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ABSTRACT

This directory lists 111 curriculum development projects in social studies and social science education at precollege levels. For each entry information is presented concerning the project director, name and address, the purposes of the project, a summary of what the project has done or intends to do, the grade level, the subject area, and the published material. Often an address is included from which published material or further information may be obtained. Projects are numbered in alphabetical order by title. An alphabetical index of authors is provided. (NH)

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Social Studies Education Projects:

an ASCD index

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Developed for the Generation of New Understandings Project

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FOREWORD

These are times when it is very hard to keep up with the new developments in curriculum. New resources are being added at a rapid rate, in the form of curriculum materials. But teachers and other curriculum makers seldom know of the richness of choice that is available to them. The plain practical problem of knowing what is available, from whom, at what cost--and what it is good for--is bogging us down, so that wonderful things go almost unused while the schools cry for better teaching materials.

All this appears to be especially true in the social studies. In the earlier revolution affecting science and mathematics, a few giant curriculum projects tended to dominate each field. Any reasonably alert schoolman could know about them all. But in the social studies the projects have proliferated by the dozen, and in most subject areas no one of them has seized command. It is very hard for the practicing schoolman to find what will best serve his needs.

Therefore, the Association for Supervision and Curriculum Development turned to its Commission on the Social Studies with a request for an annotated listing of sources. Under the direction of Bob L. Taylor, Chairman of the Commission and Professor of Education at the University of Colorado, the project was carried through. The developmental work was done by Thomas L. Groom, Supervisor and Instructor, College High School, University of Northern Colorado, Greeley.

Now, immediately, some disclaimers must be entered. This little volume is simply a pragmatic attempt by ASCD to be of service. It is not the product of long scholarship, nor is it seen as a final or definitive listing. Things change rapidly, and some of the information given here is already "dated."

ASCD is most grateful to the Commission on the Social Studies, to Dr. Taylor, and to Thomas L. Groom for the hard, detailed work which inevitably goes into such a "bibliography" as this. It is grateful, too, to the earlier compilers for their help. We hope that their work will be of real profit to all who need to know what is available and how to get it. Beyond that, we hope that the social studies programs offered to boys and girls throughout America will be better as a result.

Washington, D.C., 1971

Fred T. Wilhelms
Executive Secretary
Association for Supervision
and Curriculum Development

INTRODUCTION

Social Studies Education Projects: An ASCD Index has been compiled primarily from secondary sources. The existing directories were used extensively in identifying the projects. In addition, a survey was conducted of 53 projects to update information about them, and the Curriculum Materials Center at the Social Science Education Consortium in Boulder, Colorado, was used to acquire fresh, primary information about new projects and materials. The compilers wish to acknowledge the extensive assistance which they received from the Consortium.

The Index is not an exhaustive directory of the social studies projects, for it is virtually impossible to be current in such a rapidly changing arena. No attempt has been made in this publication either to evaluate or to categorize the projects. Furthermore, there has been no screening of projects with regard to their status--some have been completed while others are of recent origin. In cases where a projected completion date listed here is obviously past, the reader will need to write the project director for current information. Only projects concerned with elementary and secondary education in the social studies were listed. The intent of the compilers was to provide limited, descriptive information which would enable the user to decide whether he wished to know more about a project and to locate other sources from which more details are available.--B.L.T. and T.L.G.

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In addition to those mentioned above, strong encouragement and aid to the project were given by John U. Michaelis, Professor of Education, University of California, Berkeley, who was then a member of the Commission.

Project 1. American Liberties Project

Director: Irving Schein. Address all correspondence to: Henry C. Luccock, Asst. Director of Education for Curriculum Development, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06102

Purpose: To develop and prepare materials dealing with constitutional cases appropriate for use with nonacademic inner-city school twelfth grades.

Summary: This project has developed two booklets entitled You and Your Civil Liberties and Problems in American Liberties both written by Irving Schein. Visuals for the overhead projector accompany the booklets. The transparencies show the step-by-step progression and development of each constitutional case presented in the booklets. Both the booklets and the visuals are intended to be presented via a directed reading approach.

Grade Level: Twelve

Subject Area: American Government, Political Science, American History

Published Material: Contact Mr. Harry Luccock at the above address for information about the booklets.

* * *

Project 2. Analysis and Judgment-Making in Foreign Affairs

Director: Roger G. Mastrude, Foreign Policy Association, 345 East 46th St., New York, N.Y. 10017

Purpose: To improve the teaching of world affairs by providing students with a conceptual framework with which to internalize learning.

Summary: This project has produced a simulation entitled Dangerous Parallel which utilizes a conceptual framework through which students can visualize international problems. The primary object of the simulation is to introduce students to international affairs decision making and to bring out some of the facts that influence inter-nation behavior.

Grade Level: 10-12

Subject Area: Social Studies, International Relations

Published Material: The simulation Dangerous Parallel is available from Scott, Foresman and Company.

* * *

Project 3. The Anthropology Curriculum Project (University of Georgia)

Directors: Wilfred Bailey and Marion J. Rice, 105 Fain Hall, Athens, Georgia 30601

Purpose: To develop a grades 1-7 sequential curriculum in anthropology based on the concept structure of the discipline.

Summary: This project has developed two kinds of materials -- a sequentially organized anthropology curriculum for grades 1 through 7 and various other materials for specific instructional purposes, e.g., a film, a unit course on race, caste, and class, and an archeological methods unit course on the Indian in America, the urban community, political anthropology. Materials in the one through seven curriculum are for the most part deductively structured on the basic concepts of anthropology. For example, concepts are organized under such large categories as evolution, race, culture, old world prehistory, technology, kinship, life cycle, etc. The program is cycled in that the emphasis in one and four is on culture while the development of man--old and new-world prehistory--is the focus for grades two and five. Cultural change is the conceptual topic for grades three and six while grade seven is concerned with Life Cycles. Units within the grade level require some four to six weeks in length of time to teach. Whereas concepts are developed and built upon in succeeding units and grade levels, the intermediate cycle (grades 4-7) can be used with students not exposed to the primary (1-3) cycle. Instructional materials are in the form of pupil guides, textbooks, and pre- and post-tests. Elaborate teacher background material is available as is a teacher guide. One of the project's goals was to produce materials that could be used by teachers who had little or no teaching experience in anthropology. The project produces and sells both pupil and teacher guides, tests, and materials.

Grade Level: Kindergarten through Junior High

Subject Area: Anthropology

Published Material:

Kindergarten:	<u>The Concept of Culture: An Introductory Unit</u>	
	Sample Set	\$ 5.00
	Classroom Set (40)	30.00
Grades 1 and 4	<u>The Concept of Culture</u>	
	Sample Set	5.00
	Grade 1 (40 students)	30.00
	Grade 4 (40 students)	60.00
	Both G 1 and 4	80.00
Grades 2 and 5	<u>The Development of Man and His Culture</u>	
	Sample Set	8.00
	Classroom Grade 2 (40 students)	80.00
	Classroom Grade 5 (40 students)	80.00
	Grades 2 and 5	150.00
Grades 3 and 6	<u>Cultural Change</u>	
	Sample Set	8.00
	Classroom Grade 3 (40 students)	80.00
	Classroom Grade 6 (40 students)	80.00
Grade 7	<u>Life Cycle</u>	
	Sample Set	4.00
	Classroom Set (40 students)	80.00
Upper Elementary and Junior High:	<u>Law and Social Control: Political Anthropology</u>	
	112 page book	
	Single Copy	1.00
	Classroom Set	40.00

Upper Elementary and Junior High:	
	<u>The Urban Community</u>
	Single Copy \$ 1.00
	Classroom Set 40.00
Grade 5	<u>Archeological Methods</u> (A programmed text)
	Sample Set 3.00
	Classroom Set (10) 10.00
Upper Elementary and Junior High:	
	<u>Race, Caste, and Class</u>
	Single Copy 4.00
	Classroom Set (40 students) 80.00
Upper Elementary and Junior High:	
	<u>The Indian in American Culture</u>
	Single Copy 4.00
	Classroom Set (40 students) 80.00
Film:	"How We Learn About the Past"
	16 mm 28 min., color, grades 2 - 5
	From International Film Bureau, Inc.
	332 S. Michigan Ave.
	Chicago, Ill. 60604
	Rent \$15.00, Purchase \$300.00

* * *

Project 4. Anthropology Curriculum Study Project (Formerly at the University of Chicago)

Director: T. William Parsons, School of Education, University of California, Berkeley, Calif.

Purpose: To develop materials from anthropology that can be used in world history and culture courses and to define and develop the role of anthropology in the high school social studies curriculum.

Summary: This project has developed a one-semester anthropology course titled Patterns in Human History slated for publication and distribution by The Macmillan Company during the 1970-71 school year. The project has also produced two paperbacks--one dealing with the culture of the Iroquois and the other with the Iowa Indians. Materials for the course consist of a readings book, evidence cards of drawings, and maps. Teaching materials include worksheets, records, replicas of artifacts, filmstrips, transparencies, and a teaching manual with daily instructions and objectives. The project newsletter suggests that the top 60 percent of students would be best served by the course. The two paperbacks introduce students to cultural anthropology and are suitable for grades 7 and above.

A three-week sampler course entitled History as Culture Change: An Overview is currently available. Six topics are covered. Suggested use is for an introductory unit to world history or culture.

Grade Level: Junior-Senior High

Subject Area: Anthropology, World History, World Cultures

<u>Published Material: The Macmillan Company</u>	
<u>History as Culture Change: An Overview (Teacher's kit)</u>	\$19.95
<u>Student package for Culture Change kit</u>	1.95
<u>The Great Tree and the Longhouse: Culture of the Iroquois</u>	1.65
<u>Teacher's manual</u>	.90
<u>Kiowa Years: Study in Culture Impact and Profile of a People</u>	1.95
<u>Teacher's manual</u>	.36
<u>An Annotated Bibliography of Anthropological Materials for High School Use</u>	2.70 each

* * *

Project 5. Asian Studies Curriculum Project (Asian Studies Inquiry Program) (Completed)

Director: John U. Michaelis, School of Education, 4529 Tolman Hall, University of California, Berkeley, California 94720

Purpose: To design and prepare instructional materials on Asian countries, peoples, and cultures for use as an integral part of the social studies curriculum.

Summary: This project has produced the following types of materials:

1. Curriculum and course outlines for secondary school courses in Asian History and Cultures.
 2. Classroom units or monographs dealing with specific subjects.
- As of late 1969 project produced sets of these materials were available. The availability of these materials is currently unknown.

Grade Level: Secondary

Subject Area: World History, Asian History, World Cultures, Comparative Government

Published Material: The results of the project's work are available from two commercial sources:

- (1) Twentieth Century Asia: An Anthology by John Michaelis and Robin McKeown from McGraw-Hill, Webster Division.
- (2) The Asian Studies Inquiry Units published by Field Educational Publications, Inc., 609 Mission, San Francisco, California 94105. There are 15 units in these bundles which run from 48 to 64 pages each.

Bundle I: "Asian Thought"

Unit 1 Confucianism and Taoism

Unit 2 Buddhism

Unit 3 Chinese Painting

Unit 4 Chinese Popular Fiction

Unit 5 Gandhi

Bundle II: "Changing Patterns of Asian Life"

Unit 1 East Meets West

Unit 2 Mao Tse-tung and the Chinese Revolution

Unit 3 Life in Communist China

Unit 4 Modernization in Japan

Unit 5 China and the United States

Bundle III: "Traditional Patterns of Asian Life"

Unit 1 Man and His Environment in Asia

Unit 2 Food and Survival in Asia

Unit 3 Man and Woman in Asia

Unit 4 Class and Caste in Village India

Unit 5 Cultural Patterns in Asian Life

* * *

Project 6. Asian Studies Project

Director: Franklin R. Buchanan, Ohio State University, 1945 North High St., Columbus, Ohio 43210

Purpose: To create a service-type clearing house for the identification of curriculum and resource materials for elementary and secondary schools in the Asian Studies area.

Summary: No student materials have been developed but the project issues a quarterly newsletter for teachers entitled "Focus on Asian Studies." "Focus" is designed to act as an information source supplying information on various programs working on Asian Studies, and also putting teachers on notice as to new books, pamphlets, periodicals, teacher study opportunities, and what agencies and organizations supply Asian Study materials.

Grade Level: Elementary and Secondary

Subject Area: Social Studies, Asian Studies, Cultures, History

Published Material: The newsletter, "Focus on Asian Studies," can be obtained upon request.

* * *

Project 7. Basic Concepts in History and Social Studies

Director: Edwin C. Rozwenc, Amherst College, Amherst, Mass. 01002

Purpose: To design and produce a series of volumes that will offer supplementary conceptual material for use in American History and culture courses.

Summary: The project has produced twelve paperback books that explore inductively various problems and trends in American History. Each book explores two or more sides of the issue via interpretations of different historians. Each of these volumes is organized around a central or key concept as applied to a specific historical situation and the students are led through the process by which historians develop their explorations of the events and trends of the American story. The books do a good job of demonstrating the process by which history is interpreted. The scholarly nature of the material and problems probably restricts the use of these books to the more able student.

Grade Level: Upper Secondary Levels

Subject Area: American History, American Culture, American Government

Published Material: Available from the High School Department, D.C. Heath & Company, 285 Columbus Ave., Boston, Mass. 02116 at about \$1.65 each.

1. Conflict and Consensus in the American Revolution
2. Liberty and Power in the Making of the Constitution
3. Democracy in the Age of Jackson
4. Slavery and the Breakdown of the American Consensus
5. The Entrepreneur in the Gilded Age
6. Realism and Idealism in Wilson's Peace Program
7. The Status Revolution and the Progressive Movement
8. Presidential Power in the New Deal
9. Myth and Reality in the Populist Revolution
10. Containment and the Origins of the Cold War
11. Reconstruction and the Race Problem
12. The United States and the New Imperialism

* * *

Project 8. Black History Project

Directors: Price Cobbs and William Grier, Pacific Educational Products, 3516 Sacramento St., San Francisco, Calif. 94118

Purpose: To develop an audio-visually oriented course of instruction on black people for use with whites and blacks. Emphasis is to be placed on providing materials that will give black people a cultural identity.

Summary: This project has developed some 2,000 slides that have been divided into 15 audio-visual unit-type presentations. A guide for group discussion is available for each presentation.

Grade Level: Elementary-Secondary

Subject Area: Black History and Culture

Published Material: Information about the 15 slide presentations can be secured from Pacific Educational Products, 3516 Sacramento St., San Francisco, Calif. 94118.

* * *

Project 9. Boston University School of Law, Law and Poverty Project

Director: William M. Gibson, Boston University School of Law, 765 Commonwealth Ave., Boston, Mass. 02215

Purpose: To illustrate the feasibility and necessity of teaching law.

Summary: This project has prepared a set of course materials, a curriculum guide, and ideas for methodology to use in teaching legal issues.

Grade Level: K-12

Subject Area: Law, Political Science

Published Material: Write the project director.

* * *

Project 10. Brentwood Social Studies Project

Director: Vincent Presno, Brentwood Public Schools, Brentwood, New York 11717

Purpose: To develop materials for students and teachers that are organized around the social science concept and which will actually involve students in the learning process.

Summary: This project has developed a series of materials for K through six. Each level's materials include both student and teacher books.

K - Advantage

1 - People and Their Actions

2 - People and Their Social Actions

3 - People and Their Actions in Social Roles

4 - Human Actions in Four Societies: India, Spain, Brazil, and Egypt

5 - Human Actions in American Society: Past and Present

6 - Human Actions in European Society: Past and Present

The above are published under the title "Man in Action" by Prentice-Hall, Inc.

Grade Level: K-Six

Subject Area: Social Science

Published Material: Contact Prentice-Hall, Inc.

Advantage

Text \$1.64

Teacher's Edition 2.28

People and Their Actions

Text 1.68

Teacher's Edition 3.00

People and Social Actions

Text 1.76

Teacher's Edition 3.00

* * *

Project 11. Brevard County Schools Project

Director: Marion Brady, North Area Superintendent's Office, Brevard County Schools, 700 Sycamore St., Titusville, Fla. 32780

Purpose: To develop a series of instructional materials which improve the student's ability to describe and analyze social systems and predict courses and consequences of change and interaction within and between social systems.

Summary: This project has under development materials which are organized around an instructional sequence which begins with a study of the nomenclature of social systems, moves to activities that require students to build structural/functional models for the study of social systems, and ends with a configurational approach to the study of social systems.

Grade Level: K-12

Subject Area: Sociology

Published Material: Write the project director for information about the project.

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Project 12. Center for Research and Education in American Liberties

Director: Alan F. Westin, Teachers College-Columbia University, 501 West 121st St., New York, New York 10027

Purpose: To effect innovation and change in civic education K-12 through multidimensional interventions.

Summary: Aimed at (a) increased, real student participation in school governance; (b) improved pre- and in-service training of teachers and administrators; (c) joint student-teacher designed and student relevant curriculum; and (d) improved school-community involvement. Hope to produce greater consonance between what is taught and what is practiced.

Grade Level: K-14

Subject Area: Civics-Government

Published Material: Civic Education in a Crisis Age: An Alternative to Repression and Revolution available from Center for Research and Education in American Liberties (paper) \$.75.

* * *

Project 13. Center for Teaching International Relations

Director: Maurice A. East, Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210

Purpose: To improve and upgrade the teaching of international relations concepts at the secondary school level.

Summary: This project's general goals are to:

1. Improve the teaching backgrounds of secondary school teachers of international relations
2. Improve library holdings on international relations
3. Develop and distribute materials found in ongoing social studies classes
4. Coordinate activities in the Mountain States area with regard to international education.

The project intends to help improve international relations teaching by:

1. Four in-service institutes for high school teachers
2. A librarians' institute
3. A social studies educators' and administrators' institute
4. Publishing a newsletter
5. Establishing an international relations materials distribution center for Colorado, Wyoming, New Mexico, Arizona, and Utah.

Grade Level: 10-12

Subject Area: International Relations

Published Material: Contact Maurice East for information about the project. Materials and services are primarily for teachers in the above five-state area.

Have films, books, slide tape shows, filmstrips, simulation games available on free loan basis to teachers in Rocky Mountain area. Also have numerous bibliographies and source lists.

* * *

**Project 14. Chicago Social Studies Project (CSSP)
(Independent Learning Project)**

Director: Edgar Bernstein, University Laboratory School, University of Chicago, 1362 East 59th St., Chicago, Ill. 60637

Purpose: To develop an integrated social studies curriculum by making available to students the perspectives from the social science disciplines.

Summary: The project is developing a plan of operation and student materials for a two-year study of world history. The sequence and titles of the projected units are traditional, but the operative plans, role of the teacher and students, and materials are not traditional. There is a student-centered, independent component in the materials.

This project has developed a series of materials, examples of which are:

Zinc Valley

The Mystery of Torralba: Three Investigations

India: Selected Problems

Poverty and Economic Development

Greece: Selected Problems

Medieval Studies

The Modern World: Contacts Between West and Non-West

In addition to the above a teacher's guide has been produced along with a theoretical exploration of the project's approach entitled Structural Perspective: Toward a Model for Social Studies Curriculum.

Grade Level: Nine and ten

Subject Area: World History and Cultures

Published Material: No materials are available at this time. Should be ready in 1971.

* * *

Project 15. Committee on Civic Education

Directors: Richard P. Longaker and Charles Quigley, Committee on Civic Education, School of Law, University of California, Los Angeles, California 90024

Purpose: To develop curriculum materials and teacher training materials and programs that emphasize democratic procedures and intellectual skills and abilities in the area of civic education.

Summary: This project has existed for some six years and was created by people representing political science, philosophy, law, education, psychology, and sociology. They have initiated research and investigations of curriculum problems and procedures at all levels of the elementary and secondary curriculum in an effort to determine among

other things at what levels the principles and practices of democratic living and citizenship can be introduced to be most useful and effective. Two publications have been published to date--the one is a case book while the other deals with political conflict and freedom and the dilemma of reconciling such concepts.

Grade Level: K-Twelve

Subject Area: Civic Education, Social Studies, Government

Published Material: From Ginn and Company, Statler Office Building, Boston, Massachusetts 02117

1. Your Rights and Responsibilities as an American Citizen: A Civics Casebook by Charles Quigley. Accompanied by teacher's guide. \$1.88 net (paper)

2. Conflict, Politics, and Freedom by Charles Quigley and Richard Longaker.

* * *

Project 16. Committee on the Study of History (The Amherst Project)

Director: Richard H. Brown, Box 93, Amherst, Massachusetts

Purpose: To carry out research on materials and curriculum development dealing with discovery learning in the area of American History. In order to do this the project has developed various curriculum materials and has sponsored in-service training experiences for selected school districts.

Summary: This project has to date developed two sets of materials for the secondary school: a set of thirteen units under the title "New Dimensions in American History" and a more recent group of volumes dealing with more specific problem areas of American History. This latter series published by Addison-Wesley is more value analysis oriented and encourages students to think about and worry over various value and moral issues. The units vary in complexity both in terms of the problems presented and the materials relating to the problems. Overall they are probably better suited to the more able student. Teacher's guides are available for all units of both series.

Grade Level: Secondary

Subject Area: American History, American Culture, American Government

Published Material:

"New Dimensions in American History" series is published by D. C. Heath & Company.

1. The European Mind and the Discovery of a New World
2. British Views of the American Revolution
3. The Ratification of the Constitution and the Bill of Rights
4. The Missouri Compromise: Political Statesmanship or Unwise Evasion?
5. The Monroe Doctrine
6. States' Rights and Indian Removal: The Cherokee Nation vs. The State of Georgia
7. Manifest Destiny and Expansionism in the 1840's

8. Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868
9. The Spanish American War: A Study in Policy Change
10. The Negro Struggle for Equality in the Twentieth Century
11. Immigration: A Study in American Values
12. The 1920's: Rhetoric and Reality
13. Responses to Economic Collapse: The Great Depression of the 1930's

The second series is published by the Addison-Wesley Publishing Company, Inc., 2725 Sand Hill Road, Menlo Park, California 94025

1. Communism in America: Liberty and Security in Conflict
2. Hiroshima: A Study in Science, Politics, and the Ethics of War
3. Korea and the Limits of Limited War
4. Freedom and Authority in Puritan New England
5. What Happened on Lexington Green? An Inquiry into the Nature and Methods of History
6. Civil Disobedience, 1830-1850, and a Modern Analogy
7. Abraham Lincoln and Emancipation: A Man's Dialogue With His Times
8. The Embargo of 1807: A Study in Policy-Making
9. Imperialism and the Dilemma of Power
10. Collective Security in the 1930's: The Failure of Men or the Failure of a Principle?
11. Liberty and Law: The Nature of Individual Rights
12. The American West as Myth and Reality
13. God and the Government: Problems of Church and State

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Project 17. Constitutional Rights Foundation

Directors: Vivian Monroe and Todd Clark, Constitutional Rights Foundation, Suite 1012, 609 South Grand Ave., Los Angeles, Calif. 90017

Purpose: To improve the teaching of the Bill of Rights (in Calif.) through various activities and the development of teacher and student materials.

Summary: This project has produced four student casebooks for use in both the junior and senior high school. In addition to student materials two publications titled The Bill of Rights, A Handbook for Teachers and Bill of Rights, A Source Book for Teachers are available from Benziger Brothers, Inc.

CRF sponsors conferences, seminars, summer workshops and institutes, and in-service training programs. A semiannual newsletter available (on request) to California social studies teachers and on subscription to others can be obtained by writing the CRF.

The four casebooks and their titles are:

1. What Are the Rights of the Accused?
2. United States v. Daniel Seeger
3. How, When, and Where Should Freedom of Speech Be Limited?
4. Does De Facto Segregation in the Public Schools Violate Equal Protection of the Laws?

Grade Level: Elementary through Secondary
Subject Area: Social Studies
Published Material: The Bill of Rights, A Handbook for Teachers
 and Bill of Rights, A Source Book for Teachers both by DeAnne Sobul
 from Benziger Brothers, Inc.

* * *

Project 18. Council on Civic Education

Director: Henry Toy, Jr., 1735 De Sales St., N.W., Washington,
 D.C. 20036

Purpose: To improve civic education through a variety of projects
 involving research, curriculum materials, and teacher education.

Summary: Council is working in cooperation with other projects--
 Lincoln Filene Center, Tufts University; National Council for the Social
 Studies, Washington, D.C.; University of Michigan, and UCLA.

Grade Level: 1-12

Subject Area: Civics

Published Material: Promising Practices in Civic Education,
 Donald W. Robinson et al., National Council for the Social Studies,
 1201 16th St., N.W., Washington, D.C., 1967, \$4.00 (paper).

Your Rights and Responsibilities as an American Citizen, Charles N.
 Quigley, Ginn and Company, Statler Office Bldg., Boston, Mass., \$1.88
 (two books: A Civics Casebook and A Teaching Guide).

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Project 19. A Cultural Approach to the Study of History in Grades Seven and Eight

Director: Winthrop S. Alden, Mt. Greylock Regional School Dis-
 trict, Green River Road, Williamstown, Mass. 01267

Purpose: To develop two courses of study which will utilize a
 cultural approach to the study of history.

Summary: This project has been developing two courses--one for
 the seventh grade entitled Man and His Culture and the other for the
 eighth grade called The Search for American Identity. According to the
 project these courses are designed to increase and arouse student
 interest in man and his relations to both his culture and his environ-
 ment, encourage students to hypothesize, question, synthesize, interpret,
 and experience the pleasure of discovering relationships, integrate the
 various disciplines, help the student understand how knowledge of the
 past is obtained, enable the student to apply some of the social science
 techniques to the study of history and obtain closeness on the social
 studies experience of the elementary school, and introduce further topics.

Grade Level: Seventh and Eighth Grades

Subject Area: History

Published Material: Write to the project.

A Cultural Approach to the Study of History in Grades Seven and Eight
 (not yet released by the Department of Education).

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Project 20. Curriculum Innovation in the Fields of History, Science, Music, and Art Within a Single Institute

Director: Charles F. Madden, Associate Dean, Webster College, Webster Groves, Missouri 63119

Purpose: To develop science, art, music, and history curriculum materials for intermediate and secondary school programs.

Summary: This project has developed a number of units which integrate art with one or more disciplines, e.g., history, mathematics, psychology, science, and philosophy-religion. Each unit is a set of problems consisting of approximately a 10- to 20-minute classroom exercise or experience. The unit most applicable to the social studies is that titled The Road Game. It is aimed toward teaching students about communication and may be used in grades 5-12.

Grade Level: 5-12

Subject Area: Social Science - Interdisciplinary

Published Material: WIMSA materials in social studies are no longer available but some of them have been commercially printed by Herder and Herder, publishers, as part of a series with the title, "Interdisciplinary Curriculum Series," by Thomas Linehan. The relevant books are Down With the King and The Road Game. The books are \$.95 for the teacher's manual and \$1.45 for the student books.

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Project 21. Dayton Negro History Program

Director: June Marable, Dayton Board of Education, 348 West First Street, Dayton, Ohio 45402

Purpose: To improve and broaden the awareness and knowledge of students and teachers with reference to the contributions and role of the Black American to American history, life, and culture.

Summary: This project is intended to develop a curriculum through which students can more easily appreciate and understand the variable diverse and important contributions of the Black American to American culture and society. A bibliography of new materials for the teaching of Black History has been created. In addition, a bibliography of paperbacks pertaining to the study of Black Americans has been produced.

Grade Level: K-12

Subject Area: Black History

Published Material: Write the project.

* * *

Project 22. The Defiance College Social Studies Center

Director: Randall L. Buchman, The Defiance College, North Clinton Street, Defiance, Ohio 43512

Purpose: To bring together higher education and public secondary schools in the development of improved social studies teaching and to establish and serve as an idea clearing house.

Summary: The project has developed an eight-week in-service program for member schools entitled: A Survey of Teaching Techniques Used in Social Studies. The program is concerned with "New Social Studies" goals and objectives, various types of media, and the Core approach to social studies instruction. Curriculum development programs for member schools was to start in late 1969.

Grade Level: 7-12

Subject Area: Social Studies

Published Material: "A Bibliography for Social Studies Teachers" (order from Defiance College Bookstore, price \$1.00)

The unit on prehistoric peoples has been incorporated into "Ohio, the History and Culture of the Prehistoric and Historic Indians, a Resource Guide for Teachers," The Division of Elementary and Secondary Education, State of Ohio, Department of Education, Columbus, Ohio 43215.

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Project 23. Developing a Model of Mediated Instruction for the Social Sciences

Director: John Baker, Temple City Unified School District, 9516 East Longden Avenue, Temple City, Calif. 91780

Purpose: To prove out the effectiveness of a Social Studies Materials and Learning Laboratory over a program with no such laboratory.

Summary: This project is working on creating a model of instruction for an elementary social studies program. It involves the following:

1. A series of 10 fifth-grade social science units reorganized into five student workbooks
2. Use of many different types of teaching aids, e.g., records, film loops, slides
3. A specially designed learning laboratory for from one to 36 students in a number of different study and instructional modes
4. A special program to train students and teachers to use the materials and equipment.

The unit topics are subordinated under the title, "The Development of the United States," and range from unit one which deals with "Globes and Maps" through formation and early development of the United States and then up to the present time ending with a unit titled "Dimensions of the Future."

Grade Level: Fifth Grade

Subject Area: Social Science and Social Studies

Published Material: Write the director.

* * *

Project 24. Development of Basic Attitudes and Values Toward Government and Citizenship During the Elementary School Years

Directors: Robert D. Hess and David Easton, University of Chicago, Chicago, Ill. 60637

Purpose: To examine the attitudes of children in elementary schools toward political objects and ideas.

Summary: Project examined attitudes of elementary children toward political objects and ideas, attempted to determine what changes occurred in these attitudes during the elementary school years, and how the process of socialization into the political system varied by social class and by level of intelligence of the children involved.

This project produced no student materials, since it was a research project. The report may be obtained from ERIC. A book that includes the report on the project was published by Robert D. Hess and Judith V. Torney entitled, The Development of Attitudes in Children, Chicago: Aldine Publishing Co., 1967. Another book, Children in the Political System: Origins of Political Legitimacy, was published in 1969. It was authored by David Easton and Jack Dennis and was published by McGraw-Hill Book Company.

Grade Level: Elementary

Subject Area: Civics

Published Material: Report available from ERIC. Development of Political Attitudes in Children, Robert D. Hess and Judith V. Torney, Aldine Publishing Company, 320 W. Adams St., Chicago, Ill. 60606, 1967, \$9.75.

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Project 25. The Development of First Grade Materials on "Families in Japan"

Director: Melvin Arnoff, Department of Education, 405 Education Building, Kent State University, Kent, Ohio 44240

Purpose: To develop a first grade unit of instruction.

Summary: The materials dealing with the Japanese Family were developed as part of a larger project.

Grade Level: First

Subject Area: Social Studies

Published Material: Families in Japan, \$2.50 from the above address.

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Project 26. Development of Guidelines and Resource Materials on Latin America for Use in Grades 1 Through 12

Directors: Clark C. Gill and William B. Conroy, University of Texas, 403 Sutton Hall, Austin, Texas 78712

Purpose: To develop materials appropriate for developing and increasing understanding of Latin America.

Summary: This project is attempting to identify the major ideas (structure) needed for a basic understanding of contemporary Latin America. Currently the project is engaged in the development of teaching materials to be integrated and correlated with present social studies curriculums at various levels. Future plans call for developing an

elective course dealing with contemporary Latin American problems. Instructional materials being developed by the project include the following:

Primary Level: Units and lessons designed to compare families, schools, and communities in Latin America and the USA.

Middle Level: An eight- to twelve-week unit titled "Latin America: Its Land, Story, and Peoples," contains an overview of history and physical geography. Mexico and Peru are used as exemplifiers.

Grades 8-10: Four- to five-week unit titled "Latin America: A Cultural Region of the World," compares Latin American civilization with other world regions.

Senior High: (a) A two-week unit titled "Establishment of the American Nation: Comparison of the Colonial Periods in Spanish and English America." Systems and institutions are emphasized. (b) A two-week unit focuses on areas of conflict and cooperation in U.S.-Latin American relations since 1945. (c) "Contemporary Latin America." A one-semester course that examines important and relevant social, economic, and political problems in conjunction with the contributions of Latin America.

Grade Level: 1 through 12

Subject Area: Latin American Culture and History

Published Material: From ERIC Document Reproduction Service, National Cash Register Company, Box 2206, Rockville, Maryland 20852.

1. Teaching About Latin America in the Elementary School: An Annotated Guide to Instructional Resources. Bulletin #1, 1967, 40 pp. - ED 012-832, Microfiche \$.25, hard copy \$1.84.
2. Teaching About Latin America in the Secondary School: An Annotated Guide to Instructional Resources. Bulletin #2, 1967, 71 pages. ED 012-833, Microfiche \$.50, hard copy \$3.08.
3. The Social Scientists Look at Latin America: Six Position Papers. Bulletin #3, 1967, 174 pages. ED 012-365, Microfiche \$.75, hard copy \$7.40.
4. Key Ideas About Latin America. Bulletin #4, 1967, 33 pages. ED 013-342, Microfiche \$.25, hard copy \$1.60.
5. The Treatment of Latin America in Social Studies Instructional Materials. Bulletin #5, 1968, 41 pages. ED 022-781, Microfiche \$.25, hard copy \$1.92.

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Project 27. Developmental Economic Education Program (DEEP)

Director: John E. Maher, c/o Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

Purpose: To improve economic understanding by improving the training of teachers and by developing curricular resources for dissemination to schools. Rather than provide already developed materials, this project is designed to help schools and teachers create their own particular approach to economic curricular change.

Summary: DEEP was created and established in 1964 by the Joint Council on Economic Education, an organization associated with the

National Education Association and the American Economic Association. DEEP has developed various materials to help schools review their economic education curriculum and it has sponsored numerous workshops and institutes for economic education teachers. A wide variety of materials is available from DEEP and information about securing assistance from DEEP can be secured from both state and regional Councils on Economic Education and from the Joint Council on Economic Education in New York.

Grade Level: K-12

Subject Area: Economics

Published Material: Available from the Joint Council at the New York address.

1. Checklist of the Joint Council's publications contains over 70 items available from their offices, most at a nominal fee. DEEP produced teacher guides for elementary, junior high, and senior high school levels are included. The Checklist also annotates general readings and techniques in economics and economic education, reports on college level experiments, Economic Topics, and the U.S. Economy in Action filmstrip series.
2. Handbook for Curriculum Change. Based on DEEP experience, the Handbook provides a step-by-step guideline for introducing economic understanding in the curriculum of any school. \$2.00 from the Council.
3. DEEP '67, A Progress Report. Summarizes DEEP activity through the first three years of the program.
4. DEEP 1969: Perspectives on a 5-Year Experiment in Curriculum Change. Summarizes five years of DEEP experience.
5. Manpower and Economic Education, one-semester course for grades 8-10, developed by Robert L. Darcy and Phillip E. Powell at the Joint Council's Ohio Center for Economic Education under a USOE grant and available through the JCEE. The course contains over 70 lessons designed to develop knowledge, skills, motivation, and behavior patterns of students. Also included are case histories, questions, and statistical data. Student Text, \$3.50. Teacher Manual, \$1.50 from the Council.
6. Progress in Economic Education, the Council's newsletter, designed to "reflect the activities of the economic education movement ... while also acting as a central clearing house for the movement." Contact the Joint Council for information on availability.
7. Steps for a Balanced Economy - an introduction to monetary and fiscal policy and their relationship to the individual. 25¢ each; classroom set of 30, \$6.00 from the Council.
8. Study Materials for Economic Education in the Schools - bibliography of supplementary materials, including audio-visual items, in economic education. \$1.50 from the Council.

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Project 28. Diablo Valley (California) Education Project

Director: Gwyneth Donchin, 1730 Grove St., Berkeley, Calif. 94709
Purpose: To develop information and materials dealing with atti-

tudes and understandings necessary to resolve and manage international and domestic conflicts through means other than war and violence.

Summary: This project is involved in:

1. Developing educational guidelines for instructing about the alternatives to war
2. The evaluation of teaching materials and strategies related to war-peace issues
3. The creation of a resource center to provide evaluated information on the materials related to teaching of the war-peace issues.

This project is backed by the Center for War/Peace Studies, 218 E. 18th St., New York, New York 10003.

Grade Level: K-12

Subject Area: History and Political Science

Published Material: During its developmental state (1970-73), the Project produces materials and services only for its own use and for that of the Center for War/Peace Studies, with which it is affiliated. After materials and techniques have been tested, they will be made available to the public.

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Project 29. Econ-12, San Jose State College, California

Directors: John E. Sperling and Suzanne Wiggins Helburn, Economic Education Center, San Jose State College, San Jose, California 95114

Purpose: To develop a one-semester twelfth-grade economics course for the top two-thirds of students and which could be taught by teachers with little formal education in economics.

Summary: This is a one-semester course that includes more than enough material for one semester. The course is built upon a conceptual structural viewpoint of economics and it utilizes two problem-solving methods (systems analysis and conflict analysis) and some theoretical economics models (price theory and rational income theory). The course is divided into four units:

Unit I - introduces basic knowledge, concepts, and procedures and uses the conflict analysis method.

Unit II - a microeconomic study of markets utilizing the use of social science models. Concepts of price system, supply, demand, and types of competition are studied.

Unit III - a study of the components of gross national income and gross national product, the multiplier effect, and the influence of fiscal policies, foreign trade, banking, and monetary policies on stability and growth of the economy. The model of national income is used.

Unit IV - This unit is titled Comparative Economic Systems and it utilizes case studies of nations (underdeveloped nations) - Brazil, Nigeria, and India - and socialist-communist nations - Cuba, China, Yugoslavia, and Czechoslovakia - are studied. The problem of Communist economy and a U.S. type economy are compared.

Behavioral objectives exist for the course as do exams to test for the achievement of those objectives. There are several instances of pro-

grammed instruction in the course--it is used to develop basic procedures and knowledge.

Grade Level: Eleventh or twelfth

Subject: Economics

Published Material: All course materials are to be published by Addison-Wesley during 1970-71.

Films: Model Man, Circular Flow Model, and Production may be rented from the Economic Education Center.

* * *

Project 30. Economics Curricular Materials for Secondary Schools (Completed)

Director: Meno Lovenstein, College of Business Administration, Ohio University, Athens, Ohio 45701

Purpose: To create and develop a one-semester ninth-grade economics course that would present economics as a discipline and reveal the structure of economics as an orderly unfolding of concepts.

Summary: This course was designed to reveal the structure of economics as an orderly unfolding of interrelated concepts. It is divided into three major parts, each of which covers a major idea: (a) Scarcity; (b) Flows of goods and services and money; and (c) Coordination of economic activity. The three sections are divided into a total of eighteen units--six deal with scarcity; eight with flows of goods, services, and money; and four with coordination of economic activity. Each unit contains from two to six lessons or "situations" as the project calls them. The situations provide for student experiences, e.g., student discussions and readings. Some situations call for short research projects while others call for student demonstrations and use of mathematics. Teacher direction would seem to be all important in the success of these activities. An extensive teacher's guide with considerable economic exploration and teaching suggestions is available.

Grade Level: Nine and above.

Subject Area: Economics

Published Material: Available from the Ohio Council on Economic Education, Ohio University, Athens, Ohio 45701.

Student Materials \$5.00

Revised Student Materials 1.65

Final report available through ERIC.

* * *

Project 31. Education Systems Research Project (ESRP)

Directors: Mitchell P. Lichtenberg and Robert L. Ciaburri, 240 Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213

Purpose: To develop a computer taught social science curriculum.

Summary: The goal of this project is to develop a high school social science curriculum (and college United States history courses) that will utilize a computer to teach social science inquiry skills. Through the

use of essays, historical accounts and descriptions, and documents students will be taught to formulate historical and other hypotheses which can then be tested against a computer programmed for that purpose. In order to develop appropriate hypotheses the student will have to manipulate data and use other research skills--not just write out a question and push a button.

To date a pilot course in U.S. History has been programmed and the requisite documents, essays, and readings have been assembled from which the student obtains his data to ask the computer to test his hypothesis. A teletype is used to communicate with the computer and the course is designed so that no teaching computer expertise will be needed by the student.

Grade Level: Secondary and College

Subject Area: Social Science - U.S. History

Published Material: Data files on the "Continental Congress," "Jackson Era, 1829-1836," "Pre-Civil War, 1840-1860," and the "Progressive Era, 1908-1912," have been compiled. Write the project concerning their status and availability.

* * *

Project 32. Educational Programming of Cultural Heritage (EPOCH)

Director: Jay Monfort, Berkeley Unified School District, 1033 Heinz Ave., Berkeley, Calif. 94710

Purpose: To create a new multimedia environment for learning about man's cultural heritage through the arts, humanities, and social sciences.

Summary: This project is working at developing new methods and media for student learning. The project has created (a) a demonstration chamber, (b) a resource room that contains 36 individual stations for audio-visual research, and (c) a museum containing numerous artifacts.

The demonstration chamber--is a circular enclosure created by projection panels. Behind the panels is a variety of AV equipment to immerse the student in a simulated environment. In the enclosure's center is a large (11 feet in diameter) spotlighted table divided into pie-shaped parts to represent the earth's continents. Concentric circles measure off time from the present backward. On the table are several hundred artifacts illustrating man's achievements. Students are encouraged to handle the artifacts. The chamber has the following resources:

- | | |
|-----------------------|-----------------------------|
| a. over 50,000 slides | e. about 50 film loops |
| b. 500 filmstrips | f. 53 16-mm films |
| c. 250 plus artifacts | g. some dozen charts |
| d. 100 audio tapes | h. about 40 maps and globes |

EPOCH is developing a portable classroom package of the same type materials as found in the demonstration chamber. A small school unit is also under development. EPOCH also serves as a clearing house on new resources and equipment. Visitors are welcome.

Grade Level: All

Subject Area: Arts, Humanities, and Social Science
Published Material: Write the project for information.

* * *

Project 33. Effectiveness of Using Graphic Illustrations With Social Studies Textual Materials

Director: O. L. Davis, Jr., College of Education, University of Texas, Austin, Texas 78712

Purpose: A research project to ascertain the effectiveness of using time-line, map, and bar-graph illustrations in promoting social studies learning.

Summary: A research project in which no student materials were developed. See ERIC for a summary or write the project.

Grade Level: 7-9

Subject Area: Social Studies

Published Materials: See ERIC or write the project for a report on results.

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Project 34. Elementary School Economics Program (Elementary Economics Project)

Director: William D. Rader, Industrial Relations Center, 1225 East 60th St., Chicago, Illinois 60637

Purpose: To develop various types of economics instructional materials that can be used to supplement current fourth through sixth grade social studies curricula.

Summary: Materials for the fourth, fifth, and sixth grades have been developed by this project. All of the materials are designed and intended for correlation in existing fourth, fifth, and sixth grade social studies curricula. The sixth grade materials could also be integrated into a world cultures or world geography course and could perhaps be adapted for junior high school use also.

Fourth Grade Materials - The emphasis is upon consumption, with students studying such topics as economic wants and scarcity, work, money, savings, and consumption. Length is about 6 weeks.

Fifth Grade Materials - Emphasis is placed on production and marketing with student study concentrated upon topics such as profit, factors of production and their uses, wholesalers, retailers, and transportation. Length is about 6 weeks.

Both of the above are designed to be correlated with an existing social studies curriculum rather than being taught independently.

Sixth Grade Materials - Are more sophisticated than the above. They are divided into three units:

Unit I - The Basis of Exchange

Unit II - Exchange in a Market Economy

Unit III - Exchange Across National Borders

Included in the three units are simulation, use of models, graphs, readings, charts, and various other activities. The simulation is titled

Market. Student materials are two books, Market, and various work-sheets. Teacher materials include annotated teacher editions of the student books, a resource book, and daily teacher's guides.

Grade Level: Fourth, Fifth, and Sixth Grades

Subject Area: Economics

Published Material: Available from the Allied Education Council, P.O. Box 78, Galien, Michigan 49113

Grade Four:	Teacher's Guide	\$5.00
	Set of 3 Charts	6.00
	Student Readings	2.30
	Project Book	.75
	Pre & Post Tests	.15
	Set of 4 Progress Tests	.20
	Examination Set	10.15
Grade Five:	Teacher's Guide	5.00
	1 Chart	2.00
	Student Readings	2.15
	Project Book	.75
	Pre & Post Tests	.15
	Set of 2 Progress Charts	.10
	Examination Set	14.40
Grade Six:	Published in September 1970.	

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Project 35. Elementary School Geography Project

Director: Charlotte Crabtree, University of California at Los Angeles, 405 Wilgard Ave., Los Angeles, Calif., 90000

Purpose: To determine if young children could learn and apply a central concept of geographic theory.

Summary: A project to investigate the teaching of geography in grades one through three while studying the effects of instruction in the core concept of geographic theory. Evaluation of field tests demonstrated marked growth in comprehension and application of geographic principles, but little difference in growth of knowledge.

Grade Level: 1-3

Subject Area: Geography

Published Material: Consult ERIC.

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Project 36. Evaluative Teaching Strategies in the Social Studies

Director: Milton Meux, University of Utah, Salt Lake City, Utah 84112

Purpose: To obtain research data on student reactions to various kinds and strengths of support for value judgments.

Summary: This was a research project in which no student materials were developed. A final report on the results of the project's research is available from the United States Office of Education.

Grade Level: Secondary
Subject Area: American Problems
Published Material: Consult ERIC.

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Project 37. An Examination of Objectives, Needs, and Priorities in International Education in United States Elementary and Secondary Schools (Completed)

Director: James M. Becker, Foreign Policy Association, 345 East 46th St., New York, New York 10017

Purpose: To discover what should be taught, how should it be taught, and what kind of research and teacher training programs are needed in the area of international studies.

Summary: This was a Foreign Policy Association Education Study designed to find out what the objectives of international education should be and how such an education should be structured. A series of articles and papers by such people as Kenneth Boulding, Howard Mehlinger, Lee Anderson, and Robert C. North comprise part of the study's final report. A short version of the study's report appeared in the November 1968 issue of Social Education. For the complete report, requests should be directed to the Foreign Policy Association. The project proposes to continue investigating the problems of international studies in American schools.

Grade Level: K-12

Subject Area: International Studies

Published Material: Write the FPA for the report or a summary of it. Look in Social Education, Volume 32, No. 7, November 1968, for some of the articles and viewpoints coming out of the project.

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Project 38. Experiment in Economic Education, Purdue University

Director: Lawrence Senesh, University of Colorado, Boulder, Colo. 80302

Purpose: To develop materials which relate basic and complex social science concepts and generalizations to the experience of the child.

Summary: This project has produced materials for the first three grades and is currently working on materials for grades four through six. The materials are based on Senesh's idea of the "organic" curriculum, wherein concepts are developed in greater depth and complexity at each succeeding level of study. The program is concerned with cognitive learnings and no attempt is made to actively stress affective learnings. Each year's materials have accompanying teacher materials that detail procedures and purposes for the various units. A wide variety of suggested student activities are described, e.g., role playing, games, dramatizations. An integral part of this project's programs for 1 and 2 are a series of phonograph records. They are a very basic part of the program for grades one and two, although they can be

used with some flexibility. The content of the three sets of materials is described below:

Grade I - Families at Work. The family and its members are studied from the standpoint of their consuming and producing goods and services and from how families practice division of labor. Other topics are those of choice, specialization, tool function, markets, price, and employment.

Grade II - Neighbors at Work. Reviews economic concepts studied in grade one and then looks at farm, town, suburban, and big city neighborhoods. Three markets (stores, factories, and housing industry) are studied with reference to how factors such as saving, prices, and spending affect them and the people working within them. The role of the government and others is also considered.

Grade III - Cities at Work. After a review of previously covered concepts, this course looks at cities both American and foreign. The location of cities, their markets, and their problems are topics of study. American and foreign cities are compared. The case study approach is used.

Grade Level: One through six

Subject Area: Social Science with emphasis upon Economics.

Published Material: Science Research Associates, 249 East Erie St., Chicago, Ill., Our Working World

Grade I - Families at Work

Grade III - Cities at Work

Grade II - Neighbors at Work

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Project 39. An Experimental Course Entitled "An Introduction to the Social Sciences and the Humanities"

Director: Arthur F. Rumpf, Milwaukee Public Schools, Administration Building, 5225 West Vliet St., Milwaukee, Wisconsin 53208

Purpose: To create and develop a course that, through the use of concepts from social science and the humanities, will enable pupils to gain insight into the operation and structure of American society and the physical and social nature of man.

Summary: This project has produced a student handbook of some 200 pages and a 200-page resource book of charts, tables, and readings. There is a teacher's guide. The materials are for fifth grade and able readers.

Grade Level: Seventh

Subject Area: Social Studies, Humanities

Published Materials: The American: His Heritage, Rights, and Responsibilities - An Introduction to the Social Sciences and Humanities. Set of four books: (a) Teacher's Guide, (b) Student Handbook, (c) Book of Readings, and (d) Lower Track Book of Readings. (The Lower Track Book of Readings correlates page for page with the regular Book of Readings.) \$8.00 per set of four books.

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Project 40. An Experimental Course in History - Oriented Humanities

Director: Morris Buske, Oak Park and River Forest High School, 201 North Scoville Ave., Oak Park, Illinois 60302

Purpose: To develop and test a two-year course which integrates art, music, history, and philosophy, and increases the student's ability to make analytic comparisons among ideas from those disciplines.

Summary: This project has developed student and teacher materials designed to accomplish the project's purpose.

World Civilization is a humanities-oriented two-year course, based on World History. It attempts to increase understanding of the cultures which are studied, by examining their art, music, literature, and philosophy, as well as their history. The course is offered to high school freshmen and sophomores.

Grade Level: 9 and 10

Subject Area: World History, World Cultures, World Civilizations

Published Material: Write the project. Outline available at no charge.

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Project 41. Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes

Director: Robert L. Darcy, Center for Business Administration, Copeland Hall, Ohio University, Athens, Ohio 45701

Purpose: To help high schools improve the preparation of young people for effective participation in the changing economy and world of work.

Summary: Project identified appropriate content for secondary school aimed at bridging the gap between school and work. The topics were: World of Economics, Nature of Work, Decision Making and Planning, Manpower Market, Occupations and Employment, Skills and Economic Value of Education, and Technology and Change. Instructional materials for this course were developed and field tested.

Grade Level: Secondary

Subject Area: Economics

Published Material: Manpower and Economic Education: Opportunities in American Economic Life, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1968.

Teacher Manual, Manpower and Economic Education, Robert L. Darcy and Phillip E. Powell, Joint Council on Economic Education, 1968.

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Project 42. Experiments in Teacher Professional Growth

Director: Louis Rubin, Dean, Nova University, Fort Lauderdale, Florida 33314

Purpose: To develop curriculum materials that will be exemplary in illustrating how professional improvement and growth may be achieved through in-service training.

Summary: This project has been engaged in developing student materials for use in establishing an in-service teacher training package. The idea is to illustrate effective teaching through the use of contemporary materials. The project is based on the idea that in-service training is the key to improved teaching in the social sciences. Ideas illustrated in the overall package are that in-service training is possible for all faculties and teachers, integrated programs can facilitate effective teaching and professional growth, specific teaching techniques have been developed to teach students useful intellectual skills and different students require different instructional procedures and activities.

Grade Level: K-12

Subject Area: Social Science - All disciplines

Published Material: Write the director.

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**Project 43. Focus on Inner-City Social Studies (FICSS)
(Kent State)**

Director: Melvin Arnoff, Room 121, College of Education, Kent State University, Kent, Ohio 44240

Purpose: To design a social studies program, K-12, that will serve urban schools. The plan is to seek out and identify existing materials and to develop new materials for those areas where few or none are currently available.

Summary: The project has developed the following materials which should be available by the time this reaches print:

1. Families in Our City - A unit for any of the primary grades but designed for the first semester of grade one. Primary goal of the unit is to develop self-acceptance and appreciation for the diversity that exists among families in American communities.

2. Afro-American in United States History - A unit designed for the inner-city or suburban student in grades five, eight, and eleven. Goals of the unit are to help in the development of student identity and to bring about appreciation of the contributions of the Black American.

3. Nigeria: An African Dilemma - Designed to be incorporated into existing sixth and tenth grade world geography or history courses. Goal is to develop insights into the problems and complexities of modern Africa.

4. Minority Power in America - A unit created for grades nine and eleven with the goal of increasing student understanding of the struggle of Black people in America.

Grade Level: K-12

Subject Area: Social Studies

Published Material: Very few materials for general distribution are available at this time. There is, however, the Rationale, which is available at the cost of 50¢, and the Curriculum Design. There is also an occasional Newsletter, which is distributed as it appears.

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Project 44. Geography Curriculum Project

Directors: Marion J. Rice and John M. Ball, 105 Fain Hall, University of Georgia, Athens, Georgia 30601

Purpose: To prepare students by simulation exercises in which the concept system is inquiry oriented to formulate and answer geographic questions.

Summary: Project based on premise that any field of knowledge consists of a system of concepts which are used to express ideas and describe relationships. Through inquiry-oriented simulation exercises students are to be taught geographic knowledge.

Program outline:

- Grade K Earth: Man's Home
- Grade 1 Place and Environment
- Grade 2 Resource and Production
- Grade 3 Spatial Arrangement and Region
- Grade 4 Rural Settlements
- Grade 5 Urban Settlement
- Grade 6 Population

Grade Level: K-6

Subject Area: Geography

Published Material: Earth: Man's Home, sample set \$5.00. Field use set (teacher's manual, 40 workbooks, 40 unit tests) \$35.00.

A Bibliography for Geographic Education by John M. Ball, \$1.00.

Place and Environment, sample set \$5.00. Field use set \$35.00.

Resource and Production, sample set \$5.00. Field use set \$35.00.

Spatial Arrangement and Region, sample set \$5.00. Field use set \$40.00.

Rural Settlements, sample set \$5.00. Field use sets \$40.00.

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Project 45. Greater Cleveland Social Science Program (Concepts and Inquiry: The Educational Research Council of America Social Science Program)

Director: Raymond English, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113

Purpose: To develop a K-12 curriculum based on the sequential development of social science concepts and generalizations.

Summary: This project is three-fourths of the way toward completing its goal of a K-12 sequential curriculum. Materials--both student and teacher--are available for the first nine grades plus kindergarten. They are:

- K - Learning About the World
Children in Other Lands) one semester each
- 1 - Learning About Our Country
Explorers and Discoverers) one semester each
- 2 - Communities at Home and Abroad
- 3 - The Making of Anglo-America
The Metropolitan Community) one semester each

- 4 - The Story of Agriculture
The Story of Industry) one semester each
Area Study: India: A Society in Transition
- 5 - The Human Adventure - Parts I-IV
Area Study: The Middle East
- 6 - The Human Adventure - Parts V-VIII
Area Study: Latin America
- 7 - The Challenge of Our Time: The Recent and Contemporary World
Area Study: Africa
- 8 - Six Generations of Americans
Area Study: North America and the Caribbean
- 9 - The Price of Freedom: Comparative Politics and Economics
Area Study: Europe, East and West

Grade Level: K-12

Subject Area: All

Published Material: Write Allyn and Bacon, Inc. for a listing and price list of their current publishings of GCSSP materials. A price list and description of literature on all of the materials produced by the project is available from the Educational Research Council at the above address. The Council also has for sale various types of teaching and supplementary materials.

Allyn and Bacon is and will be the commercial publisher of the above materials. By January of 1971 the K-6 materials were to have been ready, while 1973 was the date set for publishing of all materials written to this date.

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Project 46. Harvard Social Studies Project (The Analysis of Public Controversy, A Study in Citizenship Education)

Director: Donald Oliver and Fred Newmann, Graduate School of Education, 210 Longfellow Hall, Harvard University, Cambridge, Mass. 02138

Purpose: To develop social studies material and techniques to deal with the teaching of controversial public issues.

Summary: This project has developed a series of units that provide teaching and learning materials for the study of significant contemporary social, political, and economic value issues. Each of the units, which are in separate pamphlet form, is built around an historical context and a legal or ethical topic that revolves around societal problems. The units are designed to encourage the development of critical thinking skill and techniques. Students are presented with moral issues, value issues, issues of fact, reference, and even issues of definition. In essence each of the units is a case study of an important issue. The units are not intended to be the whole curriculum or course of study but rather to be incorporated into various secondary school social studies classes. There is a general teacher's guide entitled Cases and Controversy which contains the rationale for the units and the approach they use. These materials are suitable for use with average

high school students. Also a 15-page guide titled "Guide to Teaching the Public Issues Series" is available. There are three demonstration teaching films available from the publisher.

Grade Level: Secondary 9-12 (Have been used with 7 and 8)

Subject Area: Social Studies

Published Material: Available from American Education Publications, Education Center, Columbus, Ohio 43216. \$.35 each.

Following titles are available:

The American Revolution

The Rise of Organized Labor

Negro Views of America

Taking a Stand

The Railroad Era

The Immigrant's Experience

Municipal Politics

Rights of the Accused

Religious Freedom

The Lawsuit

Community Change

The New Deal

Communist China

Nazi Germany

Twentieth Century Russia

Colonial Kenya

Race and Education

Science and Public Policy

Status

The Civil War

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Project 47. A High School Curriculum Center in Government (Indiana University, Bloomington, Indiana)

Directors: Shirley Engle and Howard Mehlinger, 1129 Atwater, Bloomington, Indiana 47401

Purpose: To develop and promote curriculum materials and teaching strategies for high school political science programs.

Summary: This project has completed a two-semester ninth-grade course entitled American Political Behavior. The twelfth grade course is at present in the developmental stage and has not been titled. American Political Behavior is subdivided into:

1st Semester: An Introductory Unit which looks at and defines various aspects of political behavior. An eight-week unit emphasizing the influence of social and national environments on political behavior. American political culture and its socialization process is analyzed. An eight-week unit dealing with the topics of voting behavior, responses of groups and individuals to campaign strategies of the parties and an analysis of citizen effect on public decisions and policies.

2nd Semester: An eight-week unit that studies political roles of various important individuals, groups, and institutions, e.g., Supreme Court Justice, The President, Members of Congress, and bureaucrats. A unit on the role and influence of mass media and advertising spokesmen, interest groups and their representatives, technical and scientific experts, and political party leaders on public decisions and policies.

Various instructional and teaching strategies are utilized as well as different forms of media, e.g., a simulation game, case studies, attitude scales, slide and tape presentations. The instructional and teaching strategies require students to utilize the higher level cognitive processes and there is some emphasis on value analysis on various issues. The materials are more suitable for high achievers and the more able

and academically talented student, since considerable work with abstractions is involved.

Grade Level: Ninth grade and Twelfth grade

Subject Area: Civics, Government, Political Science

Published Material: The ninth grade course American Political Behavior was released to the U.S. Office of Education in March 1970 and is available through ERIC. Publisher: Ginn and Company. Commercial publication is proposed for 1972.

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Project 48. High School Geography Project

Director: Dana Kurfman, P.O. Box 1095, Boulder, Colo. 80302

Purpose: To develop new materials and teaching strategies for a two-semester high school geography course.

Summary: The six units described below are interdisciplinary in content, drawing from geography, history, economics, political science, and anthropology. Each involves considerable student participation and utilizes a variety of media and instructional activities, e.g., maps, simulations, slides, transparencies, pairing of students. Conceptual learning is stressed, with students being asked to come to their own generalizations and conclusions. Decision making is emphasized in all units.

Unit I. Geography of Cities. Students study city site locations, factors influencing location, city land use. Students construct a hypothetical city over a period of time. Abstract model building is one technique used. A teacher's kit for this unit is indispensable, as it contains maps, aerial photos, stereoscopes, simulation materials, and pictures that are correlated with the assignments.

Unit II. Manufacturing and Agriculture. Types of manufacturing and agriculture are studied through the use of maps, data, and readings. Decision making and role playing are used as a concluding simulation called Farming wherein students assume the roles of farmers during three different periods of history.

Unit III. Cultural Geography. The various ways in which people of different cultures view objects and ideas are studied by looking at examples. Slides, games, and readings are utilized. Cultural diffusion and the cultural region concept are introduced and studied.

The last three units which are in the process of publication are Political Geography, Habitat and Resources, and Japan. Political Geography is an introduction to that topic, Habitat and Resources stresses environmental topics, and Japan is a unit on a particular country and region.

Grade Level: Intended for the tenth grade but suitable for eleventh or twelfth grade.

Subject Area: Geography, Cultural Geography, Political Geography. Specific units can be used in other social studies courses.

Published Material: The Macmillan Company, School Division, Riverside, New Jersey 08075

Unit I. <u>Geography of Cities</u> - Student Materials	
Kit (2 students)	\$5.97
Teacher's Kit	240.00
Unit II. <u>Manufacturing and Agriculture</u> - Student Resume Book	1.35
Student Manual	1.80
Teacher's Materials Kit	53.80
Game of Farming	27.60
Consumable Materials for Farming	6.99
Unit III. <u>Cultural Geography</u> -	
Student Resources Book	.75
Student Manual (10)	1.95
Teacher's Materials Kit	15.00

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**Project 49. A High School Social Studies Curriculum for Able Students
(Carnegie-Mellon University)**

Director: Edwin Fenton, Carnegie Education Center, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pa. 15213

Purpose: To develop a four-year, 9 through 12, integrated sequence curriculum utilizing an analytical mode of inquiry and designed to teach and develop the student's skills, knowledge, and ability to discuss questions of fact and value.

Summary: This project has developed a four-year curriculum based on the following sequence:

- Grade 9 - Comparative Political Systems
Comparative Economic Systems
- Grade 10 - The Shaping of Western Society
Tradition and Change in Four Societies
- Grade 11 - American History
- Grade 12 - Introduction to the Behavioral Sciences
Humanities in Three Cities

Accompanying each of the above areas is an audio-visual component, a book of student readings (the equivalent of a textbook), and elaborate teaching guides containing daily lesson plans. Tests are also provided. The A-V component generally includes filmstrips, ditto masters for handouts, and overhead transparencies. Recordings and pictures are included in some of the kits which must be considered as part of the courses rather than supplementary to them. While the above sequence of courses is recommended it is not mandatory that all of them be taught or that they necessarily be taught in the order originally arranged. The materials were originally developed for the more able student. The publisher claims that they are now suitable for average students as well. In all of the courses student readings form the heart of the course. The readings are from a variety of sources and are of several types. Some have been rewritten to make them more readable for today's students.