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ABSTRACT

This is one unit of the series described in SO 000 378. The essential ingredients are not the problems of American society themselves but the ability to recognize them, to view these problems in historical perspective, to mitigate or bring out effective change, to assign priorities, to investigate satisfactory problem-solving methods, and above all, to become involved. Other specific objectives are listed: 1) to become aware of the interrelationship of many of societies major problems; 2) to understand that the solutions to current problems often lead to the creation of new and more intricate problems; 3) to realize the need for institutions even though the student may challenge their procedures and value base; and, 4) to understand that there is often a dichotomy between idealism and realism in relating ideals to problems that exist, and assuming responsibilities for problem solution. (SEE)

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# TITLE III E.S.E.A.



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A FACILITATING ENVIRONMENT FOR  
A MEANINGFUL PROGRAM IN  
UNITED STATES HISTORY

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sq 000 384

## PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

- Agriculture
- American Mind, The
- American People
- Business
- Comparative Ways of Life
- Contemporary Problems
- Foreign Affairs
- Government
- Labor
- Politics

**PREFACE (continued page 2)**

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.
2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.
3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

PREFACE (continued page 3)

4. By consulting the skill development listings in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.
5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.
6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.
7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

# Contemporary



# Problems

## **CONTEMPORARY PROBLEMS**

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## CONTEMPORARY PROBLEMS

### I. Overview

American civilization appears today to be passing through a major transition so fundamental in character that it threatens not only our basic institutions, but also confusion that manifest themselves in individuated styles of behavior and in a denouncement of the "Establishment" by members of certain segments of the American people.

While it may be true that the underlying cause for this disorder is the transition from a rural folk society to a modern industrial civilization, it has certainly beset us with problems as numerous and varied as the colors in a patchwork quilt. Yet, throughout their study one thing emerges as impressively evident -- the interdependence of man and society of man is largely the product of man's own activities. Therefore, man has distinct responsibilities in both recognizing problems that indicate that the basic social structure needs changing and in training for the most effective methods for bringing about necessary and effective change.

Although American problems are many and complex, to give a complete listing of them would be of no immediate value. The student must decide which problems are relevant to him and also, to be aware that in many instances history has merely repeated itself. He must furthermore realize that anyone problem may be so broad in scope that it will defy definition. So also will it vary from time to time, and from place to place, as is evidenced in the problem of race relations.

## CONTEMPORARY PROBLEMS

### I. Overview (Cont'd)

Although problems may be divided into groups such as economic, social, and political, the student will soon discover that many problems cover all three areas and that in his quest for a solution he may find himself far afield from his original area of concern.

The essence of this unit is the identification of problems besetting American society and the application of the scientific problem-solving method by the student. He must become aware that problems require an objective approach and responsible group action. If, for example, the student is concerned with the problem of the disintegration of the American family he might become involved in the subtopics of the family in a mobile society, the family as observed by an anthropologist, the sociology of parent-child conflict, and the family's reaction to the aging. Once these are examined critically he might analyze the problem from as many angles as he thinks pertinent to his major area and begin to seek solutions. He will soon become aware of the difficulty in finding easy solutions to complex problems and should begin to search for the methods of the trained social scientist.

During the discussion of the various problems facing America -- problems both endemic and violently eruptive -- some student thought should be given to priorities as well as to the means at America's disposal to provide solutions. If today our glaring problems involve poverty, race relations, drugs, the military-industrial complex, urbanization, or the maintenance of law and order, it well may be that these are merely the

## CONTEMPORARY PROBLEMS

### I. Overview (Cont'd)

problems of yesterday or of tomorrow in slightly different guise. The essential ingredients are not the problems themselves but the ability to recognize them, to view these problems in historical perspective, to mitigate or bring about effective change, to assign priorities, to investigate satisfactory methods of investigation, and, above all, to become involved.

## CONTEMPORARY PROBLEMS

### II. OBJECTIVES - To help students

1. Become aware of the interrelationship of many of societies major problems.  
Why?---In most cases the solution of one problem rests on at least the partial solution to many other problems. ie. housing-income distribution.
2. Understand that the solutions to current problems often leads to the creation of new and more intricate problems.  
Why?---To realize that solving problems is a continuous process.
3. Realize the need for institutions and his relationship to these institutions.  
Why?---So that students will be better able to understand and accept the need for institutions even though they may challenge its procedure and its value base.
4. Understand that the priorities given to our resources may determine many of our contemporary problems.  
Why?---There is a limit to resources. People must weigh their sense of values to determine what is to be produced, how it is to be produced, and for whom.
5. To identify and gain a knowledge of societal problems.  
Why?---In order to solve a problem, it first must be recognized.
6. To develop the skill of problem solving.  
Why?---In order to intelligently participate in societal change, one should understand the methods of problem solving and the difficulties of decision making.
7. To understand that there is often a dichotomy between idealism and realism.  
Why?---Each member of society must learn how to relate his ideals to the problems that exist and assume his responsibilities for their solution.

## CONTEMPORARY PROBLEMS

### III. SUGGESTED EVALUATION

#### A. What should be evaluated?

##### 1. Student effort

- a. Number of sources used
- b. Type of sources used
- c. Quantity and variety of learning activities employed
- d. Quality of research and quality of reports

##### 2. Information gained. To what extent:

- a. Do students have knowledge of present day problems?
- b. Are students aware of the inter-relationships of many of societies' major problems?
- c. Do students recognize the many institutions that are available to combat present day problems?
- d. Do students understand the ways that they can make use of the services of today's organizations to meet current problems?
- e. Are students aware of the resources available to meet current problems?

##### 3. Skills gained or improved. To what extent:

- a. Have students improved their ability to apply the problem solving technique to current problems?
  1. Defining the problem
  2. Selection of pertinent facts
  3. Interpreting material
- b. Have students improve their skill in using current events as sources of information? Have they improved their techniques in using the Readers Guide, Facts on File, New York Times Index, micro-film reader, etc.? Have they developed the ability to:
  1. use various types of indexes?
  2. distinguish between fact or opinion?
  3. apply frame of reference?



## CONTEMPORARY PROBLEMS

### III. SUGGESTED EVALUATION (Cont'd)

- c. Have students improved their ability to use maps in relation to present problems?
  - 1. Simple location problems
  - 2. Using keys for interpretation
- 4. Attitude changes. To what extent?
  - a. Do students recognize their responsibility for applying their ideas to existing problems?
  - b. Are students aware of the complexity of modern problems and the decision making process?
  - c. Do students recognize the necessity for positive action rather than negative criticism?
- B. What methods should be used to conduct these evaluations?
  - 1. Student effort
    - a. Checklist of pupil activity - sources used, equipment used, learning activities employed, types of activities.
    - b. Evaluation of activity reports - evaluation of progress and final activity reports for their depth and creativity.
    - c. Activity Summary Sheet - written pupil report prepared at the end of the unit summarizing all activities of students during the unit.
    - d. Student Interest Survey - written response by students to the question they defined at the beginning of the unit.
  - 2. Information gained
    - a. Evaluation of learning activities.
    - b. Evaluation of Interest Survey.
    - c. Current events standardized test available from a current events source. For example, Newsweek, New York Times, Time Magazine, etc. This test will help evaluate student understanding of current problems.
    - d. Student participation in a simulation game such as Plans will reveal student's understanding of the interrelationship of today's current problems.

## CONTEMPORARY PROBLEMS

### III. SUGGESTED EVALUATION (Cont'd)

- e. An essay test which describes a current problem and asks the students to discuss how present institutions could be employed to meet this problem will reveal their knowledge of what institutions can be employed and how they can act through these institutions.

#### 3. Skills gained

- a. An objective test can be employed to test students knowledge of the various codes used in current events indexes.
- b. A problem solving exercise which requires students to use current events sources would be given at the beginning and at the end of the unit to measure pupil progress in using such indexes and sources.
- c. A position paper on a current problems could be used in evaluating the student's ability to use the problem solving method.
- d. Simple map location skill can be easily evaluated by a map quiz employing numbers on an outline map and asking students to identify locations (should be given at beginning and end of unit excusing those who do well from drill during unit). This same exercise may be applied to map keys.

#### 4. Attitudes changed

- a. An attitude survey given at the beginning and end of the unit may reveal changes in the student's appreciation for the complexity of current problems.
- b. The extent to which individual students became involved in the attempted solution of present day problems will reveal their recognition of the importance of these problems and their responsibility for solving them.
- c. A series of five questions given at the beginning and the end of a unit concerning a present day problem may reveal their appreciation of the complexity of modern problems.
- d. Student-teacher evaluation and discussion of a position paper for constructive opinion or negative criticism toward current problems. This test repeated might reveal the progress of the student toward a positive attitude.



## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Charts and Graphs

## A. Purpose

1. To investigate whether a tax problem exists in the United States.
2. To examine the purposes of taxation.
3. To develop an understanding of the different kinds of taxes.
4. To provide an opportunity to offer suggestions for tax reform.
5. To develop the ability to interpret and construct charts and graphs.

## B. Procedure

## 1. Introduction

- a. Ask students to speculate as to why we have taxes.
- b. Have students list on the chalkboard the different kinds of taxes they know about. (They should mention such taxes as income taxes, excise taxes, import taxes, profits taxes, etc.)
- c. Review, if necessary, the purposes and types of charts and graphs which would be applicable for this learning activity.

## 2. Development

- a. Research the sources of income for a local, state or federal government for a recent fiscal year.
- b. Have students delimit their investigation to one level of government or divide into groups, each investigating a separate level of government income.
- c. Have students calculate how many and the amount of taxes which affect an average American family. (family of 4 with a \$10,000 income).
- d. Construct a graph or chart (overlays, transparencies, oaktag) which shows what percentage of a person's income goes to the various taxes.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Charts and Graphs (Cont'd)**

- e. Analyze the charts or graphs for conclusions.
- f. Conclusions should be discussed with the class, utilizing the most appropriate medium.
- g. Offer suggestions.

**3. Evaluation**

- 1. The charts should be evaluated on the basis of their content, the construction, the accuracy of the material and the sources used.
- 2. Students should be evaluated on the insight gained from investigating the purposes, kinds, and effects of taxes.



**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Making and Using Transparencies****A. Purpose**

1. To have students develop skill in compiling material and creating transparencies from it.
2. To help students develop the ability of isolating and researching a contemporary problem of America.
3. To help students develop a better understanding of an area of study through this form of presentation.

**B. Procedure****1. Introduction**

- a. Show pictures, slides or transparencies related to some problem facing the U. S. today.
- b. Determine with students which problems have been with us for many years and what solutions have been offered for them over the years.

**2. Development**

- a. Have students select a continuing problem and research the problem selected.
  - b. Have students determine the various alternatives already attempted in order to solve the problem.
  - c. Have students select some alternative solutions of their own.
  - d. Students should then prepare transparencies (in overlay form) to demonstrate the problem and the various proposed solutions.
  - e. Students should present and explain their transparencies to the class.
3. Evaluation: Should be made on quality of research and effectiveness of presentation.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACITIVITY - Musical Skit - Family Life

## A. Purpose

1. To relate, through music, basic changes in the role of the family in our society.
2. To understand the importance of the institution of the family.
3. To show that popular music reflects the attitudes of the times.

## B. Procedure

## 1. Introduction

- a. Read excerpts from I REMEMBER MAMA or LIFE WITH FATHER.
- b. Discuss the role of the family as portrayed by the readings. Does it resemble family life of today?

## 2. Development

- a. Suggest that some of the singing members of the class write a musical skit portraying three generations of family life. This could be done by researching the music popular during the dating or courtship period of the lives of their grandparents, their parents, and their own.
  - b. Develop a theme for the skit using period music whenever possible. (This might be done through flashbacks.)
  - c. Costume the skit appropriately.
  - d. Arrange for musical accompaniment.
3. Evaluation: This could be based on the presentation, the evidence of research, and the manner in which the activity carried out the objectives.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Using Newspapers and Magazines****A. Purpose**

1. To have students become aware of the value of periodicals as source material.
2. To help students develop the ability to recognize contemporary problems.
3. To stimulate students into further investigation of problems brought up by the periodicals.

**B. Procedure****1. Introduction**

- a. Display a variety of contemporary resources in magazines and newspapers.
- b. The teacher should read excerpts of articles from contemporary newspapers or magazines to illustrate a report or opinion on a variety of problems.

**2. Development**

- a. Have the class divide into buzz groups.
- b. The groups should look thru periodicals to help them to decide upon a particular problem they wish to investigate.
- c. Each group should keep a list of the names of the periodicals used to see if only certain ones seem to be concerned with this particular problem, or if they approach it from the same point of view, or with the same recommendations for solution.
- d. The students should now be encouraged to gather more background information on their chosen problem in the library.
- e. It is hoped they will now chose one of the other student activities in furthering their investigation.

3. Evaluation: Each group should be evaluated on the variety of periodicals they use, their ability to isolate a problem and the organized fashion in which they work.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Attitude Survey

## A. Purpose

1. To identify major problems in society today.
2. To observe the variety of opinions and attitudes concerning contemporary problems.
3. To assist the student in recognizing his own attitudes toward current problems.
4. To attempt to establish the willingness, on the part of the student, to become sensitive to the existence of problems in society.
5. To gain a knowledge of the procedure to follow in creating a survey.

## B. Procedure

## 1. Introduction

- a. Discuss with members of the class what they consider to be problems in their society today. Try to elicit such problems as:
  1. Need for tax reforms
  2. Lack of law and order
  3. Problems of conservation
  4. Cities
  5. Student activist groups
  6. The increased influence of the military
  7. Selective service
  8. Inflation

- b. List the problems for all to see.

## 2. Development

- a. Have each student write and submit value judgment questions that can be answered "yes" or "no" concerning the contemporary problems that are of interest to him.
- b. Create a committee of students to analyze all of the questions to be used in the questionnaire.
- c. Investigate the procedures to be used in creating a questionnaire and conducting a survey.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Attitude Survey (Cont'd)**

- d. Determine the population sample to be used as a comparison with the class.
  - e. Make the survey.
  - f. Tally and evaluate the survey results.
- 3. Evaluation:**
- a. Demonstrated interest and work performance.
  - b. Ability to work with others.
  - c. Ability to see the many issues associated with any contemporary problem through class, group, and individual discussion.



## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Panel Discussion "Telling It Like It Is"

## A. Purpose

1. To provide each student with the opportunity to analyze his society from his own point of view.
2. To make students aware of varying opinions held by their peers concerning their society.
3. To help students understand that their opinions must be constantly reexamined.

## B. Procedure

1. Introduction - Discuss with students the importance of expressing one's own opinion and listening to the opinions of others.
2. Development
  - a. Ask for eight students to volunteer to serve as a panel (6 students), a chairman, and a secretary.
  - b. Have the panel members organize their thoughts around such topics as:
    1. What I feel my role is in today's society.
    2. My opinions concerning civil rights.
    3. My opinions concerning the actions of college students.
    4. My opinions concerning forced military service.
    5. My opinions concerning my school.
    6. My opinions concerning my town.
    7. My opinions concerning the future of my society.
    8. My opinions concerning my own future.
    9. My opinions concerning the problems in the cities.
    10. My opinions concerning the role education has played and will play in my life.
  - c. Have the chairman investigate the responsibilities of his position.
  - d. Instruct the secretary that his job will be to record major opinions expressed and summarize the responses to these opinions.
  - e. Have the panel members present their opinions and allow time for class reactions.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Panel Discussion "Telling It Like It Is" (Cont'd)**

- f. Have the secretary's notes duplicated so that each member of the class may have a copy.
  - g. Have class members analyze these notes, select several topics, and compare student opinions with opinions and information expressed by experts. This will be done through research in the library.
  - h. Discuss with the class any variance of opinion between students and experts and the value of investigating one's own opinions as well as those of others.
  - i. Have all students submit their research in written form.
3. Evaluation: This should be based upon the following:
- 1. Cooperation and effort of the panel members.
  - 2. Willingness and cooperation of class members.
  - 3. Evaluate written work that was submitted.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Role Playing (Freedom School)

## A. Purpose

1. To introduce students to the origins and purposes of the "Freedom Riders."
2. To develop the students' awareness of the different opinions concerning Negro suffrage.
3. To provide an opportunity for the student to express his opinion of the Negro civil rights movement.
4. To develop an empathy for those Americans whose lives were influenced by this movement.

## B. Procedure

1. Introduction -Teacher should introduce the topic by:
  - a. Reading excerpts from Freedom songs
  - b. Review basic problems of Negro suffrage
  - c. Reading excerpts from View from the Back of the Bus.
2. Development
  - a. Choose various role players, such as
    1. Freedom School teachers
    2. Negro Voters
    3. White Registrars
    4. Members of Ku Klux Klan
  - b. Research character roles from written sources and from audiovisual materials
  - c. Develop the dialogue
  - d. Present dramatization to class
3. Evaluation

Students should discuss the presentation in order to determine whether the material presented represents an authentic characterization.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Making a Movie****A. Purpose**

1. To encourage students to realize the existence of "Two Americas" - the affluent and the poverty sectors.
2. To have students realize the influence environment may have on the values of the individual and on his way of life.
3. To have students understand that although the affluent and poverty sectors may seem separate and distinct from each other, they are so closely related that the problems of one are the problems of the other.
4. To create a movie portraying the "Two Americas."

**B. Procedure****1. Introduction**

- a. Teacher may make a chart dealing with the distribution of income, stressing the high and low income groups.
- b. The teacher could raise question such as: (1) Is there a relationship between one's income and his values and way of life? (2) Are the social and physical environments of both high and low income groups the same? (3) Is environment a factor in creating a problem or problems?
- c. Teacher may emphasize that it is possible to read about the "Two Americas" but that a movie portraying this would have more impact.

**2. Development**

- a. Have students research the "Two Americas".
- b. Determine where and how they could capture scenes that would portray its significance.
- c. Provide the movie crew with appropriate camera and film.
- d. Furnish the sound crew with a portable tape recorder to capture the sounds for the movie "Two Americas".

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Making a Movie (Cont'd)**

- e. Have students prepare questions to ask of those whom they include in their movie.
- f. Have pupils make a tape to accompany their movie.

**3. Evaluation**

The movie would be evaluated by the teacher and the class on the basis of the selection of the scenes, the interviews and the sound effects used to accomplish the purposes of the activity.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Bulletin Board - Problems of Urbanization****A. Purpose**

1. To focus on recent developments in the problems created by urbanization.
2. To encourage students to use primary sources for gathering firsthand data in order to present the facts.
3. To give the student particularly interested in social problems and/or photography an opportunity to display his interest and talent.
4. To have the student research and suggest solutions for current problems or plans to prevent further problems.
5. To make use of the bulletin board to pictorially display problems and suggestions for solutions.

**B. Procedure****1. Introduction**

- a. Select any recent article dealing with a current problem considered to be caused by urbanization and have it read by the class.
- b. Discuss this particular problem and assist students in considering a variety of solutions.

**2. Development**

- a. Suggest that interested students research current thought on the problems created by urbanization.
- b. The students could then visit a city and take photographs to display on a bulletin board demonstrating these problems. (If photographing is not possible, suitable newspaper and magazine pictures could be substituted.)
- c. The Bulletin board should be designed in such a way and should include captions which will clearly present the problems which the students feel are caused by urbanization.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Bulletin Board - Problems of Urbanization (Cont'd)**

- d. By using a companion board or by dividing one board into two sections, solutions or alternatives to the problems could be presented either by photograph, drawings and/or diagrams.
- e. The board should be presented to the class with a discussion following the presentation.

**3. Evaluation**

The student's depth of understanding of these problems and the suggested solutions should be evaluated by the teacher.

The presentation and discussion can also be evaluated by the class and/or the teacher.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Song Writing with a Message

## A. Purpose:

1. To identify and gain knowledge of a societal problem.
2. To recognize that the topics of many of today's popular songs are the same as many of today's problems.
3. To give the student who likes to write lyrics an opportunity to relate his capabilities to the writing of a meaningful song for his peers.

## B. Procedure:

## 1. Introduction

- a. Play the record of a popular recording artist with special attention to a message song.
- b. Discuss with the class the impact of the song and how it relates to a current problem.
- c. Have the class present other problems that might be sung about.
- d. Suggest that someone who sings and writes try their hand at a song with a message.

## 2. Development

- a. Have the student select the problem he feels would be important to write about.
- b. Have him research the problem and select some phase of it for his song.
- c. Either set the words to his own music or to music already written.
- d. Have him present the song to the class. (This might be done on tape.)
- e. Follow the presentation with a discussion.

3. Evaluation: based on how well he accomplished his objectives and how skillfully he used his talents.



## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Writing Letters to the Editor: A Demonstration of Propaganda Techniques

## A. Purpose

1. To identify and gain a knowledge of societal problems.
2. To recognize that problems are often propagandized by pressure groups.
3. To understand the seven common propaganda devices.
4. To be able to present a societal problem through the eyes of a propagandist.
5. To understand the use of letters to the editor to implant propaganda.

## B. Procedure

## 1. Introduction

- a. Show a film explaining propaganda techniques.
- b. Discuss how these are used in cosmetic commercials.
- c. Have the class list some problems that would lend themselves to the techniques of propaganda such as prison reform or the legalizing of marijuana.

## 2. Procedure

- a. Have the students become familiar with the techniques of propaganda.
- b. Have them select an appropriate topic through which to demonstrate the techniques.
- c. Have them write a series of letters to the editor demonstrating each device.
- d. Have student ditto and distribute copies to the class for analysis.

3. Evaluation: This could be based on their understanding and use of the basic techniques of propaganda.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Cartoons

## A. Purpose:

1. To consider a myriad of problems facing contemporary American youth today.
2. To determine the value of cartoons as a means of expressing aspects of contemporary problems.
3. To illustrate the thinking of youth on various aspect of our societal problems.
4. To develop the ability to construct and interpret cartoons.

## B. Procedure:

## 1. Introduction

- a. Duplicate and distribute the cartoon drawn by Bill King for this unit. Have students locate the twenty problems this artist has depicted.
- b. Review some of the frequently used cartoon symbols.
- c. A professional cartoonist or a colleague from the art department could be invited to come in and demonstrate the techniques of cartooning used to express or create public opinion.

## 2. Development

- a. Encourage interested students to consider the major problems facing youth in America today.
- b. Have the students create and write a caption for their own cartoons of these problems.
- c. The students could then present a bulletin board display of the cartoons for further discussion.

3. Evaluation: From the discussion of the cartoons, the ability of the students to identify contemporary problems, major areas of concern for youth and to depict them in this form could be evaluated.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Statistical Report on Education****A. Purpose**

1. To realize the need for the educational institution and to be aware of the student's relationship to it as a citizen of the community.
2. To become aware of the inter-relationship of many of society's major problems.
3. To demonstrate through the use of statistics how education has become a major problem to the taxpayers of our area.
4. To illustrate the direct relationship between population growth and rising taxes due to resulting increased costs in education.

**B. Procedure****1. Introduction**

- a. Show the class a current local newspaper and check the number of articles on education. (If possible, obtain enough copies for all.)
- b. Discuss the attitudes of your community on education and the reasons for them.
- c. If you are a regional or consolidated school suggest that a group, representative of each area attending your school, show by a statistical report the growth or lack of growth in your school system and the effect it has on your taxes.

**2. Development**

- a. Have the group research the growth or lack of growth in your school over the past fifteen years. These figures would be obtainable from the Board Secretary or the Superintendent of Schools.
- b. Have them research through their local tax offices the percentage of increase or decrease of local taxes and the proportion of the taxes going for school expenses.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Statistical Report on Education (Cont'd)**

- c. Have them prepare a statistical chart for presentation to the class.
  - d. Have them explain to the class the story told by the figures.
  - e. Have them promote a response from the class in the form of questions for further research and discussion.  
(Should schools be supported by property tax only?  
Should we have twelve month schools?)
3. Evaluation: This could be based on the thoroughness of the statistical study, by the presentation of the material, and their understanding of the figures used as illustrated by the story they tell.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Interview

## A. Purpose

1. To help students develop the skill of interviewing.
2. To gain experience in making arrangements for an interview.
3. To develop skill of formulating questions to accomplish one's purpose.
4. To discover the value of obtaining information from people involved in Contemporary Problems.

## B. Procedure

## 1. Introduction

- a. Have students view a television interview show to discover the types of questions used and the techniques demonstrated by the interviewer.
- b. Discuss the T.V. interview and its merits in obtaining information.

## 2. Development

- a. Determine the problem or problems to be investigated.
- b. Have students research the various aspects and ramifications of the problem.
- c. Determine those persons in your area who would be knowledgeable about the problem.
- d. Make the necessary arrangements for the interview.
- e. Formulate questions necessary for the interview.
- f. Conduct interviews
  1. By tape
  2. Take notes
  3. Video-tape
  4. Phone
- g. Analyze information gained from interviews in relation to research done.
- h. Present the results of research and interviews to the class.

## 3. Evaluation

- a. Evaluate the questions asked.
- b. Evaluate the presentation to the class.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Collage****A. Purpose**

1. To have pupils identify the variety of problems confronting our society.
2. To have pupils understand that contemporary problems involve different institutions of society.
3. To have pupils realize deviant behavior involves people of all ages of both dominant and minority groups.
4. To help students to realize that contemporary problems have a number of solutions.
5. To have pupils understand that problems are created by attitudes and behavioral patterns of the individual and not by the community idea, or process.

**B. Procedure****1. Introduction**

- a. Suggest that a way to demonstrate contemporary problems would be to create a collage.
- b. Invite a member of the art department to discuss the purpose and method of making a collage.

**2. Development**

- a. Have students bring to class current picture magazines and periodicals.
- b. Students should select those pictures which identify a contemporary problem.
- c. Selected pictures should be arranged in a collage.
- d. Have students make a tape or prepare a written narrative explaining the collage.

**3. Evaluation**

- a. Have pupils or pupil who created the collage show it to the group or class and ask for their interpretation.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Collage (Cont'd)**

- b. Have the creator of the collage write the pupils' responses on the board and compare them with his own interpretation.
- c. Evaluate the project on its effectiveness in helping the pupils to understand the purposes in Section A.

## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Problem Solving

## A. Purpose

1. To become aware of the inter-relationship of many of many of society's contemporary problems.
2. To understand that the solutions to current problems often lead to the creation of new and more intricate problems.
3. To identify and gain a knowledge of societal problems.
4. To develop the skill of problem solving.

## B. Procedure

## 1. Introduction

- a. Select from a newspaper or a magazine an article dealing with a problem of society and present it to the class.
- b. Discuss with students the various factors involved in problem solving.

## 2. Development

- a. Have individual students or small groups select contemporary problem areas.
- b. Apply problem solving techniques to these areas:
  1. Recognizing and defining the problem.
  2. Analyzing the basic elements of the problem and forming tentative hypotheses.
  3. Collecting, evaluating, and organizing relevant data.
  4. Drawing and verifying conclusions.
  5. Applying conclusions.
- c. Students should present their findings in a manner of their choice.

## 3. Evaluation

Evaluation should be based on the extent to which the problem solving technique was used, the coverage and comprehension of the problem, and the effectiveness of the presentation.



## CONTEMPORARY PROBLEMS

## IV. LEARNING ACTIVITY - Student Interest Survey

## A. Purpose

1. To involve the students in the planning of a unit.
2. To determine which problems students believe are most relevant to them as an individual.
3. To provide the opportunity for the students to investigate the major issues in contemporary society.

## B. Procedure

## 1. Introduction

- a. Show the film "1964", Saga of Western Man Series.

OR

- b. Have students list on the chalkboard all the issues in our society they believe are contemporary problems.
- c. Revise this list to include omissions and to exclude duplications.

## 2. Development

- a. Students should select topics from the list which they would like to investigate.
- b. After selecting a topic, the student should review the learning activities of the Contemporary Problems Unit.
- c. Help students select a learning activity they can utilize to investigate their topic.
- d. Guide the student in the preparation of their learning activity.

## C. Evaluation

Students could be evaluated by the teacher according to the following:

- a. Ability to recognize contemporary problems.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Student Interest Survey (Cont'd)**

- b. Thoroughness of the investigation of problem selected.
- c. Organization and presentation of findings.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Problem Solving: Pollution****A. Purpose**

1. To identify present polluted areas and sources of pollution in the community and/or Ocean County.
2. To give students the broad picture of pollution--air, water, noise, thermal.
3. To help students understand the effects of pollution on the natural areas and economy of Ocean County.
4. To help students understand how pollution affects them personally.

**B. Procedure****1. Introduction**

- a. Relate the activities of groups with a conservation cause, such as the Sierra Club and its fight to save the redwoods, the groups which opposed a jetport in the Everglades, citizens who saved the Great Swamp in Morris County.
- b. Show an appropriate film.
- c. Discuss with students:
  1. The misuse and destruction of natural areas of our county.
  2. Movements within the local communities, county, and state to preserve certain areas, to plan wise use of our resources, and to clean up pollution.

**2. Development**

- a. Lead students to see pollution as a most serious threat to their own lives and to the health, economy, and recreation of the area.
- b. Discuss activities that students may undertake:
  1. Make a map of the county or the community and mark polluted areas.
  2. Prepare a pictorial report on pollution problems. (Slides, snapshots, drawings.) Captions or a narrative should be part of the report.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Problem Solving: Pollution (Cont'd)**

3. Plan a program for your class, the entire school, the PTA, or community officials which will alert them to the problem as you see it.
4. Make a series of posters to be placed around the town to alert the public to the problem.
5. Prepare a booklet about pollution in Ocean County to be placed in the social studies learning center or in the school, community, or county library.
6. Compile statistics (past and present) about boating fishing, hunting, and the tourist industry in Ocean County.
7. Tape record interviews with county officials, owners of industrial plants, fishing boat captains, engineers, conservationists, and others in which they express their opinions about pollution and related problems in Ocean County.
8. Prepare a display that will depict samples of pollution and steps that can be taken to eliminate pollution.

**3. Evaluation**

- a. The activity report: thoroughness, creativity, research.
- b. The long range effect: Students' awareness of the pollution problem as evidenced by references to it and concerns expressed during the next three months.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Investigating a Problem: Local Education****A. Purpose**

1. To help students acquire additional knowledge and a better understanding of education and the schools in our society.
2. To understand the role and the influence of schools in our society.
3. To make students aware that educational problems are complex and that different segments of the community will want different solutions.

**B. Procedure****1. Introduction**

- a. Choose several recent news clippings, cartoons, and/or letters to the editor pertaining to education in the local community.
- b. Share the above with the students in order to create interest in this activity.

**2. Development**

- a. Elicit from students what they know about their school system. Guide them so thought will be given to the many aspects of an educational program.
- b. Direct their attention to controversial issues and problems educators face. List these.
- c. Lead students in the categorizing of this list of issues and problems. Individuals or small groups should then select the category they wish to study.
- d. Have students investigate the problem selected.
- e. Have students share their findings with classmates using whatever audio-visual aids are most suitable.

**CONTEMPORARY PROBLEMS****IV. LEARNING ACTIVITY - Investigating a Problem: Local Education (Cont'd)****3. Evaluation**

- a. Pose a real or hypothetical problem that arises in a school. Describe the community, school size, kind of school, curriculum, etc.--information needed to make a decision.
- b. Ask the class or group of students, who did this activity to decide what should be done. Roles (parent, senior, teacher of grade five, football coach, senior citizen, superintendent) might be assigned so that decisions will be made within a certain frame of reference.
- c. Evaluate:
  1. The information presented to the class for its completeness and organization.
  2. The mode of presentation for its interest value and clarity.
  3. The handling of the hypothetical situation.

**CONTEMPORARY PROBLEMS**

**STUDENT DIRECTION SHEET** - Charts and Graphs

**PARTICIPANTS** - individual, group

**PURPOSE** - To develop a knowledge of American taxation through the construction of charts and graphs.

**POSSIBLE PROCEDURE**

1. Decide which level of government you will research in order to determine its receipts. If you decide to investigate all levels of government, divide into groups, each of which will be responsible for one level of government.
2. Consult with local officials if you are investigating local taxation. Research should show the source of income for state and the national government.
3. Determine how much income that government derives from taxation.
4. Construct a chart or graph which will show how an average American (family of 4, \$10,000 per annum income) is affected by that government's taxing power.
5. Transfer the constructed charts and graphs to overlays, transparencies, or some other form in order to present it to the class.
6. Report your findings to the class.
7. Draw conclusions and discuss them with the class.
8. Offer constructive suggestions concerning taxation.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Making and Using Transparencies****PARTICIPANTS** - Individual, group, class**PURPOSE** - To isolate and research a contemporary problem in America and solutions which have been offered.**POSSIBLE PROCEDURE**

1. Select a contemporary problem.
2. Research data dealing with the selected problem and alternative solutions.
3. If possible, select some alternatives of your own.
4. From the data collected, prepare transparencies (with overlays) that visually explain the problem in America and alternative solutions attempted or proposed.
5. Write, tape or prepare an oral explanation of your transparencies and present it to the class.



**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Musical Skit - Family Life****PARTICIPANTS - Group****PURPOSE - To portray through a musical skit the changes that have been taken place in the institution of the family in American society.****POSSIBLE PROCEDURE**

1. Plan a musical skit which would show any significant changes observed by sociologists in the role of the family over the past fifty or sixty years. This could be done by selecting a theme and tracing it through three generations.
2. Use the music of the different generations in you skit wherever it may apply. Show by your choice of music that it reflects the attitudes of the times.
3. Correctly costume your skit.
4. Arrange for musical accompaniment and present skit to the class.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Using Newspapers and Magazines****PARTICIPANTS - Class****PURPOSE - To become aware of the value of periodicals as reflectors of current issues and problems and as sources of information about them.****POSSIBLE PROCEDURE**

1. After the class has been divided into groups you are to look through various newspapers and magazines that are available to see how much information there is on what would be considered problems in America today.
2. As a group you should decide upon one particular problem that interests you and gather as many articles as you can find.
3. Keep a list of the names of the periodicals to see if only certain ones seem to be concerned with this particular problem or if they approach it from the same point of view, or with the same recommendation for solution.
4. It is suggested that you now look through the other student activities of this unit in order to find a method through which to show your findings.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Attitude Survey****PARTICIPANTS** - Class - group**PURPOSE** - To identify major problems in society and observe the variety of opinions and attitudes concerning these problems.**POSSIBLE PROCEDURE:**

1. List for yourself contemporary problems in our society.
2. Create questions asking for value judgments concerning those problems.
3. Investigate the procedures to be used in creating a questionnaire and conducting a survey.
4. Establish a student committee to collect and evaluate questions, create the questionnaire and conduct the survey.
5. Determine the population sample to be used as a comparison with the class.
6. Make the survey.
7. Collect, tally, and evaluate the results.

## CONTEMPORARY PROBLEMS

### STUDENT DIRECTION SHEET - Panel Discussion "Telling It Like It Is"

**PARTICIPANTS** - Class

**PURPOSE**

- 1. To understand that your view of society is important as are the opinions of others.
- 2. To understand that one's own opinions must be reexamined constantly.

### POSSIBLE PROCEDURE

1. Assist in the selection of a panel of six from those who volunteered a chairman, and a recording secretary.
  - a. Panel members - organize and prepare to present your thoughts on the following:
    1. My role in today's society.
    2. Civil rights.
    3. Actions of college students.
    4. Enforced military service.
    5. My school.
    6. My town.
    7. My future.
    8. Future of society.
    9. Urban problems.
    10. The role education has played and will continue to play in my life.
  - b. Chairman - investigate the responsibilities of your position (you might consult the school speech teacher)
  - c. Secretary - record the major opinions and summarize the responses to the opinions.
2. Panel presents its program.
3. Have secretary's notes duplicated so each member of the class may have a copy.
4. Analyze the notes and compare the expressed opinions with those of experts by doing research in the library. Be prepared to submit your notes.
5. Be prepared to discuss your findings in class.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Role Playing (Freedom School)****PARTICIPANTS** - Group or class**PURPOSE** - To familiarize students with the origins, purposes and methods of one aspect of the Negro Civil Rights Movement.**POSSIBLE PROCEDURE**

1. Research the origins, purposes and methods of the Freedom Riders.
2. Select the roles you will play and familiarize yourself with the character.
3. Develop a skit which shows the actions of those people involved. For example: Freedom Riders, local Negroes, white citizens, Ku Klux Klan members, etc.
4. Present the dramatization to the class.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Making a Movie****PARTICIPANTS**

- Groups

**PURPOSES**

- 1. To become aware of and to understand the nature of the problems of both the affluent and poverty groups in the United States.
2. To find the causes for the problems and to explain the "Two Americas", the affluent and the poverty section.
3. To realize that the two sectors may seem separate, but are so closely related that the problems of one may become the problems of the other and that there are some problems common to both.
4. To create a movie portraying the "Two Americas".

**POSSIBLE PROCEDURE**

1. Research materials on the "Two Americas".
2. Volunteer to be on the sound crew or the movie crew.
3. Plans should include a determination of scenes you would take and questions you would ask those whom you include in the movie.
4. It would be helpful to notify the proper authorities in each location that you are making the movie, and explain your purposes to them.
5. It may be advantageous to seek the support and assistance of community leaders.

**CONTEMPORARY PROBLEMS**

**STUDENT DIRECTION SHEET - Bulletin Board - Problems of Urbanization**

**PARTICIPANTS** - Individual, group

**PURPOSE**

- To focus pictorially on recent developments in the problems created by urbanization.
- To research and suggest solutions for current problems or plans to prevent further problems.

**POSSIBLE PROCEDURE**

1. Research current thoughts on the problems created by urbanization and possible solutions.
2. Visit a near-by urban area and take photographs that clearly show problem situations. (If this is not possible, look through newspapers and magazines for suitable ones.)
3. Design a bulletin board displaying your pictures and plans for alternate solutions. Be sure to include captions and necessary explanation.
4. Prepare an oral presentation to give to the class with discussion to follow.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Song Writing with a Message****PARTICIPANTS** - One or more**PURPOSE** - To show an understanding of a societal problem through the technique of writing a popular song.**POSSIBLE PROCEDURE**

1. Select a problem you feel very strongly about.
2. Listen to some records of contemporary popular singers that carry a message.
3. Write the lyrics for your own message to society about the problem.
4. Set the words to music - either your own or someone else's.
5. Present your song to the class. (This may be done by tape.)
6. Discuss your message with the class.



**CONTEMPORARY PROBLEMS**

**STUDENT DIRECTION SHEET** - Writing Letters to the Editor: A Demonstration of Propaganda Techniques

**PARTICIPANTS** - Individual or group

**PURPOSE** - To identify and gain a knowledge of a societal problem, to understand the basic techniques of the propagandist, and to combine the two in a series of letters to the editor of the local paper.

**POSSIBLE PROCEDURE**

1. Select a problem that you feel can be propagandized through letters to the editor of the local paper.
2. Research the problem.
3. Study the seven basic techniques of propaganda.
4. Determine what there is about the problem that you would like to bring to the attention of the public.
5. Write a series of letters to the editor using the various techniques to support your stand.
6. Run off copies of the letters for the rest of your class to evaluate.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Cartoons****PARTICIPANTS** - Individual, group**PURPOSE** - To consider contemporary American societal problems you feel are most important to youth today and to determine the value of cartoons as expressing these problems.**POSSIBLE PROCEDURE**

1. Use the cartoon Bill King drew as his reflection of society's most pressing problems and identify twenty problem areas.
2. Review frequently used cartoon figures and professional cartoons which you feel are especially good.
3. Select the problems facing youth today which are major concerns.
4. Transfer these problems into cartoons. (Seek help from a member of the art department, if needed.) Write an appropriate caption for each cartoon.
5. Prepare a bulletin board display of the cartoons and lead a discussion with our classmates regarding the selection of the problems, the symbolism you chose to use, and whether they agree with this method of presenting problems.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Statistical Report on Education****PARTICIPANTS - Group****PURPOSE - To become aware of the inter-relationships of many of society's major problems through a statistical study of taxes and education.****POSSIBLE PROCEDURE**

1. Research the growth or lack of growth in your school system over the past fifteen years. (Check the Board or Superintendent's Office)
2. Research through your local tax offices the percentage of increase or decrease of local taxes over the same period of time. What proportion of them are going to schools?
3. Prepare a statistical chart to present to the class. (This could be done on the ditto machine.)
4. Explain to the class the story told by the figures you have used.
5. Promote a response from the class in the form of questions for further research and discussion.
6. A comparison might be made with another school in your county or within other counties in your state.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Interview****PARTICIPANTS** - One, group**PURPOSE** - To gain experience in interviewing and question constructions as a means of obtaining information.**POSSIBLE PROCEDURE**

1. Select problem to be studied.
2. Do research to obtain background information about the problem you have related.
3. Determine those persons in your area who can provide you with additional information and/or opinion related to the problem.
4. Make necessary arrangements for the interviews.
5. Determine questions to be asked.
6. Conduct interviews.
7. Analyze information gained.
8. Present your findings to the class.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Collage****PARTICIPANTS**

- Individuals, class

**PURPOSE**

- 1. To become aware of the number of contemporary problems in our society.
- 2. To realize that the social problems of our society are not confined to one age group.
- 3. To realize that the problems are created by the attitudes and behavioral patterns of the individual and do not necessarily represent a breakdown of the institutions, community, or process.
- 4. To create a collage.

**POSSIBLE PROCEDURE**

1. Select and cut pictures from expendable magazines that identify our centemporary problems.
2. Include pictures showing different age groups of both dominant and minority groups.
3. Choose a symbolic background to represent the problem or problems exposed in the pictures and arrange them in a collage.
4. Write a narrative or a tape explaining the collage.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Problem Solving****PARTICIPANTS** - Individual, group**PURPOSE** - To identify and gain a knowledge of societal problems through reserarch and the use of problem solving techniques.**POSSIBLE PROCEDURE**

1. As an individual or with a small group select a major problem area.
2. Work toward a suggested solution of the problem by means of the following problem-solving technique:
  - a. Recognizing and defining the problem.
  - b. Analyzing the basic elements of the problem and forming tentative hypotheses.
  - c. Collecting, evaluating, and organizing relevant data.
  - d. Drawing and verifying conclusions.
  - e. Applying conclusions.
3. Present your work and findings in a manner of your choice.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Student Interest Survey****PARTICIPANTS** - Class**PURPOSE** - To provide the opportunity for students to express what they believe to be contemporary problems and then investigate one of their choice.**POSSIBLE PROCEDURE**

1. From the film or list, select a topic you would like to examine.
2. Review the learning activities in the Contemporary Problems Unit.
3. Select a learning activity through which you can best examine the problem and report your findings to the class.
4. Do the activity, keeping in mind the purposes of the activity.

**CONTEMPORARY PROBLEMS****STUDENT DIRECTION SHEET - Problem Solving: Pollution****PARTICIPANTS** - Individual, group**PURPOSE** - To acquire an understanding of the effects of pollution on the county, community, and oneself. To understand what pollution of the environment is: air, water, noise, thermal. To identify polluted areas and sources of pollution in one's own locale.**POSSIBLE PROCEDURE**

1. After the introductory discussion of this problem with the class decide upon an activity which you want to undertake.
2. Do the necessary gathering and organizing of information.
3. Produce something that can be shared with others. This may be a chart, display, tape, movie, play, panel discussion, etc.



## CONTEMPORARY PROBLEMS

STUDENT DIRECTION SHEET - Investigating a Problem: Local Education

PARTICIPANTS - Individual or Group

PURPOSE - 1. To acquire additional knowledge and a better understanding of education and the schools in our society.  
 2. To understand the role and influence of our educational system.  
 3. To discover that educational problems are complex and that different segments of the community will want different solutions.

## POSSIBLE PROCEDURE:

1. Select any problem in education. It may be current or historic, local, state, or nationwide.
2. Investigate the problem and prepare a report using whatever medium you wish.

## 3. Possible Problems:

1. Who decides what is to be taught?
2. What changes would educators like to see in their school?
3. What role does the school have in the "drug problem"?
4. Are teachers well paid? Are they asking for things other than salaries?
5. What does a majority vote against a school budget tell educators? What happens when a budget is rejected? Do all communities vote on school budgets?
6. Who can be a board member? Is he paid? What responsibility does a board have?
7. What are the requirements for a teacher? supervisor? principal? guidance counselor? learning disability specialist? special education teacher?
8. Should sex education be part of the school curriculum? Who decides? What local and national groups are for it? against?
9. What changes have been made in your community's educational program in the last three year---Philosophy? curriculum content? physical facilities? teaching staff? course offerings?
10. What effect does rapid population growth have on our schools and their programs.

## CONTEMPORARY PROBLEMS

### V. SUGGESTED CONTENT GUIDE

#### I. Basic reasons for problems in the United States

- A. Living in a complex society
  - 1. Primitive vs. complex society
  - 2. Rural vs. urban society
  - 3. Agricultural vs. industrial society
  
- B. Difficulty in attaining idealistic goals
  - 1. Food for everyone
  - 2. Education for everyone
  - 3. Peace for everyone
  - 4. Full employment
  - 5. Price stability
  - 6. Economic growth
  - 7. Unlimited vs. limited resources
  
- C. Difficulty in determining how to meet these goals
  - 1. By laws
  - 2. By protest
  - 3. By revolution
  - 4. By education
  - 5. By evolution
  - 6. By spreading of philosophical ideas

#### II. Problem solving

- A. The old ways of solving problems
  - 1. "This is the way it's always been done."
  - 2. "I have a hunch that this might work."
  - 3. "What does the book say?"
  - 4. "Common sense tells me to do it this way."
  
- B. The scientific approach
  - 1. Define the problem and relate it to oneself.
  - 2. Formulate hypotheses (possible solutions)
  - 3. Attack the problem. Gather data:
    - a. Set up a procedure for working
    - b. Check out available reference material
    - c. Separate essential material from unessential
    - d. Separate fact from opinion
    - e. Take notes on your findings
    - f. Organize your findings
    - g. Interpret what you have found
  - 4. On the basis of the data which either supports or negates your original hypotheses, revise the hypotheses, if necessary.
  - 5. Apply the hypotheses in planning a solution to the problem.

## CONTEMPORARY PROBLEMS

### V. SUGGESTED CONTENT GUIDE (Cont'd)

#### III. Types of Problems

##### A. Social

1. Changing role of the family
2. Education in today's society
3. Care of the indigent, disadvantaged, and the aged
4. Mental health and mental illness
5. Crime and juvenile delinquency
6. Urbanization - today and tomorrow
7. Plight of minority groups
8. Preparation for leisure time and retirement
9. Culture lag
10. Role of religion
11. Influence of the mass media
12. Generation gap

##### B. Economic

1. Man's search for economic security
2. Problems created by automation
3. Pollution
4. Cost of living
5. Military-industrial complex
6. Public employees right to strike
7. Conservation

##### C. Governmental

1. State vs. federal
2. Civil liberties
3. Protest movements
4. Backlog of courts
5. Taxes -- source and amount
6. Apportionment
7. Definition of national goals

##### D. Interrational

1. War or peace
2. Democracy or an "ism"
3. U. N. or isolation
4. Role of primitive societies

##### E. Personal

1. Drugs
2. Abortion
3. Alcohol
4. Marriage and divorce
5. Choice of vocation
6. Responsibility to society

## CONTEMPORARY PROBLEMS

### VI. Suggested Resources

#### A. Bibliography

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Abel, E. The Missile Crisis  
Allport, G. Nature of Prejudice  
Ashmore, H. The Other Side of Jordan  
Avorn, J. Up Against the Ivy Wall: A History of the Columbia Crisis  
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Bell, D. ed. The Radical Right  
Bernstein, S. Alternatives to Violence  
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Block, H. The Circle of Discrimination  
Blum, R. ed. Cultural Affairs and Foreign Relations  
Brogan, D. Worlds in Conflict  
Buckingham, W. Automation  
Bunzel, J. Anti-Politics in America  
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Clark, K. Prejudice and Your Child  
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Douglas, W. America Challenged  
Draper, T. Abuse of Power  
Duffy, G. Warden's Wife  
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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (Cont'd)

- Ehrlich, P. The Population Bomb  
Ehreneich, B. Long March, Short Spring  
Epstein, B. Report on the John Birch Society  
Fall, B. Hell in a Very Small Place  
Viet-Nam Witness  
Feuer, L. Conflict of Generations  
Fine, B. 1,000,000 Delinquents  
Fletcher, G. What's Right with Our Young People  
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Gallagher, R. "If I Had it to do Over Again"  
Gavin, J. Crisis Now  
Geller, A. The Drug Beat  
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Grimes, A. Equality in American Religion, Race, and the Urban Majority  
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Greene, M. School Children Growing Up in the Slums  
Gregory, D. The Shadow That Scares Me  
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Gross, H. Privacy - Its Legal Protection  
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Harris, R. A Sacred Trust  
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Hart, J. The American Dissent  
Herber, L. Crisis in our Cities  
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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (Cont'd)

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McAlister, J. Jr. Vietnam: The Origins of Revolution  
Maas, P. The Valachi Papers  
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Marshall, B. Federalism and Civil Rights  
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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (Cont'd)

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- Potter, D. People of Plenty
- Proger, S. The Medicated Society
- Rabinowitch, E. The Dawn of the New Age
- Radin, E. The Innocents
- Reid, E. Anatomy of Organized Crime in America  
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- Sussmann, F. Law of Juvenile Delinquency
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## CONTEMPORARY PROBLEMS

### VI. SUGGESTED RESOURCES

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De Kruijff, P. Hunger Fighters  
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Doss, H. The Family Nobody Wanted  
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Ferris, L. I'm Done Crying  
Gibson, A. I Always Wanted to be Somebody  
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Burdick, E. Fail-Safe  
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Drury, A. Advice and Consent  
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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (cont'd)

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Karp, D. The Last Belivers  
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Wibberley, L. The Mouse on The Moon  
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Wouk, H. City Boy

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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (Cont'd)

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Growth of American Education - Yale Univ. Press  
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## CONTEMPORARY PROBLEMS

### VI. Suggested Resources (Cont'd)

#### B. Films

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- 32 Arteries of New York :
- 77 Automation - The Next Revolution
- 46 Better Use of Leisure Time
- 940 Cities: Why They Grow
- 100 City Water Supply
- 1356 Decision to Drop the Bomb
- 1035 Department of Health, Education, and Welfare
- 979 Department of Justice
- 1415 Equality Under Law
- 1316 Freedom Movement
- 1421 Freedom To Speak
- 1413 Justice Under Law: The Gideon Case
- 259 Law and Social Controls
- 857 Man's Problem
- 1446 Negro American
- 1337 Out of Slavery
- 366 Overdependency
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- 400 Public Opinion in Our Democracy
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#### C. Filmstrips

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- America's Youth - Key Productions
- American Decades: The Sixties - Filmstrip House
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