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ABSTRACT

This twelfth grade curriculum guide explores the five behavioral sciences: sociology, social psychology, anthropology, economics, and political science. The overall objectives of the units are: 1) to survey these sciences within a complex society; 2) to realize the importance of individual to the total group; 3) to be aware of the major social forces in our social structure; and, 4) to increase awareness of current problems and issues, and the necessity of solving them. Five basic concepts are utilized throughout: leadership, role of the individual, decision making, philosophy, and institutions. These give structure to the program and promote student understanding of human relationships, and the relationship between man and his environments. Each unit explains the behavioral science to be taught and is divided into lessons containing six parts: objectives, concepts, supporting content, key questions, learning activities, and instructional materials. Active inquiry is emphasized in each unit. The teacher may arrange the units in any sequence as long as continuity is maintained. (SBE)

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PROBLEMS OF THE LATE TWENTIETH CENTURY: A BEHAVIORAL SCIENCES APPROACH

Prepared under the direction of
Ronald E. Post
Curriculum Resource Specialist - Social Studies

Melvin A. Metzger, Project Director
Centreville, Maryland
1970

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PROBLEMS OF THE LATE TWENTIETH CENTURY: A BEHAVIORAL SCIENCES APPROACH

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Forward

Commercial programs for various grade and ability levels have been adopted by the four counties. However, packages meeting the needs of all levels in all counties are as yet unavailable. So that each grade may update its social studies offering, "stop-gap" programs in selected content areas have been developed by the Service Center, cooperating with the four counties.

It is important to emphasize that these "stop-gap" curriculums are only tentative offerings until appropriate commercial programs are available.

At the same time, these offerings should prove extremely valuable in aiding teachers to utilize such up dated trends in the new social studies as concepts and inquiry, since these trends are emphasized.

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Overview

This grade twelve guide, Problems of the Late Twentieth Century: A Behavioral Science Approach, explores the five behavioral sciences (sociology, social psychology, anthropology, economics, and political science). To provide a cohesive understanding of these interrelated disciplines, five basic concepts are utilized throughout the entire guide. These concepts are (1) leadership, (2) role of the individual, (3) decision making, (4) philosophy, and (5) institutions. Besides giving structure to the programs, these concepts promote pupil understanding of the relationships of man to himself and to his environments and are basic to both individual and group situations.

This guide emphasizes active inquiry in each unit. The success of this program may well hinge upon how much the pupils are actively involved in the learning process. Each unit also considers a problem or issue of current importance.

Each unit has an introduction that explains the behavioral science to be taught. Each unit is then divided into "Lessons." However, this does not mean that each lesson is only one period's work. As a matter of fact, each lesson constitutes several days' study.

The "Lessons" are divided into six parts (1) objectives, (2) concepts, (3) supporting content, (4) key questions, (5) learning activities, and (6) instructional materials. These, of course, are only suggestions to aid the teacher. The teacher may, of course, arrange the units in any sequences as long as continuity is maintained.

In general this guide has four major goals:

1. A general survey of the behavioral sciences within a complex society
2. Realization of importance of individual to the total group
3. Awareness of the major social forces in our social structure
4. Increased awareness of current problems and issues and the necessity of solving them

Suggested Time Allotments

Introduction	one week
Sociology	six weeks
Social Psychology	six weeks
Antropology	six weeks
Economics	six weeks
Political Science	six weeks

Unit I

An Introduction To The Behavioral Sciences

This short unit is designed to provide an introduction to the behavioral sciences and to the five basic concepts. This introduction should be brief and as interesting and motivating as possible. Also, teachers may wish to introduce some of the current problems and issues to be explored during the year.

Unit I

An Introduction to the Behavioral Sciences

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the five behavioral sciences 2. Identify the basic concepts of these behavioral sciences 	<p>Behavioral sciences (study of individual and group behavior of man)</p> <p>Five basic concepts of behavioral sciences</p> <ol style="list-style-type: none"> A. Leadership <ol style="list-style-type: none"> 1. individual 2. group 3. societal B. Role of individual <ol style="list-style-type: none"> 1. individual 2. group 3. society C. Institutions D. Philosophy E. Decision making <ol style="list-style-type: none"> 1. individual 2. group 3. society 	<ol style="list-style-type: none"> 1. Knowledge attained through study or practice. A dept. of systematic study; something that may be learned from systematic study; knowledge governing general truth or the operation of general law. 2-3. Behavior is manner of conducting one's self; way something behaves; act, function, or react in a particular way. 4. There are 5 disciplines of behavioral sciences <ol style="list-style-type: none"> A. Social Psychology B. Sociology C. Anthropology D. Political Science E. Economics 	<ol style="list-style-type: none"> 1. What is a science? 2. What is behavior? 3. What is behavioral science? 4. How many behavioral sciences are there?

Learning Activities

A. Random Seating: Students can analyze their own seating arrangement after being allowed to sit according to their own preference. Show how 5 disciplines are involved in accounting for seating pattern.

1. (Sociology) Pupils with same social and economic background will tend to sit together. e.g. What does your father do?
2. (Anthropology) Persons of same race, religion, ethnic group tend to sit together. e.g. Whites, blacks, catholics
3. (Social Psychology) Individual motivation based on physical reasons - bad eyesight - front of room; individual preference for front or back of room; boy-girl relations, habits of individual, individuals athletic ability.
4. (Economics) Fashion; dress; economic background - well to do students tend to sit together, etc. personal possessions e.g. student with car has more friends.
5. (Political science) Decision making - freedom of choice of students as opposed to dictates of teacher.

B. Film or filmstrip - Students point out interaction of five disciplines by picking specific frames which might apply to each of these and explain their reason. e.g. Filmstrip on "Nigeria".

Anthropology - all Moslems live in one area

Sociology - group leadership - Biafrans are leading group with regards to economics and politics.

Political Science - decision of group to break away from Federation to form smaller nation of Biafra.

Instructional Materials

Introduction into Behavioral Sciences by Edwin Fenton, Holt Rhinehart Co., 1969

Introduction to Behavioral Sciences, Pasadena City Schools, Division of Instructional Services 1963.

Screen News Digest
Vd. 11, Issue R.
Nigeria and Biafra

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
		<p>5. Forces interrelating to cause human behavior</p> <p>A. Physiological forces</p> <ol style="list-style-type: none"> 1. Physical build 2. Appearance 3. Motor ability 4. Sensory ability 5. Heredity <p>B. Psychological</p> <ol style="list-style-type: none"> 1. IQ 2. Aptitude <p>C. Sociological forces</p> <ol style="list-style-type: none"> 1. Peer pressure 2. group pressure 3. economic factors <p>D. Cultural forces</p> <ol style="list-style-type: none"> 1. race 2. religion 3. society <p>6. Problem Solving Approach (Mode of Inquiry)</p> <ol style="list-style-type: none"> A. Define problem B. Form Hypothesis C. Gather information D. Analyze information E. Evaluate into as to source, validity, relevance 	<p>5. What are the major concepts of the behavioral sciences?</p> <p>6. What forces interrelate to cause human behavior?</p> <p>7. What are the methods of study of the behavioral scientist?</p> <p>F. Form a conclusion</p> <p>G. Check back to hypothesis and compare to conclusion</p>

Learning Activities

A. Using same filmstrip the 5 basic concepts of leadership, role of individual, institution, philosophy and decision making can be pointed out. e.g. institutions of anthropology look at religion as institution, Moslem, Christian, etc.

B. To show forces of interrelating human behavior. Question: How did psychological, sociological and cultural forces interact to bring about independent Biafra?

Note: Any film which shows people in a region from several aspects would suffice to show the above concepts, interacting disciplines, etc.

C. Using inquiry

1. Problem - Is there Police Brutality?
2. Hypothesis - Yes; there is unnecessary police brutality.
3. Gather data - 5 examples of police brutality from periodicals. e.g. Chicago Conventions
4. In all five examples police were attacked first.
5. Materials - Periodicals were reputable, authors were relatively unbiased
6. Conclusion - In most cases police brutality is non-existent.
7. Hypothesis was incorrect based on that data.

Show students how some materials are biased and not completely truthful in some cases.

Instructional Materials

"Japan: Land and People"
Coronet film. No. 496
Talbot County

Use current newspapers and periodicals

"The Decalogue of Georgia Racism", The Politics of Desegregation in Georgia, Francis Wilhoit.

Unit II

Sociology

Introduction

This unit explores the rudiments of sociology; while at the same time, considering some pressing current problems. As in all units, the five concepts outlined earlier structure the content and study.

Sociology focuses upon those aspects of human behavior which directly relate to man's living in groups. Group organization, function and change, and how behavior is affected by interaction with other humans through the process of group living are sociology's concern. Sociology sees the general structure of society at six different levels of inquiry: values, institutions, organizations, groups, status positions, and social roles. At any level the similarities and differences of society and the interrelationships with other levels are studied.

Every society has certain similarities. It attempts to insure group survival and to provide clothing, food, and shelter. It develops a philosophy which internalizes needs for reproduction, socialization, production of goods and services, social control, and providing meanings of and motivation for a "good life."

Variation and diversity within a given social structure and within comparative social structures are other points of inquiry. How man in a given time span or how different generations in a given time span relate to social institutions provide insight into man as a social being. They also give insights into how man relates to his self-concept, to the meaning of his world of work, and to his relationship with others. Sociology studies these activities as scientifically as possible.

Some of Sociology's primary concerns are:

- I. Man has unique common needs which are met within a social setting through membership in primary and secondary groups.
- II. Within these groups man develops ways and means of meeting his needs and coping with the problems of living in groups.
- III. Man is a unique being and even though every individual is unique in some ways, man has more similarities than differences.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify sociology 2. Identify society 3. Identify a group 4. State the importance of learning about sociology 	<p><u>Sociology</u> - Scientific study of social relations will develop in their interactions. It analyzes the basic structures of functions of society and groups within society to identify conditions, predict changes, and state conditions of reorganization.</p>	<ol style="list-style-type: none"> 1. Group - Two or more individuals with common interest <ol style="list-style-type: none"> a. Primary e.g. family b. Secondary e.g. Army 2. Society - An intergrated group interacting and communicating among themselves. e.g. U.S.A. 	<ol style="list-style-type: none"> 1. What is Sociology? 2. What is a group? 3. What is a society? 4. What is social?

Learning Activities

A. Group Activity:

1. Tell class to organize into groups
2. Number each group
3. Verbally ask them why they organized the way they did
4. Then tell the one who answered first to write down why he assumed leadership
5. Have the other members write why they let him take the lead
6. Compile results - analyze

B. Group Discussion: From the above activity

1. Gain students personal opinions
2. Compare various groups opinions
3. Analyze

Instructional Materials

Sociology: The Study of Man in Society,

Caroline Nose

Charles E. Merrill

Books, Columbus, Ohio

Broom, Leonard and Philip Selznick, Sociology, 3rd ed. NY Harper and Row, 1963

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> Describe the importance of <u>group</u> pressures upon the individual 	<p>A. Leadership (leading group)</p>	<ol style="list-style-type: none"> Characteristics <ol style="list-style-type: none"> Exerts influence Initiates ideas and movement Organizes (internally action of other groups) Formulates goals Inspires others A society could not function without the above characteristics. As individual groups need a leader, combined groups need a leading group. Industrial group leading other groups with regards to legislation in government. A need arises for leadership when there is a problem or crisis. e.g. Urban problems, Ethnic minority rights, protection for consumer, world affairs 	<ol style="list-style-type: none"> What are the characteristics of a leading group? Why are leading groups necessary? What are the sociological aspects of leadership?

Lesson 2 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<p>4. Group leadership focuses attention on immediate problems. One group (of several working on the same problem) will lead in organization, solutions, etc.</p> <p>5. Urban Problems, societal problems</p> <ul style="list-style-type: none"> a. Pollution b. Population c. Civil rights d. Drugs e. Mental health f. Transportation 	<p>4. How does group leadership affect the society?</p> <p>5. What are some problems of society which need group leadership?</p>

Learning Activities

- A. The group activity from Lesson 1 is to be maintained and will be a sixfold activity.
1. It will show characteristics of an individual group
 2. It will indicate the necessity for a leading group and its characteristics
(A separate independent study for 2-4 people would lend itself well here. These students could keep records of the various groups, the activities of the groups, groups which exhibited leadership, why they exhibited leadership, the ways in which they exhibited leadership, the materials being discussed when group leadership was evident and the times involved. Group leadership may vary according to interest, studies, etc.)
 3. Teacher should follow group activities. Independent study materials could be evaluated by entire class.

(The activity should be carried out over a period of several weeks for best results.)

Instructional Materials

Transportation: U.S.A.
Queen Anne's

Integration, Queen Anne's

Men, Jobs, Automation
Queen Anne's

History of Dissent, Kent

People by Billions,
To Each His Rightful
Share, Man and His
Resources, Talbot

Superflour People, Enoch
Pratt

Great Cities: Megalopolis
Talbot

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the role of individuals in the group 2. Describe the necessity of individual leaders of groups 	<p>B. Role of individual</p>	<ol style="list-style-type: none"> 1. Membership requires that individuals undertake varied roles involving different responsibilities, rights, and opportunities. 2. Role is determined by the expectations of others. It changes as the individual moves from group to group. 3. Individuals <ol style="list-style-type: none"> a. Martin L. King, Jr. b. Malcolm X c. John Kennedy d. George Wallace e. Rap Brown f. Sheldon - K.K.K. g. Jerry Rubin h. Hitler 	<ol style="list-style-type: none"> 1. What is the role of the individual in respect to the group? 2. What are the varied roles of an individual? 3. Who are specific individuals who have played a major role in our society? In other societies?

Lesson 3 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<p>4. Reactions vary according to goals of groups, member etc. e.g. Panthers, S.D.S., D.A.R., Southern Christian Leadership Conference, Urban League, Conservation Groups, etc.</p> <p>5. This is the process of socialization.</p> <ul style="list-style-type: none"> a. Individual refraining from actions that will bring negative reaction b. Individual attempts to see himself as others see him (looking glass theory) c. Development of the social self 	<p>4. How does individual group reactions and behavior vary?</p> <p>5. What is the process of an individual becoming a group member?</p>

Learning Activities

- A. Example Discussion - Compare the role of a person in witnessing a drowning in China as to the U.S. (Compare reactions of witness.)
1. Eg. Person in China owes allegiance to family and cannot recklessly endanger his own life for that of another.
U.S. person would be expected to endanger himself, he is obligated to others in his society, not just his family.
 2. Eg. Role of individual to family group
U.S. - son or daughter often questions authority of parents
Japan - Authority is not questioned, parents and elders are revered
- B. Outside speakers on the various institutions. e.g. Ministers. Comparative study on the various institutions.

Example: Question to students

1. How would your friends expect you to act in relation to the group?
2. How would your parents and their friends expect you to act in their presence?
3. What is the difference in Behavior? Did the group determine the Behavior?

Instructional Materials

Guidance Assoc.
Martin L. King, Jr.

Guidance Association
Malcolm X

F.D. Roosevelt: The Years that Changed the Nation

Education - Kent

Major Religion of World
Talbot

The Dawn of Religion
Queen Anne's

Are You Ready for marriage? Kent
Cornet Film 46

Family Life, Kent,
Cornet Film 51

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe societal institutions 2. State the function of institutions 	<p>C. Institutions</p>	<ol style="list-style-type: none"> 1. Relatively permanent groups present in almost all societies. 2. Institutions <ol style="list-style-type: none"> a. family b. school c. marriage d. industry e. religion f. government 3. Institutions are the framework of a society. 	<ol style="list-style-type: none"> 1. What is an institution? 2. What are some institutions in an society? 3. Why are institutions necessary?

Learning Activities

Instructional Materials

A. Hypothetical Situation

12 people have been put on a different planet. The planet is somewhat hostile in that if the people are alone as individuals or as groups of less than 7 they are often attacked by wild animals. Also there are conflicts in the group as to who will be its leader. As of now they have no homes, weapons, or protection. What do you think is the first thing they must do.

What institutions must be set up before the people can begin to function effectively? Why are these institutions necessary? What other situations might arise calling for the development of more institutions?

Linton, Ralph, The Cultural Background of Personality, Appleton-Century - Crafts 1936

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify philosophy 2. Describe its place in the behavioral sciences 	<p>D. Philosophy</p>	<ol style="list-style-type: none"> 1. It is an adequate theory of societies that explains both change and stability. It includes man's search for justice, freedom, for beauty, and order for equality. A meaning for life and a value system. This is done by the establishment of institutions. e.g. government, family, education. 2. A. Conte <ol style="list-style-type: none"> 1. Father of Sociology 2. Named and gave purpose of sociology B. Max Weber <ol style="list-style-type: none"> 1. Influence of religion and religious ideas on rest of social life 2. Books: Protestant Ethic, Spirit of Capitalism 	<ol style="list-style-type: none"> 1. What is philosophy in regards to society? 2. What are some of the sociological theories and their originators?

Lesson 5 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<p>C. Durkheim</p> <ol style="list-style-type: none"> 1. First empirical sociological research 2. Book <u>Suicide</u> <ol style="list-style-type: none"> a. 1st time a major theory was tested b. classified suicides into 3 types 3. Division of Labor in Society <p>D. Social Darwinism</p> <ol style="list-style-type: none"> 1. Theory of social evaluation 2. Taken from Darwin's ideas 3. Americas Disciples <ol style="list-style-type: none"> a. Wm. Sumner b. Herbert Spencer <p>E. Emile</p> <p>F. Georg Simmel</p> <p>3. There are two poles about which sociological theory revolves; the individual and the group. Theories attempt to explain relationships among groups and their members.</p>	<p>How do these theories relate to sociology?</p>

Learning Activities

- A. Have the students explore what motivates people to act as they do. Eg. Draft - dodging, Racial Prejudice, Religious preference.

Note: How might Max Weber's philosophy of Protestant Ethic fit in?

- B. Group research on comparative religions. Students should decide what factors influence their beliefs.
e.g. Use various examples of music in religion to show different attitudes and philosophies. e.g. Negro spiritual, Beatles, Jazz
- C. Directed reading activity dealing with the theories.

Instructional Materials

Bargatta, Edgar F., and Henry J. Meyer, Sociological theory: Present Day Sociology From the Past. NY, Alfred A. Knopf, Inc. 1956

Coser, Lewis A. and Bernard Rosenberg, Sociological Theory: A Book of Readings, NY, The Macmillan Co. 1957

Merton, Robt K. Social Theory and Social Structure, Free Press, 1949.

Lesson 6

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State the reasons for decision making 2. Describe the necessity of decision making 	<p>E. Decision Making</p>	<ol style="list-style-type: none"> 1. Factors <ol style="list-style-type: none"> a. Peer pressure b. Philosophy c. Group pressure d. Reward risk e. Institutions 2. Decisions <ol style="list-style-type: none"> a. Determine individual's role b. Determine role of groups c. Determine goals, attitudes of individual d. Form societal goals 	<ol style="list-style-type: none"> 1. What factors influence decision making in regard to sociology? 2. How do these decisions affect the society and the individual within the society?

Lesson 6

Learning Activities

- A. Have the class conduct a sampling or survey to conclude the relationship between decision making and socio-econ. factors. e.g. Who makes decisions of family in Jewish families, Catholic, Protestant, Negro Homes, Caucasian homes, Mongoloid homes, Professionals, Skilled Workers, Laborers.
- B. How do decisions of society affect role of individual
US - involvement in Viet Nam, societal goals
 role of individual
Russia - role of individual, societal goals

Instructional Materials

Kirkpatrick, Clifford, The Family: As Process and Institution, 2nd ed. New Ronald Press Co., 1963

Barnard, Chester I., The Functions of the Executive, Harvard Univ. Press, 1938.

Unit III

Social Psychology

Introduction

Unit III deals with social psychology and with some very relevant problems of today. Again the five concepts of the entire year's work structure this unit. However, "philosophy" has been omitted.

Social Psychology: One definition of psychology is the science that studies the behavior of organism. Science in this definition implies a systematic study based upon factual investigation, experimentation and other means of systematically collecting data. Behavior refers to activities of humans or other organisms that can be observed directly or by living animal. Although psychology is primarily interested in humans it uses other living things in experimentation. Modern psychology regards the mind and body as a whole, not as separate entities.

Some of the most interesting problems in the social sciences in the area where psychology and sociology overlap, which gives rise to the study of social psychology. The study of social psychology has produced a number of generalizations important to everyone, as well as extending concepts drawn from its parent disciplines. This study has value in its own right and in providing knowledge basic to skills of effective group participation and to effective participation in society.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify social psychology and describe what it studies. 2. Identify and describe the concept of leadership as it relates to social psychology 	<p>Social Psychology studies the behavior of individuals in non intergrated groups</p> <p>Collective Behavior</p> <p>A. Leadership</p>	<ol style="list-style-type: none"> 1. The main purpose is to see how the individual and group are related, and how a human being is shaped into a specific individual. 2. One who has the ability to influence through organization <ol style="list-style-type: none"> a. characteristics b. exerts influence c. initiates d. organizes e. formulates goals f. inspires others 3. Without leadership groups and societies are unable to function. 	<ol style="list-style-type: none"> 1. What is social psychology? 2. What is the main purpose of social psychology? 3. Who is a leader? 4. What are the characteristics of a true leader? 5. Why is leadership necessary?

Lesson 1

Learning Activities

- A. The students could write reports on what they feel has led to their personality. eg. family life, social class, economic position.
- B. Set up a hypothetical situation and have students determine why specific reactions occurred. eg. Girl stabbed in city, no one comes to aid, Why?
- C. Group research on specific case studies relating to development of individual or lack of it due to deprivation of human contact.
- D. Group Activity: A primary group will meet discussing a given topic or situation with a second group acting as observers to decide which member or members is a leader and the reasons why he emerged using the characteristics.
- E. Set up a group. Give the group a problem to solve. Each time an individual exhibits leadership (eg. 1st to speak) stop him and explain the group must function all together without a leader.

Instructional Materials

Improve Your Personality
Kent County

Developing Self Reliance
Coronet, Kent County

The Case of Anna
Kingsley Davis,
"Extreme Social Isolation
of a Child,"
America Journal of Sociology,
January, 1970

The Case of Kamala and
Amala
Wolf Children and Feral
Man, Singh and Zingg,
Harper Row, 1942

Psychology: Principles
and Applications, T.L.
Engle, Louis Snellgrove,
Harcourt, Brace, and
World, 1969

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the role of individuals as studied in social psychology 2. Describe the individual's role from a social psychology point of view. 	<p>B. Role of Individual</p>	<ol style="list-style-type: none"> 1. Determinants <ol style="list-style-type: none"> a. Economics b. Social Class c. Status d. Sex e. Education f. Self interest g. Physical characteristics 2. Determinants of attitudes <ol style="list-style-type: none"> a. Mass media b. Family - home c. Environment d. Religion 3. The position a person holds or plays in his society. eg. boy, strong, aggressive; girl, weak, quiet 4. Rank or standing of positions in social systems and prestige accorded them. <ol style="list-style-type: none"> a. Types of status <ol style="list-style-type: none"> 1. Ascribed status <ol style="list-style-type: none"> a. based on age b. sex 	<ol style="list-style-type: none"> 1. What determines social role? 2. What determines social attitudes? 3. What is social role? 4. What is status in relation to individual and group?

Lesson 2 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<p>c. family d. physical change e. social change 2. Achieved status Position is earned or achieved by means esta- blished by society. 5. Belief or bearing one has toward group he associates with or attitudes of group toward in- dividual. eg. Everyone should own a car. All families should attend church. All children should graduate high school.</p>	<p>5. What are social attitudes?</p>

Learning Activities

- A. Using The American and The African, have students read to find social attitudes that differ between the two and the determinants of social attitudes for each.
- B. Using graphs, discuss the reasons why persons (occupations) fall into the prestige categories. What does this indicate about our society? How is the individual affected by these prestige.

Instructional Materials

The American and The African, Robert A. Lystad

Article Appeared in:
Background Book: Africa and the United States: Hopes and Realities

Bell, Earl Hand, John Sitjanak, Social Foundation of Human Behavior, Harper and Row, 1965, pg. 440-441.

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify institutions and decision making in social psychology. 2. Demonstrate the use of a mode of inquiry. 	<p>C. Institutions</p> <p>D. Decision Making</p>	<ol style="list-style-type: none"> 1. Factors <ol style="list-style-type: none"> a. Shelter b. Love c. Belief d. Security e. Education <p style="margin-left: 40px;">Institutions</p> <ol style="list-style-type: none"> 1. Education 2. Marriage 3. Government 2. Methods <ol style="list-style-type: none"> a. Deductive b. Inductive 3. Group decisions decide the role of individual. eg. U.S. states all males join military. Refusal to serve by individual questions decision of group. 	<ol style="list-style-type: none"> 1. What factors do institutions provide for the individual? 2. What are some major institutions? 3. By what methods are decisions reached? 4. How do decisions of the individual affect the group and vice versa?

Learning Activities

- A. By using the "Case of Anna" and the "Case of Kanala and Amala" show how lack of institutions affected development. Use hand outs of the cases for student involvement.
- B. Locate specific instances where institutions have played a more dominant role in individual life. e.g. Helen Keller
- C. "Situation" Duty over belief, Comparison Naserenberg to Mai Lai.

State Problem: Poverty of Allegiance

Hypothesis: Man owes greater allegiance to government than to his own ideals.

or Man owes greater allegiance to own ideals than to the government. (Group values over individuals)

Research: Mai Lai, Naserenberg

Evaluate: Decide whether valid materials were used.

Conclusion: Man owes greater allegiance to government because individual freedom is lost if his values contradict the institution.

- D. Individual Reports: How the major institution affect each individual?

Instructional Materials

AEP, Community Change,
Cutler, Pearson

Unit IV
Anthropology

Introduction

This unit defines anthropology and relates the five concepts to its study. As in all units, opportunities for students to active use a mode of inquiry are presented. It is as important to teach this mode of inquiry as it is to teach the concepts and content.

Anthropology is the study of man in his total setting. It considers the cultural, social, psychological, and historical aspects of man. It traditionally studies primitive tribes, but recently the anthropological approach is being utilized to study modern societies.

- I. Anthropology is concerned with changes in the traditional customs of society.
- II. Anthropology studies how culture is adapted to serve man's needs.
- III. Anthropology studies how man adapts to his cultural environment.
- IV. Anthropology studies the continuing and accelerating process of change that is brought about through invention and assimilation from other cultures.

- V. Anthropology recognizes that man learns the accepted ways of perceiving, thinking and behaving from his culture.
- VI. Anthropology includes those aspects found in all cultures, known as cultural universals, (e.g. religion, government and economics).

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify anthropology and distinguish it from the other behavioral sciences 	<p>Anthropology is the study of man in relation to origin, physical character environmental and cultural influence on behavior. The anthropologist also attempts to discover cultural universals.</p>	<ol style="list-style-type: none"> 1. Divisions <ol style="list-style-type: none"> a. Biological <ol style="list-style-type: none"> 1. Man's development from lower forms of life 2. One cell - multi cell b. Cultural Anthropology <ol style="list-style-type: none"> 1. Patterns of living making one group different from another 2. Mores and folkways being cultural beliefs, values, etc. which define group role. <ol style="list-style-type: none"> a. folkways - socially established (automatic) behavioral responses (ways of the folk) b. mores - morally sanctioned norms 2. Culture is the shared meanings and values that members of a group hold in common. 	<ol style="list-style-type: none"> 1. What is anthropology? 2. What are 2 main divisions of anthro? 3. What do these divisions deal with? 4. What is culture?

Learning Activities

- A. Class Activity - To show physical and cultural anthropology at work.
1. Go through the waste paper basket layer by layer as an archeologist would go through dirt.
 2. Students reconstruct what events happened in the room by the evidence.
 3. Why did the events occur?
- B. Class Activity -
1. Have students list their daily activities
 2. Students correlate and find similarities?
 3. Students state their own interpretation of results
 4. Teacher gives definition of culture
 5. Question - Do you, the students, have a common culture?
- C. Directed Reading Assignment - What are the basic characteristics of the culture? Question - What is the relationship of the Nacirema culture to ours?
- D. Class Activity - Research and Discussion
1. By using graphs, discuss the tolerance of variation in U.S. culture
 2. Compare these to tolerances in other cultures

Instructional Materials

Study of Anthropology
Pertti J. Pelto, Charles
E. Merrill Books, Colum-
bus, Ohio

The Great Trec and the
Longhouse
The Culture of the Iroquois
Helen Hertzberg, Mac-
millan, 1967

Filmstrip - Men of the
Old Stone Age: Their
Culture and Development.

Teacher Guide Material
"Body Ritual Among the
Nasirema", Horace Miner,
American Anthropologist
Vol. 58, 1956

Graph - "Tolerance of
Deviancy from Norms"
Taken from Social
Foundation of Human
Behavior, Harper and Row
1961

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify how media and cultural beliefs have fostered race problems 	<p>A. Leadership</p>	<ol style="list-style-type: none"> 1. Justification of content at discretion of teacher and students. e.g. Western Europe also minority group contribution 2. Attitude that your groups cultural behavior patterns are superior to those of another group. e.g. American superiority White superiority 3. Ethnocentrism - judging other cultures by your own. 4. Prejudice is a learned behavior. Example of how children learn prejudice. It is based on factor of leadership of groups; that one group is superior to another, also institutions of societies, contribute to prejudice. 	<ol style="list-style-type: none"> 1. What cultures have made the greatest contribution to western civilization? 2. What is ethnocentrism? (cultural bias) 3. What is prejudice? What is racism? 4. How does prejudice develop?

Learning Activities

- A. Direct Reading Assignment
Class Handouts No. 1,2,3, (Included)
Question: Do you believe these papers reflect any bias?
If so, why?
- B. Class Activity - Survey
1. Take a survey finding the percentage of Americans describing Russians, Englishmen and themselves by various words.
 2. Words used are: Handworking, intelligent, generous, cruel, brave, progressive, peace loving, backward.
 3. Evaluate results
- C. Direct Reading Assignment
Class handout No. 5
Question: From where is prejudice learned?

Instructional Materials

International Jew
Vol. II

Practice of Klanishve
Imperial Instruction
Document 1, 1924

Playboy, March, 1969
Letters to Editors

Society and Man, Weinberg
and Shabot, P 669,
Prentice-Hall

How Children Learn
Prejudice - Lesson 45

Prejudice: A Case Study
Lesson 44

Introduction to Behavioral
Sciences - Fenton, 1969

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify how cultural values and beliefs affect the individual 	<p>B. Role of individual behavior</p>	<ol style="list-style-type: none"> 1. The culture affects and influences an individual's total behavior in all of its aspects. e.g. individual's goals, desire, freedom. 2. Behavior is influenced by the environment and living conditions of a society. e.g. Urban, suburban, ghetto, rural 3. Subcultures in a society have determined role or behavior of the individual based on the individual's race, religion, etc. e.g. Negro in America, Chinese - Japanese in America 	<ol style="list-style-type: none"> 1. How does culture influence behavior of an individual? 2. What is the extent of cultural influence? 3. How does prejudice or racism of a culture affect the development of the individual in that culture?

Learning Activities

A. Direct Reading Assignment

Question: What are some characteristics of America?
How do these differ from other cultures?
What is the origin of these characteristics?

B. Role Playing - Students take on roles of people from different environments or living conditions. They must then react and act toward various situations.

Question: Is your behavior influenced by your environment? If so, why?

C. Group Presentation - On various areas of American life along with bulletin boards on the various conditions.

Instructional Materials

Behaving Like An American

Introduction to Behavioral Sciences, Fenton, 1969,
Lesson 9, P. 46

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the institutions making up "cultural universals" 2. Describe how minority groups influence decisions. 	<p>C. Institutions</p> <p>D. Decision Making</p>	<ol style="list-style-type: none"> 1. Institutions <ol style="list-style-type: none"> a. Family b. Educational c. Religions d. Economics e. Governmental 2. Development occurred because of a need. <ol style="list-style-type: none"> e.g. Government <ol style="list-style-type: none"> a. Primitive b. Contemporary 3. Minorities function through pressure groups <ol style="list-style-type: none"> e.g. Grange (farmers) Labor unions N.A.A.C.P. S.D.S. Black Panthers Boy Scouts (Conservation) 	<ol style="list-style-type: none"> 1. What are anthropological institutions? 2. How have these institutions developed? 3. How do these institutions affect the development of group; of individual? 4. What is the role of minorities in governmental decisions?

Learning Activities

- A. Class Activity -
Research the correlation between the advance of technology in a culture and the growth of institutions.
- B. Research -
Trace influence of the family through various stages of history.
- C. Group Research -
How have minorities affected society through recent Supreme Court decisions? e.g. (Various decisions Brown vs. Topeka, Conscious objectors, Madeline Murray - Pray in Space and School, Fair Housing Laws.

Instructional Materials

References as Fenton's
Behavior Sciences

Periodicals

Filmstrips

Films

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify how different societies make decisions in different ways. 2. State that all societies make decisions. 	<p>Decision Making</p>	<ol style="list-style-type: none"> 1. Previous problem solving approach used to reinforce learning. Decision making institutes <ol style="list-style-type: none"> a. Government b. Family c. Religion 2. Different societies have different decision making process. <ol style="list-style-type: none"> e.g. <ol style="list-style-type: none"> a. Patriarchal vs. Matriarchal b. Democratic vs. Totalitarian c. Theocracy vs. Individual d. Prinitive vs. Civilized 	<ol style="list-style-type: none"> 1. What is the role of minorities in deciding societies priorities? 2. What are the decision making methods or processes? 3. What is the role of decision making for groups and individuals in differing cultures?

Learning Activities	Instructional Materials
<p>A. Compare development of decision making in the American Indian culture to contemporary government. e.g. Iroquois Five Nations vs. U.S. Congress and democracy.</p>	<p><u>History as Cultural</u> <u>Change: Anthropology</u> <u>Curriculum Study</u> <u>Project</u> MacMillian Company, 1968, (Can be used for all of Unit IV)</p>

Unit V

Economics

Introduction

Unit V deals with another behavioral science, using the same concepts and mode of inquiry as the other units.

Economics: One definition of economics is the study of how unlimited human wants can be most efficiently served by limited resources. Economics is concerned with several human activities. One is the production and distribution of goods and services. Another is examination of how people produce, consume, save, pay taxes and perform services to satisfy personal wants and needs and to satisfy collective wants for such items as education and highways.

The conflict between unlimited wants and limited resources is a major problem of every economy. All economies began with limited goods, services, and labor. Today some advanced economies enjoy abundance while scarcity persists in others. Man's continuous attempts to narrow the gap between limited resources and unlimited wants has led to specialization. This has caused interdependence of factions within one economy and interdependence among other economies; thus, today, particularly in highly industrialized societies, economic independence has disappeared. Interdependence adds an international flavor to economics.

Economic institutions - modes of exchange, banks, credit, markets, corporations, labor unions, tariffs - are significant factors in all economics. In addition, all economies have important economic values and beliefs: role of profit, competition, private enterprise, government, and thrift. These values and beliefs influence economic thought, policies, and decisions.

Every economy faces four basic economic decisions: (1) What and how much to produce? (2) What quantities of and in what ways are labor, resources, and capital to be utilized? (3) Are goods and services for immediate consumption or for further production? (4) How shall goods and services be distributed?

Economics and politics cannot be divorced. Every level of government grapples with economic policies and decisions. Programs concerning the welfare of labor, business and industry, and the consumer are important factors in determining the platforms for our political parties.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State a definition for economics 2. Identify some of the characteristics of American economic system and its effects on the world. 	<p>V. Economics</p> <p>A. Leadership</p>	<ol style="list-style-type: none"> 1. Relation of mankind to the ordinary business of life Study of <ol style="list-style-type: none"> a. production b. distribution c. consumption 2. Characteristics <ol style="list-style-type: none"> a. Open economy b. Individual c. Laissez - Faire d. Private Ownership 3. Examples of influence <ol style="list-style-type: none"> a. U.S. consumption determines world market e.g. coffee, sugar, rubber b. U.S. population constitutes 7% of world population. We consume over 50% of worlds food supply. 4. Systems <ol style="list-style-type: none"> a. Communism b. Socialism c. Capitalism d. Mixed enterprize 	<ol style="list-style-type: none"> 1. What is economics? 2. What are characteristics of the American economy? 3. What is the influence of our economy in the world? 4. What are competitive economic systems?

Lesson 1 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
<p>3. Identify some economic systems</p> <p>4. Describe the role of labor unions and management in labor disputes.</p> <p>5. Identify and describe some factors necessary for economy leadership.</p>		<p>5. Unions protect and advance the workers interest. They provide dialogue between employer and employee on wages, work conditions, hours, and fringe benefits.</p> <p>6. Management</p> <ul style="list-style-type: none"> a. Lock-outs b. Black-list c. Company unions <p>Labor</p> <ul style="list-style-type: none"> a. Strike b. Walk-out c. Boycott d. Slow-down <p>7. Factors</p> <ul style="list-style-type: none"> a. Natural resources b. Skilled human resources c. Industry d. Capital e. Market 	<p>5. What is the role of unions?</p> <p>6. What are the methods of management and labor with regards to enforcing positions.</p> <p>7. What factors must be present for economic leadership?</p>

Learning Activities

- A. Give students a story to read dealing with the process of obtaining some product. Have the students classify the processes by which things are obtained.
 e.g. Story of cola A. Kola nuts are produced
 B. Brought to producer who processes and ships to individuals
 C. Product is consumed
 e.g. Use overheads indicating 3 parts of economics and have students interpret.
- B. Direct Reading Assignment - Handout
 Question: How does international trade help the U.S.?
- C. Class Discussion - Handout
 Location and Purpose of U.S. holdings abroad.
- D. Transparencies "Pattern of Investment"
 Question: Which economic system favors the individual?
 What does this indicate about the economic systems? Why?
 By looking at the graph, which economic system has the better standard of living?
- E. Group Activity: Students write to major unions to obtain information for bulletin boards and class discussions. Letters could also be sent to major corporations. Local union leaders could be speakers. e.g. A.F.L. G.I.O., U.A.U. U.M.W.
 Visit a local industries personnel manager and find out state laws about working conditions.

Instructional Materials

Economics and its significance, Martin, Miller, Charles E. Merrill Books, Inc. Columbus, Ohio

Political Economic Pattern (Kent County)

How International Trade Helps, John Kennedy

Source: The U.S.A. in the World Economy, Steinberg, Council for Advancement of Secondary Education, 1966

Comparative Economic System, Fenton Transparency 126-12c

Learning Activities

- F. Using newspapers or magazines, select several recent labor-management disputes.
What methods did labor and management use?
How was a settlement brought about?
- G. A. Problem is for students to determine where they would put an industry based on economic factors of Natural Resources, market available, transportation, skilled labor, etc.
- B. Give student groups corporations - students would role play part of Board of Directors.
- C. Students could take corporations like Continental Diamond, Ford Motor Co., Reynolds Aluminum, etc.
- D. Take area - e.g. continent of Africa
- E. Students could locate resources, investigate economy of nation, education level, etc.
- F. After locating material students analyze information
- G. Students decide on location of corporation

Instructional Materials

Prosperity Without End,
Kent County

Rise of Organized Labor
Talbot County

N.Y. Times
Squandered Resources
Kent and Talbot County

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <p>1. Diminish between the different economic roles of individuals in capitalism as opposed to communism.</p>	<p>B. Role of individual</p>	<ol style="list-style-type: none"> 1. Capitalism <ol style="list-style-type: none"> a. Producer b. Consumer c. Investor d. Decision making 2. Communism <ol style="list-style-type: none"> a. Producer b. Consumer 3. Capitalism <ol style="list-style-type: none"> a. Individual choice b. Economic status c. Education d. Politics 4. Communism <ol style="list-style-type: none"> a. Government need b. Gosplan (Government planning) c. Education 5. Organizations to aid individual <ol style="list-style-type: none"> a. Insurance b. Federal Reserve System c. Social Security d. Better Business Bureau 6. Obligations <ol style="list-style-type: none"> a. Taxation Personal, Corporate 7. Differences <ol style="list-style-type: none"> a. Government housing b. Role of union differs c. Incentive plans 	<ol style="list-style-type: none"> 1. What is the role the individual in capitalism as opposed to communism and socialism? 2. How is the individual's role determined? 3. What organizations protect the individual? 4. What obligations does the system place on the individual? 5. How does the role of individual differ in the major economic systems?

Lesson 2

Learning Activities

Class Activity "Game of Market"

Class Activity "Economy Game"

Research and discuss differences in economic systems of U.S.A. and U.S.S.R.

Instructional Materials

Comparative Economic Systems, Fenton, Teachers Guide, P. 149

Economy Game, Douglas Bowman, 1970

Protecting the Consumer
Kent County

Federal Taxation, Coronet,
Kent County

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <p>1. Identify and describe economic institutions and their elements</p>	<p>C. Institutions</p>	<p>1. Institutions</p> <ul style="list-style-type: none"> a. Stock market b. Federal Reserve System c. Social Security d. Welfare Program e. Internal Revenue f. Corporations - Enterprises <p>2. a. Stock Market</p> <ul style="list-style-type: none"> 1. Bonds 2. Common stock 3. Preferred stock <p>b. Federal Reserve System</p> <ul style="list-style-type: none"> 1. Discount rate 2. Rediscount rate 3. Buy & sell bonds <p>c. Social Security</p> <ul style="list-style-type: none"> 1. OASI - Old Age Survivors 2. Unemployment insurance 3. Assistance for needy <p>d. Welfare</p> <ul style="list-style-type: none"> 1. Guaranteed income 2. Free lunch 3. Job Corp 4. NYC 5. etc. 	<p>1. What are economic institutions?</p> <p>2. What are elements of these institutions?</p>

Lesson 3 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<ul style="list-style-type: none"> e. Internal Revenue <ul style="list-style-type: none"> 1. Personal income taxes 2. Corporation tax 3. Inheritance taxes 4. Graduated income tax 5. Negative income tax f. Enterprises <ul style="list-style-type: none"> 1. Sole proprietor 2. Partnership 3. Corporation 3. Effects <ul style="list-style-type: none"> a. Protect individual b. Control amount of money in circulation c. Jobs, opportunities d. Control production, distribution, and consumption 	<ul style="list-style-type: none"> 3. In what ways do these institutions affect our economy?

Learning Activities

- A. Student Research - Students find comparative institutions in the communist system. Students as individuals could buy and sell stock by following daily averages in various newspapers, etc. The students should keep a booklet on various companies researching their growth and decline. They should plot the progress of their purchases on graphs. Concluding reports should be made.
- B. DRA on the Federal Reserve System. (What are the basic ways FRS controls money in circulation)
Problem for individual students:
The U.S. is having a major recession. By operating through the Federal Reserve System how could it improve the conditions of our economy?
Answers
1. FRS could buy bonds from banks
 2. Lower Reserve Requirement
 3. Lower Rediscount rate

Instructional Materials

Economics of Poverty, by
Schultz, M; Joint Council
on Economic Education, 1968

Federal Reserve, Ency.
Britannica #479
Talbot County

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify different economic philosophies and describe each and its effects on a given system. 	<p>D. Philosophy</p>	<ol style="list-style-type: none"> 1. Philosophers <ol style="list-style-type: none"> a. Malthus b. Smith c. Keynes d. Marx e. Debs 2. Comparative Systems <ol style="list-style-type: none"> a. Capitalism b. Socialism c. Communism 3. To show the difference in economic systems and their values with regards to their origins. 	<ol style="list-style-type: none"> 1. What are some economic philosophers and their philosophies? 2. How did these philosophies shape economic structures? 3. What are some comparative systems? 4. What is the importance of these philosophies?

Learning Activities

- A. Group Activities:
Give specific situations and have students apply their own theories on how they would solve the situation.
- B. Comparison: of Animal Farm to Communism and its early history.
- C. Research and discuss a comparison of two different economic systems.

Instructional Materials

Capitalism and other Economic Systems, Lee and McCreay, Council for Advancement of Secondary Education, 1959

Animal Farm, George Orwell

References

Films

Filmstrips

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Determine who makes economic decisions. 2. Describe how economic decisions are made. 	<p>E. Decision Making</p>	<ol style="list-style-type: none"> 1. Decision Maker <ol style="list-style-type: none"> a. Consumer b. Investor c. Government 2. Affected by <ol style="list-style-type: none"> a. What to produce b. When to produce c. For whom to produce 3. Affected by <ol style="list-style-type: none"> a. Inflation b. Deflation c. Recession d. Depression e. Strikes f. Supply and Demand g. G.N.P. 	<ol style="list-style-type: none"> 1. Who makes decisions in economics? 2. How is our economy affected by decision making? 3. How is our decision making affected by the economy?

60

Learning Activities

Instructional Materials

A. Role Playing: Students assume roles of executive board of a corporation. They are furnished with current political or economic situation and they can react for their companies and employees best interest.

e.g. You're on the board of Continental Can.

Question: Should you build an additional plant in city x in the North or city y in the South. Consider factors.

Consider natural resources equal.

1. Real Estate cost and availability
2. Taxes - Personal, Corporation
3. Labor market
4. Unions
5. Educational System
6. Population density
7. Recreation
8. Possible civil disorders
9. Transportation

Gold and You: Drain on the Dollar, Screen News Digest, Vol. 10 issue 7 Kent and Talbot County

Unit VI

Political Science

Introduction

This unit follows the same format as the others, including active inquiry and a consideration of current problems.

Political science studies political behavior and political institution, including the theory and practice of organizing and controlling the power necessary to form public policy and administer public services. Political science can be subdivided into international relations, national, state, and local government, comparative government, political theory, public law, and politics.

Political science is a study of government, but it is not limited to formal structure. Areas of particular interest include political goals and processes of gaining them, decision making methods, types and character of political leadership, protection of minorities, and understanding of different ideologies. Government cannot be separated from man and society, as it focuses specifically upon areas of social life that are concerned with consent, control, power and authority. Study of the role of law in society points up relationships of individuals to the legal system, to sanction, to courts, and to justice.

The political theorists, taking from areas within and outside the social sciences, attempts to gather existing knowledge about the state. Such knowledge is tied together by principles, conclusions, and valid generalizations. An interplay between hypothesis and data is constant; the data giving the basis for hypothesis and the hypothesis providing direction for seeking of data.

Democracy places the exercise of power in the hands of the people. Thus, democracy depends upon an educated and informed citizenry that recognizes the necessity for balance between rights and responsibilities. A study of political science, in addition to considering the opportunities and obligations of citizens, is concerned with conveying an understanding of operations of American political institutions. In other words, political science has a structure and a method of research which can enhance citizenship education.

Lesson 1

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State a definition for political science. 	<p>Political Science</p>	<ol style="list-style-type: none"> 1. Studies political system from four perspectives. <ol style="list-style-type: none"> A. Processes, behavior, and institutions of political systems, making systematic generalizations and explanation of the political. B. It seeks generalizations about relations among political systems especially the politics of nations in the international system. C. It studies the end products, public policies of the political processes. D. It studies ideas and doctrines about government and the political system, ideas as the concept of and justifications of democracy, justice and equality. 	<ol style="list-style-type: none"> 1. What is political science? 2. What are the perspectives of political science?

Lesson 1 (Continued)

Objectives	Concepts	Supporting Content	Key Questions
		<p>2. Societies way of regulating relations between individuals and groups of people.</p> <p>3. Society: An intergrated group interacting and communicating among themselves.</p>	<p>2. What is a political system?</p> <p>3. What is society?</p>

Learning Activities

- A. Class Activity: "Game of Democracy"
- B. Discuss - Relying on students' past knowledge - a definition of political science of government and some of the areas studied in political science.
- C. List this information and ask student to classify it into the five concepts.

Instructional Materials

4-H "Game of Democracy"
(Simulation) 10 students
each
National 4-H Club
Foundation
7100 Conn. Avenue
Washington, D.C.
Price \$1.50 per game

"Communism, Fascism,
Capitalism, Socialism,"
by Ebenstein, Prentice
Hall, 1970

Lesson 2

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> Identify and describe a political leader's roles and qualifications 	<p>A. Leadership</p>	<ol style="list-style-type: none"> Role <ol style="list-style-type: none"> Organizes Initiator Formulates goals Carries program out Qualifications <ol style="list-style-type: none"> Exerts influence Inspires others Others are those which enable him to play his role. Role of U.S. is that of leader in world affairs. <p>e.g. Foreign aid Internal progress (Domestic) Government, by example of actions Societal goals</p> 	<ol style="list-style-type: none"> What is the role of the political leader in our society? What are the qualifications of a political leader? What is the role of U.S. in international affairs?

Learning Activities

- A. Guest Speakers - Local, State, and National political figures.
- B. Panel Discussion - Role of U.S. as a world power.
Isolationism vs. Internationalism
- C. Class Activity or School - Mock U.N. meeting

Instructional Materials

The Cold War
From Yalta to Cuba,
Robert Winks, Macmillian
Company, 1964

Vol. II, Issue 6, Screen
News Digest; American
Presidency, Talbot

Local U.N. groups can aid
in this project. It can
be expanded to states.

The U.N. at Work, Kent

N.Y. Times; Who Shapes
U.S. Foreign Policy, Kent

N.Y. Times, The Americani-
zation of Europe, Kent

Guidance Assoc., America
and The World, Kent

President
Congress, Talbot

Growth of Foreign Policy
Talbot

Lesson 3

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the roles of citizens. 	<p>B. Role of citizen</p>	<ol style="list-style-type: none"> 1. Role of citizen <ol style="list-style-type: none"> a. Obligation to be informed b. Obligation to vote c. Obligation to participate 2. Qualifications <ol style="list-style-type: none"> a. Native Born b. Naturalized 3. Citizen: A person having duties, rights, and obligations to a state or nation. 	<ol style="list-style-type: none"> 1. What is the role of the citizen in political science? 2. What are the qualifications of citizenship? 3. What is a citizen?

Lesson 3

Learning Activities

Instructional Materials

- A. Class Activity: Student participation in local elections
Mock election and campaigns in school.
- B. Form hypothesis, gather and analysis data and form conclusions of similar roles of citizenship in different countries.

Maryland Manual
Secretary of State
Annapolis, Maryland

Ency. Britannia,
Public Opinion

Ency. Britannia
Political Parties
Talbot County

The Nature of Democracy:
Taking Part In The
Government, Kent County

Lesson 4

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. State the types of government institutions. 2. Identify their functions. 	<p>C. Institutions (Executive, legislative, and judicial)</p>	<ol style="list-style-type: none"> 1. Types <ol style="list-style-type: none"> a. Local <ol style="list-style-type: none"> 1. Town or city <ol style="list-style-type: none"> a. Mayor and Council b. Manager c. Commission 2. Township 3. County 4. Parish b. State <ol style="list-style-type: none"> 1. Bicameral 2. Unicameral c. National <ol style="list-style-type: none"> 1. Confederal 2. Federal <ol style="list-style-type: none"> a. Legislative b. Judicial c. Executive d. International <ol style="list-style-type: none"> 1. U.N. 2. League of Nations 	<ol style="list-style-type: none"> 1. What are the types of governmental institutions? What are their functions?

Learning Activities

Instructional Materials

- A. **Class Activity:** Prepare a visit to a local governmental unit in session. In some cases the unit will come to the school and hold a session. e.g. Board of Education.
- B. **Individual Project:** Student research on their local government. They could interview local governmental officials.
- C. If a local Y.M.C.A. youth group is in your school Tri-Hi-Y and Hi-Y look into the possibility of them organizing a District or State Model Legislature under Y.M.C.A. direction.

New York Times
 Current Affairs
Supreme Court
Congress and Its Members
 Kent

Citizens Agencies
 Kent

Lesson 5

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe what a political philosophy is. 2. Identify some famous political philosophers. 3. Describe the democratic philosophy of the U.S.A. 	<p>D. Philosophy</p>	<ol style="list-style-type: none"> 1. Beliefs, attitudes, values, and goals of a society. 2. Philosophies <ol style="list-style-type: none"> a. Democracy b. Socialism c. Communism d. Facism e. Monarchy f. Anarchy g. Aristocratic 3. Men <ol style="list-style-type: none"> a. Marx b. Jefferson c. Hamilton d. Hitler e. Mussolina f. Moco-Tse-Tung g. Lenin 4. Beliefs, attitudes, goals of democracy <ol style="list-style-type: none"> a. Individualism b. Equality c. Solution always possible d. Freedom e. Generousity f. Puritan ethic g. inalienable rights 5. Declaration of Independence, Constitution. <p>- 68 -</p>	<ol style="list-style-type: none"> 1. What is a political philosophy? 2. What are some philosophies of political science? 3. Who are some men who shaped political thought? 4. What are the belief, attitudes, and goals of our society? 5. How do these differ from other societies? 6. In what documents and materials are our beliefs indicated?

Learning Activities

A. Class Activity: Student list their own differences between personal freedom under Republican as opposed to Communism.

e.g.

- a. Control of jobs - non control of jobs
- b. Private ownership vs. state ownership
- c. Freedom of press vs. non freedom
- d. Freedom of speech vs. non freedom
- e. Right to bear arms vs. non right
- f. Right of assembly vs. non right
- g. etc.

B. Research and gather data to validate their answers.

C. Discuss documents of democratic beliefs.

Instructional Materials

Constitution
Declaration of Independence
Communist Manifest

New York Times (Kent)

Behind Bamboo Curtain

Russias Restive Satellite

Cuba: 10 years of Castro

Screen News Digest
Vol. 10, Issue 4
Russian Revolution
Talbot

Lesson 6

Objectives	Concepts	Supporting Content	Key Questions
<p>Students will be able to:</p> <ol style="list-style-type: none"> Describe the differences in the decision making process between democracies and communism. 	<p>E. Decision Making</p>	<ol style="list-style-type: none"> Differences <ol style="list-style-type: none"> One party system Multi-party system English Parliament England and U.S. <ol style="list-style-type: none"> Office holder responsible to the public U.S.S.R. Office holder responsible to party. 	<ol style="list-style-type: none"> How is the decision making process used differently in various systems? Who is responsible for decisions in the various systems?

Lesson 6

Learning Activities	Instructional Materials
<p>A. Group Activity: Follow type of elections and procedures in various systems.</p> <p>e.g. English - Elections at any time - short campaign</p> <p>U.S. - Elections at specific times - long campaigns</p> <p>U.S.S.R. - Elections at specific times - 1 candidate no campaign</p>	<p>Screen News Digest Vol. 10, Issue 3 <u>Problem of Micro States</u></p> <p><u>United States Policies Toward China</u>, Paul Halbo, Macmillian Co., 1969</p>