. (Watch for comments indicating dependence on the transportation routes which provided for their existence.) (Evaluative)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Change often brings discontent in part of the population which results in a reorganization process; alterations of past thinking and forms of governmental control. (2.2)</td>
<td>Self-Respect. Offering ideas for consideration by the group. (B-2)</td>
<td>7. Civil War period</td>
</tr>
</tbody>
</table>

Interpreting Maps and Globes. Locating political subdivisions. (C-1)

Reference and Communication. Obtaining information from a variety of sources, Organizing a summary presentation. (C-3)
58. Tell the tape recorder what you feel are the most important things to remember about the trails west and the development of better ways to travel. (Watch for ideas dealing with increased mobility and the opening of new lands to settle.) (Evaluative)

59. Observe the words "Civil War" on the chalkboard. Participate in a class discussion (led by the teacher) about this period of history. (This is to help the teacher evaluate how much is known and the degree of misunderstanding that some may have. List pupil questions or statements which they would like to have clarified regarding the Civil War. The teacher should insure that some of the changes which led to internal misunderstanding and strife are considered.) (Evaluative)

60. Read (from such sources as Book 1) and view films (such as Audio-Visual 43) to learn how and why Americans had to fight other Americans to keep our country united and strong. Discuss your understandings in class.

61. Read (sources such as Book 33) and discuss the Emancipation Proclamation, and discuss the effect this had on both Caucasians and Negroes in America.

62. Define the terms "secession" and "Civil War" and add these terms to the vocabulary list in your notebooks. Make a map showing the division between the North and the South during this war and note the major battle areas.

63. Listen to the reading of letters and diaries (from such sources as Audio-Visual 48) to gain a feeling level of the problems and hardships created by the war.

64. Give character study reports on Robert E. Lee, Abraham Lincoln, Stephen Foster, Clara Barton, and Ulysses S. Grant to help understand why these people are remembered and honored. Note what personal qualities were common to all. (The Standard School Broadcast transcriptions are available from the Yolo County Audio-Visual Library. Programs have been developed for Lincoln, Lee, and Foster.)

65. Tape or dramatize a good reader's presentation of the Gettysburg Address. Discuss both its simplicity and its depth.
<table>
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<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference and Communication</td>
<td>Expressing main or central ideas.</td>
<td>Making generalized statements. (C-3)</td>
</tr>
</tbody>
</table>
Learning Experiences

66. Make a listing of "big ideas" to remember about why the Civil War was fought. Include this in your notebook. (Evaluative)

67. Tape your response to the question, "Do you think the United States was stronger or weaker after the Civil War?" Give reasons for your answer. (Evaluative)

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

1. Review the information collected in your notebooks. Organize it and keep the material to show another class or to display for open house. Be sure to explain what you have done, and why.

2. Consider such questions as, "If you wanted to be always on the Frontier, where would you go first, second, third?" Make a list of the changing frontiers you have studied and discussed. Add to this list the future frontiers as you think they are likely to develop, and discuss them in class.

<table>
<thead>
<tr>
<th>The Progressive Frontiers</th>
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<tbody>
<tr>
<td>The Atlantic Seaboard</td>
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<tr>
<td>The Appalachians</td>
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<tr>
<td>The Ohio Valley</td>
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<tr>
<td>The Mississippi Drainage Basin</td>
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<tr>
<td>Space travel--moon</td>
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3. Review and discuss the time line at its present development. Write down a "big idea" which you think completes the paragraph which starts, "Our Time Line tells me that _____________________________." (Evaluative)
4. Complete the chart started in introductory activity 7, which shows reasons why people have moved to North America and from one region to another. (Allow ample time for discussion of the completed chart.)

5. Discuss such questions as, "At what point in history did Americans become adventurous?", "When did the pioneering spirit begin and when did it end?", and "Where and when did Americanism begin?" (Consider specifically such aspects as independence, resourcefulness, spirit of fair play, and consideration for others.)

6. Make a complete group report on what we owe to pioneers and then summarize the report into a listing of statements to be recorded on tape.

7. Make flag representations of the various stages in the evolution of our country's flag to reinforce your understanding of chronology. Place them above the corresponding periods of land expansion on the Time Line.

V. Enriching Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations already introduced, as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times. (4)

1. No modern society has invented more than a small fraction of its present cultural heritage--each owes tremendous debts to cultural inventors of other times and other places. (Anthropology-85)

   a. The totality of human culture is cumulative. Increasingly, we stand on the shoulders of those who have gone before us. (Educating-167)

B. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership. (10)
1. In organizing government, it is essential to endow rulers with power and make provision for holding them responsible for its use. (Political Science-50)

   a. "... wherever society exists, man must set up lines of authority for the purpose of organizing for the common defense, the administration of justice, and the preservation of domestic order." (Governing-176)

C. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls. (11)

1. Brotherhood, in the social sense of peaceful cooperation, is one of man's worthiest and earliest historical experiences. Conflict and hostility are also within man's experiences. Men of all races have many basic physical similarities. Geographical variations and time variations in man's environments help explain his past behavior and continue to do so. (History-34)

   a. ... subjective religion has at all times proved potent enough to unite and integrate people who are otherwise widely separated by differences in descent, profession, wealth, or rank. (Expressing Religion-259)

D. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life. (12)

1. All nations in the modern world are part of a global interdependent system of economic, social, cultural, and political life. The evolution of the international law of war has been paralleled by the effort to develop an international law of peace and by the attempt to devise and build international political institutions and organizations capable of making such laws effective. Consideration for the security and welfare of the people of other nations remains the mark of the civilized man and has now become the price of national survival as well. (Political Science-53)

   a. "The defense of the homeland and its people, of the tribe and its way of life--what we call today national defense--is one of the most ancient and well-established of governmental functions." (Governing-195)
VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books


B. Audio-Visual

1. Song of a Nation
2. M-X1555 Plantation South
3. FS-3007 Then and Now in the Old South
4. M-1378 Children of the Wagon Train
5. M-1273 The Cowboy
6. M-X933 Indians of Early America
7. M-1187 American Indians Before European Settlement
8. M-X968 Canada, Geography of the Americas
9. M-105 Fur Trade
10. M-X73 Driven Westward
11. M-211 A Pioneer Home
12. M-212 Pioneers of the Plains
13. M-X1266 Settling the Great Plains
14. M-299 Westward Movement
15. M-216 Pony Express
16. M-X870 The Stagecoach
17. M-297 Western Crossing
18. M-X433 Daniel Boone
19. M-92 Flatboatmen of the Frontier
20. M-X609 Fur Trappers Westward
21. M-X315 John Charles Fremont
22. M-X712 The Oregon Trail
23. FS-1315 Americans All
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<td>24</td>
<td>FS-3003</td>
<td>Then and Now Between the Western Mountains</td>
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<td>25</td>
<td>FS-3478</td>
<td>The West and the Growth of Democracy</td>
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<td>26</td>
<td>FS-1559</td>
<td>The Pony Express</td>
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<td>Daniel Boone, The Opening of the Wilderness</td>
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<td>Daniel Boone, Frontiersman</td>
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<td>29</td>
<td>FS-2079</td>
<td>Story of Kit Carson</td>
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<td>30</td>
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<td>FS-3450</td>
<td>California and the Southwest</td>
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<td>34</td>
<td>SP-159</td>
<td>A Nation Is Born</td>
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<td>36</td>
<td>SP-442</td>
<td>The Flag Is Born</td>
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<td>37</td>
<td>SP-443</td>
<td>The Flag Develops</td>
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<td>38</td>
<td>SP-100</td>
<td>Fur Trappers Westward</td>
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<td>39</td>
<td>E-155</td>
<td>Freight Wagon</td>
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<td>40</td>
<td>E-154</td>
<td>Covered Wagon</td>
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<td>41</td>
<td>A10-170</td>
<td>Death Valley Suite</td>
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<tr>
<td>42</td>
<td>M-X1619</td>
<td>Canada's History, Colony to Commonwealth</td>
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<td>43</td>
<td>M-X1615</td>
<td>The Civil War, Its Backgrounds and Causes</td>
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<td>M-X1627</td>
<td>Mississippi River--Background for Social Studies</td>
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<td>M-X1628</td>
<td>Pioneer Journey to the Oregon Country</td>
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<td>46</td>
<td>FS-1717</td>
<td>Southwest Canada and the Wheat Region</td>
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<td>Canada, The Pacific Provinces</td>
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<td>M-98</td>
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PART C

HOW DOES THE GEOGRAPHY OF THE UNITED STATES AND CANADA INFLUENCE WHERE PEOPLE SETTLE AND HOW THEY MEET THEIR NEEDS?

SOCIAL STUDIES UNIT

GRADE FIVE
HOW DOES THE GEOGRAPHY OF THE UNITED STATES AND CANADA INFLUENCE WHERE PEOPLE SETTLE AND HOW THEY MEET THEIR NEEDS?

I. Significance of the Unit

A. Importance

The theme or center of interest for grade five social studies is The United States: Its Growth and Development, Its Future as a World Power, and Its Relationships With Canada. This unit focuses attention on the physical geography of the various regions which make up Anglo-North America.

The emphasis in this unit follows naturally from work done in grade four, where pupils had an opportunity to develop understandings about the cultural and physical geography of California and other parts of the western United States. This unit, with the other fifth grade units, will lead into related studies of other countries and cultures in the Western Hemisphere considered in the sixth grade.

In all of the fifth grade units attention is given to the interrelationships of the United States and Canada. Concepts included in this unit deal with those economic and social ties which the United States and Canada share, which are enhanced by the physical characteristics of the continent they share.

The basic understandings regarding the relationship between man and the land on which he lives are some of the most important concepts which people need to consider and accept in today's world. The fact that there are increasing demands on physical resources and a decreasing supply of natural resources to satisfy these demands, places an increasing burden on the understanding and ingenuity of man. He must know when to consume, when to save, when to furnish, and when to seek for alternate ways of satisfying his wants and his basic needs. Fifth grade children need to understand the direct and indirect relationships which tie the development of civilization, as we know it, to the land and to the bountiful supply of natural resources which we call North America.

This ten-week unit is one of four planned for the fifth grade. Other units of study in grade five, which may precede or follow this one, include:

What Can We Learn About People Through a Study of the Discovery, Exploration, and Settlement of the United States and Canada? (9 weeks)
Why Have Men Chosen New Areas in the United States in Which to Live? (9 weeks)

How Are Anglo-Americans Meeting the Challenges of Their National Communities Today? (8 weeks)

B. Geographic Significance

All of the units in the fifth grade are parts of an organized global-geographic study of the world which begins formally in the fourth grade and continues throughout the remainder of the public school program.

North America is a continent which has an extremely varied geography. This helps determine where people live and what natural resources they can use. These many environments create an interdependence of regions and productive capacities which are rather unique in our world.

A major purpose of the social studies program at this grade level is to provide a good geographical background and understanding of the United States and Canada in a world setting. Knowledge of the physical geography of this continent is essential. This will have meaning to the fifth grader, however, only when it is in the context of human activities--how the physical geography has affected man, how man has adapted to it, and how man is increasingly developing control over the factors which make up his physical geographical home.

In this unit the regional divisions utilized by the United States Census Bureau will serve as a basis for dividing our country into regions of states to facilitate common considerations and study. Because of the related climate, topography, agriculture, industry, and over-all economy of the adjoining Canadian Provinces to three of these four regions, it has been decided to include these together into a broader study of "Regions of States and Provinces."

The South, as a region of states, is the exception. The regional divisions for the purposes of this unit shall include:


The South: Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Tennessee, Kentucky, Alabama, West Virginia, Virginia, Maryland, Delaware, North Carolina, South Carolina, Georgia, and Florida.
The **North Central Region**: Kansas, Missouri, Illinois, Indiana, Ohio, Nebraska, Iowa, Wisconsin, Michigan, Minnesota, South Dakota, North Dakota, and the Provinces of eastern Alberta, Saskatchewan, Manitoba, and Ontario.


The students, having studied California in the fourth grade, will be able to expand their knowledge of their home region during this unit and will be able to find many similarities as well as contrasts as they compare the West with the other regions which make up the Anglo-American portion of this continent. They should discover that each region has needs as well as unrealized potentials which, when corrected or realized, can be beneficial to everyone living in North America.

All of these considerations have bearing on the future of the United States and Canada as world power figures; for as these two nations fully utilize and develop their natural and human resources, and as they strengthen their commercial and cultural ties, they will be called on to fill leadership roles in our world.

**II. Objectives**

**A. Generalizations**

Major generalizations selected for development in this unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These, in turn, are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the grade five program. They are listed in order of appearance in the unit.

1. **Abstract Statements**

1.1 Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history. (2)
1.11 Many individual, social, and physical problems are influenced by changes in population. These problems may involve considerations of old age, youth, migration, war, housing, famine, employment, government, transportation, recreational activities, education, vocational opportunities, sanitation, social controls, living habits, and medical facilities. (Sociology-112)

1.111 The distribution of population by geographic regions is affected by climate, the quality of the earth's surface, the location of natural resources, and the existence of waterways. (Transporting-387)

1.2 Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world. (9)

1.21 The location of production is related to factors of production: land (natural resources of the physical environment), labor, and capital. In most cases, the attainment of maximum efficiency, motivated by competition for the factors of production, determines location of production. In some cases, location or production is determined by political or other social-control groups rather than by economic efficiency. (Geography-19)

1.211 The location of certain manufacturing establishments is best explained by their relation to the raw materials that they use. (Producing-40)

1.3 Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world. (9)

1.31 The full use of productive facilities directly influences economic welfare. Fluctuations tend to be more severe in industrially-advanced nations than in primitive ones. In the industrially-advanced societies specialization and complexity are vastly greater, shifts in demand and changes in techniques are more frequent, a larger proportion of resources are devoted to the production of durable consumer and producer goods, and the possibility and likelihood of substantial changes in the volume of investment expenditures are greater in the face of the people's desire to save a fairly stable part of their incomes. (Economics-71)
1.311 productivity is greatly enhanced by personal and regional specialization. (Producing-104)

1.4 All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life. (12)

1.41 Geographic positions of nation states are also related to political cooperation and strife. (Geography-27)

1.411 Industrial areas are dependent upon natural avenues, such as oceans, inland seas, harbors, and navigable rivers, which provide access to world trade. (Transporting-123)

1.5 Environment affects man's way of living, and man, in turn, modifies his environment. (16)

1.51 Land, a basic factor in production, is less mobile than other factors, labor and capital, and has a dominant position in the location of production. Since people, in general, prefer to live near their work, the location of production becomes significant in the location of people. (Geography-20)

1.511 New demands on water have accompanied the progress of civilization and these increasing water requirements have created shortages of good water, compelling the improvement of water conservation. (Conserving-5)

1.512 Industrial water supply is a prime factor in plant location, in the geographic distribution of manufactured products, as a source of power, for raw material, and as a conditioning agent and processing medium. Re-cycling is a promising water conservation measure, though it will not provide the pure water which is required in increasingly large amounts by industry. (Conserving-6)

1.6 Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods. (18)
1.61 In a competitive, private-enterprise system, prices indicate the relative value of goods and services. Price, on the one hand, reflects the willingness of buyers to buy and sellers to sell, and on the other hand, influences the actions of both consumers and producers. A relatively high price tends to restrict current consumption and to stimulate production of a larger supply in the future, whereas a relatively low price does the reverse. Raising or lowering a competitive price by artificial means, whether by private monopoly or by governmental authority, is likely to aggravate the very situation such action is designed to alleviate, unless accompanied by the power to affect directly future demand or supply in an appropriate manner. (Economics-75)

1.611 Good transportation makes a much wider variety of goods available to a given people. (Transporting-107)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for the fifth grade. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 Climate, the location of natural resources, the quality of the earth's surface, and the location of natural avenues of transportation affect where the majority of people will live. (1.111)

2.2 An expanding population, with its related needs for agricultural, industrial, and recreation facility development, is dependent upon available and useable water resources. (1.511, 1.512)

2.3 The productive capacity of any region is most nearly realized through specialization, both personal and regional, matched to the resources provided by nature. (1.311)

2.4 Each type of climatic region tends to produce a particular set of exports into the trade markets of the world; transportation systems thus become an integral part of the economy of a region. (1.411, 1.611)
2.5 The location of manufacturing industries is often determined by the availability of raw materials which they use, the availability of manpower, and the accessibility of transportation facilities to market the goods produced. (1.211, 1.411)

3. Concept Words

The concepts listed below are contained in the preceding restated generalizations. The development of each concept should be assured as it relates to the larger idea of relationships among concepts.

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<thead>
<tr>
<th>agriculture</th>
<th>manpower</th>
<th>raw materials</th>
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<tr>
<td>climate</td>
<td>manufacture</td>
<td>recreation</td>
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<tr>
<td>economy</td>
<td>natural avenues of transportation</td>
<td>region</td>
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<tr>
<td>expanding population</td>
<td>natural resources</td>
<td>specialization</td>
</tr>
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<td>exports</td>
<td>nature</td>
<td>trade market</td>
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<tr>
<td>industry</td>
<td>productive capacity</td>
<td>water resources</td>
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B. Attitudes

There are certain aspects of three attitudes which will receive an emphasis in this unit. The attitudes are creativeness, responsibility, and the scientific attitude.

1. Creativeness. Pupils will have opportunity to express themselves in constructing graphic displays, suggesting new solutions to old problems, and in making up original story sequences of trade and travel.

2. Responsibility. Pupils will have experiences in planning together in order to accumulate information, doing individual work as part of a group study and/or presentation, and cooperating with others in group and class activities.

3. Scientific Attitude. Pupils will have opportunity to respect the points of view of others and welcome suggestions, to be actively curious, to test and evaluate their own ideas, and to discuss problems while using information secured from a variety of reliable sources.
C. Skills

The social studies skills, upon which attention should be focused during this unit, are map and globe skills, problem solving skills, reference and communication skills, and research skills.

1. Interpreting Maps and Globes. Pupils will have experiences in establishing regional divisions and noting political boundaries, developing and utilizing special use maps, locating major transportation routes, and developing concepts of physical relief. In addition, pupils will work with maps in making inferences about climate and topography in relation to man's activities.

2. Problem Solving. Pupils will have opportunities to evaluate their own ideas with information available, to think critically, and to make inferences from information gained.

3. Reference and Communication. Pupils will have opportunities to develop some degree of skill in reading research, making summary notes, organizing and sharing information effectively, presenting a story sequence, making generalized statements, and developing chart presentations.

III. Content Overview

A. Background Information

1. Resources, natural and produced
2. Regional divisions of the United States

B. The West

1. Political subdivisions
2. Natural resources
3. Physical relief
4. Climate
5. Population growth
6. Common need for water

C. The South

1. Political subdivisions
2. Physical characteristics
3. Major agricultural activities
4. Natural resources
5. Land rehabilitation
D. The North Central Region

1. The "plains"
2. Political subdivisions
3. Climate and physical relief
4. Major agricultural activities
5. Industrial and trade centers
6. Natural resources
7. Transportation complex

E. The North East Region

1. Political subdivisions
2. Climate
3. Population
4. Industrial complex
5. Natural resources
6. Work force
7. Transportation facilities
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please Note: Numbers following statements refer back to generalizations listed under Objectives II, A, 2.</td>
<td>Please Note: Numbers following statements refer back to skills and attitudes listed under Objectives II, B, and II, C.</td>
<td>Please Note: The content outline is only skeletal.</td>
</tr>
</tbody>
</table>
IV. Learning Experiences

A. Introductory Activities

Initiatory activities should be considered as activities that help engender a climate and an interest in the problem of the unit. To attain these aims, pupils should participate in the activities listed below.

1. Discuss and attempt to answer the questions posed with the teacher's display to determine how well you understand the source supply of our daily living goods. (The teacher should display a large outline map of North America and the Hawaiian Islands on the bulletin board or on a table-top surface. Collect and display nearby, a sampling of a variety of products which are produced or manufactured throughout North America, i.e., rice, wheat, peanuts, leather, oil, citrus fruit, canned fish, toothpicks, model car, paper, silverware, aluminum foil, glassware, plastics, building lumber, dried beef, canned milk, pineapple, mineral ore samples, a ship model, cotton, wool, sugar, raisins, potatoes, and the like. Questions, such as those listed below, should be a part of the display.

a. Where did all these products come from?
b. Can you place each product at its "home"?
c. Why were all these products not produced in Yolo County or California?)

2. List the variety of correct answers which may be given to the question, "Where do you live?" (The teacher may wish to give attention to the expanding environment concept, extended as he sees the need. The following is suggested: house number and street, neighborhood, tract development or section of town, town or city, section of the state, state, region of states, country, continent, hemisphere, language division, ideological division, earth, planet, and solar system. It may be pointed out that the attention of the class will be focused on our "home", the continent of North America.)

3. Use maps and globes to show the class where you moved from when you came to this community, the various places you have been on trips and vacations, and where you would like to go. Explain why. (If this is the first unit of the year, these activities will help children new to your class become acquainted with the other pupils, as well as give you the opportunity to assess language skills and readiness for map usage.)
Generalizations

Climate, the location of natural resources, the quality of the earth's surface, and the location of natural avenues of transportation affect where the majority of people will live. (2.1)

This is an encompassing generalization which may (Continued on page 15.)

Skills and Attitudes

Scientific Attitude. Developing a sense of curiosity. (B-3)

Content

A. Background Information

1. Resources, natural and produced
4. Study a variety of maps dealing with North America to become acquainted with the types of maps which will help us solve our problems during the course of this unit. Focus attention on:

a. Relief maps, and the variety of terrain to be found in North America and the Islands.

b. Population maps, and the contrasts of impacted areas and areas of little or no human use.

c. Agricultural maps, and the related types of agriculture in a given area and the variety of products found in different regions.

d. Climate maps, and the gradual changes in climate from region to region and the relationship to latitudinal position, altitude, land form, and proximity to the ocean.

5. Begin a class "New Word Card File--Social Studies" for new terms discovered during the course of this unit. (Plan with the students a workable format and entry routine which will emphasize learning word meanings rather than having this become a bookkeeping chore. Five- by eight-inch lined cards will probably serve this function better than will three- by five-inch cards. An example follows:

<table>
<thead>
<tr>
<th>(Term)</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of term when discovered:</td>
<td></td>
</tr>
</tbody>
</table>

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of this unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Define the term "natural resources." Try to discover the natural resource which supports each of the products represented in the teacher's bulletin board display. Make a card file entry.
<table>
<thead>
<tr>
<th>Generalizations</th>
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<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>be developed throughout this regional study of North America. Evaluation will come during the summarizing activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Regional divisions of the United States
2. Begin a class listing of all the natural resources you can think of; then classify these into broad related categories. Think about how the location of these resources influence where people live. (Fifth grade pupils will generally be able to suggest such categories as natural plant life, wild animal life, rocks and minerals, and water. They may need help to see that soil itself and the climate of a given area can be considered as natural resources, also. Attention should remain focused on the interaction of these resources and on man himself.)

3. Try to determine on which of the other groups of resources listed would climate have the greatest effect. (The class should be quick to see that climate has affected and is affecting all of the other natural resources directly or indirectly.)

4. Place the word "region" on the chalkboard. Discuss the meaning of the word as you understand it. Check the suggested meanings against definitions found in the dictionary. Use the word correctly in a variety of contexts. Make a card file entry. (Share with the class the problem which teachers often face relative to having to study, teach, or present too large a body of material. See what suggestions they would have in dividing up a block of content, such as Anglo-America, for study purposes.)

5. Read books (such as 1, 2, and 3) to find out how authors of school texts choose to divide our nation into parts to help students in their study.

6. Investigate to see how the United States Government divides the country into regions to aid in the governing process and to provide statistical information. (The Census Bureau divisions are listed in the "Significance" section. The teacher may wish to point out the variety of both public and private concerns using basically the same jurisdictional and operational regions as the census regions, such as the federal courts, Federal Reserve areas, Civil and National Defense regions, distribution and sales areas for automobiles, teaching materials, and the like. Some companies even assume regional titles, such as: Eastern Airlines and Western Pacific Railroad. The students may suggest others.)

(Be sure your pupils understand the difference between a state and a region. The term "Region of States" [or "Region of States and Provinces" where applicable] may be more definitively used from this point on in the unit. Have card file entries made.)
<table>
<thead>
<tr>
<th>Generalizations</th>
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<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Maps and</td>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Globes, Establishing</td>
<td></td>
<td>Regional divisions and noting political boundaries. (C-1)</td>
</tr>
<tr>
<td>Responsibility. Helping</td>
<td></td>
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</tr>
<tr>
<td>to plan ways to accumulate information for reference purposes. (B-2)</td>
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</tbody>
</table>
7. Locate, name, and color in the four major regions, which have been chosen for study purposes during this unit, on a map outline blank as directed by your teacher. Keep in a folder for reference throughout the unit. Make a folder in which to keep maps and other materials which you will need for continued reference during this study.

8. Review the maps dealing with climate, topography, and those which indicate land use, and answer the following questions:

a. Does the United States-Canadian border follow any natural climatic or topographical division? Where? Why?

b. Does man's use of the land change where political boundaries divide a geographic region?

c. What provinces would be most like the States of Washington, Montana, North Dakota, Iowa, Michigan, New York, and Maine? Why?

9. Plan and develop a large chart, which may be completed during the course of the entire unit, which will summarize certain facts to be considered. A sample is given below.

<table>
<thead>
<tr>
<th>THE UNITED STATES AND CANADA, REGIONAL SUMMARY CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Location and Boundaries</td>
</tr>
</tbody>
</table>

(This type of a chart form might be large and posted in the classroom for students to make the proper entries at the conclusion of each series of activities during the course of the unit. There should be class discussion and agreement before entries are made.)

(The correlation of the science units on Plants and Animals from the Yolo County Science Course of Study for the Middle Grades would add interest to both areas of study. The variety of plant life to be found in the Western Region is such that an association
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| THE UNITED STATES AND CANADA, REGIONAL SUMMARY CHART |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Regional Location and Boundaries | Prominent Relief Features and Climate | Major Natural Resources | Major Products Available for Export | Major Products Needed for Import | Major Population Centers and Reasons for Their Location | Major Needs of the Region |

(This type of a chart form might be large and posted in the classroom for students to make the proper entries at the conclusion of each series of activities during the course of the unit. There should be class discussion and agreement before entries are made.)

(The correlation of the science units on Plants and Animals from the Yolo County Science Course of Study for the Middle Grades would add interest to both areas of study. The variety of plant life to be found in the Western Region is such that an association...
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<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
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<td><strong>Interpreting Maps and Globes.</strong> Utilizing special use maps. (C-1)</td>
<td><strong>B. The West</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Interpreting Maps and Globes.</strong> Making inferences from map study. (C-1)</td>
<td>1. Political subdivisions</td>
</tr>
<tr>
<td></td>
<td><strong>Interpreting Maps and Globes.</strong> Establishing political boundaries--major transportation routes. (C-1)</td>
<td></td>
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<tr>
<td></td>
<td>Creativity. Expressing ideas graphically and sequentially. (B-1)</td>
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</tr>
</tbody>
</table>
and example of natural habitat may be found for every principle of plant and animal life developed at this grade level.)

10. Review the rainfall maps of the North American Continent. Point out the areas which have less than twenty inches of rainfall per year and seek answers to such questions as:

a. What major region is represented in the area which receives less than twenty inches of rainfall?
b. Why does this region have so little water?
c. What water resources does this region enjoy?
d. How can this region best use its water?

11. Compare a population map of North America with the annual rainfall map to see if they are alike in any way. Discuss the relationships suggested. Note the areas of dense population and the areas of sparse population. (Transparency overlays, prepared by the teacher, will portray this very well.)

12. Discuss and make a summary listing on the chalkboard of "Things We Already Know" about the part of the West known as the Rocky Mountains. Learn to spell the names of the political subdivisions not already known. (Include the Yukon Territory and western Alberta, with Montana, Idaho, Wyoming, Colorado, Utah, Nevada, Arizona, New Mexico, and Nevada.)

13. List the names of the states and provinces which make up the Pacific Area of the West. (Include British Columbia with Alaska, Washington, Oregon, California, and Hawaii.)

14. Draw in on an outline map of the North American Continent, which includes Hawaii, all of the states and provinces included in this region. Mark the shipping, rail, air, and highway lanes most used which tend to bind together these states and provinces into a commercial common market. Participate in a class discussion relative to the meaning of common commercial market. Include the map in the folder for reference.

(Have two committees responsible for doing two bulletin board displays. One might incorporate study prints on Alaska with a changing emphasis each day, Audio-Visual 9; the other might display a map projection of the world with outline maps showing the Pacific Ocean and the Pacific Region of North America. The strategic commercial and military position of the Islands can be noted and emphasized by utilizing yarn stretched between shipping points, establishing distances, and showing countries which have contributed to the cosmopolitan make-up of Hawaii's citizenry. Invite class discussion on the meaning of cosmopolitan.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Natural resources</td>
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**Interpreting Maps and Globes.** Matching products to areas within a region. (C-1)

<table>
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<th>3. Physical relief</th>
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**Interpreting Maps and Globes.** Noting major relief forms. (C-1)

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</table>

**Interpreting Maps and Globes.** Noting available water resources of a region. (C-1)
15. Review the meaning of the term "natural resources." Determine the natural resources of the West through reading resource material (such as Books 1, 3, and 21), and viewing audio-visual aids (such as 19).

16. Make a map of the location of natural resources of this region and list the resources on the major summary chart. Discuss what manufactured products would most likely be produced in this region. Why? Add these to the above map and compare with the teacher's bulletin board display.

17. View films (such as Audio-Visuals 1 and 2) to graphically present the contrasts of this region, the topography, climate, natural resources, and the increasing use of these resources.

18. Read books (such as 4, 5, and 21) to help in reviewing the overall topography and climate of the Pacific Coastal Area and the things which drew the early settlers to this region. (Begin collecting current articles from periodicals dealing with "Water in the West," and include in your folder for reference later in the unit.)

19. Make individual relief maps on map blanks of North America. Note major mountain ranges, highlands, lowlands, and rivers (at least) and add comments to the major summary chart. Read books (such as 1, 2, and 3) and view audio-visuals (such as 18). (Some individual, or small group, might find it interesting to find out, and report to the class, about how various mountain ranges were formed. Resource materials dealing with Yosemite National Park or Glacier National Park often discuss mountain building.)

20. Locate, name, and determine the directional flow of the major rivers of the Pacific Area (from sources such as Books 1, 2, and 4). Do research to determine whether the rivers are more important for commerce or for irrigation and electric power. Participate in a class discussion, stating your decisions and explaining your reasons for them. Tell the class your ideas of all the ways rivers help the people living in a given area. (The teacher will note the suggestions on the chalkboard and later transfer them to a chart for continued reference.)

21. Mark on the maps some symbol to represent the major dams found in this region and discuss the purposes they serve. Discuss other projected dams, emphasizing why they are being considered. Bring newspaper clippings to class and post them.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4. Climate</td>
</tr>
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</table>

*Scientific Attitude.*
Test and/or evaluate his ideas. (B-3)
22. Add to the map the average rainfall and high-low temperatures for broad areas within the Western Region of States (tables may be found in Books 1, 2, 3, and 4) to show the vast differences of water resources in different areas within the region. Prophesy, in a class discussion, how water might be made available to the areas which have a shortage.

23. Discuss how land forms affect the rainfall and temperature, and read about the influence of latitudinal position and altitude upon the growing season (from such sources as Book 21), to show why there is such a vast range of agriculture present in the West.

24. With the above information in mind, try to establish probable land use of the various areas charted, and then check with information from resource material (such as Books 1 and 2). Contribute your ideas to the class relative to other uses you think might be made of the land in the future. (To evaluate individual pupil progress in the development and use of the scientific attitude during the committee activities, you may wish to observe specifics such as those suggested in the sample chart.)

<table>
<thead>
<tr>
<th>CHECK LIST FOR THE DEVELOPMENT OF A SCIENTIFIC ATTITUDE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generalizations</strong></td>
</tr>
<tr>
<td>1. Applies knowledge gained from previous experience.</td>
</tr>
<tr>
<td>2. Experiments.</td>
</tr>
<tr>
<td>3. Observes.</td>
</tr>
<tr>
<td>4. Raises problems.</td>
</tr>
<tr>
<td>5. Analyzes problems.</td>
</tr>
<tr>
<td>6. Presents information through demonstration or explanation.</td>
</tr>
<tr>
<td>7. Tests conclusions.</td>
</tr>
<tr>
<td>8. Searches for data.</td>
</tr>
<tr>
<td>9. Suspends judgment until all evidence is in.</td>
</tr>
<tr>
<td>10. Weighs evidence.</td>
</tr>
<tr>
<td>11. Follows plans.</td>
</tr>
<tr>
<td>12. Suggests techniques.</td>
</tr>
<tr>
<td>13. Forms conclusions.</td>
</tr>
<tr>
<td>14. Interprets information in terms of the problem.</td>
</tr>
<tr>
<td>15. Applies conclusions.</td>
</tr>
<tr>
<td><strong>Names of Children</strong></td>
</tr>
<tr>
<td>Generalizations</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Reference and Communication. Locating and gathering information.</td>
</tr>
<tr>
<td>(C-3)</td>
</tr>
<tr>
<td>Responsibility. Assuming responsibility for portions of a group task.</td>
</tr>
<tr>
<td>(B-2)</td>
</tr>
<tr>
<td>Reference and Communication. Gathering information from a variety of sources.</td>
</tr>
<tr>
<td>(C-3)</td>
</tr>
</tbody>
</table>
25. Find out how much the population in the West has increased in the last twenty years; in the last ten years. Find out what the predictions are for the population growth in your particular area, in the state, and in the West as a region. Do this for each ten-year period up to 2000 A.D. After you have studied your findings, tell the tape recorder what new problems you believe will have to be solved by 2000 A.D. You will be helping to solve them. (If local school resources for this information are not sufficient, allow pupils to call various agencies which might have this information, e.g., libraries, newspapers, or governmental offices.) (Evaluative)

26. Seek reasons why the population of the West is growing so rapidly. Divide into groups in order to focus attention on several basic industries which should help you to find answers to the problem. The individual groups may focus attention on:

   a. Group 1—Lumbering and its related industries (use resources, such as Books 1, 5, 14, 15, and 21; and Audio-Visuels 3, 4, and 8).

   b. Group 2—Fishing and its related industries (use resources, such as Books 1, 6, 7, 8, 9, 10, and 21; and Audio-Visuels 8, 12, and 15).

   c. Group 3—Agriculture and its related industries (use resources, such as Books 1, 5, 7, 10, 11, 12, 18, and 21; and Audio-Visuels 5, 15, 17, 12, and 8).

   d. Group 4—Mining and its related industries (use resources, such as Books 1, 4, 5, 6, 9, 14, and 21; and Audio-Visuels 2, 6, 7, 10, 11, and 19).

   e. Group 5—National Defense and its related industries (use such resources as Books 1, 2, 8, 9, 10, 11, and 14; and Audio-Visuels 1, 7, 11, and 15).

   (The teacher should note that several of the listed audio-visual resources have been used previously and may be reviewed through discussion. Several of the resources have information which is usable by each committee. Check to be sure that students are considering the entire region.

   Increased interest, in reporting to the class the related information, might be enhanced by having each group attempt to present an area of industrial study as the most important one to the well-being of the entire region. (Continued on page 28.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Attitude.</td>
<td>Discussing problems in light of new information. (B-3)</td>
<td>6. Common need for water</td>
</tr>
<tr>
<td>Reference and Communication.</td>
<td>Locating information from a variety of sources. (C-3)</td>
<td></td>
</tr>
<tr>
<td>Creativeness.</td>
<td>Suggesting new solutions to old problems. (B-1)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Experiences

Allow adequate time for sharing this information and use the necessary outlining, chart-making, map work, listings, or other means, to assure total class participation. As all groups do not complete work at the same time, the tape recorder may be used to "store the reports" until all have been completed.

27. Try to discover what resource is a common need for every industry and activity which have been discussed in the reports. (This undertaking should point out people's direct and indirect needs for water.)

28. View films (such as Audio-Visual 20) to show the variety of life which exists in areas of little rainfall and what can happen if an increased water supply is made available. (Disney's "The Living Desert" would be most interesting if it is available in your area. A look at what has taken place in the Imperial Valley since water was made available would be profitable.)

29. Find out, and discuss, how the Los Angeles area gets its needed water supply, to illustrate how much effort men will expend for water. Use books (such as 18). Make a card file entry for "aqueduct."

30. Review articles in your folder "Water in the West" (from activity 17) and suggest, in a class discussion, the ways water may be provided to areas which need it. Really use your imagination. (Recent suggestions in newspapers have included using atomic energy to melt polar ice with atomic power, to channel, pump, and make it available to the southwestern United States. Progress in changing salt water to fresh water should be considered.)

31. Explain to the tape recorder what you think is the greatest common problem shared by states in the West. (Watch for specifics which would indicate an understanding of the generalization as stated.) (Evaluative)

32. Review the maps which show the major regions being considered in this unit, and note the states which are included in the South. Learn the names of these states to be able to recognize them when discussed and read about. (Included in this region are the states of Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Tennessee, Kentucky, Alabama, West Virginia, Virginia, Maryland, Delaware, North Carolina, South Carolina, Georgia, and Florida.)
<table>
<thead>
<tr>
<th>Generalizations</th>
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<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The productive capacity of any region is most nearly realized through specialization, both personal and regional, matched to the resources provided by nature. (2.3)</td>
<td>Reference and Communication. Locating information from a variety of resources. (C-3)</td>
<td>C. The South 1. Political subdivisions 2. Physical characteristics</td>
</tr>
</tbody>
</table>

Responsibility. Planning and directing own work. Cooperating with others in getting a job done. (B-2)

Reference and Communication. Sharing information in an effective manner. (C-3)
<table>
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Climate, the location of natural resources, the quality of the earth's surface, and the location of natural avenues of transportation affect where the majority of people will live. (2.1)

(This is an encompassing generalization which may (Continued on page 15.)

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<td>Scientific Attitude, Developing a sense of curiosity. (B-3)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1. Resources, natural and produced</td>
</tr>
<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
<td>Content</td>
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<tr>
<td>be developed throughout this regional study of North America. Evaluation will come during the summarizing activities.)</td>
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2. Regional divisions of the United States
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<tr>
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<th>Skills and Attitudes</th>
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</thead>
<tbody>
<tr>
<td>Interpreting Maps and Globes. Establishing regional divisions and noting political boundaries. (C-1)</td>
<td>Responsibility. Helping to plan ways to accumulate information for reference purposes. (B-2)</td>
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An expanding population, with its related needs for agricultural, industrial, and recreation facility development, is dependent upon available and usable water resources. (2.2)

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<td>B. The West</td>
<td></td>
</tr>
<tr>
<td>Utilizing special use maps.</td>
<td>(C-1)</td>
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</tr>
<tr>
<td>Interpreting Maps and Globes.</td>
<td></td>
<td>1. Political subdivisions</td>
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<tr>
<td>Making inferences from map study.</td>
<td>(C-1)</td>
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<tr>
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<tr>
<td>graphically and sequentially.</td>
<td>(B-1)</td>
<td></td>
</tr>
<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
<td>Content</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Interpreting Maps and Globes. Matching products to areas within a region. (C-1)</td>
<td></td>
<td>2. Natural resources</td>
</tr>
<tr>
<td>Interpreting Maps and Globes. Noting major relief forms. (C-1)</td>
<td></td>
<td>3. Physical relief</td>
</tr>
<tr>
<td>Interpreting Maps and Globes. Noting available water resources of a region. (C-1)</td>
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<td></td>
</tr>
</tbody>
</table>
Scientific Attitude.
Test and/or evaluate his ideas. (B-3)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference and Communication. Locating and gathering information. (C-3)</td>
<td></td>
<td>5. Population growth</td>
</tr>
</tbody>
</table>

**Responsibility.** Assuming responsibility for portions of a group task. (B-2)

**Reference and Communication.** Gathering information from a variety of sources. (C-3)
Scientific Attitude.
Discussing problems in light of new information. (B-3)

Reference and Communication. Locating information from a variety of sources. (C-3)

Creativeness. Suggesting new solutions to old problems. (B-1)

6. Common need for water
33. Discuss the over-all physical characteristics of the region designated as the South. Use physical relief maps, rainfall, climate, and population maps as resources to build a background of information and to point out the one major thing that makes the South different than any of the other major regions. (The pupils should discover that the major factor is the warm, humid climate with a relatively long growing season.)

34. View films (such as Audio-Visual 33) to help visualize the variety of living conditions and productive capacity existing in the South today.

35. Read from resource material (such as Book 1) for background information and to reinforce the ideas which set off the South as a separate region. (The teacher should have the students be on the alert for articles in newspapers and periodicals which deal with the South and the efforts within that region to attain a higher standard of living and security. The various governmental agencies working to alleviate poverty within our nation will provide much resource material.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Making inferences, thinking critically. (C-2)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Natural resources</td>
<td></td>
<td></td>
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<tr>
<td>5. Land rehabilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Making inferences. (C-2)</td>
<td></td>
</tr>
</tbody>
</table>
36. Using the information which you have learned about the South, and any additional resources you may wish, choose one of the areas contained in the following question sequence and write a paragraph about it.

a. If you lived in the Gulf coastal area of the South would your father be able to do the same kind of work as he now does? Explain.

b. What occupation might be better for him in this area? Why?

c. What might his occupation be if you lived along the western slope of the Appalachians? Why?

37. Discuss the differences between renewable resources and exhaustible resources. Make a class listing of resources found in the South which would fall into each of the categories. (Correlation of the Middle Grade Science Course of Study content dealing with "The Earth's Surface" (mineral resources in particular) will give added meaning and interest to both areas of study at this point. The resources listed there would also help the above groups with their work.)

38. View films (such as Audio-Visual 34) to gain understanding of the problems of southern agriculture patterns, in particular the draw-backs of having a single major crop economy in a large region.

39. Read from resource material (such as Books 18) to find out at least two ways in which men have learned to control the basic resource of land itself. Show on maps the areas in which these particular conservation measures were (and perhaps are) most likely to be needed.

40. Make a chart, such as the sample below, to help illustrate how progress in one area, such as that served by the Tennessee Valley Authority, affects many different but related activities.

<table>
<thead>
<tr>
<th>THE FEDERAL GOVERNMENT HELPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes</td>
</tr>
</tbody>
</table>
Each type of climatic region tends to produce a particular set of exports into the trade markets of the world; transportation systems thus become an integral part of the economy of a region. (2.4)

Problem Solving. Evaluating information and thinking critically. (C-2)

D. The North Central Region
   1. The "plains"

Problem Solving. Making inferences from past rationale. (C-2)

   2. Political sub-divisions
Learning Experiences

41. View films (such as Audio-Visual 35) to help you understand the sequence of change that has taken place as man settled and exploited a region, and how he is attempting to rehabilitate the region in recent years. Prophecy what man's next steps might be. (Use class discussion.)

42. Review, with your teacher's help, the pattern of settlement which progressed in the South following the colonial period, such as:
   a. The major cash crops which developed.
   b. The over-working of the land.
   c. The freedom to move from worn-out land to available new lands.
   d. Utilization of natural resources with no view to the future.
   e. Agricultural, free-slave nature of the economy and culture.
   f. Resultant period of depressed economy and productivity.
   g. Rebuilding and further utilization of the South's resources.
   h. Wide variety of regional specializations.
   i. Increasing productivity of the South.

43. Make a short presentation, via the tape recorder, explaining the ways you would suggest that Southerners try to develop a better standard of living. (Evaluative)

44. Compare and contrast, in class discussion, the South with the West. Name any problems which they have in common. In which area would you prefer to live? Why? (Evaluative)

   (Correlation of the Science Unit "The Earth's Surface," from the Yolo County Science Guide for the Middle Grades, would be appropriate during this next phase of the unit. Interest and understanding in one area of study should strengthen interest and understanding in the other.)

45. Discuss and define the term "plain." Discuss other words which are synonymous with the term. With the use of relief maps, locate the states and provinces which could be described as the "plains." Make a card file entry of this term.

46. Obtain a listing from your teacher of the states which are included in all of the North Central Region of States and try to figure out which Canadian Provinces should be included in this study. Consider similar land form, resources, and commercial ties. (Political subdivisions included in this study are: Kansas, Missouri, Illinois, Indiana, Ohio, Nebraska, Iowa, Wisconsin, Michigan, Minnesota, South Dakota, North Dakota, and portions of the provinces of Alberta, Saskatchewan, and Manitoba.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Maps and Globes. Place location, noting major relief forms. (C-1)</td>
<td></td>
<td>3. Climate and physical relief</td>
</tr>
<tr>
<td>Reference and Communication. Gathering information from a variety of sources, organizing material into summary form. (C-3)</td>
<td></td>
<td>4. Major agricultural activities</td>
</tr>
</tbody>
</table>
47. Read resource material (such as Books 1, 20, and 19) to find out what part of the United States population is found in this region, and what part of Canada’s population is found in this region. Answer the question, "Why is the population pattern like this?" Summarize the reasons given on the chalkboard.

48. Study and discuss wall maps of this region, noting place, names, lakes, rivers, major land forms, state and province size, and configuration. Complete map outlines of this region to show major relief features and include this in your folder.

49. Read to find out about the weather and climate, and other natural resources available for man's use in this region (from such sources as Books 1, 19, and 20).

50. List all the questions you think your father would like to have answered about the physical conditions of this region before he would decide to move your family there to live. (Help the children to point out problems of droughts, poor soil in certain areas, damaging temperatures, storms, and the lack of good transportation and communication in the extreme northern section of this region.) Make the appropriate card file entries.

51. Suggest things which you would like to find out about the farms of this region and then read resources (such as Books 19, 20, and 1) to find out the representative types of major farming activities found in this region; view films (such as Audio-Visuals 26, 30, 28, and 27; 29 and 31 may be used as alternates) to help visualize the similarities and differences of these major activities. (A film summary chart, such as the following, would pull together the necessary information from each of the sources used.)

<p>| Film Summary of: The Corn Farmers | Date || Chart No. || By |
|-----------------------------------|-----|------|------|-----|
| Main Ideas                        |     |      |      |     |
| 1.                                |     |      |      |     |
| 2. (The main ideas will generally be derived from class discussion during and following a film.) |     |      |      |     |
| 3.                                |     |      |      |     |
| 4.                                |     |      |      |     |
| 5.                                |     |      |      |     |
| 6.                                |     |      |      |     |</p>
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativeness. Expressing ideas graphically. (B-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility. Following through on accumulation of information. (B-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Industrial and trade centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Natural resources</td>
<td></td>
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</tbody>
</table>
52. Develop a bulletin board display presenting this region as the "Breadbasket of the World" to show where the products of this region are produced and ultimately consumed.

53. Make the proper additions to the class chart started in activity 8. Discuss what kinds of products can be processed from the raw materials produced in this region. Compare it with entries concerned with the West.

54. Discuss the difference between a trading center and an industrial center. Give examples of both which may be found in this region. Try to find an example of a city which is both a trading center and an industrial center in this region, as well as one in the West. Make the appropriate card file entries.

55. Make a class chart showing why people visit trading centers and with whom they might trade to satisfy particular needs. Discuss the transportation facilities necessary for these activities to take place.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of Service Rendered</th>
<th>Transportation Facilities Needed</th>
<th>Local Example of the Same Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying supplies</td>
<td>Stores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling products</td>
<td>Co-ops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal needs</td>
<td>Dentistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

56. Read about the natural resources and products found in this region (from such sources as Book 1) and note these on a natural resources map blank as provided by your teacher. How do these resources get to the processing centers of the world? Add, on the map blanks, the major transportation routes over which these resources travel. Include the map in your folder.

57. Find out what industries are located in this region (from such sources as Books 1, 19, and 20, and Audio-Visual 32).

58. Participate in a class discussion and give your ideas about how the Great Lakes might have been formed. View films (such as Audio-Visual 21) and read (from such Books as 2) to learn how the massive forces of nature helped create the advantages and disadvantages of this region.
The location of manufacturing industries is often determined by the availability of raw materials which they use; the availability of manpower, and the accessibility of transportation facilities to market the goods produced. (2.5)

<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interpreting Maps and Globes. Seeing relationships between transportation routes and industrial centers. (C-1)</td>
<td>7. Transportation complex</td>
</tr>
<tr>
<td></td>
<td>Creativeness. Making up a story sequence. (B-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving. Making inferences from information gained. (C-2)</td>
<td></td>
</tr>
</tbody>
</table>

E. The North East Region
59. Make a large outline map of the Great Lakes and the St. Lawrence Seaway. Locate and place the major manufacturing and trade centers which lie on this trade route to the world. Discuss the concepts of sailing "up and down" the lakes, considering the actual elevations of the various lakes in relation to the St. Lawrence and the Atlantic Ocean. View films (such as Audio-Visual 23) to show how the Great Lakes, as a vast waterway, has been developed.

60. Read about travel on a freighter through the Great Lakes area (from such resources as Book 1) to gain an appreciation of this slow mode of transportation. Follow the trip with model ships on the large outline map.

61. Make up your own travel story sequence of a freighter or barge traveling on the Great Lakes and St. Lawrence Seaway. Leave blank spots in the story and challenge your classmates to complete the story as you tell it. (An example follows.)

We first loaded __________ at __________; then we went to __________ through the __________ and took on __________.

We sailed down (or up) to __________ and loaded __________ where steel is a major product. We delivered __________ at the port of __________ and then . . .

(Evaluative)

62. Write a paragraph telling what you think would happen in this region if the Great Lakes were to "dry up." (Watch for concepts dealing with transportation facilities and all the industries dependent upon them.) (Evaluative)

63. Compare and contrast the North Central Region with the South and the West by reviewing the class entries on the major unit chart, and by discussing what needs and problems are common to all three regions.

(Point out to the students that the Great Lakes can serve as a bridge carrying us from a study of the North Central Region of States to a new study--the North East Region of States and Provinces. Let the students figure out the reasons why this is so.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Maps and Globes. Making inferences from map study. (C-1)</td>
<td></td>
<td>1. Political subdivisions</td>
</tr>
<tr>
<td>Reference and Communication. Locating and gathering information from a variety of sources. (C-3)</td>
<td></td>
<td>2. Climate</td>
</tr>
<tr>
<td>Responsibility. Cooperating with others in a group project. (B-2)</td>
<td></td>
<td>3. Population</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Industrial complex</td>
</tr>
</tbody>
</table>
64. Locate on map blanks the political subdivisions of the North East Region of States and suggest which Canadian Provinces you think should complete this area geographically and commercially. (Include Pennsylvania, New York, Rhode Island, New Jersey, Vermont, New Hampshire, Massachusetts, Connecticut, Maine, eastern Ontario, Quebec, and the remaining Atlantic Provinces.)

65. Read (such sources as Books 1, 2, 3, 4, and 23) and then describe the weather and climate of the North East to the tape recorder. Try to use the words cold, hot, changeable, mild, dry, evaporate, freeze, same, snow, windy, extreme, degrees, latitude, ocean, Gulf Stream, and Labrador Current in your description. (Have interested students keep a comparative weather report study during the course of this study to indicate differences in weather between Yolo County, California, and a particular North East locality.)

66. Study and discuss a population map of North America (such as is found in Books 1 and 23) and attempt to answer the questions, "Why are there so many people living in the North East as compared with the West? What areas in the other three regions studied appear to have the same population pattern as found in the North East? Why?" (A related line of consideration might be, "Why does the population drop off so rapidly north of the Great Lakes as compared with the southern side of the Great Lakes? Where do most Canadians live? Why?")

67. Study resources (such as Audio-Visuels 24 and 25; and Books 2 and 16) to answer questions such as:

a. How did this tremendous industrial complex develop?
b. How long has this development taken?
c. Who was responsible for these changes?
d. What natural resources are necessary for such extensive industry?

68. Define and discuss the term "manufacture." Make a three-column listing of natural resources and the manufactured products which are possible because of the resources found in the North East Region.

<table>
<thead>
<tr>
<th>Natural Resources Available to the North East Region</th>
<th>Products Which May Be Manufactured From Each Resource</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
<td>Content</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Interpreting Maps and Globes, Making inferences from map study.</td>
<td>(C-1)</td>
<td>5. Natural resources</td>
</tr>
<tr>
<td>Reference and Communication. Evaluating information.</td>
<td>(C-3)</td>
<td></td>
</tr>
<tr>
<td>Reference and Communication. Gathering information from a variety of sources.</td>
<td>(C-3)</td>
<td></td>
</tr>
<tr>
<td>Responsibility. Contributing individual work to a group project.</td>
<td>(B-2)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Experiences

69. Refer only to natural resources and physical relief maps and try to determine the logical places to develop manufacturing centers for the products listed. Note these on individual map blanks. (Evaluative)

70. Read books (such as 1, 23, 2, and 14) to check the placement of industrial centers as suggested by the class. Discuss reasons for any differences.

71. Investigate all sources available to find, and list, what special advantages this region has for the development of manufacturing. (The teacher should help the students to consider such things as: water, variety of imported raw materials, ships to carry products overseas, waterfalls for power, available financing to build factories, forests for lumber products, extensive railroad connections, many suitable harbors for ports, and a skilled labor force.)

72. Do research (using resources such as Audio-Visual 22) on how steel is made. Study and discuss pictures which show the production of iron, steel-making, and the many assembled products made of steel to help understand the importance of steel in our lives today.

73. List all of the industries of this region which do not need steel or steel products to show the pervasive need for this product.

74. Discuss the terms "power, horsepower, industrial revolution, skilled labor, assembly line, and mass production," and include these in the class card file. (The teacher may choose this time to reinforce some of the understandings held by pupils about interdependence. The manufacture and assembly of an automobile would prove an excellent example.)

75. Collect pictures from magazines to show on a large chart "What Keeps a Factory Running." Organize and list these on a corollary chart under such headings as those listed on the sample chart.

<table>
<thead>
<tr>
<th>Machines</th>
<th>Raw Materials</th>
<th>Workers</th>
<th>Transportation</th>
<th>Power</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Generalizations</td>
<td>Skills and Attitudes</td>
<td>Content</td>
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<td>-----------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reference and Communication. Organizing and presenting oral reports effectively. (C-3)</td>
<td></td>
<td>6. Work force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Transportation facilities</td>
<td></td>
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</tbody>
</table>
76. Read (such sources as Books 3, 16, and 17) to find out what effect the people themselves had on the development of the industrial capacity of this region. (The teacher may have to direct class attention to the main waves of immigration, and the reasons for the immigration. These include:

a. Germans and Irish, 1840-1850
b. Scandinavian farmers, 1870-1880
c. Italians, Russians, Polish, and Czeckoslovakians, 1890-1900
d. Canadians, Mexicans, and Puerto Ricans, 1910-1930
e. Displaced persons of World War II, 1945-1955

Help children understand that all of our families have roots in an "immigrant past." Refer to activities 31 through 37, unit entitled "How Are Anglo-Americans Meeting the Challenges of Their National Communities Today?"

77. Locate on the map the places of settlement of the immigrant groups studied and connect them with the country of origin.

78. Chart the arrival of groups on the time line (if the time line has been developed in preceding units). Check to see if it is apparent that people have continued to come to America since colonial times. Discuss the importance of this immigration to "getting the job done" in North America.

79. Review and discuss the physical relief maps to note:

a. How many states and provinces of this region border either the Great Lakes or the Atlantic Ocean

b. The different elevations of each of the major water areas of this region

c. The navigable portions of the various rivers

80. Choose manufacturing-shipping centers and make individual reports to the class about their importance. (The teacher should guide the students to consider an iron-steel producing area, a paper pulp center, an automobile-producing city, and other production centers which have interested certain students.) Choose a part of this region (such as Boston, Buffalo, New York, or Chicago) and show, on a large world outline map, the probable shipping lines and the products imported from various countries of the world.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Scientific Attitude,</strong></td>
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<td></td>
<td></td>
<td><strong>Evaluating own ideas</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>and learnings. (B-3)</strong></td>
</tr>
</tbody>
</table>
81. Take a written test, devised by your teacher, to indicate how much you have learned and understand about the North East Region of North America. (Along with questions of your own, adapted to the class needs, questions, such as those listed below, might help evaluate understanding of the generalization taken as a goal.

a. Why do so many people live in this region?

b. Besides raw materials, power, and human resources, what is necessary to have a good place for a manufacturing plant?

c. Why did New York City grow to be such a large city?

d. Why is the Niagara Falls area not noted for its aluminum production?) (Evaluative)

C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

1. Form four committees to give reports on the topic "The Most Important Things We Have Learned About the Four Major Regions of the United States and Canada," and to point out why these ideas are important to the future development of these countries as world powers. Present these to another class or to a gathering of parents. (Taping the reports for "Open House" might be an effective way of utilizing this material.)

2. Review population maps of North America, and then list all of the reasons you can think of which help us to understand why people live where they do. Predict the population increases in the next thirty years when you will be making important decisions and consider the question: "Will people have as much choice about where they will live as they have today?" Give your reasons.

3. Form panels to review and discuss the following questions:

   a. What factors do you think the Census Bureau considered in dividing the United States into four regions? Why have we added other political divisions to some of the regions in our study?
b. What natural resources are unique to each particular region of states and provinces? What natural resources do all of these regions have in common? Why is this the case?

c. Which region has had the greatest population growth in the past ten years? What reasons can you give for this growth? What problems does this increasing population create in this region?

d. Which region has made the greatest advances in the development of transportation, communication, and recreational facilities? Why?

e. What are the remaining most crucial problems in each of the four regions we have studied? What should be done about these problems now? What might have to be done when we are adults?

(Review the concrete statements serving as objectives for this unit, and evaluate the student growth in terms of these concepts and understandings.)

4. Tell the tape recorder where you would like to live after you have finished your schooling and training. Explain why you have chosen this area. (Evaluate these thoughts in terms of the realism involved in reasons for the personal choices.)

V. Enhancing Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations introduced as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations. (3)

1. Man constantly seeks to satisfy his needs for food, clothing, and shelter and his wants; in so doing he tries to adapt, shape, utilize, and exploit the earth to his own ends. Some aspects of the natural environment, however, are not significantly altered or utilized by man. (Cultural Geography-14)
a. . . . today the process of satisfying the wants of an individual is a group process, not an individual process, and . . . the group extends to all corners of the earth. (Producing-445)

B. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times. (4)

1. Change has been a universal condition of human society. Change and progress are, however, not necessarily synonymous. Numerous civilizations have risen and fallen, some of which have contributed greatly to our present civilizations. The tempo of change has increased markedly in the recent past. (History-32)

a. Grazing of animals, so long important as an economic activity of man, has, with the passage of time, declined markedly in relative importance, today being restricted to those less promising areas where it has not been supplanted by other more profitable activities. (Producing-159)

C. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting. (6)

1. Human motives, drives, and ideas of various sorts, whether correct or incorrect in terms of historical progress and human improvement, have marked influence upon action on a local, national and international scale. The interpretation of these is one of the most critical tasks of historical analysis. (History-40)

a. "Man adapts, shapes, utilizes, and exploits the world of nature to his own ends." (Organizing and Governing-166)

D. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership. (10)

1. Interdependence has been a constant and important factor in human relationships everywhere. (History-38)

a. The growth of specialization must be accompanied by a parallel growth of exchange. People and regions can specialize only to the extent that they can exchange their products with other people and regions for the things they want. (Producing-480)
E. One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world. (17)

1. Understanding the location of political or other social institutions is not complete without an understanding of the economy of an area. Since understanding of the economy of an area depends in part upon understanding the natural environment of that area, it follows that political and social instructions are related to the natural environment. (Cultural Geography-23)

a. In modern trade a water route may be a continuation of a land route and vice versa, and the coastline is simply a point of transshipment along the route, made necessary by a change in mode of transportation. (Transporting-82)
VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books


B. Audio-Visuals

1. M-90 Far Western States
2. FS-3074 Far Western States: Natural Environment
3. M-360 From Trees to Paper
4. M-X200 The Lumber States
5. FS-3075 Far Western States--Agriculture
6. FS-3076 Far Western States--Commerce
7. FS-3078 Far Western States--Industry
8. M-1146 Canada, The Pacific Provinces
9. SP-3 Alaska
10. M-X1383 Alaska: The 49th State
11. M-1458 Alaska, U. S. A.
12. FS-1719 Alaska, The Land and the People
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>M-X1299 Hawaii: The 50th State</td>
</tr>
<tr>
<td>14.</td>
<td>M-X606 Hawaii, U. S. A.</td>
</tr>
<tr>
<td>15.</td>
<td>FS-3348 Hawaii: Sugar, Fishing and Pineapple Industries</td>
</tr>
<tr>
<td>16.</td>
<td>FS-3349 Hawaii: Origin and History</td>
</tr>
<tr>
<td>17.</td>
<td>M-1344 Hawaii--The Sugar State</td>
</tr>
<tr>
<td>18.</td>
<td>M-190 Northwestern States</td>
</tr>
<tr>
<td>19.</td>
<td>M-1174 Treasures of the Earth</td>
</tr>
<tr>
<td>20.</td>
<td>M-379 The Desert</td>
</tr>
<tr>
<td>21.</td>
<td>M-1039 The Great Lakes, How They Were Formed</td>
</tr>
<tr>
<td>22.</td>
<td>SP-432 Making Iron and Steel</td>
</tr>
<tr>
<td>23.</td>
<td>FS-3015 Then and Now in the Great Lakes Waterways</td>
</tr>
<tr>
<td>24.</td>
<td>FS-1718 Region of Most People--Southeastern Canada</td>
</tr>
<tr>
<td>25.</td>
<td>M-1145 Canada, The Industrial Provinces</td>
</tr>
<tr>
<td>26.</td>
<td>M-1446 The Corn Farmers</td>
</tr>
<tr>
<td>27.</td>
<td>M-1147 Canada, The Prairie Provinces</td>
</tr>
<tr>
<td>28.</td>
<td>M-X181 Cattle and the Cornbelt</td>
</tr>
<tr>
<td>29.</td>
<td>FS-1717 Southwest Canada and the Wheat Region</td>
</tr>
<tr>
<td>30.</td>
<td>M-X1370 Wheat Country</td>
</tr>
<tr>
<td>31.</td>
<td>M-38 Canadian Wheat Story</td>
</tr>
<tr>
<td>32.</td>
<td>M-180 The Middle States</td>
</tr>
<tr>
<td>33.</td>
<td>M-268 Southeastern States</td>
</tr>
<tr>
<td>34.</td>
<td>FS-3011 Then and Now in the Cotton Belt</td>
</tr>
<tr>
<td>35.</td>
<td>FS-3008 Then and Now in the Tennessee Valley</td>
</tr>
<tr>
<td></td>
<td>M-1612 We Get Food From Plants and Animals</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>M-X968</td>
<td>Canada, Geography of Americas</td>
</tr>
<tr>
<td>M-X483</td>
<td>Canada Unlimited</td>
</tr>
<tr>
<td>SP-505</td>
<td>National Parks</td>
</tr>
<tr>
<td>M-237</td>
<td>Rivers of the Pacific Slope</td>
</tr>
<tr>
<td>M-X1264</td>
<td>Cascade Mountains</td>
</tr>
<tr>
<td>M-1366</td>
<td>Animal Town of Our Prairie</td>
</tr>
<tr>
<td>M-5</td>
<td>Alaska--A Modern Frontier</td>
</tr>
<tr>
<td>M-270</td>
<td>Southwestern States</td>
</tr>
<tr>
<td>M-1140</td>
<td>Animals of Alaska</td>
</tr>
<tr>
<td>M-1449</td>
<td>The Eskimo in Life and Legend</td>
</tr>
<tr>
<td>M-1144</td>
<td>Canada: The Atlantic Provinces</td>
</tr>
<tr>
<td>FS-3014</td>
<td>Then and Now Along the Main Street of the East</td>
</tr>
<tr>
<td>FS-3217</td>
<td>The Northland</td>
</tr>
<tr>
<td>FS-1716</td>
<td>Lands of Few People</td>
</tr>
</tbody>
</table>
PART D

HOW ARE ANGLO-AMERICANS MEETING THE CHALLENGES OF THEIR NATIONAL COMMUNITIES TODAY?

SOCIAL STUDIES UNIT

GRADE FIVE
I. Significance of the Unit

A. Importance

The theme or center of interest for grade five social studies is The United States: Its Growth and Development, Its Future as a World Power, and Its Relationships With Canada. This unit focuses attention on a few of the major problems being faced by Anglo-Americans today. The emphasis in this unit follows naturally from work done in grade four, where pupils had an opportunity to develop understandings about the kinds of problems which are being faced by the state of California. It will further supplement the types of understandings which are developed in another grade five unit, where students consider problems which are properly the concern of a region of states and provinces. The learnings should lead into related studies of other countries within the Western Hemisphere during the sixth grade, as the ideas presented are common to all people.

It must be recognized that fifth grade children are nearing the end of those middle childhood years when their basic social attitudes are being formed, and that it becomes increasingly difficult to change these attitudes through later years. The school must work to inculcate those basic democratic attitudes which are agreed upon as being desirable for all Americans: attitudes of racial and religious tolerance, respect for civil rights, political democracy, and international cooperation.

Children need to learn how improvements in education, transportation, and communication affect the thinking and relationships among people. They should know how varied cultural backgrounds are still being blended into the American way of life, and how Americans express their ideas and feelings through work, research, and invention.

In today's complex world there are many problems that are getting attention at the national level. Four areas are chosen for consideration in this unit. They deal with the government's expanding functions, social acceptance of all people, the expanding demands on education, and the degree of interdependence existing today among regions and among nations.

This eight-week unit is one of four planned for the fifth grade. Other units of study in grade five, which may precede or follow this one, include:
What Can We Learn About People Through a Study of the Discovery, Exploration, and Settlement of the United States and Canada? (9 weeks)

Why Have Men Chosen New Areas in the United States in Which to Live? (9 weeks)

How Does the Geography of the United States and Canada Influence Where People Settle and How They Meet Their Needs? (10 weeks)

B. Geographic Significance

All of the units in the fifth grade are parts of an organized global-geographic study of the world which begins formally in the fourth grade and continues throughout the remainder of the public school program. Emphasis on the physical and cultural geography of the United States and Canada has been given in the other units at the fifth grade level. A minor emphasis on geography is given in this unit. Understandings about Canada and the United States as North American neighbors in the world family of nations should be strengthened, however, as the students learn more about national interdependence.

II. Objectives

A. Generalizations

Major generalizations selected for development in this unit are listed below as abstract and concrete statements. The abstract statements were selected from the California State Framework for the Social Studies indicating a synthesized statement of the framework followed by a supporting generalization from a social science discipline. These, in turn, are supported by selected Stanford Study generalizations indicating the scope area from which each was drawn.

The concrete statements are the supportive Stanford Study scope area statements reworded in terms appropriate to the grade five program. They are listed in order of appearance in the unit.

1. Abstract Statements

1.1 People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times. (4)
1.11 Human beings, regardless of their racial or ethnic backgrounds, are nearly all capable of participating in and making contributions to any culture. (Anthropology-88)

1.111 As the social group grows more complex, involving a greater number of acquired skills which are dependent, either in fact or in the belief of the group, upon standard ideas deposited from past experience, the content of social life gets more definitely formulated for purposes of instruction. (Educating-92)

1.2 Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present. (1)

1.21 In the contemporary world historical events have a significance which reaches far beyond the limits of a state or province or the place of their origin. In such circumstances the world-wide relationship of events must be understood. (History-35)

1.211 Physical barriers to communication are rapidly disappearing, but the psychological obstacles remain. (Communication-212)

1.3 Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls. (11)

1.31 Two essential functions of government are to serve and to regulate in the public interest. The ultimate responsibilities of government fall into five big fields: (a) external security, (b) internal order, (c) justice, (d) services essential to the general welfare, and, under democracy, (e) freedom. Perhaps the clearest indication of the importance of the state in the twentieth century lies in the fact that although it has exclusive responsibility in none of these fields, it has residual responsibility in all. (Political Science-46)

1.311 "Government, either of cities or of the whole nation, has taken over the functions of education, health, insurance, policing, furnishing relief and work to the unemployed, and providing
recreation, caring for functions which were formerly performed by the family or the church."
(Governing-193)

1.4 In the United States democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle that is applicable, and applying the principle in the solution of the problem. (7)

1.41 A citizen can do his part in making democracy work only if he has the information essential to intelligent reflection on the issues of the day. Such information can be provided best by a free and responsible press. (Political Science-64)

1.411 "A complex, technologically advanced society, greatly dependent upon science and rapidly changing, requires an elaborate system of instruction and indoctrination if it is not to regress to simpler levels. (Educating-58)

2. Concrete Statements

The encompassing generalizations for this unit have been adapted for the fifth grade. They appear here in sequence as they have been developed in the unit. For reference purposes, the abstract generalization from which each was drawn has been indicated by the number following the statement.

2.1 In today's world, historical events have a significance which reaches far beyond the limits of a state, province, or other point of origin. (1.211)

2.2 If our culture is to continue growing, our systems of education must continue to become more effective. (1.411)

2.3 People of all races and nationalities are capable of making contributions to our way of life. (1.111)

2.4 Government, at its various levels, is continually assuming more and more of the functions which once were left to the family and private organizations. (1.311)
3. Concept Words

The concepts listed below are contained in the restated generalizations. The development of each concept should be assured as it is related to the larger idea of relationships among concepts.

<table>
<thead>
<tr>
<th>contribution</th>
<th>nationality</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td>private organizations</td>
<td>state</td>
</tr>
<tr>
<td>function</td>
<td>point of origin</td>
<td>systems of</td>
</tr>
<tr>
<td>government</td>
<td>province</td>
<td>education</td>
</tr>
<tr>
<td>historical events</td>
<td>race</td>
<td>way of life</td>
</tr>
</tbody>
</table>

B. Attitudes

There are certain aspects of two attitudes which will receive an emphasis in this unit. The attitudes are social concern, and the scientific attitude.

1. Social Concern. Pupils will have opportunities to become familiar with some of the social problems faced by our nation and to consider some of the causes, to become familiar with notable contributions made to our society by many kinds of people, to consider the personal problems overcome by many who came to North America, to note the injustices which have occurred to various individuals, and to note how individuals may still contribute something to our society today.

2. Scientific Attitude. Pupils will have opportunities to test and improve their own beliefs and to become familiar with cause-effect relationships.

C. Skills

The two social studies skills upon which attention should be focused during this unit are problem solving skills and the research skills.

1. Problem Solving. Pupils will have experiences to help develop deductive reasoning, to analyze information gained, to develop abilities in critical thinking, and to make inferences from past information.

2. Research. Pupils will have opportunities to locate, gather, organize, and evaluate information from a variety of sources.
III. Content Overview

A. An Interdependent World

1. Current events and causal relationships
2. Speed of communication as a factor
3. Historical examples
   a. 1936 complex of activities
   b. Pearl Harbor
   c. Kennedy
   d. Panama Canal
   e. Summary of recent United States history

B. Educational Evolution

1. Changes in education
   a. Recent
   b. Throughout United States history
2. Increasing opportunities
3. Community centers
4. Lingering problems
5. Cause and effect relationships

C. Contributors to the "American Way of Life"

1. Background and terminology
2. Immigration and its problems
3. Contributions of "Immigrants"
4. A "new" people

D. The Growth of Government

1. Reason for governing process
2. Government
   a. Local
   b. State
   c. Federal
3. Contrasts in governmental control
   a. Then and now
   b. Canadian government
4. Cause and effect relationships
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please Note: Numbers following statements refer back to generalizations listed under Objectives II, A, 2.</td>
<td>Please Note: Numbers following statements refer back to skills and attitudes listed under Objectives II, B, and II, C.</td>
<td>Please Note: The content outline is only skeletal.</td>
</tr>
</tbody>
</table>
IV. Learning Experiences

A. Introductory Activities

Initiatory activities should be considered as activities that help engender a climate and an interest in the problems of the unit. To attain these aims, pupils should participate in the activities listed below.

1. Discuss displayed study prints (such as Audio-Visual 22) to gain many views of life in the United States today which may go beyond your own experiences. (These prints should tie in well with many of the discussions that may be held throughout this unit. The teacher should start now to collect, and have the children search for, current events dealing with relationships of events [cause and effect], problems and developments in government, education, and race relations for reference use throughout this unit.)

2. Discuss the following questions:

a. Are people much different today than they were in 1800?
   b. Have people's basic needs changed during the last 100 years?
      If so, how?
   c. What are the main differences in living between now and 1860?

(It shouldn't be too difficult for the students to see that man's needs haven't changed a great deal, but the ways in which he satisfies his needs and wants have changed significantly. The teacher may wish to develop the idea of the technological revolution, automation, and the like.)

3. Share with your class the state, regional, or national events which have directly affected your life. (Natural or man-made disasters, job opportunities due to increased governmental action in a given area, or duty with the Armed Forces are examples. Encourage your students to search for related activities and reactions affecting their own lives.)
In today's world, historical events have a significance which reaches far beyond the limits of a state, province, or other point of origin. (2.1)

Problem Solving. Developing critical thinking. (C-1)

A. An Interdependent World
1. Current events and causal relationships

Problem Solving.
Developing critical thinking. (C-1)
4. Discuss a chart which poses problems such as:

<table>
<thead>
<tr>
<th>How Might It Affect You If:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. San Francisco had another severe earthquake.</td>
</tr>
<tr>
<td>b. The Governor of our state was assassinated.</td>
</tr>
<tr>
<td>c. Another school in your district burned down.</td>
</tr>
<tr>
<td>d. Racial violence broke out in your town.</td>
</tr>
<tr>
<td>e. (Others appropriate to your class.)</td>
</tr>
</tbody>
</table>

B. Developmental Activities

Developmental activities are a sequence of activities that are planned to provide experiences for children to assimilate the generalizations and develop the skills and attitudes of this unit. Evaluative activities are appropriately spaced throughout this sequence.

1. Make a class chart (such as the sample below) for development during this next sequence of activities, which will summarize the cause and effect of events as they have happened in the immediate past or might happen during the course of this unit.

<table>
<thead>
<tr>
<th>Interrelationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>(Summarizations of what, when, and where)</td>
</tr>
</tbody>
</table>

(Current events make excellent problem-discussion topics and provide opportunities for activities which will strengthen and give a background of understanding for this generalization. Better discussions take place when most of the students are involved. Students will be interested to the extent that they can see an event affecting their individual lives, and how current events may affect them in years to come. Establishing a climate where each student may take a stand for a cause of express a viewpoint, is one of the specific responsibilities of the teacher.)

2. View a film (such as Audio-Visual 4) which will give the pupils many historical cases dealing with man's needs to show that they have been the moving force in man's political, economic, spiritual, and artistic activities. (The pupils will need a large measure of assistance from the teacher in contrasting the past with today in the matter of social cause and effect.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Speed of communication</td>
</tr>
</tbody>
</table>

Research. Locating, gathering, and organizing information. (C-2)

3. Historical examples
   a. 1936 complex of activities
   b. Pearl Harbor

Problem Solving.
Analyzing information, reasoning deductively. (C-1)

c. Kennedy
3. Review the story of the battle of New Orleans (from sources such as Books 1 and 2) and find out why the armies were not stopped before there was needless loss of lives. Compare the span of time for communication then with occurrences today and the speed with which the whole world may now know about current events.

4. Discuss some recent current event which received world-wide attention and point out the length of time elapsed from the event until it was common news.

5. From a disaster news item, discuss the meaning of "names withheld pending notification of next of kin," to allow the children to fully understand that people in other nations may know of a disaster before family members have been notified in the local area.

6. Read from general reference works (such as Book 9) to find out how news is dispatched around the world for newspaper and television consumption. (Investigating how the Associated Press International operates would give a good example of this.)

7. Read (using fugitive materials as may be available and general reference works, such as Book 9) about the various communication satellites which are being orbited today and planned for in the future. Discuss the effects these may have on you as a citizen of California.

8. View a film (such as Audio-Visual 5) which depicts the many things happening in a given year and then trace later occurrences to those mentioned in the film.

9. Read about the events of December 7, 1941, (from such sources as Books 1, 2, and 9) and then view films (such as Audio-Visual 24) to show the long-range effects of an act of aggression by one country on another.

10. Review, through discussion, the sequence of events surrounding the assassination of President Kennedy. What immediate effects did this event have around the world? Do you have any questions about this event? Consider further questions, such as:

   a. What did you and other students in California do that day and the following Monday?

   b. What happened to business (the stock market, for example) during the days which followed the shooting?

   c. What reactions to this event were seen in Europe?
If our culture is to continue growing, our systems of education must continue to become more effective. (2.2)
Learning Experiences

11. Review the actions of students in the Panama Canal Zone during January of 1964. Discuss the various consequences and effects that these student activities had on United States citizens and the world-wide interest in the outcomes. (Life and Newsweek both had good coverages of these events.)

12. View a film (such as Audio-Visual 6) to note the relationship of events in the more recent history of our nation in a changing world.

13. Suggest possible results (in expanding communities) of one or more of the following "dreamed-up events":
   a. What might happen if there was a six-inch snow fall over the entire Central Valley of California?
   b. What might happen in California if an atomic bomb was dropped on Florida?
   c. What might happen if President Johnson, also, were assassinated?
   d. What might happen if the Prairie Provinces had a severe drouth for two or more years? (Evaluative)

14. Tape a panel discussion on the topic, "Why do current events around the world seem to affect us more today than the people of 100 years ago were affected by events of their day?" (The teacher should listen for, and reinforce concepts dealing with, the scope areas of transportation and communication.) (Evaluative)

(Through the questioning, reading, and discussion of this next part of the unit, you will wish to establish with your children that Americans have always wanted good education for their children, but that what "good education" means has changed significantly.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
</table>
| Research. Locating, gathering, and organizing information. (C-2) | Problem Solving. Analyzing information gained. (C-1) | 1. Changes in education a. Recent  
b. Through United States history |
15. Interview members of your families and friends to learn about the schools they attended, and read about the schools that pre-date the people in your community today. (Develop with your class a series of questions to guide them in their interviews and study regarding school subjects studied, reporting to parents, changes in school books, getting to school, number of children and grades in the school room, taking field trips and other excursions, kinds of audio-visual material used, and songs, games, and dances learned. You might wish to have the class develop a display of textbooks used by parents and grandparents.)

16. View films (such as Audio-Visuals 1, 2, and 3) to develop an overview of how public education has developed in the United States. Make comparisons of living conditions between the early 1800's and today to show to what degree educational development is related to social and economic development.

17. Develop a class chart to summarize the major likenesses and differences from the above research. (Use additional references, such as Books 1, 2, 3, 4, and general reference works.)

<table>
<thead>
<tr>
<th>Period of Time</th>
<th>The Same as Today</th>
<th>Different From Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1700-1750</td>
<td></td>
<td></td>
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<tr>
<td>1750-1800</td>
<td></td>
<td></td>
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<tr>
<td>1800-1850</td>
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<td>1850-1900</td>
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<td>1900-1925</td>
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<td>1925-1950</td>
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<td>1950-1960</td>
<td></td>
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<tr>
<td>Future</td>
<td></td>
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</tbody>
</table>

18. Review the study of what was learned about schools in colonial times (using resources such as Books 3, 5, and 8) and summarize answers to questions such as:

a. How did children learn when there were no schools?
b. Which children went to school?
c. Where were free public schools first started? By whom?
d. What were "dame schools," "kitchen schools," and "gab schools"?
e. How did differences in land and climate affect schools of the north and south?
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research. Locating,</td>
<td>2. Increasing opportunities</td>
</tr>
<tr>
<td></td>
<td>gathering, and evalu-</td>
<td></td>
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<tr>
<td></td>
<td>ating information.</td>
<td></td>
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<td></td>
<td>(C-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Community centers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving.</td>
<td>4. Lingering problems</td>
</tr>
<tr>
<td></td>
<td>Developing critical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thinking. (C-1)</td>
<td></td>
</tr>
</tbody>
</table>
19. View two films (such as Audio-Visuals 7 and 8) to show the contrasts between educational opportunity which some of your parents experienced and the opportunities available to pupils today. Discuss the differences and list them on a large class chart. Compare this with the information obtained in activity 15. (A field trip to a recently constructed high school to allow the students to see first hand the educational opportunities available today would allow them to make more vivid contrasts, and possibly might engender some attitudes about school which are not prevalent today.)

20. Interview teachers in the school, or invite a retired teacher, to discuss with you what differences exist in the training of teachers today as compared with teacher training early in this century. Discuss what difference this makes to the pupils being taught. (A more able group might look into the idea of free public education as an accepted American premise which was not written into the Constitution, and try to determine why it was omitted.)

21. View films (such as Audio-Visual 9) to show how important the local school is in a given community. Compare your findings with the experiences people in your own community have had. Summarize these on a large class chart.

22. Discuss how families who move into a new housing development in your community, or nearby, will meet the need of schools for their children. Consider questions such as:

a. Who will decide to build a school?
b. Who will provide the money with which to build and support it?
c. Where will they get the people to staff the school?

23. Develop a list of problems faced by those who wanted to educate their children in colonial days, today, and anticipate the problems of parents a few years from now. (The teacher should provide a chart format, such as the sample.)

<table>
<thead>
<tr>
<th>Problems in Providing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Days</td>
</tr>
</tbody>
</table>
| (Summarized from reading and films.) | (Summarized from current events and discussion. An interview with your school administrator should help develop these ideas.) | }
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Attitude</td>
<td>Noting causal factors</td>
<td>5. Cause and effect relationships</td>
</tr>
<tr>
<td>Social Concern. Developing understanding of how individuals contribute to society.</td>
<td>(B-1)</td>
<td></td>
</tr>
<tr>
<td>Social Concern. Developing understanding of how individuals contribute to society.</td>
<td>(B-1)</td>
<td></td>
</tr>
</tbody>
</table>

People of all races and nationalities are capable of making contributions to our way of life. (2.3)
24. Discuss how one change leads to another change or need for change, i.e., automation and more machines and the resultant effect on educational and/or training needs, or changes in population structures and the resultant effects on local schools.

25. Trace the benefits that can come to an individual, and ultimately to a nation, when educational standards are raised. An example might be when an individual learns to use basic skills, becomes productive, makes more money, demands more goods and services, pays more taxes, helps to provide better schools, and so on. (A spiral chart or chalk board sketch may help the students to see this developmental cause and effect relationship.)

26. Discuss what kind of work you might expect to get if you quit school when you became seventeen years of age. What kinds of work can a high school graduate do? Do college graduates have better opportunities to get jobs? When does a person's education end? Summarize your ideas to the tape recorder.

27. List on a chart what each member of your class hopes to do for a life's work. Through interviews and reading, find out how much formal education is necessary to qualify for each occupation. Star those which require "in-service or on-the-job training." Discuss why this type of education is necessary.

28. Try to prophesy what kind of schools your children or your friends' children will attend. Give reasons why you think specific things will be different. Summarize these ideas to the tape recorder.

29. Join one of two groups to discuss what you think would happen if:

a. One generation of Americans did not have an opportunity to go to school.

b. There were enough colleges and support to educate all who wanted more formal schooling than elementary and high school.

(Evaluative)

(For the next series of activities, the teacher should prepare and display pictures, samples of products, or symbols of ideas with which we associate particular people. This should include, among other items, a library, boxing gloves, test tubes, synthetic materials, a baseball bat, music from an opera, something related to the United Nations, a plant, a violin, pictures of an early school room, diagram of an atom, map of the Antarctic, and others as you might see the need.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C. Contributors to the &quot;American Way of Life&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Background and terminology.</td>
<td></td>
</tr>
<tr>
<td>Problem Solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing Information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Concern. Recognizing social problems and causes. (B-1)</td>
<td>2. Immigration</td>
<td></td>
</tr>
<tr>
<td>Social Concern. Developing an awareness of the hurdles many people have overcome in coming to North America. (B-1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30. View films (such as Audio-Visua Is 10 and 11) to help provide a common background and framework of ideas for class discussion during this part of the unit. (A preview of these aids to insure that they will meet the needs of your group of children is necessary.)

31. Discuss and define the terms: race, nationality, and creed, to be sure that you understand the difference as you hear and use these terms.

32. Discuss current events dealing with conflicts between races, nationalities, or religious groups to try to discover why the problems exist and what might be done to alleviate them. (This activity should be carried on until the unit is completed and also utilized in summarizing activity 1.)

33. Consider a bulletin board display (prepared by the teacher or students) which states a portion of the poem by Emma Lazarus, "The New Colossus," which is engraved on the plaque placed on the Statue of Liberty.

   Give me your tired, your poor,
   Your huddled masses yearning to be free,
   The wretched refuse of your teeming shore.
   Send these, the homeless, tempest-tost to me.
   I lift my lamp beside the golden door!

   Answer the question, "To what nationalities and races was this invitation given?"

34. Listen to presentations (such as one or more of the series of records in Audio-Visua Is 23) to note that we are all Americans, all immigrants, and to note contributions made by various people and nationalities to our way of life.

35. Write a paragraph answering the question, "Who are the people of America?" View films (such as Audio-Visual 12) to help you expand your ideas as presented in the paragraph. Rewrite the paragraph in terms of what you have learned.

36. Listen to the teacher read short stories of immigrants coming into America (from such sources as Book 4) to gain a little of the feeling which these people experienced, and to consider some of the problems faced by immigrant families to a "foreign" land.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research. Locating, gathering, and organizing information.</td>
<td>(C-2)</td>
<td>3. Contributions of immigrants</td>
</tr>
<tr>
<td>Social Concern. Noting injustices done to certain individuals within our society.</td>
<td>(B-1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. A &quot;new&quot; people</td>
</tr>
</tbody>
</table>
37. View films (such as Audio-Visuals 13, 14, and 15) to understand the blend of national contributions which have accompanied the major immigration periods in North America. (Allow the class to "match ideas or products for which certain men are remembered." The original bulletin board display should be helpful.)

38. Choose one of the following persons who has made a lasting contribution to our way of life to learn why he is remembered and to present a biographical sketch of the personality. Be sure to note personal problems each may have faced. (Use such sources as Books 1, 4, 5, and 8, as well as general reference works.)

<table>
<thead>
<tr>
<th>Marion Anderson</th>
<th>Dwight D. Eisenhower</th>
<th>Joseph Pulitzer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander G. Bell</td>
<td>Enrico Fermi</td>
<td>Jackie Robinson</td>
</tr>
<tr>
<td>Ralph Bunche</td>
<td>John F. Kennedy</td>
<td>F. D. Roosevelt</td>
</tr>
<tr>
<td>Admiral Byrd</td>
<td>Joe Louis</td>
<td>Babe Ruth</td>
</tr>
<tr>
<td>Werner Von Braun</td>
<td>Abraham Lincoln</td>
<td>Jonas Salk</td>
</tr>
<tr>
<td>Andrew Carnegie</td>
<td>Horace Mann</td>
<td>Charles Steinmetz</td>
</tr>
<tr>
<td>George W. Carver</td>
<td>Guglielmo Marconi</td>
<td>Jim Thorpe</td>
</tr>
<tr>
<td>Henry DuPont</td>
<td>Jesse Owen</td>
<td>Booker T. Washington</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(This list might easily be enlarged to include a study for each student within your classroom. See that each person brings out the nationality, and/or race and creed of each personality.)

39. Read over several times the following verse by Paul Engle in his "America Remembers" to analyze and rephrase his ideas. (You might wish to utilize choral speaking following a pattern similar to that suggested below.)

All: The ancient features of the type were changed
Girls: under a different sun,
Boys: In a cleaner air that entered the lungs like wine,
Voices 1, 2, 3: The swarthy face paled, cheek bones lifted and
narrowed, hair straightened and faded,
Voices 4, 5, 6: And the body moved with a lighter step,
the toes springy, the eyes eager as a bird's,
All (with increased volume and tempo): And every man had a coiled spring in his nerves that drove him in a restless fury of life,

*As quoted by Max Lerner, America as a Civilization, New York: Simon and Schuster, 1957.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government, at its various levels, is continually assuming more and more of the functions which once were left to the family and private organizations. (2.4)</td>
<td><strong>Problem Solving.</strong> Making inferences from past information. (C-1)</td>
<td>1. Reason for governing processes</td>
</tr>
<tr>
<td><strong>Scientific Attitude.</strong> Testing and improving beliefs. (B-2)</td>
<td><strong>Problem Solving.</strong> Developing critical thinking. (C-1)</td>
<td>2. Government</td>
</tr>
</tbody>
</table>
All (loudly): The bloods mingled madly ... 
Solo (softly): Who knows what strange multi-fathered child will come out of the nervous travail of these bloods to fashion in a new world continent a newer breed of man?

40. Consider some significant developments which will probably take place within our life time and try to predict the nationality and creed of the person who will be first, or "make the break-through." Consider such things as:

a. The research doctors who will discover a cure for cancer.
b. The first men to actually explore the moon.
c. The person who will have a signal effect upon one of the arts, such as a Picasso, a Rembrandt, a Beethoven.
d. The athlete who will break a particular Olympic record.
e. The diplomat who will help keep a war from starting.
f. The most popular Broadway and Hollywood star for being a different kind of performer.

(Allow the pupils to struggle with this problem and then let them verbalize why this is an "impossible assignment.") (Evaluative)

41. Discuss the questions, "If you had a major task to do, such as to fight a battle, do research to conquer a specific disease, or develop a Peace Corps, to what nationalities would you go for help? Why? Would a particular group of people be able to do a job better than another group? Why?" (Evaluative)

42. List all of the room rules (written or assumed) which are necessary in your class. Star those which would still be necessary if there were only four people in your class. Check mark those which might be necessary if there were ten people in the class. Make a separate list of additional rules which might be necessary if there were fifty people in your classroom. (This may help children ten years of age to understand why legislation is necessary, and why it may be expected to expand as our population increases.)

43. Describe, in one or two paragraphs, what the term "government" means to you. Check your ideas after the next activity.
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Local</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Federal</td>
</tr>
</tbody>
</table>

3. Contrasts in governmental control
   a. Then and now
44. View films (such as Audio-Visuals 16, 17, 18, and 19) to learn the differing responsibilities of each level of government from local to federal. (A film summary chart, such as the one below, will keep the pupils' attention focused on broad aspects of each level of government. The teacher should prepare the format.)

<table>
<thead>
<tr>
<th>Level</th>
<th>How Organized</th>
<th>How They Function</th>
<th>What They Do for Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45. Using the above chart as a guide, read (from such sources as Books 1, 3, 6, and 7) about life in the early colonies to find out whether or not government functioned in the colonies. Consider who was responsible if the people did not rely on the government.

46. View two films (such as Audio-Visuals 20 and 21) and make a listing of the functions of government when our nation was begun and compare it in broad terms with the functions of government today. Discuss the possible reasons for some of the changes. (You may wish to have a group of eighth-grade pupils discuss government functions today and the changes in government which they have studied in their class.)

47. Suggest reasons why many functions of life which were formerly done by the individual, family, church, or other organization are now done by some level of government. Tell the recorder your ideas. (The teacher will wish to listen carefully to the ideas expressed to see if the functions described are being performed by some level of government and the reasons why this is the case.)
<table>
<thead>
<tr>
<th>Generalizations</th>
<th>Skills and Attitudes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving. Evaluating information gained, thinking critically. (C-1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Attitude. Noting causal relationships. (B-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Cause and effect relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Canadian Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Experiences

48. Fill in a class chart, such as the sample below, which will help summarize how the respective roles of the family, private groups, and government have changed over the years. (This will call for considerable deductive reasoning on the part of the students. The class may need much help from the teacher.)

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Period of Time</th>
<th>Individual and Family Unit</th>
<th>Private Groups, i.e.: Churches, Lodges (and so on)</th>
<th>Government: Local, State, and Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1800-1960</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defense</td>
<td>1800-1960</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(and so on)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Two colors representing past and present will facilitate comparisons)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. Read about Canada's Government (from such sources as Books 6 and 7) to answer the question, "Does the Canadian Government do as much for people as does the United States Government?" (Invite a Canadian to talk with the class about the influence of government agencies in Canada. The University of California at Davis usually has several students willing and able to contribute their information.)

50. Discuss how change in one area of life often leads to a change in governmental functions, for example, increasing population may lead to larger cities, health and safety problems, need for more government services, more taxes, less personal independence, and the like.

51. Take a test prepared by your teacher, to determine your level of understanding of governmental functions and their changing nature. (The teacher may wish to test other understandings as well, which may be particularly suited to your group; one approach is given below.)

Write one of the terms private groups, government, or shared before each of the following jobs to note who is most responsible for it.

- Training people for jobs.
- Providing food and clothing for people under normal conditions.
- Protecting our nation from attack by other nations.
- Providing secure living conditions for old people.
- Teaching children to read and write.

(Evaluative)
C. Summarizing Activities

Summarizing activities should be considered as culminating activities for this unit of work which should lead to a greater understanding of the basic objectives of the unit and the generalizations developed. In addition to evaluative and summary activities presented in the body of the unit, pupils may:

1. Review the current event excerpts which have been collected since activity 32. Try to define what the specific problem is in each case, classify the problems under appropriate headings, and suggest what might be done to correct some of them. Suggest what part you feel that "education" may play in the solution of some of these problems today. Tape your responses.

2. Imagine that one member of the class is the Governor of California and that the other class members are his advisors. Prepare together a list of requests to present to the legislature for its consideration. (The teacher may wish to repeat the above activity substituting the President and Congress as the focal point.)

3. Plan and complete a summary chart which will show what different nationality groups have contributed to our way of life, such as the sample below.

<table>
<thead>
<tr>
<th>Nationalities Contributing to Our Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea and Religious Views</td>
</tr>
</tbody>
</table>

4. Make a listing, taken from class discussion, of all the things that you feel government should do for people today. Summarize these ideas in a panel discussion on the topic "What Is the Job of Government Today?" Present it to another fifth grade class, and/or tape it for presentation at "Open House."

5. Discuss and rephrase the things you wish to remember from the study of this unit into a "Big Ideas to Remember" chart for the classroom bulletin board. (The teacher may need to help pull together some of the ideas expressed, but should guard against verbalizing beyond the students' own understanding.)
V. Enriching Generalizations

The following generalizations correlate well with this unit of study. They do not appear in the body of the unit due to the number of generalizations introduced as well as time limitations. Should the class be of such a nature that it can progress more in depth in this study, it is suggested that the teacher may wish to develop activities to help children arrive at these generalizations.

A. The basic substance of a society is rooted in its values; assessing the nature of its values is the most persistent and important problem faced by human beings. (8)

1. The satisfaction of social needs is a strong motivating force in the determination of individual behavior. Values placed on learning as well as individual levels of aspiration, are in large part attributable to the mores of those groups that are "reference groups" for individuals. What sometimes appears to be nonconforming behavior may be in reality conforming behavior in terms of a particular group in which an individual seeks status. The strong human tendency to conform to social pressures often prevents individuals from seeing reality. The stereotyping of individuals because of racial or cultural backgrounds is another example. In general, noncooperative aggressive behavior is a sign that the need for social acceptance has been frustrated. The individual displaying such behavior usually has been forced, through repeated rejection experiences, to develop an attitude of defeat and inferiority. (Psychology-100)

a. The answer to the questions, who shall be educated and in what degree, goes far in determining the instructional program in any educational system. (Educating-15)

B. Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world. (9)

1. Productive resources are scarce and human wants unlimited. Inasmuch as man cannot satisfy all of his desires for material goods, he has to make choices. The essence of "economy" lies in making wise choices in economic matters, such as between saving and spending, the object of expenditure, the kind of investment and the choice of job. The "real cost" of any end product is thus the alternatives sacrificed in producing it. This is known in economics as the "opportunity cost principle." (Economics-68)
a. Generation by generation, century by century, human beings have not only increased in numbers but in their demand for more things and for what have seemed to be better things. (Producing-384)

C. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history. (2)

1. Although man is a member of the animal kingdom, he differs profoundly from all other creatures by virtue of his development of culture. Culture is a product of man's exclusive capacity to comprehend and communicate symbolically (e.g., via language). Culture is socially learned and consists of the knowledge, beliefs and values which human groups have invented to establish rules of group life and methods of adjusting to and exploiting the natural environment. The variety of cultures to whose rules different human societies adhere, afford man more diverse ways of living than any other animal enjoys. Every society at a specific time and place has a culture to some degree different from that of any other society, past or present. Culture can be altered rapidly to cope with new conditions and a society can borrow ideas readily from an alien culture. Both these facts emphasize the superiority of man's cultural adaptations to the slowly developing and constrictive biological adaptions to which the lower animals are restricted. (Man didn't have to evolve wings to fly.) They also suggest the desirability of encouraging the continuance of many different cultural streams and of fostering sympathetic understanding of them; this diversity enriches all of human life. (Anthropology-84)

a. Slowly but surely the shackles of selfish nationalism are dissolving. Nations are commencing to sense, with new and piercing clarity, that their well-being is influenced by conditions in countries on the opposite side of the earth. (Protecting-121)
VI. Materials

The books and audio-visual aids referred to in the body of the unit are numbered. The other titles may be used for enrichment.

A. Books


B. Audio-Visuals

1. FS-1319  Bulwarks of Democracy

2. FS-544  Education in America

3. M-X531  Horace Mann

4. M-X1362  World History: An Overview


6. M-X1179  Land of Liberty, Part 5
7. M-X470 Children Must Learn
8. M-X979 Learning Is Searching
9. M-X469 The School and the Community
10. M-28 Boundary Lines
11. M-484 Brotherhood of Man
12. M-621 Who Are the People of America?
13. M-X322 People of Canada
14. M-X720 Colonial Expansion of European Nations
15. FS-1315 Americans All
16. M-X534 Community Governments: How They Function
17. FS-947 Local Government
18. FS-946 State Government
19. M-X178 Meet Your Federal Government
20. FS-1209 A New Nation
21. FS-1598 The Federal Government
22. SP-443 United States Today
23. A-12-22 Americans All--Immigrants All (series of 11 records)
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this project, as stated in Chapter I, has been to develop comprehensive teaching units for a social studies curriculum for kindergarten through the eighth grade. Preliminary steps on the project began on December 8, 1959. At that time, the Curriculum Council of the Yolo County Administrative Advisory Council accepted as its second major curricular effort the revision of the social studies course of study that would bring it into line with the proposed social studies framework that was adopted by the State Board of Education in 1962.

The Curriculum Council reviewed and accepted certain guiding principles and basic assumptions which were developed at the Donner-Summit Audio-Visual-Social Studies Workshop. These principles and two documents from the State Department of Education, BUILDING CURRICULUM IN SOCIAL STUDIES FOR THE PUBLIC SCHOOLS OF CALIFORNIA (Bulletin of the State Department of Education, May, 1957) and the SOCIAL STUDIES FRAMEWORK FOR THE PUBLIC SCHOOLS OF CALIFORNIA (Bulletin of the State Department of Education, May, 1962) provided guide lines for emphasis, content, and basic ideas for the social studies program as well as curriculum building principles. Further refinement of generalizations from the social science disciplines was sought and the ten doctoral dissertations written at Stanford University on studies of
social science generalizations were adopted by the Curriculum Council. Over a two year period, the Yolo County Curriculum Council allocated concepts and generalizations from the above studies into specific grade levels, kindergarten through eight. After the Curriculum Council had completed this work a group of nine elected to continue working to develop the social studies teaching units.

The first work of the unit writers was to refine the generalizations selection for assigned grade levels. Two sets of criteria were applied and selection made for specific units. At the same time "problem statements" were developed for units. After the selected generalizations had been assigned they were restated in teachable language. Certain generalizations were assigned for developmental purposes in the activities of each unit while others were reserved for enrichment purposes at the discretion of each individual teacher.

Selection, refinement and restatement of generalizations applicable to respective grade levels was followed by decisions on unit format. A four-column format was selected to fit most criteria developed by the group. This format was modified somewhat during the course of unit writing and during the experimental trial use of parts of units.

While the group worked as a committee in the selection of the generalizations and development of a general format, individual members

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102 Authorship of the ten Stanford University doctoral dissertations is given in footnote 3, page 2.
surveyed the literature applicable to the development of a social studies curriculum. While there was little, if any, precedence for units of this type, the literature did reveal evidence that, on the basis of major theories of learning and curriculum development epistemology, the theoretical basis of the program was sound. On this reassuring note the writing was begun.

The writing of teaching units progressed through the 1962–63 school year and during this time it became apparent that the unit writers needed to have the units applied in a classroom situation for validation purposes. Accordingly, and in order to introduce teachers to the new units, a workshop was organized for the summer of 1963 to be sponsored jointly by Sacramento State College, the Washington Unified School District, and the Yolo County Superintendent of Schools. At this workshop the units were used, in several instances by the writers themselves, in regular classroom situations at assigned grade levels. Experienced teachers were instructed in the theoretical background for the units. After observations the teachers were asked to evaluate and make suggestions regarding the units. At the same time the objectives for all of the grade levels were charted and checked for continuity and coverage.

The products of the Summer School Workshop provided some basis for evaluation and modification of the first units produced. It also gave the writers additional experiential evidence on which to develop subsequent units.
During the balance of 1963 and into the Spring of 1964 the writers continued with the development of the units for the assigned grade level. Constant checking took place to assure that duplication was avoided, that continuity was preserved and that adequate coverage in content, scope and sequence was maintained. By the late Spring of 1964 the writing of the units had been completed.

II. CONCLUSIONS

From a group analysis of all that was involved in writing the teaching units, the following conclusions were drawn by the authors:

1. Transferring the research on problem solving from the theoretical level to the practical level was one of the most difficult undertakings encountered as activities for pupil action were being written. Although difficult, it is possible to translate the problem solving approach into social studies units.

2. A review of current research on teaching units seemed to be so general in nature as not to give specific direction to the selection of generalizations, attitudes, content and materials.

3. The eighteen synthesized generalizations published in a state document proved invaluable as organizational headings for all generalizations.
4. The state framework, which included the generalizations from the separate social science disciplines was found to be useful in guiding the writing of concrete statements of generalizations.

5. The Stanford Study generalizations, organized as they were in terms of the scope of the social studies curriculum, were of inestimable value in the allocation of generalizations to grade levels.

6. Judging from the trial use of units by a few selected teachers the restatement of abstract generalizations in concrete terms was a very necessary step.

7. The findings derived from the trial use of one unit at each grade level in the demonstration school, during the summer of 1963, influenced the revision of all of the trial units as well as the writing of additional units. Outstanding, was the focus brought to bear on the interpretation of research from child growth and development and learning theories.

8. The decision to publish the instructional materials section separate from the body of the unit was a wise one. During the course of time involved in writing the units, new and better materials were found to replace those already listed. As a consequence, the lists were revised.

9. The success of the teaching units will depend, in large measure, upon the continuity of leadership in social studies in Yolo County.
10. Each author has devoted a minimum of four years to this cooperative project. The first two years were spent in group study of the generalizations and background materials, and the last two years were devoted to writing the units and testing their effectiveness in selected classrooms. For the reasons stated, it would seem that this type of undertaking is highly comparable to undertakings at the doctoral level.

III. RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

Recommendations. In light of the experiences involved in the writing and trial use of the teaching units, the following recommendations are made:

1. The audio-visual and book listings should be extended.
2. The teaching units should be introduced simultaneously at all grade levels at the opening of the 1964 school term.
3. Pre-school workshops should be held within the county to help teachers with methodology.
4. An in-service education program should be instituted to provide help to all teachers in all aspects of teaching the social studies.
5. The social studies methods course planned as a television series should be activated during the fall of 1964.
6. Evaluation of the effectiveness of the teaching units should be postponed until all materials named in the units have been purchased and made available to teachers, and until all teachers have had one year of in-service help with the methodology involved in teaching the social studies.

7. Teaching units, based on the same design, should be developed by Yolo County secondary teachers for grades nine through twelve.

8. Continuity of leadership should be maintained through the evaluation of the social studies program and through the development of units for the secondary school social studies program.

9. The audio-visual and book listings should be brought up to date at specific intervals of time.

10. Teacher training institutions should incorporate study of the type involved in this cooperative project as part of the preparation of their social science majors.

Implications for Further Research. The following are some of the areas which the writers believe need further investigation.

1. A research design needs to be developed so that an intense and comprehensive evaluation, both long range and large scale, of the effectiveness of all aspects of the teaching units can be made.

2. Instruments of evaluation to assess pupil attainment of generalizations need to be developed.
3. Instruments of evaluation to assess pupil attainment of attitudes need to be developed.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


D. UNPUBLISHED MATERIALS


APPENDIX A

THE EIGHTEEN SYNTHESIZED GENERALIZATIONS

FROM THE REPORT OF THE STATE CENTRAL

COMMITTEE ON SOCIAL STUDIES

The eighteen generalizations appearing in the State Report are those which scholars in the social sciences have identified as characterizing our times. They are the main and recurring ideas which are to be found in the eight social sciences--geography, history, political science, economics, anthropology, sociology, psychology, and philosophy. These generalizations have been synthesized from the eight sciences after scholars examined each separate area, considered the historical and contemporary data, and identified underlying and persistent ideas, concepts, and principles that are in force in society.

The generalizations constitute important learnings and serve as goals of the social studies. They give direction to the selection of content about man and his activities, his institutions, ideals, and problems, past and present. They become meaningful to the degree that the instructional materials, learning experiences, and teaching methods focus on their development.

In addition to the generalizations, the social studies program helps in the attainment of attitudes, appreciations, values, behaviors, and skills. The generalizations or big central ideas which have been identified follow:

1. Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present.

2. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history.

3. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations.

4. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.
5. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group co-operation in meeting individual and societal needs.

6. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.

7. In the United States democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle that is applicable, and applying the principle in the solution of the problem.

8. The basic substance of a society is rooted in its values; assessing the nature of its values is the most persistent and important problem faced by human beings.

9. Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world.

10. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership.

11. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls.

12. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life.

13. Democracy is based on such beliefs as the integrity of man, the dignity of the individual, equality of opportunity, man's rationality, man's morality, man's ability to govern himself and to solve his problems co-operatively.

14. Many people believe that physically man is the product of the same biological evolution as the rest of the animal kingdom. Man is in many ways similar to other animals, but a most important difference exists as a result of man's rationality and in the body of knowledge, beliefs, and values that constitute man's culture.

15. All human beings are of one biological species within which occur negligible variations.
16. Environment affects man's way of living, and man, in turn, modifies his environment.

17. One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world.

18. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods.
### APPENDIX B

**Utilization of the Eighteen Synthesized Generalizations By Grade Levels**

<table>
<thead>
<tr>
<th>Synthesized Generalizations From the Report of the State Central Committee on Social Studies</th>
<th>Frequency of Use by Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K  1  2  3  4  5  6  7  8  Total</td>
</tr>
<tr>
<td>1. Man’s comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present.</td>
<td>1  1  2  3  2  3  1  13</td>
</tr>
<tr>
<td>2. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history.</td>
<td>2  3  3  2  1  3  1  15</td>
</tr>
<tr>
<td>3. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations.</td>
<td>2  1  3  1  7  1  2  1  18</td>
</tr>
<tr>
<td>4. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.</td>
<td>3  1  1  1  3  2  1  12</td>
</tr>
<tr>
<td>5. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.</td>
<td>10 11 5  1  1  3  31</td>
</tr>
</tbody>
</table>
### Synthesized Generalizations From the Report of the State Central Committee on Social Studies

<table>
<thead>
<tr>
<th>Synthesized Generalizations From the Report of the State Central Committee on Social Studies</th>
<th>Frequency of Use by Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.</td>
<td>K 1 2 1 3 2 1 10</td>
</tr>
<tr>
<td>7. In the United States democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle that is applicable, and applying the principle in the solution of the problem.</td>
<td>1 1 1 1 3</td>
</tr>
<tr>
<td>8. The basic substance of a society is rooted in its values; assessing the nature of its values is the most persistent and important problem faced by human beings.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>9. Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world.</td>
<td>1 2 3 2 3 3 14</td>
</tr>
<tr>
<td>10. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership.</td>
<td>3 1 1 2 1 1 3 2 14</td>
</tr>
<tr>
<td>11. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls.</td>
<td>3 1 1 2 2 9</td>
</tr>
</tbody>
</table>
## Synthesized Generalizations From the Report of the State Central Committee on Social Studies

<table>
<thead>
<tr>
<th>Synthesized Generalizations From the Report of the State Central Committee on Social Studies</th>
<th>Frequency of Use by Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life.</strong></td>
<td>K 1 2 3 4 5 6 7 8 Total</td>
</tr>
<tr>
<td>1 2 3 5 2 2 15</td>
<td></td>
</tr>
<tr>
<td><strong>13. Democracy is based on such beliefs as the integrity of man, the dignity of the individual, equality of opportunity, man's rationality, man's morality, man's ability to govern himself and to solve his problems co-operatively.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>14. Many people believe that physically man is the product of the same biological evolution as the rest of the animal kingdom. Man is in many ways similar to other animals, but a most important difference exists as a result of man's rationality and in the body of knowledge, beliefs, and values that constitute man's culture.</strong></td>
<td></td>
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<tr>
<td><strong>15. All human beings are of one biological species within which occur negligible variations.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>16. Environment affects man's way of living, and man, in turn, modifies his environment.</strong></td>
<td>1 1 1 2 5</td>
</tr>
<tr>
<td><strong>17. One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world.</strong></td>
<td>1 2 5 1 1 1 11</td>
</tr>
</tbody>
</table>
18. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Grade 1 2 3 4 5 6 7 8 Total</td>
</tr>
<tr>
<td>18. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods.</td>
<td>1 1 6 2 3 2 2 18</td>
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</tbody>
</table>
APPENDIX C

UNIT FORMAT*

TITLE (Stated as a Problem)

I. Significance of the Unit
   A. Importance
   B. Geographic significance

II. Objectives
   A. Generalizations
      1. Abstract statements
      2. Concrete statements
      3. Concept words taken from concrete statements of generalizations
   B. Attitudes
   C. Skills

III. Content overview

IV. Learning experiences
   A. Introductory activities
   B. Developmental activities (including evaluative activities)
   C. Summarizing activities

V. Enriching generalizations

VI. Materials (not to be bound with the units circulated to teachers)
   A. Books
   B. Audio-visual materials

*The above outline was followed in writing the units. In addition, however, a four-column arrangement was utilized to assist the teacher in seeing relationships among objectives, content, and learning experiences.
### APPENDIX D

**WORK SHEETS SHOWING THE PROCESS OF ALLOCATION OF GENERALIZATIONS**

<table>
<thead>
<tr>
<th>Scope Area</th>
<th>Synthesis--General</th>
<th>Statements from Stanford Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>14</td>
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</tr>
</tbody>
</table>

Excerpt from the work sheets in the scope area "Producing and Exchanging Goods and Services"
APPENDIX E

STATEMENT ON GROWTH, DEVELOPMENT, AND LEARNING
RELATIVE TO THE SOCIAL STUDIES*

Early Childhood

The period of early childhood generally includes children who are five through eight years old and in the kindergarten, first, second, or third grades at school.

Growth and Development During Early Childhood

During early childhood children are usually healthy and sturdy, and are inclined to extreme and intensive activity. Some children of this age do not realize their need for periods of rest and relaxation. Children at ages five through eight are more able to use large muscles than small ones. Usually their eyes are not developed sufficiently to do intensive close work until near the end of the period. This is the time when early childhood diseases are most prevalent; the aftereffects may result in poor school attendance and need for special consideration in programming.

Young children ask many questions. They are very interested in people and objects in their environment. They desire to reach immediate goals. With guidance, they are capable of helping to plan their activities and they can assume increasing responsibility for the carrying out of plans, and for evaluating what has been accomplished. They are capable of increasing co-operation and can identify themselves with group purposes and responsibilities. They can take added responsibility for organizing activities, such as group play with others their own age.

During this period, children sometimes display contradictory social responses. They strive constantly for more independence and they try in their own way to achieve more independence from adults; however, they continue to need frequent adult approval, support, affection, encouragement and guidance.

*"Report of the State Central Committee on Social Studies"
Learning During Early Childhood

The tendency for young children to be curious and to ask questions needs to be guided satisfactorily. Their inquisitiveness needs to be channeled more and more toward the investigation of questions and activities in which they can find satisfactory answers. They need increasingly to understand the purposes for their activity and to have a part in planning it. They are greatly motivated by opportunities to do group planning, to investigate actively, and to engage in activity that receives the approval of others, particularly the approval of adults during their first years at school. A skillful teacher helps them to set reasonable standards and helps each child achieve standards of which he is capable. The ability of young children to help plan and to carry out plans improves with experience. They respond best when the familiar is related to the less well known, and when a multiple approach is used which involves movement, color, and other multisensory appeals. Learning from repetition is most fruitful when children understand and accept the reasons for reinforcing their ability to recall useful data and information.

Implications for Instruction in Social Studies

Young children respond best to a rhythmic sequence of work, play, and rest. They thrive on activities that bring immediate success and satisfaction. Their activities should for the most part involve them with meaningful ideas related to their backgrounds and experience. Activities should be varied in type, and provide opportunities for them to use a variety of materials. Young children need large materials. The stage of their eye development should be considered in selecting materials and in planning their activities. They profit from many first-hand experiences such as experimentation, field trips, and use of a variety of media. Opportunities should be provided for these children to select, organize, and use information in the discussion and solution of problems. They need to learn to work with others, to develop desirable social relations, and to talk with other children, as well as with sympathetic adults. They are not ready for complex historical and geographical concepts but they can understand simple maps and limited concepts of space and directions.

The learning activities of young children should take into consideration the extent of their experiences and the limits of their environment. Children's interests and the types of communities in which they live offer clues as to what they can study most profitably. Meanings develop as experiences are related in personal ways to the lives of children. Study of several elements in community life may be in progress simultaneously.
Adolescence

The period of adolescence includes youth ages twelve to nineteen, the years when they are ordinarily enrolled in grades seven through twelve. Adolescence is sometimes referred to as the period of growth and development between childhood and adulthood.

Growth and Development During Adolescence

For some individuals adolescence may begin before age twelve, and for some it may extend beyond age eighteen. It is during adolescence that physical, mental, and emotional changes take place that affect the social status of youth. As youth develop they need information about the changes that take place during these years, and they need to develop a new perspective regarding their roles as individuals and members of the larger society. Accurate information at this time can help them adjust to the changes that are taking place and help them to retain a healthy attitude towards themselves, their roles as boys and girls, and their social status.

Adolescents continue membership in the family but gradually try to free themselves of close parental supervision. Successful growth toward independence and adult standards strengthens their desire to assume additional responsibilities. During these years youth also become more objective in their analysis and study of problems.

Youth continually search during this period for security in their social relationships. They identify others whom they want to be like and often emulate the characteristic behavior of others. They want to work and to play with others successfully, and are capable of doing so. They often become interested in community problems. Many of them acquire insight into their personal capabilities from group work in school and community problems. They also have the capacity to work independently on problems that interest them. They are inclined, when in doubt, to ask for evidence and to require proof. They further develop ethical and moral standards that guide them to decisions.

Individual and group recreational activities attract them during their leisure time; hobbies are also popular. Club activities also help them to satisfy their need for worthwhile, leisure-time pursuits.

During adolescence most youth become curious about the unknown. They become increasingly concerned with the meaning of life and strive to establish themselves in the order of things and events in the world. They seek information by which to develop their understanding of spiritual values. In these endeavors they begin to develop a philosophy of life.
Toward the end of this period, the teacher should endeavor to help children to extend their interests so that they will be eager to explore new and different phases of their own environments and search for adventure and understanding the environments of different regions and times.

Later Childhood

This period of growth and development includes children nine, ten, and eleven years old. They are usually in the fourth, fifth, and sixth grades at school.

Growth and Development During Later Childhood

Most children grow slowly and steadily while they are nine, ten, and eleven years old. Some girls, however, may begin to grow rapidly as early as nine, and some boys as early as eleven. At twelve, girls generally are taller and heavier than boys. Many children develop secondary sex characteristics during this period, and some girls reach puberty. The circulatory and digestive systems are almost fully developed by the time children are twelve years old, but their hearts may still be easily strained. Some children are easily overstimulated, and may need help to get a proper amount of rest and relaxation. Their eye development approximates that of adults. Most of them have good eye-hand coordination.

They exhibit a wide range of abilities and interests and these differences become increasingly apparent during this period. Older children in this age range can concentrate for long periods of time when they sense purpose and feel success. Some of them tend to be perfectionists, but they are quick to lose interest if their efforts meet with failure, or if they are subjected to too much pressure. Children at this age have increased interest in acquiring factual information; they like to discuss and to argue. They can help formulate and develop their own plans. During this period, children are easily interested in a variety of reading materials and frequently make rapid gains in reading ability. Their sense of rhythm, their ability to discern sounds, and their associative memory approximate that of adults. They progress rapidly in ability to generalize and to make deductions; however, many still find it difficult to deal successfully with abstractions.

Children who are nine, ten, and eleven years of age prize group membership, especially when passwords and secrets are included. Hero worship and a desire for adventure are other characteristics associated with this age.
Learning During Later Childhood

Children from nine through eleven work best toward goals which they clearly understand. It is advantageous to involve them in planning in which they help to decide the steps to be taken and the standards to be met. They learn from following through on decisions and meeting standards that are appropriate for their varied abilities. A wide range of materials and activities are [sic] needed to provide for their ever-increasing range of interests and abilities. They learn from practice and repetition, especially when they understand the reasons for it. They profit from opportunities to recall, organize, and present newly acquired information. They gain most when the periods for review, synthesis, and summary are short but occur frequently. During this stage of their growth and development, children continue to be stimulated by multisensory approaches. They are motivated by what they read, hear, and see, but especially by group recognition and approbation. Full encouragement should be given to new and diverse interests as well as to the reinforcement and extension of more established interests. They gain from opportunities to project their thinking, particularly in relating new information to future possibilities.

Implications for Instruction in Social Studies

Children in this period of growth are ready for increasingly extensive use of books and other printed materials. They respond best to opportunities in which they can employ a variety of materials and engage in a variety of activities. Their program should continue to provide for physical activity at appropriate intervals. Dramatics and other types of small group activity bring good results, and they are ready to assume a share of the responsibility in planning, executing, and evaluating activities. Skills in using library and reference materials can be developed and they can interpret maps, charts and graphs of considerable difficulty by the end of this period. They can do a considerable amount of problem solving. They like to demonstrate, exhibit, and collect.

Children of this age can deal successfully with simple current problems. They can master more complex generalizations. They respond zestfully to recognition for their successes and need opportunities to demonstrate their achievements and abilities. Their interest in adventure and their curiosity about all aspects of nature continue throughout this period.
Generally toward the end of this period they begin to channel their vocational interests. A few select their vocations, others search for additional information about vocations that might be suitable to them.

Learning During Adolescence

Adolescents add constantly to the base of experience from which many diverse interests develop. The development of these interests needs to be encouraged, as well as the further development of previously acquired interests. They can project their thinking outward to include broad expanses of space and time. Extensive use can be made of vicarious experience, in addition to their real experiences. Adolescents seek more information about ultimate goals and they relate immediate goals to those that are more distant. They respond readily to purposes associated with improving themselves, and for building their self-esteem and social acceptance. They are motivated by specific tasks, the positive attitudes of others, opportunities for recognition and group membership. Learning is facilitated when materials are of appropriate complexity and are properly adjusted to individual interests and capabilities. Goals and standards need to be understood and accepted. Adolescents can assimilate information from several sources and benefit from organizing it logically and presenting it interestingly. They learn from opportunities to analyze and respond to key statements, or viewpoints. They profit from opportunities to review, synthesize, and summarize pertinent information. They should be encouraged to become more and more self-directive, and should receive support when it is needed.

Implications for Instruction in Social Studies

Advances in technology, and other factors, bring about change in the structure of our society. The school must keep its program in harmony with these changes so that youth are being prepared continually to grapple with new and diverse problems. To have this preparedness, adolescent youth need information about many phases of life in our society. The scope, breadth, and depth of their educational experience will directly influence the contributions which each can make to the improvement of local, state, and national affairs. They have matured to the extent that they can deal satisfactorily with chronology. They need to understand the early development of our country, its place in the modern world, and its promise for the future. As they progress through high school, increased emphasis should be given to the economic, social and political factors and issues that influence activities in the world today; and in doing so, youth need opportunity to exchange information, to engage in research, to experiment, and to attempt to resolve problems. Successful teachers are cognizant of the stages involved
in the maturation process and they capitalize on the expanding and differing interests and capabilities of youth.

Along with these needs are others of a personal-social nature for which the school must provide. One of the foremost contributions which the school can make is the understanding of self and how to establish effective relations with others. Youth must be helped to acquire a rewarding personal philosophy, strong character, emotional stability, sound citizenship, efficiency as a consumer, the power to think critically, knowledge of the world, vocational competence, basic social skills, and appreciation for the beautiful. The program of the school must be shaped to contribute a full measure to these goals and the social studies program in particular has a vital and significant part.
APPENDIX F

PRINCIPLES, ASSUMPTIONS AND AGREEMENTS ACCEPTED AS BASIC TO A RATIONALE FOR THE PRODUCTION AND SELECTION OF AUDIO-VISUAL MATERIALS FOR THE SOCIAL STUDIES*

The following twenty principles, assumptions, and agreements are not mutually exclusive. The overlapping, however, strengthens rather than weakens the total statement.

1. Well-designed audio-visual materials, used in accordance with an insightful plan for teaching and follow-up, are an integral part of helping children develop concepts and generalizations of the social studies.

2. The effectiveness of audio-visual materials in the social studies program is influenced by their content, treatment, reliability, and integrity.

3. Audio-visual materials for the social studies program may illuminate concepts and generalizations from one or possibly more of the eight areas of the social sciences, namely, geography, history, psychology, philosophy, economics, political science, anthropology, and sociology.

4. The design of instructional materials for the social studies must go hand-in-hand with the curriculum development in the social studies.

5. Educators and producers should collaborate in planning for the production of audio-visual materials for a dynamic social studies curriculum.

6. Audio-visual materials embrace many media, and provide an immediate source of current happenings which are an inherent part of good social studies teaching.

7. Audio-visual materials can be produced and made available quickly

in order to keep pace with rapid changes in our world and with
demands of the foreseeable future; thus they implement changes in
the social studies program.

8. Social studies generalizations, concepts, and basic human activities
should be consulted as a guide in the selection and production of
materials.

9. A far-sighted, creative approach to the production of materials of
the highest quality will provide the most effective social studies
experiences.

10. Audio-visual materials must be consistent with the current education-
al philosophy as it affects methods of teaching the social studies.

11. Audio-visual materials present a specific amount of material in a
controlled period of time, thus they can result in an economy of
social studies learning time.

12. Economy of pupil learning time in this century is a vital consid-
eration, and audio-visual materials for the social studies can make
a significant contribution in this direction.

13. Audio-visual materials make a unique contribution to the social
studies program in that they not only assist in the development of
concepts and generalizations, but help, also, in the development
of facts, skills, attitudes, appreciations and understandings.

14. There is a spiral pattern of recurring social science concepts
and generalizations which means that audio-visual materials should
be structured for the grade level of optimum use but may be used at
more than one grade level.

15. Audio-visual materials are particularly effective in developing
social studies understandings and a feeling-tone which underlie
changes in behaviors.

16. Audio-visual materials help children understand what they cannot
see, hear, or otherwise experience, such as things that are far
away, events of long ago, and processes that cannot otherwise be
demonstrated.

17. Audio-visual materials can set the stage and furnish content for
problem solving, and for the treating of controversial issues.

18. In addition to their contribution to the social studies class,
audio-visual materials are a valuable source for individual refer-
ence and research.
19. The learning of the social studies is more effective when approached through many senses, and audio-visual materials contribute significantly to this approach.

20. Research evidence supports claims for properly used audio-visual materials in the education process. The following claims have direct bearing on the social studies:

A. They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students.

B. They have a high degree of interest for students.

C. They supply the necessary basis for developmental learning and hence make learning more permanent.

D. They offer a reality of experience which stimulates self-activity on the part of the pupils.

E. They develop a continuity of thought; this is especially true of motion pictures.

F. They contribute to growth of meaning and hence to vocabulary development.

G. They provide experiences not easily secured by other materials and contribute to the efficiency, depth, and variety of learning.