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ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: Modern economic, political, and sociological problems primarily in the United States. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six units, each of which is laid out in two columns. Column headings are: content and suggested activities. The guide is mimeographed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each unit begins with a list of specific behavioral objectives. Suggested activities--described in detail--are correlated with specific concepts. Activities include class discussion, oral and written reports, independent research, and analysis of readings and films. Emphasis is given to class discussion of terms in order to arrive at definitions. Suggestions for timing of each unit are included. The guide states that although the first unit should be covered first, other units may be studied in any order. INSTRUCTIONAL MATERIALS: Materials needed for an activity are mentioned in the activity description. STUDENT ASSESSMENT: No specific mention. Behavioral objectives are so stated that they may be used in testing. (RT)

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M O D E R N P R O B L E M S

Grade 12

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Wilmington, Delaware

1969

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Wilmington, Delaware

1969

FOREWORD

A curriculum committee, representative of the teachers who implement the contents, has spent several years of intensive study, debate and deliberation over what students shall be taught in Modern Problems courses in the high schools of the Wilmington Public Schools. This committee was obligated to make a great many decisions -- these are outlined in this guide. We could not proceed in any orderly way to build an instructional program of quality without these agreed upon directions.

Within this context, we recognize the work of the committee, who developed this guide, to be of the highest order of responsibility. We express our appreciation for their diligence in the execution of the task.

In adopting this guide, Modern Problems: Grade 12, we do not assert, in all instances, that the objectives outlined are to be fulfilled. The guide is a blueprint against which we may judge ourselves in our work. Recognizing that "...man's reach does not exceed his grasp", we convey this guide for use of our professional staff.

Samuel A. Scainato
Assistant Superintendent for
Educational Programs

PREFACE

The Modern Problems course requires a high level of expertise on the part of the teacher. Three major social science disciplines are an integral part of the course--economics, history, and sociology. The teacher must attempt to integrate these disciplines as well as geography, achieving--for the first time in the high school curriculum--a synthesis of all of these disciplines. In addition, each of these disciplines is rooted in history just as modern problems are rooted in the past.

A curriculum guide in Modern Problems must provide for a high level of understanding of the concepts that are expected to present Unit One first in order to develop an understanding of the concepts but after that the interests of the students and what is happening on the current scene may make it advisable an entirely different sequence of units from that provided in the guide.

This guide represents the work of several teachers over a period of two years. The development of the guide was completed during 1967-68, with the following teachers involved:

P.S. duPont:	Howard:	Wilmington:
Mrs. Patricia Wolfe	Mr. Clarence Jones	Miss Lucille
Mr. Jay Hammonds		Mrs. Loraine
		Mr. Russell

The first draft of the unit on the American Economic System was prepared by Dr. Robert L. Hamman of Pennsylvania Military College. He represented the Department of Education. His generous help, at considerable personal sacrifice, is gratefully acknowledged.

All teachers of the Modern Problems course during 1968-69 were asked to contribute their own ideas and vision as the units were tried out in classes. The actual revision was done by Mrs. Wolfe, with the aid of Mr. Jones on the unit on economics.

The Wilmington Public Schools owe a debt of gratitude to these teachers. Many hours of time were required of them, hours that might have been devoted to other duties. The reward will come from the help given to colleagues. It is hoped that the guide will be a reservoir of suggested content, activities and materials that will enable all teachers to enrich the learning experiences of students.

Eunice I.
Secondary

PREFACE

course requires a high level of expertise on the part of the classroom teacher. These disciplines are an integral part of the course--economics, political science and history. The teacher must attempt to integrate these disciplines as each problem is studied, thus providing a synthesis of the three disciplines. In the high school curriculum--a synthesis of the three disciplines. In the high school curriculum--a synthesis of the three disciplines. In the high school curriculum--a synthesis of the three disciplines. In the high school curriculum--a synthesis of the three disciplines.

The Modern Problems course must provide for a high level of flexibility. Therefore teachers must first develop an understanding of the problem-solving approach and what is happening on the contemporary scene might make a different sequence of units from that provided in the guide.

The work of several teachers over a period of two years. A tentative draft was prepared during 1967-68, with the following teachers involved:

Contributors:	Howard:	Wilmington High School:
Erica Wolfe	Mr. Clarence Jones	Miss Lucy Kendikian
Hammonds		Mrs. Lorraine Lang
		Mr. Russell Bonney

The unit on the American Economic System was prepared under the direction of Dr. J. Edgar Hoover, Pennsylvania Military College. He represented the Delaware Council on Economic Education, at considerable personal sacrifice, is gratefully acknowledged.

Teachers who taught the Modern Problems course during 1968-69 were asked to provide suggestions for revision. The actual revision was done by Miss Kendikian and Mr. Jones on the unit on economics.

These schools owe a debt of gratitude to these teachers for this professional service. The time and effort required of them, hours that might have been devoted to personal pursuits. Their help given to colleagues. It is hoped that the guide will prove to be a resource, activities and materials that will enable all teachers to strengthen and enrich the experiences of students.

Eunice I. Johns, Supervisor
Secondary Social Studies

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Cover design adapted from a tempera painting by student
Derrick McNeil, Cool Spring School, Mrs. Barbara DesJardins,
teacher.

LONG-TERM OBJECTIVES OF THE COURSE

The general purpose of the social studies is to help the student assume his role as a decision-maker in a democratic society. A study of contemporary problems are examined should enable the student to understand the social and political life of his times, and to develop the skills necessary to achieve this end the student must be helped to develop attitudes toward society, to learn how to acquire a fund of knowledge which will enable him to participate in the political and cultural life of his times, and to develop the skills necessary to achieve this end.

The student should be helped to learn that a participant in society should be as the following:

- . Possesses a knowledge of the growth and development of the political system and a knowledge of sources of information which enable him to keep his information current.
- . Exhibits a willingness to examine conflicting points of view and to evaluate the supporting evidence for each.
- . Gives evidence of a reliance on reason in the solution of problems that concern society.
- . Demonstrates a concern for the well-being of the community.
- . Respects the dignity and worth of individuals and groups in discussion and in proposed solutions to contemporary problems.
- . Respects law as a means of maintaining order and recognizes processes as a means of changing laws.

TERM OBJECTIVES OF THE COURSE IN MODERN PROBLEMS

cial studies is to help the student become a useful citizen, prepared to
r in a democratic society. A course in which the nature and complexity of
should enable the student to analyze alternative solutions to these problems.
st be helped to develop attitudes and values appropriate to a democratic
fund of knowledge which will enable him to participate intelligently in the
times, and to develop the skills necessary for critical thinking.
to learn that a participant in the democratic process exhibits such behaviors

wledge of the growth and development of the American
m and a knowledge of sources of information which will
keep his information current.

ingness to examine conflicting views objectively
the supporting evidence for each.

of a reliance on reason in the solution of the
concern society.

concern for the well-being of others.

gnity and worth of individuals, both in classroom
in proposed solutions to contemporary problems.

a means of maintaining order and respects legal
means of changing laws.

- . Demonstrates the ability to clarify his own point of view and to express it within the value-system of the American democratic process.
- . Faced with a choice between alternative solutions, develops the ability to reach a rational solution.
- . Demonstrates a concern for the future well-being of society.
- . Recognizes that controversy is inevitable in a free society and that solutions to social problems often create new problems.

BELIEFS, ATTITUDES, VALUES

Contemporary American society has frequently been accused of abandoning the traditional values of American society. The lack of a consensus regarding the goals of American society, the increase in materialism for daily life and the apparent revolution against law and order picture a society that tends to preclude any commonly derived definitions of worth. An examination of the values, beliefs and attitudes which includes many that are negativistic toward each other and to the concept of a constitutional democracy. These cannot be considered desirable for a free society but they are not the characteristics which this writing team considers desirable.

There are certain principles of democratic thought and action which, though often neglected or distorted through various periods, remain fundamental to the nature of a free and equalitarian society. The following is a list of the values, beliefs and attitudes which this writing team considers desirable for the nature of a free and equalitarian society.

A BELIEF

1. in the dignity and worth of each individual.
2. that each person should be given the opportunity to show his merit.
3. that no one should be denied the fundamental rights and liberties of the individual.
4. that each citizen has responsibilities to himself and to society.

the ability to clarify his own point of view and to defend the value-system of the American democratic process.

choice between alternative solutions, develops the ability to choose the best solution.

concern for the future well-being of society.

controversy is inevitable in a free society and the solution of social problems often create new problems.

has frequently been accused of abandoning traditional democratic values. The goals of American society, the increasingly materialistic aims fostered by the revolution against law and order picture a state of disunity which would seem to be a redefinition of worth. An examination of American culture will present a list of characteristics which includes many that are negativistic--some that are contradictory to the principles of constitutional democracy. These cannot be ignored in a discussion of current characteristics which this writing team believes should be taught as

democratic thought and action which, even though they may have been absent during previous periods, remain fundamental to the American democratic process. The beliefs and attitudes which this writing team considers essential to the American society.

each individual.

to be given the opportunity to show his merit.

to be given the fundamental rights and liberties of the constitution.

to be given the opportunity to develop his abilities to himself and to society.

5. that while majority rule may conflict with the desires of a minority, it must safeguard the fundamental rights of all individuals.
6. that the individual freedoms guaranteed by the constitution are not to be weighed against the responsibilities to the other members of society.
7. in the process of government as a changing one that adapts itself to the needs of the people.
8. that while the personality of a particular officeholder may change, the government, the system of checks and balances will work to correct the abuses.
9. that the workings of a democracy require an informed and interested citizenry to reach reasoned conclusions.
10. that the right to govern resides in the people.
11. that the maintenance of law and order by just and reasonable means is the basis of democracy.
12. that while injustices may exist in the present system, they can be corrected by legal means.
13. that it is the responsibility of government to safeguard the general welfare of the people.

SKILLS

In a course in Modern Problems it is necessary to continue to emphasize the development of the critical thinking skill as described in "Learning Skills in the Social Studies", (Wilmington, Delaware: The University of Delaware, 1964). special emphasis should be placed on critical thinking or problem-solving.

by conflict with the desires of a minority or an individual, it
tal rights of all individuals.

is guaranteed by the constitution are not absolute. They include
er members of society.

it as a changing one that adapts itself to the needs of the times.

of a particular officeholder may change the division of power within
of checks and balances will work to correct the imbalance.

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g Skills in the Social Studies", (Wilmington Public Schools, 1963). However,

ed on critical thinking or problem-solving skills.

THE PROBLEM-SOLVING PROCESS

A description of the problem-solving process as defined by one writer.

This analysis is based on the assumption that a person who deals with

1. Defines his problem, taking account of societal values
2. Lists the various feasible courses of action
3. Collects and interprets pertinent data
4. Reaches a tentative decision based on the data
5. Acts in accordance with the decision
6. Evaluates the results and modifies future action accordingly

This is a process, and these are the steps involved, which should be hoped that skillful use of them will become habitual. It follows logical process, the student should take these steps, not the teacher.

The following questions are suggested as guides for the student in solving process:

I. Defines his problem, taking account of societal values

1. Is it a real problem?
2. How does it touch or affect me?
3. How does it involve other people?
4. Is the answer so obvious that no study is necessary?
5. Is the problem clearly and accurately stated?
6. If possible, does the statement of the problem require answers in terms of actions?
7. Is the problem stated selfishly or in terms of an acceptable social philosophy?

1

McCutchen, Samuel P., "The Theory and Philosophy of the Problems Approach Curriculum Series No. 9, Revised edition, National Council for the Social Studies, 1960. pp. 2-4.

THE PROBLEM-SOLVING PROCESS

solving process as defined by one writer follows:¹

the assumption that a person who deals with a social problem intelligently:

1. taking account of societal values
2. feasible courses of action
3. gathers pertinent data
4. decision based on the data
5. acts with the decision
6. tests and modifies future action accordingly.

These are the steps involved, which should be taught to each student with the

aim to become habitual. It follows logically, therefore, that in the teaching

of these steps, not the teacher.

These steps are suggested as guides for the student in carrying out each step of the problem-

Account of societal values

1. Is the problem real?
2. Is it a problem for people?
3. Is it a problem that no study is necessary?
4. Is the problem accurately stated?
5. Is the statement of the problem require
6. Is the problem a problem?
7. Is the problem selfishly or in terms of an acceptable

and Philosophy of the Problems Approach",
2nd edition, National Council for the Social

II. Lists the various feasible courses of action

1. What ways can be discovered, thought of, imagined or investigated?
2. What beliefs or assumptions lie behind each of these possibilities?
3. What lesser problems are involved in each of the courses of action?
4. What would be the outcome or consequence of each course of action?

III. Collects and interprets pertinent data

1. What do you already know that applies to the problem?
2. What kinds of additional information are needed?
3. Where is the information? Have you considered a variety of sources such as pamphlets, magazines, museums, government publications, etc.?
4. How did you include available information representing varying points of view?
5. Is the information meaningful in terms of the problem to be studied?
6. Is the illustrative material in the form of charts, graphs, etc.?
7. In the material collected are the samples and illustrations representative?
8. Are the key words and concepts understood and used correctly?
9. What is the value of the information as evidence? Have you considered the source and opinion? If opinion, did you consider the social position of the person giving the opinion? Did you consider the bias of the reporter, the information is factual, did you consider the reliability of the source? How recent is the information?
10. What apparent relationships exist within the available material?
11. Under what general topics can the material be grouped?
12. How can these topics be arranged in a logical order or sequence?
13. Does an examination of this organization indicate other relationships that the problem being studied can be understood?

IV. Reaches a tentative decision based on the data

1. What are the possible conclusions which can be drawn from the information?
2. Have you taken into account the biases and prejudices which may influence your conclusion?
3. Do these possible conclusions coincide with the various courses of action at the time the problem was defined?
4. Which of these courses of action now appear to be undesirable?
5. Which course of action now seems to be the best in the light of the information?
6. What reasons support this decision?

action

of, imagined or invented by which the problem can be

kind each of these possible solutions?

in each of the courses of action listed?

sequence of each course of action?

ies to the problem?

on are needed?

u considered a variety of sources: books, newspapers,

ernment publications, field trips, interviews? Have

representing varying points of view?

terms of the problem to be solved?

the form of charts, graphs, maps, and tables clear?

samples and illustrations representative?

understood and used correctly?

tion as evidence? Have you distinguished between fact

and consider the social point of view of the persons expressing

a bias of the reporter, and his honesty and integrity? If

you consider the reliability of the source and the necessity

within the available material and are pertinent to the

material be grouped?

in a logical order or sequence?

organization indicate other problems which must be solved before

understood?

the data

which can be drawn from the analysis and interpretation of

biases and prejudices which may influence the reaching of a

conclude with the various feasible courses of action listed at

now appear to be undesirable? Why?

to be the best in the light of the possible consequences?

con?

V. Acts in accordance with the decision

1. What action is implied in the decision reached?
2. Is that action feasible and permissible for this person?
3. Is the action socially desirable?
4. Is the action consistent with the person's social values?
5. Is the person willing to commit himself to do his part of what he considers highly desirable?

VI. Evaluates the results and modifies future action accordingly

1. What was your preconceived position on this problem?
2. Did you conscientiously consider conflicting positions?
3. What decision did you reach?
4. Since reaching that decision have you looked for new evidence to change it?
5. Has the situation changed to such an extent that it justifies the decision?
6. Has a shift in values or social theory made a recon-

CRITICAL THINKING

Scholars have attempted to classify the intellectual act. This scheme is condensed and reported by Edwin Fenton:

Twelve Aspects of Critical Thinking

1. Grasping the meaning of a statement.
2. Judging whether there is ambiguity in a line of reasoning.
3. Judging whether certain statements contradict each other.
4. Judging whether a conclusion follows necessarily.
5. Judging whether a statement is specific enough.
6. Judging whether a statement is actually the application of a principle.
7. Judging whether an observation statement is reliable.
8. Judging whether an inductive conclusion is warranted.
9. Judging whether the problem has been identified.
10. Judging whether something is an assumption.
11. Judging whether a definition is adequate.
12. Judging whether a statement made by an alleged authority is sound.

² Fenton, Edwin, *The New Social Studies*, 1967, Holt, Rinehart, and Winston. p. 15. Condensed from an article by Robert H. Ennis, *Harvard Educational Review*, Vol. 32.

on

decision reached?
permissible for this person?
ble?
the person's social values?
it himself to do his part in carrying out a program

s future action accordingly

sition on this problem?
ier conflicting positions?
have you looked for new material which might persuade
such an extent that it becomes necessary to reconsider
al theory made a reconsideration necessary?

CRITICAL THINKING

fy the intellectual activities essential to logical thinking. One such
win Fenton:

Twelve Aspects of Critical Thinking

- statement.
- guity in a line of reasoning.
- ements contradict each other.
- follows necessarily.
- is specific enough.
- is actually the application of a certain principle.
- on statement is reliable.
- conclusion is warranted.
- as been identified.
- an assumption.
- is adequate.
- made by an alleged authority is acceptable. 2

es, 1967,
Condensed
Ha



UNIT I: MAN IN SOCIETY

Overview

(Suggested Time - 2 weeks)

Man, as a social animal, seeks to associate himself with other men. So he creates and solves his problems. Power to solve problems is vested differently among man searches out various groups which are formed in society to meet his basic needs. By the end of this unit the students will have a comprehensive background in sociology to provide a framework in which the problem-solving approach can function and

OBJECTIVES OF THIS UNIT

By the end of this unit the student should be able to:

1. explain the meaning of cultural diffusion by describing the conditions under which it occurs.
2. demonstrate his recognition of cultural diversity among groups or nations and describe various approaches to a basic social problem.
3. write a brief paragraph explaining how the solving of a particular social problem may create new ones.
4. utilize the problem-solving approach in discussing alternate solutions to a particular problem.
5. show his comprehension of how proximity affects concern for different social problems by discussing how someone close to a problem and someone far from it view the problem differently.
6. discuss at least five problems identified in contemporary America and explain which of these problems are the basic social problems of man.
7. recognize various propaganda techniques in mass media.
8. demonstrate his understanding of values and the roles they play in the solution of social problems of American society.

UNIT I: MAN IN SOCIETY

Overview

(Suggested Time - 2 weeks)

iate himself with other men. Society becomes the vehicle by which to solve problems is vested differently in different men; therefore, formed in society to meet his basic needs. It is not expected that have a comprehensive background in sociology. The purpose has been -solving approach can function and should be utilized.

OBJECTIVES OF THIS UNIT

ould be able to:

ffusion by describing the conditions in which it occurs.

tural diversity among groups or nations by comparing
l problem.

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ntified in contemporary America and be able to identify
sic social problems of man.

iques in mass media.

alues and the roles they play in the solution of the

CONTENT

I. WHY DOES MAN FORM SOCIETIES?

A. Definition of society

1. Have students see orally or in writt a definition of so

2. An activity which the Lord of the Fl type of society ev

B. Reasons for formulation of society

3. Place the followin

1. Basic needs

- a. Shelter
- b. Protection
- c. Food
- d. Social contacts

No man is an
Entire of its
Every man is
A part of the
If a clod be
Europe is the
As well as if
As well as if
of thine o
Any man's dea
Because I am
And therefore
Never send to
It tolls for

2. Advantages and disadvantages of being in society

Discuss the signif
the following migh

- a. What are m
- b. How does t
dependence
- c. Why doesn't
- d. In what wa
needs?
- e. How does w
his best t
- r'. How does s

IS THE NATURE OF MAN IN SOCIETY?

SUGGESTED STUDENT ACTIVITIES

1. Have students see how many definitions of society they can formulate, orally or in written form. By means of class discussion, focus on a definition of society to be used in the term "man and society."
2. An activity which might interest better students, would be to read the Lord of the Flies and to write a brief paper discussing the type of society evolved in the book.
3. Place the following poem on the board:

No man is an island,
 Entire of itself;
 Every man is a piece of the Continent,
 A part of the main;
 If a clod be washed away by the sea,
 Europe is the less,
 As well as if a promontory were,
 As well as if a manor of thy friends or
 of thine own were.
 Any man's death diminishes me,
 Because I am involved in mankind.
 And therefore, --
 Never send to know for whom the bell tolls,
 It tolls for thee.

(Adapted from John Donne)

Discuss the significance of this quotation. Questions such as the following might help to develop the discussion.

- a. What are man's basic needs?
- b. How does this poem demonstrate the social interdependence of man?
- c. Why doesn't man wish to be alone?
- d. In what ways can society help man meet his basic needs?
- e. How does working with others help man to utilize his best talents?
- f. How does society restrict man?

CONTENT

II. What are the basic problems which confront man in society?

A. How can man solve these problems?

1. Man uses knowledge, reason and emotion.

2. Man creates social institutions to solve problems.

4. A round table discussion on "basic needs facing the world in the past?" i.e. Why did the Administration...

5. Have the students discuss the society. After the discussion indicate which of the following are particular to the society. Ensure student discussion.

6. It is suggested that a problem-solving activity be used in its initial stages. The fact that the problem is...

Choosing the problem-solving activity of lists, initial stages, i.e. students, i.e.

1. Define the problem.
2. List the facts.
3. Collect the data.
4. After collecting the data, tentative solutions.
5. Suggest the solution.
6. Evaluate the solution in light of the facts.

7. Sociologists identify the family, education, etc. Students may formulate definitions showing the following activities.

SUGGESTED ACTIVITIES

4. A round table discussion may be held on the topic: "How do the basic needs facing the individual today differ from those in the past?" i.e. Why does our society require a Pure Food and Drug Administration when caveman society did not?
5. Have the students list what they consider the basic problems of society. After a common list has been compiled, students should indicate which of these are basic problems of society and which are particular to a stage of our society. Teachers should make sure student discussion covers at least five of those problems.
6. It is suggested that the teacher first assign reading on the problem-solving approach and then use it on a personal problem in its initial application. Emphasis should be placed on the fact that the problem-solving approach is an idealized procedure.

Choosing the problem which appeared first on the greatest number of lists, initiate the problem-solving approach among the students, i.e.

1. Define the problem
 2. List the various courses of action
 3. Collect and interpret pertinent data (an essential step)
 4. After considering alternate solutions, reach a tentative decision
 5. Suggest methods of implementing the decision
 6. Evaluate the results and modify future action in the light of new data.
7. Sociologists identify the five basic institutions of society as the family, education, religion, economics and government. Students may formulate a definition for each of these. These definitions should be utilized in filling in the chart in the following activity.

CONTENT

	<p>8. An enlarged character of discussion and</p> <hr/> <p>AMERICA 1900</p> <hr/> <p>AMERICA 1969</p>
<p>B. Have man's basic solutions altered greatly?</p> <p>C. How can the solution of a social problem create new ones?</p>	<p>9. Students have analyzed one half of the particular problem in themselves in the past than the traditional.</p> <p>10. A student or a group oral reports on solutions to problems such as provide a summary.</p> <p>11. One or more interviews the school library 1893 and compare of 1967.</p> <p>12. In 1954, in Brown proclaimed the end of conflicts since a graph discussing led to the creation.</p>
<p>III. How do alternative solutions to these problems lead to cultural differences?</p> <p>A. What is culture?</p>	<p>13. By means of a class which is readily available fact that the teacher</p>

SUGGESTED ACTIVITIES

An enlarged chart, based on the following could be used as the basis of discussion and to extend activity No. 5.

FAMILY	EDUCATION	ECONOMICS	GOVERNMENT	RELIGION
--------	-----------	-----------	------------	----------

AMERICA 1900

AMERICA 1969

Students have already compiled a list of problems and discussed them. One half of the room could consider possible solutions to a particular problem in a future age. The other half could place themselves in the past. Are their proposed solutions very different than the traditional ones?

A student or a group of students may be interested in presenting oral reports on the various solutions offered by American society to problems such as labor or civil rights. This report should provide a summary for the other students' use.

One or more interested students may go to the public library or the school library to find information on the Pullman Strike of 1893 and compare the grievances of this strike with the UAW strike of 1967.

In 1954, in *Brown vs. the Board of Education*, the Supreme Court proclaimed the end to segregated schools. Using evidence from conflicts since that time, have students write a brief paragraph discussing how the solving of this particular social problem led to the creation of new ones.

By means of a class discussion, arrive at a definition of culture which is readily understood. Emphasis should be placed on the fact that the terms "culture" and "society" are not synonymous.

CONTENT

SUGGESTIONS

B. How do cultures differ?

14. After reading in various paragraphs comparing two to a particular social that of India and the U religion.

15. Students may be asked to materials offered by the and in non-American cult

16. After placing the follow students discuss its va what other factors influ sole determinant of the his mode of living and c could introduce the idea with other cultures. T of nations such as Isra illustrate how people can limitations.

C. How does one culture affect another?

17. Cultural diffusion has or modes of living thro Students may be interest occupation of Japan was Another example might be ture in the United State

D. How would you describe American culture?

18. A time capsule may be a items of our culture. 2050. What items would would be changed by the the types of changes the

19. The students are to pre the American Pavilion a press the major element teaching is aided by to what they would see, sm

SUGGESTED ACTIVITIES

14. After reading in various sources, students may write a brief paragraph comparing two cultures on the basis of their approach to a particular social institution. An interesting analogy is that of India and the United States in class structure and religion.
15. Students may be asked to formulate a bibliography of the materials offered by their library on the family in America and in non-American cultures.
16. After placing the following statement on the board, have the students discuss its validity. They should be sure to indicate what other factors influence culture. "Man's environment is the sole determinant of the culture in which he lives. It conditions his mode of living and degree of advancement." The teacher could introduce the ideas of historical accident and interaction with other cultures. They should call attention to the cultures of nations such as Israel, Denmark or the Netherlands to illustrate how people can develop in spite of environmental limitations.
17. Cultural diffusion has been defined as the extension of ideas or modes of living through contact between diverse cultures. Students may be interested in discussing how the American occupation of Japan was an example of cultural diffusion. Another example might be the recent popularity of Indian culture in the United States.
18. A time capsule may be assembled in the present year to include items of our culture. This capsule will be opened in the year 2050. What items would the students include? Which items would be changed by the year 2050? Students should suggest the types of changes that might be made.
19. The students are to pretend that they are interior designers for the American Pavilion at a World's Fair. It is intended to express the major elements of our culture. Use the approach that teaching is aided by touch or contact. Have students find out what they would see, smell, hear and feel in the exhibit.

CONTENT

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| <p>IV. What contemporary values in American society shape our responses to modern problems?</p> <p>A. What is a value?</p> <p>B. What items do Americans value the most?</p> <p>C. Does individuality help or hinder values? What is the effect of non-conformity?</p> <p>D. How do values determine human conduct?</p> <p>E. How do the value systems of different cultures vary?</p> | <p>20. Have each student discussion, try to students record th</p> <p>21. Students may read on the discussion</p> <p>22. The questions under a list of American society strive to and good.</p> <p>Make a chart which classes in American lities include lo education, period and religion.</p> <p>23. In order to have high principles o assigned to formu which may seem co in <u>The Second Ame</u> an excellent back</p> <p>24. Have the students expressions of in accord with the Americans. Have other members of</p> <p>25. An interesting ad same society is Each group should should then be h</p> <p>26. As a research as gathered in acti culture and comp may be used late the American cul</p> |
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SUGGESTED ACTIVITIES

Have each student write a definition of value and then in a group discussion, try to reach a consensus on the definitions. Have the students record the common definition agreed upon in their notebooks.

Students may read Vance Packard's The Status Seekers and report on the discussion of various values in our contemporary society.

The questions under the "content" column may be utilized to formulate a list of American values, i.e. the things which members of a society strive to achieve, any abstract standard of what is right and good.

Make a chart which will attempt to show the attitudes of various classes in America concerning specific items. Suggested possibilities include lower, middle, and upper class attitudes toward education, periodicals, welfare, future, civic responsibility, and religion.

In order to have a student realize that values are not necessarily high principles of conduct, a student or group of students may be assigned to formulate a list of the values of American culture which may seem contradictory or imply double standards. Pages 68-70 in The Second American Revolution by H. Wentworth Eldredge provide an excellent background.

Have the students bring newspaper and periodical clippings showing expressions of individualism or non-conformity which are not in accord with the current value system held by the majority of Americans. Have them discuss the effect of the minority upon the other members of society.

An interesting activity which shows conflicting values within the same society is to divide the class into "criminals" and "citizens." Each group should then list their respective values. A discussion should then be held with each group defending its value system.

As a research assignment which will utilize the list of materials gathered in activity No. 10, have each student choose a particular culture and compile a list of the values it possesses. The lists may be used later as a basis of comparison with each other or with the American culture.

CONTENT	SUGGESTIONS
	<p>27. Many students have difficulty in killing cattle for food. This is a lead point for a discussion on how to affect a person's viewpoint.</p> <p>28. A well-known Mexican Western history has been written about Saxon races. In the role of the United States in the role of the Latin American statement show to be a comparison with Latin American history.</p>
<p>V. What are the influences which help shape public opinion?</p>	<p>29. Most texts present facts and propaganda techniques. Discuss the ones to which they have been subjected.</p>
<p>A. In what ways do propaganda techniques help to alter opinions?</p>	<p>30. Place on the board a list of stereotypes, such as "Everybody should decide what influences to decide what influences."</p>
<p>B. How do individuals use propaganda?</p>	<p>31. Students should bring in examples of political campaigns.</p>
	<p>32. Have the students find examples of propaganda for social purposes.</p>
<p>C. How do special interest groups try to mold public opinion?</p>	<p>33. Each student may be assigned to lobby to investigate the object of discovering how to bring about changes in public opinion.</p>
	<p>Refer to the unit on propaganda.</p>

SUGGESTED ACTIVITIES

re difficulty understanding the Hindu's refusal to eat food even in the face of famine. This could be a discussion on how proximity and different values affect one's view of a particular problem.

Mexican author, José Vasconcellos has said that all of Latin America has been a struggle between the Latin and Anglo-American. In the final analysis he thinks it will be the Anglo-Americans (Anglo-Saxons) to mechanize the world and the Latin Americans to bring it culture. What does this say to be the author's evaluation of American values in Latin American ones?

Find out if there are any recent events that have been fairly adequate materials on the various propaganda techniques. Have the students choose from these lists the ones they have fallen victim to.

Read a list of the student's opinions of various propaganda techniques such as "Brilliant men are usually very absent-minded." "You should go on to college." Have the students attempt to identify the influence molded these opinions.

Have students bring in clippings from newspapers, periodicals and magazines to help illustrate propaganda techniques.

Have students find examples of propaganda used for constructive purposes.

Students may be assigned a different special interest group or organization to investigate. This research should be conducted with the aim of determining what techniques these organizations use to influence changes in public opinion.

Have students contact the United States Information Agency for further references to interest

UNIT II: IS OUR CONSTITUTIONAL DEMOCRACY

OVERVIEW

(Suggested Time: 6 weeks)

One of the major difficulties in teaching a unit on American government that they have been learning about their government for years--especially emphasis in this unit will not be on the general background information student already possesses, but on the concepts determining the political system. Teachers experiment in devising alternative activities to enforce these concepts. Current events and trends in governmental policy should provide teachers with lessons useful and contemporary.

It is hoped that at the end of this unit the students will have developed an understanding of the ability of the American democratic process to cope with its problems. In this approach, the focus is on identifying problems and accomplishments and students strive to present a balanced picture.

OBJECTIVES OF THIS UNIT

By the end of this unit the students should be able to:

1. Define the following terms in the context of the unit:

government	sovereignty
state	law
power	politics
policy	general welfare
Constitution	democracy
republic	liberal
reserved powers	radical
concurrent powers	conservative
nation	reactionary
Right	peaceful coexistence
Left	constituency

IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?

OVERVIEW

(Suggested Time: 6 weeks)

teaching a unit on American government is the students' view of our government for years--especially in the eleventh grade. The general background information which it is hoped that each student will receive will determine the political system. It is suggested that various activities to enforce these concepts. Utilization of curricular materials should provide teachers with opportunities to make the

In this unit the students will have developed a positive outlook on the democratic process to cope with its problems. Too often in a "problems and solutions" approach, problems and accomplishments are neglected. The teacher should

OBJECTIVES OF THIS UNIT

Students should be able to:

Understand in the context of the unit:

Government	sovereignty
	law
	politics
	general welfare
Constitution	democracy
	liberal
Executive powers	radical
Legislative powers	conservative
	reactionary
	peaceful coexistence
	constituency

2. Demonstrate an understanding of the Constitution as the supreme law by giving examples of laws which have been declared unconstitutional.
3. Explain how the Constitution is adapted to the times by discussing instances whose interpretation has changed radically.
4. By giving examples of limitations of rights, exhibit a recognition that the rights by the Constitution are not absolute.
5. Identify from a list of governmental activities those constitutional powers of the executive, the legislative and the judicial branches of government.
6. Illustrate the checks and balances of the American governmental system.
7. Indicate an understanding of the development of presidential powers and responsibilities of the president as described in the Constitution and as they exist today.
8. Support with evidence the theory that personalities can change the course of history although the structure remains the same, by comparing two or more historical events.
9. Discuss the factors which influence the making of foreign policy.
10. List at least five governmental and non-governmental agencies which are active in the United States.
11. Describe the roles played by American political parties by explaining the role of a political candidate from his declaration of intention to run until the election.
12. List and explain three of the major goals of contemporary American foreign policy.
13. Write an essay discussing the questions: To what extent is our constitutional democracy adequate? To what extent is our constitutional democracy inadequate?
14. Name at least five major policies of the American government and explain the circumstances which have occurred in at least one.

the Constitution as the supreme law of the land by citing
declared unconstitutional.

adapted to the times by discussing one particular provision
radically.

of rights, exhibit a recognition that the rights guaranteed
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al activities those constitutional functions which belong to
the judicial branches of government.

of the American governmental system by drawing a chart.

development of presidential power by contrasting the duties
ent as described in the Constitution with those he exercises

hat personalities can change the functions of government,
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e the making of foreign policy.

nd non-governmental agencies which influence foreign policy.

can political parties by explaining the activities of a
intention to run until the election.

or goals of contemporary American government.

tions: To what extent is our constitutional democracy adequate?
nal democracy inadequate?

of the American government and explain in detail the changes
ne.

CONTENT

IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?

A. What is meant by the following terms?

List One:

law
power
policy
Constitution
general welfare
politics
sovereignty
reserved powers
concurrent powers

List Two:

nation, state, government
liberal, radical, conservative,
reactionary
Left, Right
republic, democracy

B. What are the goals of the American governmental system?

1. The terms given of the American these terms in the dictionary definition e.g.

Constitution

The terms given The meanings shown

2. After having done sources, student term "constitutional" be kept for reference

3. A short film on available from the (Sd. 63.1).

4. After dividing the make a list of the American constitutional make a basis for

5. In a class discuss the goals of our the list on page of Life to see if

6. Have each student methods that the example might be merchandising product Food and Drug Administration

SUGGESTED ACTIVITIES

1. The terms given in List One are essential to an understanding of the American governmental system. Students should define these terms in two ways: first, the explicit textbook or dictionary definition and second, the applied meaning today, e.g.

	Dictionary	Usage
Constitution	System of fundamental laws of a nation	Safeguard of civil liberties, supreme law of the nation

The terms given in List Two should be defined and contrasted. The meanings should be developed in class discussion.

2. After having done reading in their texts or supplementary sources, students should formulate a definition of the term "constitutional democracy." This definition should be kept for reference throughout future discussions.
3. A short film on the nature and meaning of democracy is available from the Curriculum Center: "Democracy", (Sd. 63.1).
4. After dividing the class into groups, have the students make a list of the items they consider to be the goals of the American constitutional system. These lists will make a basis for class discussion.
5. In a class discussion, have the students make a list of the goals of our governmental system. Compare this with the list on page 21 of William Ebenstein's book, Two Ways of Life to see if the student list might be altered.
6. Have each student pick a particular goal and explain the methods that the government is utilizing to reach it. An example might be the protection of individuals from unfair merchandising practices and the operations of the Pure Food and Drug Administration.

CONTENT

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B. What are the goals of the American governmental system? (Continued)

7. A film entitled "I with the problem of It may be obtained
8. One aspect of cont attention is that ways has the gover in order to reach
9. Check the unit on subject.
10. One of the concep of general welfar in order to discus of the general we
11. The film "The Pri danger of an over from the Curricul
12. An interested stu changing definit Another interest given to the word it is used.
13. In the supplement text is an essay of India's Democ the essay to alt
14. A film entitled showing local pr

SUGGESTED ACTIVITIES

7. A film entitled "Interrogation and Counsel" (Sd. 351.2) deals with the problem of protecting the rights of the individual. It may be obtained from the Curriculum Center.
8. One aspect of contemporary government which deserves special attention is that of its role as a "big business." In what ways has the government increased its habits of consumption in order to reach its goals?
9. Check the unit on Economics for additional activities on this subject.
10. One of the concepts which has been previously defined is that of general welfare. Have students refer to their definitions in order to discuss the role of the government as a guardian of the general welfare.
11. The film "The Price of Freedom" (Sd. 31.2) deals with the danger of an overprotective government and is available from the Curriculum Center.
12. An interested student may want to report to the class on the changing definition of general welfare through current history. Another interesting application is the various definitions given to the word depending upon the circumstances in which it is used.
13. In the supplementary reading book with the Eagleton Institute text is an essay by Clinton Rossiter entitled "The Paradox of India's Democracy." Students may read it so they can use the essay to alter further the list of goals.
14. A film entitled "Centralization and Decentralization" (Sd. 1.2), showing local problems, is available from the Curriculum Center.

CONTENT	SUGGESTIONS
<p>C. What are the functions of the Constitution?</p> <p>1. What are the powers of government as defined in the Constitution?</p>	<p>15. Each student should lead the discussion; they should prepare a guide on the powers to use as they read.</p> <p>16. Filmstrips are available on the three branches of government. They can be used to discuss the powers in the Constitution. Use these filmstrips if available.</p> <p>17. Present to the students a diagram of each of the three branches and indicate the functions of each branch.</p> <p>18. Have the students discuss the powers in the government. Use <u>The Problems and Powers of the Government</u> along these lines:</p> <p>19. A film entitled "Federal Government" (Sd. 49.2) is available.</p> <p>20. An examination of the powers of the government as the following were listed in the Constitution:</p> <p style="text-align: center;">FBI CIA FCC AEC</p> <p>A discussion may be held on the elasticity of the powers of such agencies and departments.</p>

SUGGESTED ACTIVITIES

15. Each student should read the Constitution in preparation for the discussions that follow. It is suggested that the teacher prepare a guide or list of specific questions for the students to use as they read the document.
16. Filmstrips are available in most libraries that explain the branches of government and how they function. These may be used to discuss the various branches as they are defined in the Constitution. Students should be encouraged to view these filmstrips individually.
17. Present to the students a list of the constitutional functions of each of the three branches of government. Have students indicate the functions that belong to each of the three branches.
18. Have the students draw a chart illustrating the separation of powers in the government. The Eagleton Institute text, The Problems and Promise of American Democracy, has a chart along these lines on p. 306.
19. A film entitled "Federal Government: Plan of Organization" (Sd. 49.2) is available from the Curriculum Center.
20. An examination of such governmental agencies and commissions as the following will reveal a number that are not mentioned in the Constitution:

FBI	FDIC
CIA	SEC
FCC	President's Cabinet
AEC	

A discussion may consider the question of the way the elasticity of the Constitution permits the formation of such agencies and commissions.

CONTENT

21. Section 5, Art shall be the of its own me of its proceed havior and, w member."

Use the above board for dis discipline. the impeachme terested to r Thomas Dodd o

22. After the abo be able to pa given in the

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SUGGESTED ACTIVITIES

21. Section 5, Article I of the Constitution states, "Each House shall be the Judge of the elections, returns and qualifications of its own members.... Each House may determine the rules of its proceedings, punish its members for disorderly behavior and, with the concurrence of two-thirds, expel a member."

Use the above quotation from the Constitution as a springboard for discussion concerning Congressional powers of discipline. An interesting activity is to compare this with the impeachment powers of Congress. Students may be interested to read about a specific case such as that of Thomas Dodd or Adam Clayton Powell.

22. After the above activity has been completed, students should be able to participate in a discussion on the implied powers given in the Constitution.
23. It has been stated that the American government is a government of ideas and institutions or laws not men. Using this statement as a basis, initiate a discussion on how the personality of an office-holder may determine functions and effectiveness of his office.
24. In order to have students understand how various personalities have altered the concept of federal offices, have them choose a particular office and compare two different men who have had that position.

e.g., Dwight D. Eisenhower and Lyndon B. Johnson

or

James Blaine and Samuel Rayburn

or

Chief Justice Taney and Chief Justice Warren

CONTENT

2. What is the unwritten Constitution?

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30. A film on
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SUGGESTED ACTIVITIES

25. For slower students or those not skilled in library research several documentary films on presidents are available and may be used as a basis for comparison. The teacher may provide questions for use in making comparisons of the effects different presidents have had on the position. Examples of the films available:
 - "Eisenhower", (Sd. 260.2)
 - "Portrait of President Johnson", (Sd. 275.2)
 - "American Presidents, Washington to Johnson",
(Sd. 276.2)
 - "Life and Times of Teddy Roosevelt", (Sd. 77.3)
26. Clinton Rossiter's The American President gives an interesting selection, listing the criteria by which one may judge a "good president." An interested student may wish to report to the class on this section. This report should provoke a lively discussion.
27. Many factors in American political life have become a part of election procedures through custom. These procedures are a part of what is known as "the unwritten Constitution." Have the students compile a list of practices which come under this classification, as nominating conventions, political parties, judicial review.
28. As a means of explaining to the students the process of a political convention, assign them roles as various participants in a simulated convention or political rally, e.g., campaign managers, press agents, politicians, etc.
29. An interesting follow up to the above activity is to have the students tape record the action and then replay it for discussion purposes.
30. A film on "Political Parties" (Sd. 30.2) is available from the Curriculum Center, but it is a very old film.

CONTENT

SUG

a. By what process is a candidate elected to public office?

- 31. In order to have the and "statesman", dis of the students cou man, the other the lists could be comp Sperber and Tri Political Terms
- 32. An interesting acti provide students w figures and ask the or statesmen. This concept of these te
- 33. A new film entitle Curriculum Center. It is excellent in of the candidate to his newly elected o
- 34. In order to have st have each student o He should then tra ventions, the camp be placed upon the didate to be nomina tension of this act candidate in offic elected.
- 35. A film on "Presiden from the Curriculur
- 36. The Eagleton Instit President", is an question. These pe class for discussio

SUGGESTED ACTIVITIES

31. In order to have the students define the terms "politician" and "statesman", divide the room into two parts. One half of the students could list the characteristics of a statesman, the other the characteristics of a politician. These lists could be compared for similarities and differences.
Sperber and Trittscheck, Dictionary of American Political Terms, p. 329, is an excellent reference.
32. An interesting activity which may be controversial is to provide students with a list of prominent governmental figures and ask them to identify them as either politicians or statesmen. This could serve to clarify the students' concept of these terms.
33. A new film entitled "Elections" has been ordered by the Curriculum Center. It will be available for teacher use. It is excellent in covering a campaign from the declaration of the candidate to run for office through to his assuming his newly elected office.
34. In order to have students understand the process of election, have each student choose one presidential election year. He should then trace the development of the political conventions, the campaign and the election. Emphasis should be placed upon the factors which caused a particular candidate to be nominated and elected. An interesting extension of this activity is to add a summary of how the candidate in office handled the issues upon which he was elected.
35. A film on "Presidential Elections" (Sd. 10.2) is available from the Curriculum Center.
36. The Eagleton Institute pamphlet, "The Primary That Made a President", is an excellent source on the difficult primary question. These pamphlets may be made available to the class for discussion.

CONTENT

SUGGESTED AC

a. By what process is a candidate elected to public office? (Continued)

37. In an election year a t biographies of the popul biographies may help to candidates for a particu question of whether or r ship between the candida success of his candidacy of material.
38. Using the material gather the students conduct a m of the students assuming questioners should focus
39. A filmstrip and record e available in some school
40. A film entitled "How We is available from the Cu directory of films. How poor condition.
41. A set of pamphlets, "Gra is available in some buil current political scene, to the class on some of
42. A discussion of the elec practice in using the pr may be phrased as follow satisfactory method of e methods offer promising system now in use?
43. The League of Women Vote voting machines for use useful.

SUGGESTED ACTIVITIES

37. In an election year a teacher may ask students to collect biographies of the popular candidates. A canvass of these biographies may help to determine what, if any, characteristics candidates for a particular office have in common. Raise the question of whether or not there is any discoverable relationship between the candidate's personality and ability and the success of his candidacy. Periodicals are excellent sources of material.
38. Using the material gathered in the preceding activity have the students conduct a mock press conference with one or more of the students assuming the role of a candidate. The student questioners should focus on the major issues of the campaign.
39. A filmstrip and record entitled "The People's Choice" is available in some school libraries.
40. A film entitled "How We Elect Our Representatives" (Sd. 110.1) is available from the Curriculum Center and is listed in the directory of films. However, this film is very old and in poor condition.
41. A set of pamphlets, "Grass Roots Guides to Practical Politics" is available in some buildings. These pamphlets discuss the current political scene. Students may examine them and report to the class on some of the specific problems discussed.
42. A discussion of the electoral college system may provide practice in using the problem-solving approach. The question may be phrased as follows: Is the Electoral College the most satisfactory method of electing a president? What alternative methods offer promising ways of correcting the defects of the system now in use?
43. The League of Women Voters will provide small demonstration voting machines for use in the schools. These are extremely useful.

CONTENT

SUG

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|---|---|
| <p>b. What role do propaganda and the mass media play in the election of a candidate?</p> | <p>44. Contemporary political methods and mass media could be centered on the candidates and the use of these methods. Strong debates, the use of public opinion polls should be made to the</p> <p>45. In order to discuss the role of interpreters, have students and contrast their views with commentators such as Hunt and newspaper columnists of</p> |
| <p>3. How does the Constitution safeguard civil liberties?</p> | <p>46. A film on "Understanding the Constitution" from the Curriculum Center</p> <p>47. As a library assignment on civil right in its history be placed on both Supreme Court cases, "the times," which help to e.g. the right to bear arms</p> <p>48. In either oral or written form, the following statement: "The yardstick by which the laws is measured." Students should have been declared under</p> <p>49. A film, "Our Living Constitution" from the Curriculum Center,</p> <p>50. A discussion on the 13th Amendment about the meaning of the words "ends where the other</p> |

SUGGESTED ACTIVITIES

44. Contemporary political parties have utilized expanded propaganda methods and mass media to elect their candidates. A class discussion could be centered about the propaganda methods utilized by the candidates and the special difficulties created by the use of these methods. Stress may be given to such items as televised debates, the use of public relations experts, etc. Reference should be made to the introductory unit on "Man and Society."
45. In order to discuss the slant which may be given to news by its interpreters, have students choose three different individuals and contrast their views. The choices may be three news commentators such as Huntley, Brinkley and Cronkite, or three newspaper columnists or three authors of texts.
46. A film on "Understanding the Law" (Sd. 118.1) is available from the Curriculum Center.
47. As a library assignment have the students trace one particular civil right in its interpretation since 1789. Emphasis should be placed on both Supreme Court decisions and the "temper of the times," which helped to bring about changes in interpretation, e.g. the right to bear arms.
48. In either oral or written form have the students analyze the following statement: "The Constitution is the supreme law of the land, the yardstick by which the acceptability of all other laws is measured." Students should cite examples of laws that have been declared unconstitutional.
49. A film, "Our Living Constitution" (Sd. 340.1) is available from the Curriculum Center, but it is quite old.
50. A discussion on the limitation of rights may be held centering about the meaning of the phrase, "The right to swing your arm ends where the other fellow's nose begins."

CONTENT

SUGG

D. How does a state exercise the reserved and concurrent powers provided for in the Constitution?

51. Have students list a class discussion such fields as education could bring reserved and concurrent powers in recent years.

52. Attention is given on Urban Problems

53. Assign groups of state practices of state powers as administered may be especially Delaware, New Jersey of drivers, liquor

54. Counties in different Students may consult out what duties co

55. Compare and contrastments in large and populated areas with of schools, mainte

E. What is the process of Policy Making?

56. Students have previous (see Activity No. to begin a discussion. The discussion could

- a. Who are
- b. Is there government
- c. What part formulat
- d. What part actions

1. How and to what extent does public opinion shape government policy?

57. A film "How a Bill in the Curriculum

SUGGESTED ACTIVITIES

51. Have students list the powers reserved to the states. Conduct a class discussion on the gradual erosion of state powers in such fields as education, highways, public welfare. The discussion could bring out the fact that the distinction between reserved and concurrent powers has become increasingly vague in recent years.
52. Attention is given to city and county government in the unit on Urban Problems which comes later in the course.
53. Assign groups of students to do some research on varying practices of state governments with respect to some specific powers as administering taxation, welfare or education. They may be especially interested in comparing the states of Delaware, New Jersey and New York in the fields of registration of drivers, liquor and cigarette laws.
54. Counties in different states often fulfill varied functions. Students may consult some references on government to find out what duties county governments may assume.
55. Compare and contrast the problems encountered by state governments in large and small states or in densely and sparsely populated areas with respect to problems such as provision of schools, maintenance of highways, police protection, etc.
56. Students have previously formulated a definition of policy (see Activity No. 2). They should utilize this definition to begin a discussion on policy making in the government. The discussion could include the following points:
 - a. Who are the policy makers?
 - b. Is there a consistent policy in American government?
 - c. What part does the bureaucracy play in formulating policy?
 - d. What part does policy play in the day-to-day actions of government?
57. A film "How a Bill Becomes a Law", (Sd. 106.2) is available in the Curriculum Center.

CONTENT

2. In what way may particular interest groups affect governmental policy?

- 58. The first unit content area.
- 59. Have students such as the subject. The this policy?
- 60. In considering should discuss public policy be an interest represent a before Congress roles.
- 61. Students have devices in Ur lesson, students which are em
- 62. Students should periodicals v shape public
- 63. A film on "P the Curriculum
- 64. Students may to become a means they ma
- 65. There are sev Drury's Advice picture of the student or g on one of the
- 66. As a culminating approach in wording of the ment should

SUGGESTED ACTIVITIES

58. The first unit, "Man and Society", has activities on this same content area.
59. Have students choose a specific example of governmental policy such as the poverty program, and examine periodicals on that subject. They may be interested in speculating on the ways this policy may be affected by public opinion.
60. In considering both public opinion and propaganda, students should discuss the effects of various lobby groups upon public policy on either a state or national level. It might be an interesting assignment to have each student choose to represent a particular interest group and then discuss a bill before Congress or the Assembly in terms of their particular roles.
61. Students have already made a detailed study of propaganda devices in Unit One. After reviewing the essentials of that lesson, students should discuss the various propaganda means which are employed to influence public policy.
62. Students should bring in clippings from newspapers and periodicals which demonstrate propaganda methods used to shape public opinion on public policy.
63. A film on "Pressure Groups" (Sd. 135.2) is available from the Curriculum Center.
64. Students may select a particular issue on which they wish to become a pressure group. Have them list the various means they may use to influence public policy.
65. There are several well-known fiction books, such as Allen Drury's Advise and Consent, which present an interesting picture of the pressures involved in policy making. A student or group of students may be interested in reporting on one of these books.
66. As a culminating activity, again utilize the problem-solving approach in a discussion of policy making. A possible wording of the problem might be, "Who in a democratic government should make the ultimate decisions concerning policy?"

CONTENTS

SUGG

F. What is foreign policy?

67. Students should do sources to define foreign policy, and peaceful co

68. Have the students various factors that the teacher may want Affairs in the Eagl

69. Students should list governmental agencies foreign policy, e.g.

G. IS OUR CONSTITUTIONAL DEMOCRACY ADEQUATE?

70. One of the functions investigating body scene and to act on may prepare reports to find out (a) why (b) the parties involved (d) the action that this list with any might include the A mittee, Senate Inve devices, etc.

1. What are the problems facing American government?

71. Students should bring magazines which will difficulty in American form a bulletin board under various headings

72. As was done in Unit list of problems for check other periods sources to compare era with their own

SUGGESTED ACTIVITIES

67. Students should do preliminary reading in texts and supplementary sources to define terms such as the following:
foreign policy, foreign relations, realism, brinkmanship, and peaceful coexistence.
68. Have the students assemble a bulletin board showing the various factors that influence foreign policy. For reference the teacher may want to use Saul Padover's pamphlet Foreign Affairs in the Eagleton Institute series.
69. Students should list at least five governmental and non-governmental agencies which may influence a particular foreign policy, e.g. Middle East policy.
70. One of the functions performed by our Senate is to act as an investigating body into current malpractices on the American scene and to act on the basis of its investigations. Students may prepare reports on any of the following investigations to find out (a) why the case appeared at a particular time (b) the parties involved (c) the problem in question, and (d) the action that was taken. The teacher may supplement this list with any current investigation. Some investigations might include the Army-McCarthy hearings, Senate Rackets Committee, Senate Investigation into auto safety, bugging devices, etc.
71. Students should bring in clippings from newspapers and magazines which will pinpoint some particular aspect of difficulty in American society. These may be utilized to form a bulletin board in which the clippings are categorized under various headings.
72. As was done in Unit I, students may formulate a priority list of problems facing the American people. They may check other periods of history in texts and supplementary sources to compare the problems and priorities of that era with their own.

DEQUATE?

American

CONTENTS

2. What are the strengths of the American governmental system?

73. As with the "a list of the needs of soci

74. Students show limitations of should discuss democracy adequate?

75. The culmination solving appropriate constitutional d as follows: In what ways

SUGGESTED ACTIVITIES

73. As with the "problems of democracy", have the students formulate a list of the ways in which the American government meets the needs of society. This list should be used for discussion.
74. Students should write an essay contrasting the advantages and limitations of the American constitutional government. This essay should discuss the questions: To what extent is our Constitutional democracy adequate? To what extent is our Constitutional democracy inadequate?
75. The culminating activity for this unit is the use of the problem-solving approach in a discussion of the question: Is our Constitutional democracy adequate? This question may be restated as follows: In what ways is our Constitutional democracy adequate? In what ways does it appear to be inadequate?

UNIT III: URBAN PROBLEMS

OVERVIEW

Suggested Time: 7 weeks

This unit is designed to utilize the city of Wilmington as an urban area under study. Students in the Wilmington Public Schools are concerned about the problems of their own city. If the city is used as a study area the teacher may make use of nearby agencies, officials, newspapers, and groups as well as utilize the experiences of the students.

Speakers may be obtained from local, city and state agencies such as the Greater Wilmington Development Council, Delaware Correctional Council, Public Welfare Office, Public Works Department and the Wilmington Housing Authority. Speakers should be requested and scheduled in advance. In case the principal must be notified about any guest speaker before the unit begins.

The transparencies mentioned in the unit will be made available to the Visual Department of the Wilmington Public Schools.

Good local references in booklet form are:

Planning (10 part series)

Advanced Planning Division, 1966
New Castle County Regional Planning Commission
County Engineering Building, Kirkwood Highway, Wilmington

Comprehensive Plans (1 comprehensive summary of six working plans)

City of Wilmington
Wilmington Commission on Zoning and Planning
Public Building, Wilmington, Delaware

Series of studies on various urban problems in Wilmington including unemployment, transportation, recreation, etc. (Prepared by the
Division of Urban Affairs
University of Delaware, Newark, Delaware)

UNIT III: URBAN PROBLEMS

OVERVIEW

Suggested Time: 7 weeks

The city of Wilmington as an example of a city with the problems in the Wilmington Public Schools should be knowledgeable and contemporary. If the city is used as an example of the problems of urban agencies, officials, newspapers and models for resource materials the students.

Local, city and state agencies such as the Wilmington Housing Authority, Delaware Correctional Council, Mayor's office, Public Safety Director, Department and the Wilmington Public Schools as well as local citizens' should be requested and scheduled before the unit is begun. In each unit a guest speaker before he is scheduled.

The unit will be made available in the school libraries by the Audio-Visual Schools.

Forms are:

1966
Planning Commission
1000, Kirkwood Highway, Wilmington, Delaware

(Comprehensive summary of six working papers)

Planning and Planning
1000, Delaware

Urban problems in Wilmington, such as
recreation, etc. (Prepared for G.W.D.C., 1963)

1000, Delaware

It may be useful to have each student choose to make a special study of a city. A paper demonstrating the problem-solving techniques presented to the student is the culmination of this project. This approach permits individual students to present their work in class discussions.

OBJECTIVES OF THIS UNIT

By the end of the unit the student should be able to:

1. Write a definition of "city" that includes six attributes that distinguish it from a rural area or a town.
2. Compare the early functions of cities with their functions in the 20th century.
3. Describe the characteristics of suburbs that cause them to be considered as part of an urban area rather than a rural area.
4. Demonstrate an understanding of the concept of "megalopolis" by listing the commercial, cultural and political connections between Washington, Philadelphia, Wilmington and Baltimore, and Wilmington and New York City.
5. Contrast the general characteristics of the population of Wilmington with those of rural and suburban populations with respect to age, race, and income.
6. Explain why transportation, air pollution, population density, and mobility are critical problems in the city but not in small towns.
7. Cite newspaper articles or partisan brochures as evidence of urban problems in Wilmington.
8. Demonstrate a knowledge of the forces which help to shape public opinion in a large city by listing special interest groups such as real estate, business or particular political interests. Students should be able to recognize the existence of such special interests in influencing the location of a superhighway through town, the attitude toward a new school building, or toward increased salaries for teachers.

Each student choose to make a special study of an urban problem in Wilmington. Learning techniques presented to the student in Unit One could be the basis for this approach permits individual students to become resource persons for the class.

OBJECTIVES OF THIS UNIT

Students should be able to:

1. Define "city" that includes six attributes that differentiate a city from a town.

2. Compare functions of cities with their functions in the mid-twentieth century.

3. List characteristics of suburbs that cause them to be classified as a suburb rather than a rural area.

4. Explain the meaning of the concept of "megalopolis" by describing geographical and political connections between Wilmington and Philadelphia and Baltimore, and Wilmington and New York.

5. Compare characteristics of the population of Wilmington with those of other cities with respect to age, race, income and sex.

6. Identify environmental problems in the city but not in small towns or villages.

7. Analyze newspaper or partisan brochures as evidence of the existence of urban problems in Wilmington.

8. Identify the forces which help to shape public policy in Wilmington. List special interest groups such as minorities, big business and political interests. Students should be able to identify the role of such special interests in influencing the route of a new highway through town, the attitude toward a new school bond issue and the salaries for teachers.

9. Describe orally or in writing the difficulties met by a particular Wilmington agency such as the Housing Authority or the Traffic Bureau in attempting to solve some specific urban problems.
10. Show an awareness of the scope of such problems as transportation and urban renewal in Wilmington by contrasting them with the problems of New York City, Chicago or any other large city.
11. List some sources of information related to urban areas on the national, state, country and city levels.
12. Show an awareness that many urban problems which appear to require primarily physical solutions are often really intricately involved with delicate social, economic and political problems by describing at least two problems in which this is true, as transportation, slum clearance, or sanitation.
13. Draw a diagram representing five concentric zones dividing an urban area into zones of slums, warehouses and deserted properties; a zone of business and commercial districts; another of old homes, multi-family dwellings and small stores; one of newer apartment houses; and finally one of truly residential suburbs.
14. Compare in writing the advantages and disadvantages of moving to the suburbs from Wilmington or from the city of New York to its suburbs.
15. Cite and explain reasons for the disintegration and decay of the center city area.
16. Distinguish between a "slum", a "ghetto" and a middle income neighborhood.
17. List a number of the usual health problems of a city and select those that have been dealt with successfully by most cities and those that still remain dangerous in most cities and suggest some explanation for those that still remain dangerous.
18. Give two specific examples of conflict between the city of Wilmington and the county or the State of Delaware which resulted from the overlap of legal units and which produced an impasse on some issue.

19. Show an awareness of the problems of providing educational services in a city.
20. Discuss, either orally or in writing, the conditions in urban areas that might account for the high crime rate.
21. Write a description of an urban renewal or redevelopment project in Wilmington or Philadelphia that seems an obvious failure and another which is an apparent success.
22. Describe the increasingly serious financial problems of city government because of diminishing sources of income and increasing demands for services.
23. Write an essay on the probable impact that the trend toward urbanization and the concept of megalopolis will have on the United States and perhaps the world in the 21st century.
24. Write a paper embodying constructive suggestions for remedying some of Wilmington's most stubborn problems and displaying an understanding of the local values, the political and economic pressures and the finances that determine the practicality of attempting to implement remedies of any sort.

CONTENT	SUGGESTIONS
<p>I. What is an urban community?</p> <p>A. How can it be determined whether or not a community is urban?</p> <p>B. Why are there cities?</p> <p>C. Why have cities grown so large and important in many places in modern America?</p>	<ol style="list-style-type: none"> 1. Assign the students the "city" in their own words. Students can agree on a city to be considered a "city". 2. Discuss with the students the existence and growth of cities. Chapter 26 in <u>Problems and Promise</u> and other similar reading material. Emphasize the city with emphasis on the city and from one society to another. 3. Have students create the principal functions of cities in the principal interests and Chicago, St. Louis, and New York years ago with those of the early years ago compared to the present. 4. Hand out a list of the reasons why they have been brought about the decline of the potential as sites for New Orleans. 5. In a class discussion discuss the factors which caused the decline of the States in the early twentieth century in <u>Problems and Promise</u> and the factors which have been able to lengthen their life. Discuss the automobile, electricity, etc. 6. Give two students a few minutes to turn in a report on the turning points or steps in the history of the city. Then give a report on the turning points with the class what the factors have changed this (flour milling, arrival of the city) they have changed this. See by Anna T. Lincoln, Tuttle.

SUGGESTED ACTIVITIES

1. Assign the students the task of writing a definition of the term "city" in their own words. Then discuss this in class until students can agree on a list of attributes that a community must have to be considered a "city" rather than a town or rural area.
2. Discuss with the students some possible explanations for the existence and growth of cities in ancient and modern times. Then assign Chapter 26 in Problems and Promise of American Democracy or any other similar reading assignment that discusses the history of the city with emphasis on how cities differ from one era to another and from one society to another.
3. Have students create their own illustrations of the real changes in the functions of cities that time can bring by comparing the principal interests and activities of such cities as Boston, Chicago, St. Louis, and Atlanta fifty years ago and one hundred years ago with those of today. (i.e. cotton market one hundred years ago compared to industrial center today)
4. Hand out a list of the major cities in the United States and have the students locate these on the map. Find at least one geographic reason why they have become the largest cities. What changes brought about the decline of some settlements that seemed to have potential as sites for great cities? Examples: Buffalo and New Orleans.
5. In a class discussion have students attempt to compile a list of factors which caused the growth and spread of cities in the United States in the early twentieth century. After reading Chapter 27 in Problems and Promise of American Democracy, they should be able to lengthen their lists. (Keep to such general factors as the automobile, electricity, railroads, automated farming.)
6. Give two students a few days to do some research on the major turning points or steps in the development of Wilmington. Have them give a report on this information to the class and discuss with the class what the major influences on Wilmington have been (flour milling, arrival of duPonts, the railroad, etc.) and how they have changed this city. (Consult: Wilmington Under Four Flags by Anna T. Lincoln, Tuttle Publ. Co. 1937)

CONTENT	SUGGESTED ACTIVITIES
<p>D. What new concepts have been created by the spread of modern cities?</p> <p>E. What is the significance of the urban community in the United States today?</p>	<p>7. Show the set of transparencies of Washington in the last 100 years (see library) Discuss why that it did.</p> <p>8. Show the class the boundaries (See Library question of whether a city. (Refer back to discuss the boundaries of demonstrate the difference and the extent of the parity of the United they consider to be...</p> <p>9. Describe the characteristics classified as urban...</p> <p>10. Show the film, "Midnight (Sd. 214.2). Discuss "industrial park", an film.</p> <p>11. Assign the students to the assertion that Washington then do the same with New York City, Baltimore, Newark's relationship this topic.</p> <p>12. Show a transparency of the urban (including to 1950. Discuss what have affected the characteristics and standards library provides this contrasts the character of the suburbs with...</p>

SUGGESTED ACTIVITIES

7. Show the set of transparencies which illustrate the growth of Wilmington in the last two centuries. (Available in the school library.) Discuss why Wilmington probably spread in the directions that it did.
8. Show the class the overhead transparency set of the current boundaries (See Library) of Wilmington and discuss with them the question of whether or not these are the "real" limits of the city. (Refer back to the definition developed in No. 1.) Discuss the boundaries of "greater Wilmington." This should demonstrate the difference between the legal limits of a city and the extent of the urban area of Wilmington. All the transparency of the United States Census Report's illustration of what they consider to be Wilmington's "urban area" and discuss.
9. Describe the characteristics of suburbs that cause them to be classified as urban rather than a rural area.
10. Show the film, "Middle Atlantic Seaboard Region: Great Cities", (Sd. 214.2). Discuss the terms 'megapolis', 'metropolitan', 'industrial park', and 'bedroom community'. This is an excellent film.
11. Assign the students the task of writing up a case or argument for the assertion that Wilmington is a satellite of Philadelphia; then do the same with the relationship between Wilmington, New York City, Baltimore, and Philadelphia. Ask students what Newark's relationship to Wilmington is currently and discuss this topic.
12. Show a transparency contrasting the farm or rural population with the urban (including suburban) in the United States from 1800 to 1960. Discuss with the class how these changes in population have affected the character of the country in politics, education, ethics and standards of living. A transparency in the school library provides this information. Another set of transparencies contrasts the character of the population of the city with that of the suburbs with respect to age, race, and education.

CONTENT

	<p>13. Have the students read "The American Dream" and ask them to evaluate the accuracy of his description of the American past. The notes may be found in the Appendix.</p> <p>14. Ask each student to describe his ideal of a hero he would use to describe the American west and James Bond. Ask each student to describe the American west and Andrew Jackson. Ask each student to describe the American west and Andrew Jackson. Ask each student to describe the American west and Andrew Jackson.</p>
<p>F. What indications are there that there is any great "urban crisis" in America today?</p>	<p>15. Have the students find sources on the urban crisis of the unit. Assign each student to find articles on the urban crisis. Put on the bulletin board a list of the library for the unit. Assign each student to find articles on the urban crisis. Put on the bulletin board a list of the library for the unit.</p>
<p>II. What is the nature of the "crisis" in urban America?</p>	<p>16. Assign a review of <u>Democracy, The American Dream</u> to each student. Assign each student to find the four worst problems in the book. Discuss these problems and reach an agreement on the nature of the crisis.</p> <p>17. For homework, assign each student to find the four problems in the book by finding articles on the urban crisis. Assign each student to find the four problems in the book by finding articles on the urban crisis.</p>

SUGGESTED ACTIVITIES

13. Have the students read the essay by Crèvecoeur, "What is an American?" and ask them to comment either in writing or in class on the accuracy of his description if applied to America today. This essay should illustrate the traditional values from America's rural past. The notion of cultural lag may be introduced. The essay may be found in Living Ideas in America by Henry Steele Commager.
14. Ask each student to make a list of the adjectives he would use to describe his concept of a farmer today, and another list of those he would use to describe the urbane hero of current fiction, as James Bond. Each student should then list the adjectives he would use to describe the "city slicker" as he appears in television westerns and in the fables of folk heroes such as Davy Crockett and Andrew Jackson. Lead the students to contrast the traditional American concept of the city dweller and of the rough country man with the student's modern views. This exercise should demonstrate to the students the changes urbanization has brought about in the American outlook--from one of admiration for the poor, uneducated, unwashed but honest, resourceful, and courageous backwoodsman or farmer to one approaching disdain for his backwardness.
15. Have the students collect clippings from the local paper or other sources on problems of the city of Wilmington throughout the time of the unit. Different students can be put in charge of collecting articles on various problem areas. The total collection can be put on the bulletin board or in a scrapbook to be donated to the library for the future use of Modern Problems students. Whenever possible the clippings should be discussed in class with a view toward following the latest developments in a special problem area.
16. Assign a review of Chapter 27 in Problems and Promise of American Democracy. Then divide the students into small groups and instruct them to come up with a group list of what they think may be the four worst problems common to the major cities in the United States. Discuss these lists until the class can come to some sort of an agreement on one list of four.
17. For homework, each group could be challenged to find proof that its four problems are really at the crisis stage in a major city, by finding articles in newspapers or periodicals that will substantiate their claims.

CONTENT

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| | 18. At this point pro
problem-solving m
standing of the s
and develop, in a
for solving them.
planning agencies
the school library
maps, reports and
involved. Such s
Correctional
Department c
Welfare Depa
Mayor's assi
Citizen's Co
Wilmington H |
| III. To what extent are most of the
established cities of the United States
physically modern and economically
healthy? | 19. Have groups of st
attributes of mos
fashioned to fit
water pipes, util
parking facilitie
Have students con |
| A. How did cities develop their present
mixture of physical problems? | 20. Show the film "Ho
cuss the changing
described in the |
| B. What is the extent and significance
of the commercial decay of the
center city and the changing housing
patterns? | 21. Order recent cens
in Washington, D.
parencies in the
level, the income
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neighborhoods and
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SUGGESTED ACTIVITIES

18. At this point projects can be assigned to students. Using the problem-solving method they should attempt to develop some understanding of the seriousness of a particular problem in Wilmington and develop, in a written assignment, some ideas or suggestions for solving them. A great deal of information from the various planning agencies in the city, state and county is available in the school library. Students can obtain brochures, pamphlets, maps, reports and interviews quite easily from the local agencies involved. Such sources as the following may be investigated:
 - Correctional Council of Delaware
 - Department of Corrections
 - Welfare Department
 - Mayor's assistant
 - Citizen's Council for Clean Air
 - Wilmington Housing Authority
19. Have groups of students draw up lists of some of the physical attributes of most early American cities which are too old-fashioned to fit the demands of the 20th century, e.g. roads, water pipes, utilities, reservoirs, housing, commercial buildings, parking facilities, trains, sanitation facilities, bridges, etc. Have students consider these specifically as they affect Wilmington.
20. Show the film "How Cities Grow" (Sd. 100.1). After the film discuss the changing concentric "zones of transition" in the city as described in the film.
21. Order recent census reports on Wilmington from the Census Bureau in Washington, D.C., and compare them with the reports and transparencies in the library. The latter illustrate the educational level, the income and the race and job status of residents of the census zones in Wilmington, as well as the location of housing the United States Census Bureau defines as "dilapidated." Such a comparison in class should demonstrate the rapidly changing neighborhoods and the decay of the center city. Ask students if they observe any similarities in the status of some areas on all four maps. What generalizations might they make concerning these areas? Why do areas of dilapidated housing, poor education, low income and incomplete families tend to coincide? The teacher should caution students about the dangers of over-generalizing on the basis of limited data.

CONTENT

C. How much of a problem is adequate housing for low and middle income families in Wilmington?

D. What are the important physical services that must be provided for the people of a city by the city?

22. Two clever Wilmington U district, so the city went Wilmington.

23. Using the Q on Populatio dents can be exodus from the rest of suburbanite

24. Have the stu have to be c

25. Invite someo speak to the in the city, the class ca amount of lo the current the housing

26. The class ma locations an with the inv illustrating underway. T students who subjects can

27. Show the fil is a very dr life", altho city is a pa them by this

SUGGESTED ACTIVITIES

22. Two clever students should be assigned to locate information in Wilmington Under Four Flags as to where the original business district, society hill, and middle class residential areas in the city were and how they moved throughout the history of Wilmington.
23. Using the Greater Wilmington Development Council (GWDC) Report on Population Movement in Wilmington (Library), two other students can be assigned to prepare an explanation for the current exodus from the center of the city outward, and present it to the rest of the class. What advantages of the city if the suburbanite leaving behind? What is he gaining?
24. Have the students make lists of what features a residence must have to be considered an adequate family home.
25. Invite someone from the Wilmington Housing Authority (WHA) to speak to the class on how much adequate housing is available in the city, where, and at what cost. If there is a shortage the class can ask him about what has been done to increase the amount of low-income housing that is adequate. (Depending on the current situation it might be better to invite someone from the housing division of the GWDC.)
26. The class may want to re-examine the transparencies on the locations and severity of dilapidated housing, at this point, with the invited speaker on housing. Show the transparency illustrating the five principal urban renewal projects now underway. The speaker can discuss this with students or those students who have chosen housing or urban renewal as project subjects can explain the different projects.
27. Show the film "The City" (Sd. 46.3). It is quite old, but it is a very dramatic and well-done description of "polluted city life", although it is dedicated to the idea that the planned city is a panacea. The class can discuss the impressions given them by this artistic propaganda film.

CONTENT

E. To what extent has transportation into and within the big cities in the United States become a critical situation?

28. If no projects had committee of students of air and water secured from the Department of Health, Wilmington Evening in February 1968, as resource persons.
29. Show transparency significance. (W cities with pollution).
30. An official from speak to the class food, air, and how to bring into his comments as possible inspection laws, as The State Water formation.
31. A local Public Works Department can be to question him of and sewer and underground.
32. A study should be deals with the pollution.
33. Several students formation from problems of the city. They could maps and information class discussion in problem solving.

SUGGESTED ACTIVITIES

28. If no projects have been assigned on the subject, a small committee of students can be chosen to investigate the seriousness of air and water pollution in urban areas. Information can be secured from the local "Citizens for Clean Air" and the Department of Health, Education, and Welfare in Washington. The Wilmington Evening Journal also ran a series on the subject in February 1968. Members of the science department can be used as resource persons.
29. Show transparencies on pollution (Library) and discuss their significance. (Wilmington is fifteenth in the nation among cities with polluted air.)
30. An official from the local Health Department can be invited to speak to the class on the difficulty of providing clean water, food, air, and housing to the people of a city. Ask the speaker to bring into his exchange with the students as many recent developments as possible, such as the federal "rat bill" and meat inspection laws, as well as the most recent anti-pollution laws. The State Water Resources Commission may provide additional information.
31. A local Public Works official or the New Castle County Highway Department can be invited to class or be visited by a committee to question him on the problems of snow and garbage removal and sewer and underpass flooding in the city.
32. A study should be made by another committee of how the county deals with the problems mentioned in Nos. 30 and 31.
33. Several students should be assigned the task of gathering information from periodicals on the enormity of the transportation problems of the big cities of New York, Chicago and San Francisco. They could then report to the class their findings with maps and information on some suggested or trial solutions. The class discussion that follows could then be made a minor exercise in problem solving.

CONTENT	SUGGEST
	<p>34. Discuss and list on the other urban problems p a city, either create city, employee inconve of ghetto, access to n</p> <p>35. Ditto copies of the re and use the transparen the students indicate in rush hour traffic w as a whole can then ar traffic barriers in th Then invite an officia Works Department or th the class the jifficul problems. The Urban A Delaware has published library.</p> <p>36. The Philadelphia Plann plans for the renewal assigned a project com of Wilmington and info Development Commission.</p> <p>37. All students should be booklets describing th and current programs r be able to compare pro (Available from Wilmin</p> <p>38. Assign students a two- drawbacks of the diffe projects now underway Block Blight, Inc., Be St. Andrews will provi whose approaches vary</p>
<p>F. What success has been met so far in attempts to deal with the physical problems of cities?</p>	

SUGGESTED ACTIVITIES

34. Discuss and list on the blackboard or overhead projector what other urban problems poor transportation systems in and around a city, either create or aggravate. (Such as: Business in center city, employee inconvenience, city services, further isolation of ghetto, access to medical facilities)
35. Ditto copies of the map of the main commuter routes into Wilmington and use the transparency of the same map (in the Library). Have the students indicate on their maps at least three trouble spots in rush hour traffic with descriptions of the trouble. The class as a whole can then arrive at a list of four or five of the worst traffic barriers in the city or on the way in or out of the city. Then invite an official from the Traffic Division of the Public Works Department or the County Traffic Commission to explain to the class the difficulties involved in alleviating these traffic problems. The Urban Affairs Department of the University of Delaware has published a report on the subject and it is in the library.
36. The Philadelphia Planning Commission will send the students the plans for the renewal of center city Philadelphia so they can be assigned a project comparing the success of Philadelphia with that of Wilmington and information is also easily available from the Development Commission in Washington, D. C.
37. All students should be given the Wilmington Housing Authority booklets describing the five principal urban renewal projects and current programs reports. After reading this, they should be able to compare projects and discuss their relative worth. (Available from Wilmington Housing Authority offices)
38. Assign students a two-page paper on the relative merits and drawbacks of the different purposes and methods of the various projects now underway or in the planning stages in Wilmington. Block Blight, Inc., Bethel A.M.E. Church and Father Casson of St. Andrews will provide students with information and speakers whose approaches vary considerably from one another.

CONTENT	SUGGESTED
<p>G. What are some of the common failings of urban renewal plans?</p>	<p>39. Have three students write and Welfare, the Department of Transportation in Washington federal programs to aid urban visual material and summarize to the rest of the class.</p> <p>40. Assign Chapter 28 in <u>Problems</u>. At this point the students and drawbacks of various urban 1) relocation complaints, 2) removal, 3) the creation of and involved red tape delays with low-rent housing.</p> <p>41. Before they submit the plan Magazine's Excerpt No. 20 or other publication which illustrate city planning and are excellent</p> <p>42. Divide the class into two commission to design and submit plan for a model city. Each other group, which is act on and disadvantages of each of the "city council."</p> <p>43. Assume that a worthwhile plan council. Students should why it was rejected. They and cooperation between government sources of local government. Have the members of the class political factors which of that may appear to be primary</p>
<p>IV. What are the explosive social issues that have precipitated many urban crises?</p>	<p>44. Assign Chapter 29 in <u>Problems</u> or any reading which discuss peculiar to cities. It might chapter into several installments. Section IV of this curriculum</p>

SUGGESTED ACTIVITIES

39. Have three students write to the Department of Health, Education and Welfare, the Department of Urban Affairs, and the Department of Transportation in Washington to request information on current federal programs to aid urban renewal. They should organize the visual material and summarize the information for presentation to the rest of the class.
40. Assign Chapter 28 in Problems and Promise of American Democracy. At this point the students should be able to discuss the faults and drawbacks of various urban renewal programs, such as 1) relocation complaints, 2) fear of the practice of Negro removal, 3) the creation of high-rise ghettos, 4) patchwork planning and involved red tape delays, 5) the reluctance to replace slums with low-rent housing.
41. Before they submit the plan in No. 42 they should examine Life Magazine's Excerpt No. 20 on "The Cities of Tomorrow" or some other publication which illustrates the dreams of the future in city planning and are exotic or radical in nature.
42. Divide the class into two groups, with each to act as a planning commission to design and seek approval of the city council for a plan for a model city. Each group should present its plan to the other group, which is acting as the city council. The advantages and disadvantages of each plan should be pointed out by the members of the "city council."
43. Assume that a worthwhile plan has been rejected by the city council. Students should suggest some of the possible reasons why it was rejected. These may include: 1) lack of coordination and cooperation between government agencies, 2) inadequate resources of local government, 3) confusion in goals and values. Have the members of the class discuss the social, economic and political factors which often complicate the solution of problems that may appear to be primarily physical.
44. Assign Chapter 29 in Problems and Promise of American Democracy or any reading which discusses the social and political problems peculiar to cities. It might be more effective to divide the chapter into several installments to be spread throughout Section IV of this curriculum outline.

CONTENT	SUGGESTIONS
<p>A. What is the critical situation in the city schools of the United States and especially Wilmington?</p>	<p>45. After discussing the e have the students find They should discuss th city schools in view o</p> <p>46. Show the transparencie Negroes to whites in t</p> <p>47. In 1966 a New York Uni problems of Wilmington some remedies which st and disadvantages:</p> <ul style="list-style-type: none"> a. Division of the added to the su or b. Division of the which would ext quiring reorgan c. In order to int <ul style="list-style-type: none"> (1) Bussing (2) An educati (3) Specialize <p>48. A few students may be reporting to the class How is the Wilmington What are the advantage How are school taxes d</p> <p>49. Make a list in class o Wilmington schools for education for the blin classes for retarded a</p> <p>50. Some students may be i schools with nearby su facilities, textbooks their findings in a pa from the class.</p>

SUGGESTED ACTIVITIES

After discussing the evils of segregated schools of the past, have the students find a definition of "de facto" segregation. They should discuss the increasing difficulty of integrating city schools in view of the changing population of the city.

Show the transparencies illustrating the increasing ratio of negroes to whites in the Wilmington schools.

In 1966 a New York University team was employed to survey the problems of Wilmington's city schools. This group suggested some remedies which students may be asked to weigh as to merits and disadvantages:

- a. Division of the city into quadrants which would be added to the suburban district adjacent to them

or

- b. Division of the city into pie-shaped areas, each of which would extend out into the suburbs, thereby requiring reorganization of them too.
- c. In order to integrate these districts provide for:
 - (1) Bussing
 - (2) An educational park
 - (3) Specialized high schools

A few students may be interested in collecting information and reporting to the class on such topics as the following:

How is the Wilmington Board of Public Education chosen?
What are the advantages and disadvantages of this method?
How are school taxes determined? Who collects them?

Make a list in class of the special services provided by the Wilmington schools for students and the community. Include education for the blind, deaf and disabled; community schools; classes for retarded and emotionally disturbed children.

Some students may be interested in comparing the Wilmington schools with nearby suburban schools with respect to physical facilities, textbooks and teachers' salaries. They may present their findings in a panel discussion, followed by questions from the class.

CONTENT	SUGGESTED
<p>B. What has been Wilmington's official reaction to increased crime and violence within the city?</p> <p>C. To what extent is the urban crisis caused by the pressure of poverty and unrest on the part of a deprived minority?</p>	<p>51. Discuss the recent pro violence in the school leadership training, e</p> <p>52. Assign a group of four cussion on the subject used as vehicles of ac it be continued? If r</p> <p>53. Several students shoul missioner of Public Se mitted in the city? " the city on the increa Who are the criminals?</p> <p>54. Invite a member of the questions the class me the crime rate in Wilr Insist that each stude on how crime can be pr</p> <p>55. The Correctional Counc mission may be asked t describe what measures delinquent youth or th</p> <p>56. The class may be divid listing at least two e mediately workable sug for avoiding any more by it.</p> <p>57. Assign for homework to "ghetto" and a "slum" e Consider also the near</p>

SUGGESTED ACTIVITIES

51. Discuss the recent program in Wilmington designed to cut down on violence in the schools, as monitors, fencing of school yards, leadership training, etc.
52. Assign a group of four or five students to present a panel discussion on the subject: "To what degree are our schools being used as vehicles of social change?" If this is being done, should it be continued? If not, why not?
53. Several students should be sent to interview Wilmington's Commissioner of Public Safety on "What is the nature of crimes committed in the city?" and "To what extent is the crime rate in the city on the increase? Where and when do most crimes occur? Who are the criminals?"
54. Invite a member of the Crime Prevention League to answer any questions the class may have on what is being done to hold down the crime rate in Wilmington. (Mr. Krams has volunteered.) Insist that each student be prepared with three questions to ask on how crime can be prevented in the city.
55. The Correctional Council of Delaware and the Youth Services Commission may be asked to send a representative to the class to describe what measures are taken in Delaware to rehabilitate delinquent youth or the nascent adult criminal.
56. The class may be divided into buzz groups for the purpose of listing at least two and not more than five specific and immediately workable suggestions for improving the city's chances for avoiding any more rioting or the injury and damage caused by it.
57. Assign for homework to the whole class the task of defining a "ghetto" and a "slum" and comparing the meaning of the two. Consider also the meaning of "middle income neighborhood."

CONTENT	SUGGESTED
<p>1. What is the situation of "confined" minorities?</p> <p>2. What does Wilmington do to alleviate the hardships of the poor?</p> <p>D. How does the political situation in a city affect the problems of an urban area?</p> <p>1. How adequate are the financial resources of cities to meet the demand for services?</p>	<p>58. Show the film "A Place to Stand" and discuss what the young slum-dweller might be for the rest of the city.</p> <p>59. Discuss in class or give a speech on "open housing" and "closed housing" and "concerning open housing? How can we improve housing?"</p> <p>60. Invite (or interview) a person who has lived in a slum to discuss what provisions have and what the future holds.</p> <p>61. The students should be directed to answer the following questions:</p> <ol style="list-style-type: none"> 1. What health services does the county? the city? 2. What are the sources of funds? What private agencies? 3. What welfare services? Where does the money come from? 4. Show the transparency from <u>New Focus</u>, March, 1964. <p>62. Make a transparency illustration of Wilmington with the current problems. (Use League of Women Voters publication published semi-annually.)</p> <p>63. Two students can be sent to investigate where the city gets its money. The students can use the newspapers. The students can use the city directory.</p> <p>64. After reading Chapter 29, the students list five difficulties in raising money. Discuss the difficulties.</p>

SUGGESTED ACTIVITIES

58. Show the film "A Place to Live" (Sd. 172.2). Discuss afterward what the young slum-dweller's reaction to the world around him might be for the rest of his life.
59. Discuss in class or give as homework the task of defining "open housing" and "closed housing." What is the Delaware law concerning open housing? How effective is it?
60. Invite (or interview) a prominent supporter of "open housing" to discuss what provisions "open housing" laws should or can have and what the future of such legislation appears at the time.
61. The students should be divided into teams to do research on the following questions:
1. What health services does the city of Wilmington provide? the county? the state? the federal government?
 2. What are the sources of revenue for community services? What private agencies are available?
 3. What welfare support is available in Wilmington? Where does the money for this welfare come from?
 4. Show the transparencies on Public Welfare from New Focus, March, 1969.
62. Make a transparency illustrating the political organization of Wilmington with the current office holders named on a chart. (Use League of Women Voters, Facts on New Castle County published semi-annually.)
63. Two students can be sent to see the city treasurer to discuss where the city gets its income and what are the financial problems of Wilmington. The Mayor's Annual Report is published in the newspapers. The students should report to the class.
64. After reading Chapter 29, etc. or a similar reference, have students list five difficulties cities are likely to have in raising money. Discuss these in class.

CONTENT	SUGGESTIONS
<p>2. What is the relationship of most cities with the county and the state to which they belong?</p>	<p>65. Discuss "What are the effects of a sales tax to raise revenue?" <u>Journal</u>, March, 1969.</p> <p>66. If Chapter 29, <u>Problems</u> previously been assigned, discuss county-city and city-city relationships.</p> <p>67. Have students discuss the relationship of the city and Wilmington with respect to courts, etc.</p> <p>68. In what ways do suburban facilities differ from city facilities? What is the existence of the city?</p> <p>69. Have students list some examples among the city and a) a county and b) a state which have similar relationships.</p> <p>70. The class should be assigned to discuss the effects of the replacement of the Delaware Turnpike Authority, difference in the presence of the Metropolitan Area Councils should emphasize the differences.</p> <p>71. Discuss the question: What is the relationship of political authority and state authorities? Compare the functions of the city as police, highway</p>

SUGGESTED ACTIVITIES

Discuss "What are the merits of a city using a salary tax and/or a sales tax to raise needed revenue?" (See material in the News Journal, March, 1969.)

If Chapter 29, Problems and Promise of Democracy, has not previously been assigned, it should be done for this topic of county-city and city-state relationships.

Have students discuss the relationship between New Castle County and Wilmington with respect to parks, police, highways, county courts, etc.

In what ways do suburban dwellers continue to utilize city facilities? What stake do the suburbs have in the continued existence of the city?

Have students list some possible sources of three-way friction among the city and a) a county which contains a large population and b) a state which contains a large rural population.

The class should be able to remember at least a few recent incidents of friction between New Castle County and Wilmington (e.g., I 95 intersection on Delaware Avenue, the tax rate, the replacement of the Delaware Coach Company by a Transportation Authority, differences between the Governor and the Mayor over the presence of the National Guard.) A discussion of such incidents should emphasize the problems of overlapping jurisdictions.

Discuss the question: "To what extent does the division of political authority in a large urban area among city, county and state authorities affect their ability to solve mutual problems as police, highways, schools?"

CONTENT	SUGGESTIONS
	<p>72. Ask students to list the City of Wilmington that if not provided. The list should include school, welfare, penal, roads, homes if</p>
<p>3. How does the political organization of the city affect its ability to deal with its other problems?</p>	<p>73. Arrange a two- or three- three sets of two student general methods of organization Council, City Manager, they wish to present.</p> <p>74. For homework, have the books to make a list of in the United States.</p> <p>Discuss in class how the (Examples: Tammany Hall)</p> <p>75. Suggest to the students by Edwin O'Connor or Al a city political machine.</p> <p>76. Take a large group and If arrangements can be made the new city charter made the charter was changed</p>
<p>4. What is the extent and effect of minority pressures on city government?</p>	<p>77. Ask students to find some adults in the city believe in Wilmington such as:</p> <p>Discuss the possible solution question of whether or to minority pressure is</p>

SUGGESTED ACTIVITIES

72. Ask students to list the services provided by the state for the City of Wilmington that would be a financial burden for the city if not provided. The list might include the following:
- school aid
 - welfare
 - penal institutions
 - roads
 - homes for the elderly
73. Arrange a two-or three-way debate by assigning either two or three sets of two students each to find the advantages of different general methods of organizing a city government such as Mayor-Council, City Manager, Mayor-Commission or any other combinations they wish to present.
74. For homework, have the class search some American history textbooks to make a list of notorious city machines that have existed in the United States.

Discuss in class how these machines gained and held power.
(Examples: Tammany Hall, Chicago)

75. Suggest to the students that they read the novels, The Last Hurrah by Edwin O'Connor or All in the Family to visualize the situation a city political machine creates.
76. Take as large a group as possible to a meeting of the City Council. If arrangements can be made, an interview with the mayor concerning the new city charter may be worthwhile. Students should ask why the charter was changed.
77. Ask students to find some issues that their parents or other adults in the city believe were involved with minority pressures in Wilmington such as: a particular road, a school, a celebration.

Discuss the possible sides to these questions and lead them to the question of whether or not the fact that cities sometimes respond to minority pressure is altogether negative.

CONTENT	SUGGEST
<p>III. Despite the faults of the American city what are its strengths compared to other cities in the world?</p>	<p>78. Discuss the problems and London have that and landmarks taking zation, etc.)</p> <p>79. Show the students one New Delhi, Calcutta, reasons why the situa city in a non-industr or Sd. 15.2; Havana C</p> <p>80. Have the students mak non-industrialized c economically.</p> <p>81. Have the members of t gestions for remedyin The list may be comp Students should give cal and economic prec will largely determin any of the suggested</p>

SUGGESTED ACTIVITIES

78. Discuss the problems that ancient European cities such as Paris and London have that American cities are spared. (Ancient relics and landmarks; taking up prime areas and medieval political organization, etc.)
79. Show the students one or two Screen News Digest Films on Hong Kong, New Delhi, Calcutta, Havana or Madrid to demonstrate some of the reasons why the situation can be so much worse in a heavily populated city in a non-industrial society. (Hong Kong 314.217; India Sl. 45.1 or Sd. 15.2; Havana Cuba 314.258; Madrid Sd. 13.1)
80. Have the students make a list of those factors which would make the non-industrialized city's situation so much worse socially and economically.
81. Have the members of the class make a list of constructive suggestions for remedying some of Wilmington's most stubborn problems. The list may be compiled on the board and each item discussed. Students should give evidence of considering local values, political and economic pressures and financial problems. This framework will largely determine the practicality of attempting to implement any of the suggested remedies.

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UNIT IV: THE AMERICAN ECONOMIC SYSTEM

OVERVIEW

(Suggested Time: 7 weeks)

Opportunities for developing economic understanding exist in the fields of the social sciences. The Modern Problems course, opportunity to develop and refine the skills of economic analysis.

Economics deals with the fundamental question of allocating the resources of this country to meet the unlimited wants of human beings. The major development of the ability to reach rational decisions on economic matters must meet the problem of deciding how to make use of scarce resources. Making is a part of the responsibility of each individual and helps the nation.

The knowledge needed by students in developing personal economic decisions they must make as citizens in helping to develop public units that follow too abstract or difficult for students may wish facts, then proceed to the understandings required for effective major adaptations of the content of this unit for some classes. Content according to the ability level of the class, the materials study of the unit.

It is expected that a parallel resource unit will be developed on personal economic facts and concepts. Meanwhile the teacher will find these lines may find a report prepared by a Commission of the Joint. It is entitled Economics and the Consumer. A brief outline indicating essentials of personal economics is appended at the end of this unit from the social studies supervisor if desired.

In its original form this unit was prepared under the direction of Professor Robert L. Harman of the Drexel Institute of Technology. In school year 1968-69 the unit was revised by teachers of the course.

THE AMERICAN ECONOMIC SYSTEM

OVERVIEW

Suggested Time: 7 weeks)

Understanding exist in many subjects in the curriculum, especially Modern Problems course, planned for seniors, provides the major basis of economic analysis.

Question of allocating the limited resources of this world and of human beings. The major objective of economic education is the study of decisions on economic problems. Both individuals and societies make use of scarce resources. In a democracy this economic decision-making is the responsibility of each individual and helps to determine the economic well-being of the nation.

Developing personal economic competence is closely related to the ability to develop public policy. Therefore teachers who find the course useful for students may wish to start the unit with personal economic concepts required for effective citizenship. Thus they may need to make adjustments in the unit for some classes. They should feel free to omit or to add to the unit, the materials available and the time available for the course.

The unit will be developed at a later date with a special focus on public policy. Meanwhile the teacher who wishes to restructure the course along the lines of a report of the Commission of the Joint Council on Economic Education helpful.

A brief outline indicating what the Commission considers the major concepts to be covered at the end of this unit. Copies of the report may be obtained from the Commission.

Prepared under the direction of a professional economist, Massachusetts Institute of Technology. After try-out in the schools during the past year by teachers of the course.

OBJECTIVES OF THE UNIT

Note to the teacher:

The objectives given are suggestive of the types of achievement it is only the teacher who knows the students can select appropriate objectives. He has the responsibility of expanding or simplifying the objectives in or experiences for his students. The content outline has been prepared for t in it is too difficult for students the teacher should find or develop some the terms given in the content outline may not be used.

By the end of the unit the student should be able to:

1. Write or state orally a definition of an economic system.
2. Name at least three decisions every economic system must make concerning what is to be produced, how it will be produced, how much and how will be produced.
3. Name the three types of decision-making units in our economy--(household individuals), business firms and government.
4. Write a paragraph explaining each of the three major ways of resolving conflicts which arise because men do not agree on the way scarce resources are used: (a) tradition or custom, (b) authority or government fiat and (c) market bargaining.
5. Explain why scarcity exists and why it is a permanent condition in all countries.
6. Explain, either orally or in writing, what is meant by "perfect competition." The response should make clear that perfect competition includes a large number of buyers and sellers and a homogeneous product.
7. Enumerate at least three difficulties encountered by new products in a competitive market (e.g., product differentiation, patents, conflict with patents).

OBJECTIVES OF THE UNIT

ive of the types of achievement it is hoped will be attained. However, ts can select appropriate objectives for a particular group of students. g or simplifying the objectives in order to provide useful learning nent outline has been prepared for teachers and if the terminology used he teacher should find or develop some appropriate activity, even though e may not be used.

ould be able to:

inition of an economic system.

is every economic system must make concerning production (what ll be produced, how much and how will it be distributed).

sion-making units in our economy--households (families or and government.

g each of the three major ways of resolving the economic e men do not agree on the way scarce resources are to be om, (b) authority or government fiat (command economy),

and why it is a permanent condition for most people in

n writing, what is meant by "perfect" or "pure" competition. ear that perfect competition includes two important components-- d sellers and a homogeneous product.

fficulties encountered by new products entering into the entiation, patents, conflict with patents and trademarks.)

8. Define, in the context of the unit, such concepts as:

marginal utility	capital
elasticity of demand	deficit
productivity	price inflation
market	allocation of resources
fiscal policy	division of labor

9. Write a paragraph on the role that relative scarcity plays in the in an arid area, "precious" gems. (Note: The least important use its value in all uses.)
10. Distinguish between (a) private wants (clothing, etc.), (b) social satisfied by the market because no one can be excluded from their category of wants is "merit wants", such as education, medical care market place, but their social importance leads government to levy
11. Cite four factors which determine the level of productivity--the n of input. (The answer should include efficiency of the manufacture the work force, the quality of capital equipment and the degree of and labor.)
12. Given a simplified circular flow diagram identify and explain the flow of money and goods and services between family households, bu
13. Explain how the government can (a) stimulate the economy and (b) h economy that is tending toward runaway inflation.
14. Name and explain at least three ways by which the Federal Reserve of money and credit.
15. Explain each of the following taxes: direct taxes; indirect taxes tax; property tax.
16. Explain why, in the absence of the availability of foreign loans, crease the rate of economic growth only by maintaining political s sumption in order to make capital formation possible.
17. Discuss the role of profit in the allocation of resources.

unit, such concepts as:

capital	scarcity
deficit	income distribution
price inflation	monetary policy
allocation of resources	saving
division of labor	real income
	factors of production

that relative scarcity plays in the determination of value, e.g., water
ems. (Note: The least important use to which a good is put determines

te wants (clothing, etc.), (b) social wants (clean air) which cannot be
se no one can be excluded from their consumption. (Note: A third
ants", such as education, medical care. These can be bought in the
l importance leads government to levy taxes for their procurement.)

mine the level of productivity--the number of units of output per unit
include efficiency of the manufacturing process, the skill and drive of
f capital equipment and the degree of cooperation between management

low diagram identify and explain the main features of the economy--the
ervices between family households, business firms and government.

n (a) stimulate the economy and (b) how it can dampen or moderate an
d runaway inflation.

ee ways by which the Federal Reserve System can control the quantity

taxes: direct taxes; indirect taxes; graduated income tax; sales

f the availability of foreign loans, an under-developed country can in-
rowth only by maintaining political stability and foregoing current con-
ital formation possible.

the allocation of resources.

SUGGESTED ACTIVITIES

1. Students may be asked to give examples of what they consider to be an economic activity. As these are named the nature of an economic activity should become clear. The discussion should emphasize that economics deals with the ways people make a living and that each economic system attempts to manage its resources in order to achieve the greatest amount of satisfaction. The term "resources" will need to be defined. Students should start a notebook glossary of terms used in this unit.
2. Have each student make a list of some of the material wants he has not been able to satisfy, ranking them in order of importance. Using the first item on his list, have each student write an explanation of the reasons for wanting the item, how important the need is, and the length of expected use. What other possible uses of the money would have to be denied if he purchased this item?
3. Just as the individual must make constant choices among alternative ways of using scarce resources, so do all societies. There are not enough goods and services in the world to satisfy all the wants of the three and one-half billion people in the world. Take food as an example of a scarce resource. Thousands of people die of starvation every day in such countries as India, China and Africa. Even in a rich country such as the United States there is malnutrition and starvation. Have students attempt to answer such questions as these: Why is there not enough food in the world? Why do we not produce more? Is food ever wasted? Why must all societies economize (allocate resources)? Why are men likely to disagree on how the allocation is to be made?
4. Raise the question of what would happen if all the people in the country listed their wants as in Activity Two above. Obviously there would not be a sufficient quantity of the goods desired to satisfy everyone. The discussion should emphasize the fact that human wants are unlimited and resources are limited. This should lead to the conclusion that scarcity is a permanent condition. Students should try to answer the following questions:
 - a. How does our economy decide whose wants are to be gratified?
 - b. How else might an economy decide who is to get what?

CONTENT

- | | |
|--|---|
| | 5. Use Transparency
"The Universal Ec
determining what
transparency shou
duce the next act |
| 2. The reconciliation or harmonizing
of conflicting decisions made by
households, business firms, and
government agencies about who will
have the use of scarce resources
is made by three methods: | 6. When business firm
are all seeking g
conflict? Student
w. method o
d. necess |
| a. Tradition or custom | 7. In students
un. and island
a. Supply
fi. ling o
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| b. Government fiat (authority, as
in a command economy) | |
| c. The market | |
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SUGGESTED ACTIVITIES

5. Use Transparency No. 2 in the school library. It is entitled "The Universal Economic Questions". It presents four methods of determining what is produced and for whom it is produced. This transparency should provoke discussion which would help introduce the next activity.
6. When business firms, households (individuals) and government are all seeking goods why are their desires likely to come into conflict? Students should examine this question and then explain why some method of reconciling or harmonizing these conflicting demands is necessary.
7. Have the students pretend that they have been shipwrecked on an uninhabited island where the only sources of food are coconuts and fish. Supply the class with paper models of coconuts and fish, providing only enough for half of the class to have either a fish or a coconut. Have the students list possible ways of allocating the food. Then they should discuss the advantages or disadvantages of each proposed method. Consideration should be given to the effect of each method on the food supply for the succeeding days. To what extent do the values held by the group determine the choice made?
8. The caste system of India in the past may be used as an example of a traditional way of allocating goods. (The pamphlet by Fersh, "India and South Asia" is an excellent reference.) Or, examples from medieval times may be used to show how tradition may allocate goods. Primogeniture is a good example. Students may be asked to consider the advantages and disadvantages of this method of allocating goods.
9. The allocation of resources by government fiat or regulation not only occurs in totalitarian countries but is not entirely unknown in this country. During World War II there were controls on consumer credit and other examples of government regulation. Under what circumstances might it become necessary for the government to allocate food and other resources by decree rather than by the market? Does the government play any part in the allocation of resources at present? (For example, food stamp plan, TVA, etc.)

CONTENT

B. Resources are used to satisfy the needs of two sectors of the economy-- the private sector and the public sector.

1. Private sector

- a. Food
- b. Clothing
- c. Shelter
- d. Luxuries

2. Public sector

- a. Social wants are those from the consumption of which no one can be excluded, regardless of whether or not he pays for them.
- b. Merit wants are those which could be purchased privately, but which the society considers too important to be left to individual choice.

C. Consumer choice

- 1. Consumer selection of products is motivated by a desire to obtain the greatest possible satisfaction from the use of a limited income.

10. Play a market an auction allocates preferences. are allocated

11. Have students allocate resources do this by social wants and point Note that time as value

12. Place the students determine "merit wants"

Note: The the

13. Individual future income services. pose of raising the collection the tax levies comply with

14. Lead a class determines may choose income.

SUGGESTED ACTIVITIES

10. Play a market game to show how the market allocates goods. Hold an auction to bring together buyers and sellers to show how price allocates the goods according to the intensity of individual preferences. It should be brought out in the discussion that services are allocated by the market in much the same way as goods.
11. Have students discuss why it is necessary for government to re-allocate resources through taxation for social needs. They may do this by making a list of individual needs which are also social wants. Stress the social responsibilities of individuals and point out that a degree of coercion is involved in taxation. Note that the scope of social wants tends to change from time to time as values change.
12. Place the following list of wants on the chalkboard and have the students discuss which of these services should be classified as "merit wants" and which as "social wants":
 - national defense
 - guaranteed annual income
 - education
 - garbage removal
 - flood control
 - police and fire protection
 - clean air

Note: There may well be differences of opinion as to the ways these items should be classified.

13. Individual students may be asked to consider how much of their future income they would be willing to pay in taxes for public services. This should lead to a general discussion. The purpose of raising this question is to point to the fact that it is the collective will of the citizens of a democracy that sets the tax level. Once the joint decision is made citizens must comply with it.
14. Lead a class discussion about the fact that consumer choice determines what will be produced. Point out that the consumer may choose to refrain from work rather than choose a higher income.

CONTENT

SUGGESTIONS

C. Consumer choice (continued)

- a. Because preferences are subjective (as love, beauty, taste) they cannot be assigned numerical values; preferences may be listed in order of priority.
 - b. It is wrong to assume that different people have common taste in products; because of this fact interpersonal comparisons cannot be made among preferences.
2. Additional units of consumption of a good, such as additional cups of coffee with dinner, bring progressively less satisfaction (diminishing marginal utility).

15. Place the following questions in units a consumer wishes to make efforts to gain maximum satisfaction. Students should transcribe and regard to an actual situation that may help stimulate discussion.
- a. Would the acquisition of a new car be worth the family with?
 - b. Does the purchase of a new car give the satisfaction enough to justify the cost more than something else?

16. The Bureau of Labor Statistics Expenditures for 1936, page 10. Study of this page. Study of this page. Study of this page. For illustration of the percent of income spent on each item illustrating the principle of diminishing marginal utility.

17. Present the student exercise:

Despite the displacement of the prospect of spending the money found a job leading to a better life must live on just to include in your budget.

- 1. Housing:
 - a. Rent a new house: \$200
 - b. A clean but old house: \$100 plus \$30 for repairs
 - c. Small, old house: \$50
- 2. Uniform for work: \$20 each.

SUGGESTED ACTIVITIES

15. Place the following statement on the chalkboard: "The number of units a consumer wishes to buy at each price stems from his efforts to gain maximum satisfaction from his limited budget." Students should translate this statement into practical terms in regard to an actual purchase. Questions such as the following may help stimulate discussion:

- a. Would the acquisition of a second automobile provide the family with as much satisfaction as the first car?
- b. Does the purchase of a color television set increase the satisfaction derived from watching television enough to justify the purchase of a color set rather than something else the family would like to acquire?

16. The Bureau of Labor Statistics reported Consumer Income and Expenditures for 1960-61 as shown on the table on the following page. Study of this table should enable students to draw several conclusions. For instance, as family incomes increase the percent of income spent on food tends to decrease, thus illustrating the principal of diminishing marginal utility.

17. Present the students with dittoed copies of the following exercise:

Despite the displeasure of your family, you are very excited at the prospect of spending the summer in the big city. You have found a job leading tours which will pay you \$500 a month. You must live on just this sum, so select which of the following to include in your budget for July.

1. Housing:
 - a. Rent a new three-bedroom apartment in a nice neighborhood: \$200 per month.
 - b. A clean but run-down apartment in a fair neighborhood, but some distance from your work: \$125 per month, plus \$30 commuting cost.
 - c. Small, old apartment in a poor neighborhood: \$80 a month.
2. Uniform for work (must wear one each day, clean and ironed): \$20 each.

THE LEVEL OF INCOME INFLUENCES HOW MUCH

Expenditures as Percent of Income for Families of Three Persons (1960-

Money Income After Taxes:	Under \$1,000	\$1,000- 1,999	\$2,000- 2,999	\$3,000- 3,999	\$4,000- 4,999
Total expenditure for current con- sumption as per- cent of income	108.9	120.8	109.0	110.6	101.6
Saving as percent of income	-8.9	-20.8	-9.0	-10.6	-1.6
Selected types of expenditures as percent of income					
Food	41.0	37.8	31.3	29.5	25.5
Housing	46.2	43.5	37.1	33.9	30.5
Clothing	3.2	11.6	9.7	10.4	10.4
Transportation	5.8	8.6	9.8	14.9	15.1
Medical Care	0.7	5.8	7.7	7.8	6.7
Recreation	3.0	3.0	3.3	3.7	3.6
Education	0	1.1	1.0	0.8	0.9

(Source: Bureau of Labor Statistics, Consumer Income & Expenditures)

OF INCOME INFLUENCES HOW MONEY IS SPENT

lies of Three Persons (1960-61)

\$2,000- 2,999	\$3,000- 3,999	\$4,000- 4,999	\$5,000- 5,999	\$6,000- 7,499	\$7,500- 9,999	\$10,000- 14,999	\$15,000 & over
109.0	110.6	101.6	95.9	93.9	87.3	82.7	62.7
-9.0	-10.6	-1.6	4.1	6.1	12.7	17.3	37.3
31.3	29.5	25.5	23.2	21.5	20.3	17.2	11.3
37.1	33.9	30.5	27.9	27.8	24.4	22.8	18.6
9.7	10.4	10.4	9.6	9.6	9.8	9.5	7.6
9.8	14.9	15.1	16.1	14.7	14.7	14.8	9.2
7.7	7.8	6.7	6.3	6.2	5.4	5.1	4.3
5.3	3.7	3.6	3.4	3.9	3.7	4.2	3.1
1.0	0.8	0.9	0.9	1.0	1.0	1.5	1.6

(Lower Income & Expenditures)

17. (continued)

3. A new dress or
\$40 each dress.
4. Shoes--name bra
5. Cheap uniform s
6. Laundry, if yo
7. Laundry, if ser
8. Groceries, 3 ma
9. Food, eating ou
\$2 average lunc
10. One movie, \$2 p
11. One dance, \$4 p
12. One stage show,
13. One midnight pi
14. Miscellaneous e
bobby pins, cof
15. Miscellaneous t
\$5 per week.
16. Haircut \$2.50;
17. Tips, \$6.
18. Gift, Mother's

Discuss with the stu
choices they did. T
Discuss why. Remind
one set of preferen
be considered.

18. Ask the students wh
(advertising, displa

19. "Advertising has bot
teacher may write th
to list those aspect
negative.

D. Production and the forces of
demand and supply

1. Demand: the quantity people wish
to buy at each price level--not
the quantity they have bought.

SUGGESTED ACTIVITIES

17. (continued)

3. A new dress or suit, suitable for the more fashionable city, \$40 each dress, or \$80 each suit.
4. Shoes--name brand walking shoes: \$25 per pair.
5. Cheap uniform shoes: \$10 per pair.
6. Laundry, if you do it yourself: \$4.
7. Laundry, if sent out: \$20.
8. Groceries, 3 meals a day at home: \$50 per month.
9. Food, eating out at moderate restaurants: \$5 average dinner, \$2 average lunch and breakfast.
10. One movie, \$2 per person.
11. One dance, \$4 per person.
12. One stage show, \$10 per person.
13. One midnight pizza, \$4.
14. Miscellaneous expenses--cokes, candy, magazines, bobby pins, coffee, etc., \$10 per week.
15. Miscellaneous transportation--bus, taxis, etc. \$5 per week.
16. Haircut \$2.50; Shampoo and set \$4.
17. Tips, \$6.
18. Gift, Mother's birthday, \$5.

Discuss with the students their choices, and why they made the choices they did. The individual budgets will vary considerably. Discuss why. Remind students that in family living more than one set of preferences must be reconciled and future needs must be considered.

18. Ask the students what factors lead one to buy on impulse? (advertising, displays, prizes, sales, etc.)
19. "Advertising has both negative and positive aspects." The teacher may write this statement on the board and ask students to list those aspects that are positive and those that are negative.

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nt.

CONTENT

a. Market demand (aggregate demand) is the sum total of the demands of all the individuals in the market.

20. Suggest to the thinking of a "see-thru" perspective before you buy how many of them for 50¢ each.

Put on the board it as the "aggregate demand" clear to the students. Repeat the same demonstrate how it will be useful to the largest amount of production will be taken.

b. Elasticity of demand

(1) When demand is inelastic the quantity of a good we wish to buy is about the same at high or low prices.

21. Students should tend to be a) bread, b) should explain

(2) The quantity of luxuries we want to buy is much more dependent on price than that of necessities and is, therefore, elastic.

22. When frozen decreased vegetable caused a change other factors. They may suggest or taste.

23. Discuss the luxuries, i.e. Or, why food cars and jewelry.

c. Preferences (necessities) are conditioned by environment.

24. Discuss why come a necessity consider a west right a car.

SUGGESTED ACTIVITIES

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ket.
20. Suggest to the students an imaginary situation in which you are thinking of going into the business of manufacturing non-refillable "see-thru" pens. You need to know how much of a market there will be before you begin. Ask students to indicate by a show of hands how many of the pens that you have described they would purchase for 50¢ each.

Put on the board the number who would buy at this price and label it as the "aggregate demand" at the price of 50¢. (It should be clear to the students how this differs from individual demand.) Repeat the same question, but change the cost of the pens to demonstrate how aggregate demand changes with the price. It will be useful to ask the students at this time if the manufacturer will necessarily sell his pens at the price at which there was the largest aggregate demand. Remind them that his costs of production will have to be taken into consideration. This point will be taken up later in the unit.

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at high
21. Students should decide whether the demand for the following items tends to be elastic (changeable) or inelastic (unchangeable): a) bread, b) radios, c) salt, d) jewelry, e) automobiles. They should explain their reasons for each classification.
22. When frozen orange juice was developed the demand for fresh oranges decreased very substantially. In this case a substitute product caused a change in demand. Students should try to decide what other factors might cause a change in demand, and give examples. They may suggest changes in income or a change in preferences or taste.
23. Discuss the fact that staple products must be purchased before luxuries, i.e. why a person must buy bread before he buys "cake". Or, why food, clothing and shelter must come before expensive cars and jewelry.
- re
24. Discuss why the owning of a car in this country has almost become a necessity where an individual in another country might consider a car a luxury. Explain why many people in the Southwest might consider an airplane almost as much a necessity as a car.

CONTENT

2. Production: the relationship between inputs (raw materials, labor) and the outputs (finished goods and services).
- a. The major factors of production are land, labor and capital (plant and equipment, tools, and other hardware used in production).
- b. The level of productivity (number of units of output per unit of input) depends upon:
- (1) Efficiency of the manufacturing process

25. The concept necessary if a bowl a second at the production is considered these variables consider various periods of
26. Show the "Economic Growth", (
27. Have the students manufacture as assembly
28. Production of marine sandwich of inputs, labor, services floor space is sandwich
- Ask the class types. Find yield higher than other

SUGGESTIVE ACTIVITIES

25. The concept of poverty varies according to what is considered necessary in terms of food, shelter and clothing. For example, if a bowl of rice is all that is considered as a necessity, then a second bowl of rice would be a luxury. In the United States at the present time an income below \$3,000 for a family of four is considered to be the poverty level. Have the students discuss these variations in the meaning of poverty. They should also consider why our present definition varies from those in past periods of our history.

26. Show the film, "Productivity: Key to America's Economic Growth", (Sd. 78.3).

27. Have the students list improvements in the efficiency of the manufacturing process that increased the level of productivity, as assembly line, interchangeable parts, etc.

28. Production can be understood in terms of manufacturing of submarine sandwiches. Essentially, production is the combining of inputs, such as bread, sliced meats, tomatoes, olive oil, labor, services of capital (i.e., meat slicers, refrigerators, floor space, electricity, heat, etc.) to produce output, which is sandwiches.

Ask the class to enumerate inputs and outputs of other simple types. Find examples to show that some production processes yield higher levels of output with the same level of input than other, less efficient production processes.

CONTENT

- | | |
|---|--|
| <p>(2) The skill and drive of the work force</p> | <p>29. What factors can of the work force</p> <p>30. Have students con. Does the increase the importance of factor in the lev</p> |
| <p>(3) The quality of capital equipment</p> | <p>31. The quality of th nation may be con example, the numb saw can fell in a using a machete. per worker in an equipment.</p> |
| <p>(4) The degree of cooperation between management and labor</p> | <p>32. Students, many of opinions on how t Their suggestions students.</p> <p>33. Discuss how the r been affected by the contributions of our economy.</p> <p>34. A student discuss a strike. What c call attention to</p> <p>35. Use transparency the role of union</p> |

SUGGESTED ACTIVITIES

29. What factors can be used to help stimulate the skill and drive of the work force?
30. Have students comment on the following question:
Does the increased use of machines to do the work of man reduce the importance of the skill and drive of the work force as a factor in the level of production?
31. The quality of the capital equipment of an industrially advanced nation may be contrasted with that of a developing nation. For example, the number of trees an American working with a chain saw can fell in a day may be contrasted with that of a laborer using a machete. Examples may be found of the much higher output per worker in an industrially advanced nation with modern capital equipment.
32. Students, many of whom are workers, may have some well-defined opinions on how to maintain good labor-management relations. Their suggestions should be examined carefully by the other students.
33. Discuss how the relationship between management and labor has been affected by the organization of labor unions. Consider the contributions that organized labor has made to the development of our economy.
34. A student discussion may be held concerning the principle of a strike. What conditions have caused strikes? Be sure to call attention to the problem of technological unemployment.
35. Use transparency #27 on inflation. This transparency includes the role of unions in affecting the level of prices.

CONTENT

- | | |
|---|--|
| <p>c. Higher productivity facilitates rapid growth of the economy thus turning out more goods and services for the consumer and permitting a higher standard of living.</p> | <p>36. Students may be "law of diminishing returns" spent in preparation of such factors as achievement.</p> |
| <p>d. In a production process as one ingredient is increased while others are held constant the output (product) continues to increase in quantity but at a rate which is less for each additional unit of input.</p> | <p>37. A farmer may increase yield in soil. If he changes amount of fertilizer he uses, students may discuss diminishing returns. Is it a constant proportion?</p> |
| <p>e. The higher the level of productivity, the lower the level of costs of production in a competitive society.</p> | <p>38. A comparison of production methods might show how lower costs. (current price)</p> |
| <p>(1) Ideally, higher productivity <u>permits</u> increased wage rates and <u>lowered</u> prices of consumer goods.</p> | <p>39. A film entitled "The Assembly Line" shows automobile. It discusses...</p> |
| | <p>40. Mass production examples of the division of labor. Students discuss the preparation of sequences that show how prices and high wages affect lower productivity.</p> |
| | <p>41. Obtain from the film "The Industrial Revolution" the film the fo...</p> |

SUGGESTED ACTIVITIES

36. Students may be interested in considering whether or not the "law of diminishing returns" applies to the number of hours spent in preparing for a test. They should consider what effect such factors as fatigue, boredom and loss of sleep may have on achievement.
37. A farmer may increase his crop yield by adding fertilizer to the soil. If he checks the yield per acre after successive additions of fertilizer he will be able to find out when to fertilize. Students may discuss this situation as an example of diminishing returns. Is it possible that the extra fertilizer may cost more in proportion to yield than the crop is worth?
38. A comparison of America's production line cars and the Rolls Royce might show how highly efficient, assembly-line production might lower costs. (Note that the Rolls Royce is custom-made and the current price starts at \$19,500.)
39. A film entitled "The World of Henry Ford", (Sd. 9.4) shows how assembly line techniques enabled Ford to lower the cost of the automobile. It is available in the Curriculum Center.
40. Mass production, high-volume hamburger stands are splendid examples of the advantages of high productivity. Have the students discuss how the use of automatic equipment permits the preparation of many more hamburgers per man hour, with the consequences that high quality can be maintained with low hamburger prices and high salary. Have the students explain the effect of lower productivity on the combination of quality, price, and wages.
41. Obtain from the Curriculum Center the film entitled "The Industrial Revolution in England" (Sd. 28.3). After showing the film the following questions may be asked:

CONTENT

SUG

(2) Automation increases productivity thereby making an improvement in the standard of living possible.

41. (continued)

- a. What social disl
Industrial Revol
- b. What change occu
- c. What effect did
standard of livi

42. Can the two statemen

- a. Automation elimi
those workers wh
- b. Automation incre

43. Have students name t

"service industries.
some service industr
some of the industr
than others.

(3) Service industries are less adaptable to automation than other industries.

44. In Lindholm and Drie

a bar graph, page 19
dents should study
information to their
they might make the
information, in orde

(4) Education can increase the productivity of the worker.

45. Real increases ... p

States come partial
worker to produce.
worker has become in
work. Why must pro
population growth i

46. A graph on page 193

shows the compariso
and service industr
if placed on a tran
the graph and draw

SUGGESTED ACTIVITIES

41. (continued)
- a. What social dislocations were brought about by the Industrial Revolution?
 - b. What change occurred in the level of production in England?
 - c. What effect did the Industrial Revolution have on the standard of living of succeeding generations?
42. Can the two statements which follow be reconciled?
- a. Automation eliminates completely the productivity of those workers who are displaced and remain unemployed.
 - b. Automation increases over-all productivity.
43. Have students name the industries they would classify as "service industries." Ask them to name machines which have made some service industries more complex. Also they should name some of the industries which seem less likely to be automated than others.
44. In Lindholm and Driscoll's Our American Economy, 1967 edition, a bar graph, page 192, shows employment trends to 1975. Students should study this graph, draw conclusions and relate the information to their own occupational plans. Ask students how they might make their occupational plans, in the light of this information, in order to avoid being displaced by automation?
45. Real increases in production in a country such as the United States come partially from an increase in the ability of each worker to produce. Ask students to explain why each American worker has become more productive--turns out more per hour of work. Why must production increase at a faster rate than population growth if living standards are to go up?
46. A graph on page 193 of the text mentioned in Activity 44 shows the comparison of employment in goods-producing industries and service industries, 1919-1964. The graph may be more useful if placed on a transparency. Make sure that students can read the graph and draw valid conclusions from the data.

CONTENT	SUGGESTIONS
<p>3. Supply: the quantity producers <u>wish</u> to sell at each level of price</p> <p>a. Supply is shown in the form of a graph or schedule, not as a single number. Generally, the higher the price the more units one wishes to sell.</p> <p>b. Elasticity of supply</p> <p>(1) When supply is inelastic, a change in price brings about little change in quantity producers <u>wish</u> to sell.</p> <p>(2) When supply is elastic, a change in price brings about little change in quantity producers <u>wish</u> to sell.</p>	<p>47. The students need to understand inelastic supply. They may not understand these terms or may see them for themselves prior to class.</p> <p>48. Elasticity of supply is discussed in <u>American Economy</u> by Fershtman. Inelastic supply is discussed in 4th and Market Structure. Therefore, will be discussed in example, students may see supply, such as, salt.</p> <p>49. Place the following questions: "Discuss whether or not the supply of manufactured goods is elastic." "Discuss the supply of cultural goods."</p>
<p>4. Capital, investment, and profits</p> <p>a. Capital, in economics, is defined as tangible goods (hardware), buildings, and inventory, all of which are desired solely for the production of consumer goods.</p> <p>b. Investment is the acquisition of capital. Investment is different from saving. Saving is the difference between dollar income and dollar expenditure on consumption. Investment is impossible without saving.</p>	<p>50. Have the students search for references to find out what economists are not aware of. In the text by Fershtman it is explained that investment but many people use the word suggest that the difference between "money capital" when it is used and "capital goods" when it is used is physical capital.</p> <p>51. In a class discussion discuss the difference between investment and saving. Develop the meaning of investment by other means.</p>

SUGGESTED ACTIVITIES

47. The students need to understand the difference between elastic and inelastic supply. The teacher may explain the distinction between these terms or may send students to references to find out for themselves prior to a class discussion.
48. Elasticity of supply is illustrated and explained on page 26 in American Economy by Gordon and Witchel. An interesting example of inelastic supply is that of real estate, e. g., the four corners of 4th and Market Streets cannot be increased to five. The price, therefore, will be determined by demand. After discussing this example, students may suggest examples of their own of inelastic supply, such as, salt and diamonds.
49. Place the following statement on the board and have students discuss whether or not it is a valid statement: "Elasticity in the supply of manufactured goods is much greater than that of agricultural goods."
50. Have the students survey the chapters in the text and in other references to find out how the term "capital" is used. Note that economists are not always consistent in the way they use the term. In the text by Ferish and Calderwood (page 11), Economics in Action, it is explained that, technically, capital means physical goods, but many people use the term to mean "money." The authors suggest that the difference may be made clear by using the term "money capital" when speaking of money needed to run a business and "capital goods" or "capital equipment" when speaking of physical capital.
51. In a class discussion find out whether or not students understand the difference between saving and investment. If they do not, develop the meaning by using the circular flow diagram or by some other means.

SUGGESTED ACTIVITIES

52. Lead a discussion relating to the manner in which personal saving is channeled into investment by savings banks, savings and loan associations, insurance companies, and other institutions. Point out that savers are most often private individuals while investors are usually corporations. Lead the students to the realization that the amount individuals wish to save in a future period may be different from the amount that corporations wish to invest in the same period.
53. In the case of an individual proprietorship profit belongs to the owner. Ask students to find out how profit is handled in a large corporation. They should discuss why the profit motive is an essential part of the private enterprise system.
54. Profits tend to vary from year to year in most businesses. A diagram on page 458 in Economics by Goodman and Harriss illustrates some of the factors which influence profits and losses. Students may be able to give local examples.
55. Many persons have unrealistic ideas about how much profit is made by producers in various industries. Three charts on page 465 of the text mentioned in the preceding activity provide useful information on profit as percent of sales and profit as percent of owner's investment.
56. Many consumers in America decided to buy small foreign cars rather than American models so Volkswagens, Austins, Volvos, Saabs, Fiats, Renaults, etc. became common sights in this country. Ask students to review and explain the recent efforts of American car manufacturers to meet this competition. Point out that the influence of the consumer determined what would be produced.
57. In a class discussion develop a definition of the term "market." Have the students record in their notebooks the definition that has been agreed upon.

CONTENT	SUGGESTIONS
<p>1. In the market, prices are determined by the efforts of buyers and sellers to gain maximum advantage.</p> <p>2. A high level of competition prevails when there is a large number of buyers and sellers.</p> <p>3. When there is little or no difference in products competition may go beyond price competition to advertising innovation and other forms.</p>	<p>58. The film entitled "Basic Economics" is available in the Curriculum Resource Center of the circular flow.</p> <p>59. Some students may be interested in the New York Stock Exchange trading floor. They may be asked to change or may find material on how buyers and sellers operate.</p> <p>60. Students may select a financial section of a newspaper and draw a graph which will show the price of a stock during a given period.</p> <p>61. Members of the class may be asked to discuss the following:</p> <ul style="list-style-type: none"> a. With many producers of a product, the supply to the market is large. b. Also with many producers, the price to buy at the low end of the supply curve is low. <p>62. Students may be asked to discuss the factors that are more keen in industrial competition.</p> <p>63. Ask students to discuss the factors that lead to differentiation in competition. Explain why these factors lead to differentiation in competition. Why is "new ingredient" a factor in differentiation? In the entrance of new products into the market. Why is "new ingredient" a factor in differentiation?</p> <p>64. Students may be asked to discuss the factors that tend to force down the price of a product. Provide an example.</p>

SUGGESTED ACTIVITIES

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um advantage.
60. The film entitled "Basic Elements of Production" (Sd. 5.2), available in the Curriculum Center, provides an excellent illustration of the circular flow.
59. Some students may be interested in finding out about the New York Stock Exchange and the activities that take place on the trading floor. They may secure information from the Stock Exchange or may find material in the library. They should describe how buyers and sellers agree on the price.
60. Students may select a stock which is listed regularly in the financial section of the daily newspaper and keep a chart or graph which will show the changes that take place in the stock during a given period of time, such as a week or month.
61. Members of the class should be asked to comment on the following:
- With many producers no one business can control enough of the supply to affect the price.
 - Also with many producers more consumers will be able to buy at the lower prices due to increased efficiency of operation.
62. Students may be asked to explain why competition is generally more keen in industries such as farming and the service trades.
63. Ask students to distinguish between a patent and a trademark. Explain why these factors impede the entrance of new products into the market. Why do producers attempt to insure product differentiation in entering the market, e.g., "addition of a new ingredient"? In what ways do federal laws regulate the entrance of new products such as drugs into the market?
64. Students may be asked to give examples showing how competition tends to force down high profits. Color television may provide an example.
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- or no dif-
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CONTENT

4. In a competitive market prices, costs and profits are forced to minimum levels.

5. The wage level, as well as the prices of goods and services, is determined by the market mechanism.

a. Most workers do not want to work for less than the highest wage available to them.

b. Theoretically no employer will pay more for labor than the lowest wage, any more than a person will pay more for a product than the lowest price. (Note that other factors such as convenience, service, the warranty and the quality of the product may enter.)

c. The more needed and the more unique (generally unavailable) his service (labor) the higher wage the worker can command.

65. Ask students the situation: he and discovered He found out the manufacturers him?

66. Students should account in and into account

67. Have students in the case of custodians, police and the status how the market

68. Students should people who work should discuss people available

69. Ask the student with the stage hands at example of an

SUGGESTED ACTIVITIES

65. Ask students to suggest what the manufacturer should do in this situation: he was manufacturing a certain type of men's suits and discovered that the cost of production was \$40.00 each. He found out that similar suits were being sold by competing manufacturers at \$30.00 each. What alternative actions confront him?
66. Students should make a list of the factors to be taken into account in arriving at the price of goods and those to be taken into account in arriving at the cost of services.
67. Have students discuss how the market mechanism would operate in the case of such occupations as garbage collection, custodians, policemen, firemen. Note that skill levels, training and the status the position affords may or may not help determine how the market mechanism would operate.
68. Students should discuss what happens to wages when there are more people who want work than there are jobs available. Also, they should discuss how wages are affected if there are more jobs than people available to fill them. They should give examples of each.
69. Ask the students to contrast the singing of a particular opera diva with the supply of the services that are performed by the stage hands at the Metropolitan Opera. Note that this is an example of an inelastic supply.

CONTENT

6. Inequality in income distribution occurs because of differences in the value of the factors of production (land, labor, capital) that different individuals own.

7. Monopoly exists when the market supply of a product or labor is controlled by a single organization or decision-making unit.

- a. Monopolies may be business firms, labor unions, or government services such as the post office.
- b. Monopolists may be individuals such as opera stars, athletes, neurosurgeons, popular entertainers, etc.

70. Students should be which follow:

- a. Fifty front feet than an acre in
- b. The value of ten exceeds the value

71. Have students list then list five high the reasons for the Students may be ask aspire. If they as sider how planning hold such positions

72. Why does the owner than a supervisor necessary to the op

73. Students should agree and record the agree

- a. Give examples of
- b. Give examples of by the Federal
- c. Give examples of
- d. Record in notes in each of the a monopoly: 1) 4) television.

Ask students to explain possessing such a m

SUGGESTED ACTIVITIES

70. Students should be asked to explain and defend the statements which follow:
- Fifty front feet of land on 5th Avenue are worth more than an acre in the Gobi desert.
 - The value of ten shares of stock in the IBM Corporation exceeds the value of ten shares in the Wolfe Buggy Company.
71. Have students list five low-paying jobs in our community and then list five high-paying jobs here. In a class discussion the reasons for the different rates of pay may be examined. Students may be asked to which of these types of jobs they aspire. If they aspire to these types of jobs they should consider how planning and the expenditure of effort equip one to hold such positions.
72. Why does the owner of a large company receive a larger salary than a supervisor or foreman in the company? Why are both necessary to the operation of the company?
73. Students should agree on a definition of the term "monopoly" and record the agreed upon definition in their notebooks.
- Give examples of types of business firms that are monopolies.
 - Give examples of types of businesses owned and controlled by the Federal government.
 - Give examples of monopoly in labor unions.
 - Record in notebooks the name of at least one "star" in each of the following who may be said to possess a monopoly: 1) sports, 2) music, 3) motion pictures, 4) television.
- Ask students to explain how each individual benefits from possessing such a monopoly.

SUGGESTED ACTIVITIES

74. One method of meeting the problem of monopoly has been that of government regulation of business, chiefly of public utilities. After some background reading students may be asked such questions as the following:
- What federal regulations regulate railroad transportation?
 - What other examples of regulation by federal, state or local governments can you find?
 - What types of industries are generally regulated?
 - What form does government regulation usually take (control of prices, and quality of service)?

75. In general, the interchange of goods and services and money payments is circular. Show the transparency available in the library. The chart should first be shown in its simplest form: consumer's income is received as a result of the production of goods and services; the bulk of it is spent for buying goods and services.

The role of government can then be added to the diagram. Not only does government (federal, state, local) receive money from taxes on businesses and individuals but it returns money to the "flow" as payments for goods and services it buys. Students should study the operation of the flow until the inter-relationship of the various parts is well understood.

76. A film entitled "Rice" (Sd. 90.3) is available in the Curriculum Center. It describes a subsistence economy as it exists in much of Asia and points out that the only way to promote economic growth is to increase the yield of rice.
77. Ask the class to discuss why an excess of saving over investment is equivalent to a leak in the circular flow.

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CONTENT

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| <p>a. Money taken out of the circular flow in savings must be put back in the form of investment if the current level of economic activity is to be maintained.</p> | <p>78. Explore in class in reference to saving on the part ment on the part</p> |
| <p>b. If saving is greater than investment the level of economic activity will decline.</p> | |
| <p>c. Fiscal and monetary policy are essential activities of the government.</p> | <p>79. Students should fiscal and monetary in Chapter 13 in Institute.</p> |
| <p>1' Fiscal policy relates to government tax and expenditure plans, which result in a balanced budget, a deficit, or a surplus.</p> | <p>80. Explore in class in reference to saving on the part ment on the part</p> |
| <p>2' Monetary policy relates to planning the quantity of money and credit to stimulate, to retard, or to have a neutral effect on the level of economic activity.</p> | <p>81. The New York Times "Economy" provides in the economy.</p> |
| <p>2. It should be kept in mind that saving is the number of dollars households wish to convert into plants and equipment. (Also that savers and investors are different people.) (See glossary)</p> | <p>82. "Road Maps of Industry Board are available if the request is they may be secured 1968, gives a comp</p> |

SUGGESTED ACTIVITIES

of the circular must be put back investment if the economic e maintained.

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relates to x and expend- which result in dget, a deficit,

cy relates to quantity of edit to stimulate, to have a neu- on the level of vity.

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78. Explore in class discussion the major tools of monetary policy in reference to their employment in a situation in which desired saving on the part of the public is higher than desired investment on the part of business firms.
79. Students should read reference material in order to understand fiscal and monetary policy. An excellent discussion may be found in Chapter 13 in Problems and Promise of Democracy by the Eagleton Institute.
80. Explore in class discussion the major tools of monetary policy in reference to their employment in a situation in which desired saving on the part of the public is higher than desired investment on the part of business firms.
81. The New York Times filmstrip-record entitled "The United States Economy" provides an excellent overview of the role of government in the economy. It is available in school libraries.
82. "Road Maps of Industry" from the National Industrial Conference Board are available free for teachers of secondary social studies if the request is submitted on school stationery. Upon request they may be secured in class-size sets. No. 1608, December 15, 1968, gives a comparison of the United States and Soviet economies.

CONTENT	SUGG
<p>3. GNP is roughly defined as the value of all goods and services, at market prices, as well as the value of the services of the factors of production (land, labor, and capital).</p>	<p>83. GNP is the value of a However, there is no performed by vast num they would suggest in National Product). (T government services an Discuss with the stud U.S.S.R. and the Unite reliance on markets.</p>
<p>III. The role of public finance</p>	<p>84. The New York Times Cor</p>
<p>A. Allocation from the private to the public sector</p>	<p>where the government of Using these statistics each table. When this the sources of income</p>
<p>1. The price mechanism of the market economy cannot allocate social goods. (Social goods are those enjoyed equally by everyone regardless of his ability to pay for them: clean air, pure water, national defense.)</p>	<p>Where the dollar comes Corporation income Employment taxes Excise taxes Individual income t Borrowing Other</p>
	<p>Where it goes: Agriculture Social Security and Trust Funds Veteran. Fixed Interest Char Space National Defense Vietnam International Other</p>

SUGGESTED ACTIVITIES

83. GNP is the value of all goods and services valued at market price. However, there is no market for many government services which are performed by vast numbers of government workers. Ask the class how they would suggest incorporating government services in GNP (Gross National Product). (The answer is that, irrespective of their value, government services are valued at the payroll expenditure they incur.) Discuss with the students the problems of comparing the GNP of the U.S.S.R. and the United States when the Soviet Union puts little reliance on markets.
84. The New York Times Company published the following information on where the government dollar for 1968 comes from, and where it goes. Using these statistics students may construct pie shaped charts of each table. When this is done a discussion should follow concerning the sources of income and the allocation to the public sector.

Where the dollar comes from:

Corporation income taxes	20¢
Employment taxes	17¢
Excise taxes	8¢
Individual income taxes	42¢
Borrowing	2¢
Other	11¢

Where it goes:

Agriculture	2¢
Social Security and other Trust Funds	26¢
Veterans	4¢
Fixed Interest Charges	2¢
Space	3¢
National Defense	31¢
Vietnam	13¢
International	2¢
Other	13¢

CONTENT

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|---|---|
| 2. In allocating social goods, political decisions take the place of the price mechanism. | 85. After reviewing the allocation of goods, political decisions take the place of the price mechanism. Specify the goods. Specify the political decisions. |
| B. Methods of transferring income from the private sector to the public sector | 86. Ask the class to discuss the political decisions that would be necessary to transfer income from the private sector to the public sector. |
| 1. Graduated income tax | 87. Students should be asked to discuss the political decisions that would be necessary to implement a graduated income tax. A useful graph is shown in the text, <u>Problems</u> . |
| 2. Social Security | 88. After some preliminary conditions are brought up, discuss the change in the Social Security program. |
| 3. Welfare payments | 89. A class committee should be formed to interview representatives of the Social Security office and report on the office's views on welfare payments. |
| 4. Medicare, Medicaid | 90. Some students should be assigned to interview representatives of the Social Security office and report on the office's views on Medicare and Medicaid. |
| 5. Agriculture | 91. Students should be involved in a role-play where they act as representatives of the government and discuss the amounts of welfare payments, Medicare, Medicaid, and other social services. Have students describe the Social Security program, Medicare, Medicaid, and other social services. |

SUGGESTED ACTIVITIES

85. After reviewing what students have learned about the actual functioning of government, students should be able to show that political decisions take the place of the price mechanism in allocating social goods. Specific examples should be cited.
86. Ask the class to explain why the allocation of goods by political decisions always involves some degree of coercion.
87. Students should examine copies of the Federal income tax booklet in order to see how the progressive income tax operates. They should define "taxable income" and name examples of deductions allowed in computing taxable income for Federal income tax purposes. A useful graph may be found on page 196 of the Eagleton Institute text, Problems and Promise of American Democracy.
88. After some preliminary research students should describe how conditions brought about by the depression of the 1930's led to a change in the concept of government's role in the economy.
89. A class committee might visit the local Social Security office and interview members of the staff concerning old-age, survivor and unemployment insurance. They may also secure much information from the Social Security Administration in Washington. The local office will supply a speaker to explain the program.
90. Some students may investigate the laws in Delaware concerning aid to mothers and dependent children (ADC). They may discuss why this program has become a matter of controversy.
91. Students should find out what government agencies in Wilmington are involved in welfare payments. They may interview some representatives of these agencies to find out statistics on the amounts of welfare received under various circumstances. From recent publications they should find out the details of the Medicare and Medicaid programs. They may prepare a written report describing the highlights of Medicare, the important features of Medicaid, and free benefits available for needy aged people.
92. Have students investigate how and why the government provides subsidies for farmers. The first half of Chapter 16 in the Eagleton Institute text, Problems and Promise of American Democracy.

CONTENT	SUGGESTIONS
<p>C. Government regulation</p> <ol style="list-style-type: none"> 1. Anti-trust laws 2. Federal Communications Commission 3. Agricultural controls 4. Others 	<p>93. Students should be asked to read the history text, beginning with the concept of monopoly is behind.</p> <p>94. Ask students to investigate a campaign to determine why a company is under pressure to modify its policies.</p> <p>95. Some students may be asked to discuss agricultural controls, such as the problems in the Populist movement of the Twenties."</p>
<p>D. National Income stabilization and growth</p> <ol style="list-style-type: none"> 1. Fiscal policy: changing the level of taxes and the amount of government spending. 2. Monetary policy: regulating the supply of money in the country 	<p>96. Discuss the statement: "The problem of surplus is the problem of surplus."</p> <p>Note: For the sake of clarity, refer to the sections of the text.</p>
<p>IV. Fiscal policy: the government uses two instruments to attain such goals as employment, price stability, and an optimum growth rate--taxation and control of government expenditures.</p> <p>A. Taxation is the principal means by which the government takes revenue from the private sector for use in the public sector.</p>	<p>97. Explain what is meant by a budget deficit. A class analyze the consequences of a deficit.</p> <p>98. A film entitled "Inflation" is available from the Curriculum Center.</p> <p>99. Students should read a case study of a situation regarding inflation and discuss what government measures are being taken.</p>

SUGGESTED ACTIVITIES

93. Students should be asked to review anti-trust laws in an American history text, beginning with the Sherman Act of 1890. What concept of monopoly is behind these laws?
94. Ask students to investigate the controversies of the 1968 campaign to determine why the Federal Communications Commission was under pressure to modify its "equal time" rule.
95. Some students may be asked to do research on topics dealing with agricultural controls, such as the Brannon Plan; parity; farm problems in the Populist Era; farm problems during the "Roaring Twenties."
96. Discuss the statement: "It has been said that the farm problem is the problem of surplus farmers rather than surplus food."

Note: For the sake of clarity these topics are treated separately in the sections of the outline which follow.

97. Explain what is meant by a budget deficit or surplus. Have the class analyze the consequence of a tax increase on a budget deficit.
98. A film entitled "Inflation" (Sd. 130.2) is available from the Curriculum Center.
99. Students should read a current periodical to find out the current situation regarding inflation; pay especial attention to what government measures are being used to curb inflation.

CONTENT	SUGGESTED ACTIVITIES
<p>1. Taxes can have an impact on the relative amounts of consumption and investment.</p> <p>2. Overall tax planning is exceedingly complicated because a change may bring about a conflict among such goals as allocation from the private to the public sector, income redistribution and stabilization.</p> <p>B. Automatic stabilizers are fiscal programs that operate to slow down booms and to diminish the severity downturns without any discretionary action on the part of the government. The progressive income tax, social security, and unemployment insurance are examples of automatic stabilizers.</p>	<p>100. Have students work in groups on questions and then use them to discuss the following:</p> <ol style="list-style-type: none"> Explain why taxes are levied. (Except Monaco, and the United States, all countries have taxes.) Make a list of the tax advantages in taxes. Discuss the advantages of taxes. Discuss the disadvantages of taxes. <p>101. Using the circular flow diagram, discuss in which way they attempt to affect the way the government can affect the economy.</p> <ol style="list-style-type: none"> What examples can you give of a producer of goods and services and a consumer of them (the post office)? How can the government affect the economy? (Students should be able to remove more from the flow of money into it by spending.) How can the government affect the economy? (Students should be able to inject more money into the flow of money out of it in tax cuts.) Is it possible that government can help during some periods and help hurt during others? <p>102. Ask students to read Chapter 10, <u>Democracy</u>. Have them discuss and remember from their reading about automatic stabilizer. Be sure to discuss the difference between automatic stabilizers and discretionary fiscal policy.</p>

SUGGESTED ACTIVITIES

100. Have students work in groups to develop answers to the following questions and then use their results in a class discussion:
- Explain why taxes are inevitable in any country.
(Except Monaco, and this exception might be explained.)
 - Make a list of the taxes a resident of Delaware has to pay.
 - Discuss the advantages which may be derived from an increase in taxes.
 - Discuss the advantages in decreasing the amount of taxes.
101. Using the circular flow transparency lead students in a discussion in which they attempt to answer the following questions concerning the way the government can affect the functioning of the economy:
- What examples can you give to show that government is both a producer of goods and services (electric power, highways) and a consumer of them (food for soldiers, trucks for the post office)?
 - How can the government reduce the money flow into the economy? (Students should conclude that the government can remove more from the flow by means of taxes than it injects into it by spending.)
 - How can the government stimulate economic activity? (It can inject more money into the economy by spending more than it takes out of it in taxes--deficit financing.)
 - Is it possible that government spending may be harmful in some periods and helpful in others?
102. Ask students to read Chapter 15 in The Problems and Promise of Democracy. Have the students list the automatic stabilizers they remember from their reading and explain why each acts as an automatic stabilizer. Be sure that students understand the difference between automatic stabilizers and deliberate fiscal policy.

CONTENT	SUGGEST
<p>C. Deficit financing</p> <p>1. By spending more than it receives (deficit financing the government can stimulate a sluggish economy.)</p> <p>2. A preponderance of deficit spending leads to government debt which has both advantages and disadvantages.</p>	<p>103. Students should examine on government (public) comparisons between private ful. (See McConnell Ele also attempt to answer t</p> <ol style="list-style-type: none"> 1. To whom is the gover (Since it is owed to ferently from a debt 2. What is the present 3. What major factors h Federal debt? (Point increased from 16.9 But the financing of 269.4 billion in 194 4. If the public debt v money be secured and be raised by collect institutions and tre institutions who hol of wealth for the to the debt to one anot operate in the same <p>104. What are the advantages <u>Advantages:</u></p> <ol style="list-style-type: none"> a. Debt facilitates eco ations of Federal Re b. Government securitie c. During a financial e lending by the purch ercion that a high <p><u>Disadvantages:</u></p> <ol style="list-style-type: none"> a. Taxes required to pe become burdensome to b. Government borrowing may cause price inf <p>Summary: Fiscal respons optimum rate of growth, capacity of plant and ec leads to the highest pos</p>

SUGGESTED ACTIVITIES

3. Students should examine textbooks and references for information on government (public) debt. They may be able to find that comparisons between private debt and public debt particularly meaningful. (See McConnell Elementary Economics, p. 283ff.) They should also attempt to answer the following questions:
 1. To whom is the government debt owed?
(Since it is owed to ourselves, it operates quite differently from a debt owed to foreigners.)
 2. What is the present size of the debt of the Federal government?
 3. What major factors have contributed to the growth of the Federal debt? (Point out that during the depression the debt increased from 16.9 billion in 1929 to 40.4 billion by 1939. But the financing of World War II caused the debt to jump to 269.4 billion in 1946.)
 4. If the public debt were to be retired (paid), how would the money be secured and to whom would it be paid? (It would be raised by collecting taxes from American citizens and institutions and transferring it to the individuals and institutions who hold the bonds. Note that no direct loss of wealth for the total economy is involved, since we owe the debt to one another. Bonds held by foreigners would operate in the same way as private debt.)
4. What are the advantages and disadvantages of government debt?

Advantages:

 - a. Debt facilitates economic stabilization (open market operations of Federal Reserve System).
 - b. Government securities are attractive assets for many savers.
 - c. During a financial emergency, such as a war, voluntary lending by the purchase of government bonds reduces the coercion that a high tax would otherwise necessitate.

Disadvantages:

 - a. Taxes required to pay the interest on government debt may become burdensome to future taxpayers.
 - b. Government borrowing from the commercial banking system may cause price inflation.

Summary: Fiscal responsibility entails the maintenance of an optimum rate of growth, full employment, use of the entire capacity of plant and equipment. A proper balance between these leads to the highest possible standard for future generations.

CONTENT	SUCCESS
<p>D. Fiscal planning requires the maintenance of a balance between the needs of the country, the demands for services and the objections of taxpayers.</p>	<p>105. Have students in letter. You are just re</p> <p>Dear Sir:</p> <p>We guys at the people in Congress raise our taxes. year with this i share of it and on strike this y to pay the incre we think you sho away to them for freeloaders and</p> <p>While we are Like--how come t much money as la for that super-h</p> <p>106. In a teacher-led as full employe and moderation of "bust" periods). of each of these generally accept sary to achieve</p>
<p>V. Monetary policy: Money may be anything that people are willing to accept in payment of debts.</p>	<p>107. After some readi be prepared to d</p> <p>a. What is mone</p> <p>b. Give exampl money in var</p> <p>c. What kinds o</p>

SUGGESTED ACTIVITIES

105. Have students in class discuss their views and answer the following letter.

You are a freshman Congressman and you have just received the following letter:

Dear Sir:

We guys at the plant are writing this letter to ask you people in Congress in Washington why you are attempting to raise our taxes. Look, the value of our money goes down every year with this inflation but you keep right on taking a big share of it and for what? Some of us are going to have to go on strike this year to get more wages just to pay taxes and to pay the increasing prices. We support the war effort but we think you should take some of that money you are giving away to them foreigners as handouts and to all the American freeloaders and pay for the war with that.

While we are writing we have some other gripes too. Like--how come the govern. ment isn't giving our schools as much money as last year. And we've waited too long already for that super-highway the Federal government promised.

Sincerely,

J.J. Dumb-Dumb

106. In a teacher-led discussion consider such goals of fiscal policy as full employment, price stability, high rate of economic growth and moderation of periods of business fluctuation ("boom" or "bust" periods). Make sure that students understand the meaning of each of these terms and the reasons why these goals have been generally acceptable to Americans. Why is fiscal policy necessary to achieve these goals?
107. After some reading in the text and references, students should be prepared to discuss such questions as the following:
- What is money?
 - Give examples of materials which have been used for money in various cultures?
 - What kinds of money are used in our economy?

CONTENT	SUGGES
<p>A. The quantity of available money and the cost of credit both influence the level of economic activity.</p> <p>B. In the United States the Federal Reserve System controls the quantity of money by:</p> <ol style="list-style-type: none"> 1. Open market operations 2. Changing reserve requirements 3. Changing the discount rate 4. Direct controls in periods of emergency--stock margin requirements, down payment requirements on credit purchases 	<p>108. Students should be kinds of money in bar graph to show</p> <p>109. After some preliminary a brief essay explain promises to pay.</p> <p>110. Using the material System students should System uses to control in references should be most effective</p> <p>111. On page 258 in The table shows the total 1929-1965. The total banks and checking \$167.5 billion. 1 that a sharp reduction falling to \$137.5 raised:</p> <ol style="list-style-type: none"> a. What type of Federal Reserve conducted b. Was there a change c. What action did relation to the d. What happened e. What happened industry? (The that sharp cut this industry about the quantity

SUGGESTED ACTIVITIES

108. Students should be asked to find the percentage of the various kinds of money in use in our economy and construct a simple bar graph to show the extent of their use.
109. After some preliminary research students may be asked to write a brief essay explaining why most of our money consists of promises to pay.
110. Using the materials obtainable free from the Federal Reserve System students should become familiar with the tools the System uses to control the quantity of money. Further reading in references should make clear which of these tools have proved to be most effective.
111. On page 258 in The World of Economics by Silk and Saunders a table shows the total money supply in the United States from 1929-1965. The total money supply includes currency outside banks and checking accounts in banks. In 1965 the total was \$167.5 billion. In 1966 the Federal Reserve Report indicated that a sharp reduction in the total supply had taken place, falling to \$137.5 billion. The following questions may be raised:
- What type of open market operations did the Federal Reserve conduct in 1966?
 - Was there a change in the reserve requirement?
 - What action did the Federal Reserve System take in relation to the discount rate?
 - What happened to the level of interest rates?
 - What happened to the home building and construction industry? (The teacher will no doubt need to explain that sharp cutbacks took place.) From the effect on this industry what conclusion would the students draw about the quantity of money and the level of the economy?

CONTENT	SUGGESTED
<p>C. Gold has been of importance to the United States because it has been generally acceptable for the settlement of international debts.</p> <ol style="list-style-type: none"> 1. Gold plays no direct role in the American monetary system. 2. Gold has no inherent monetary quality. 	<p>112. Some students may be interested in locating information concerning the American monetary system.</p>
<p>VI. Economic Growth</p>	
<p>A. Capital accumulation is the fundamental requirement for economic growth.</p> <ol style="list-style-type: none"> 1. Capital consists of tools and productive facilities. 2. Capital accumulation can be attained only through the reduction of consumption; a nation can produce capital goods or goods for consumption. 	<p>113. A transparency entitled "Capital Accumulation" in school libraries. It discusses the role of underdeveloped countries in the economy and the effect of foreign aid. Student information presented in the transparency.</p>
<p>B. Characteristically great privation and sacrifice have attended the early stages of industrialization.</p> <ol style="list-style-type: none"> 1. England's Enclosure movement 2. Prussia's disenfranchisement of the peasants 3. Low-living standards in the Soviet Union under Stalin 	<p>114. Students who have taken the course may also be interested in reviewing the effects of industrialization. A transparency entitled, "The Industrial Revolution" may be made to this effect.</p> <p>115. After reviewing the effects of industrialization in the three countries mentioned above, students may be interested in that segment of the course dealing with political power.</p>

SUGGESTED ACTIVITIES

112. Some students may be interested in using the Reader's Guide to locate information concerning the "gold crisis" of 1967-68.

113. A transparency entitled "Underdeveloped Countries" is available in school libraries. It illustrates the "vicious circle" in underdeveloped countries by which investments depend largely on foreign aid. Students should be encouraged to discuss the information presented on the transparency.

114. Students who have taken the World Cultures course may be able to review the effects of the Enclosure Acts in England. Reference may also be made to the low living standards viewed in the film entitled, "The Industrial Revolution in England."

115. After reviewing the early stages of industrialization in the three countries mentioned, note that privation fell hardest upon that segment of the population that had little or no political power.

CONTENT	SUGGES
<p>D. Political stability encourages the high level of investment required for economic growth.</p>	<p>116. Describe the detri strikes and riots</p> <p>Culminating Activ 1. Fersh and Cal economic syste describes each</p> <p>econ econ econ econ econ econ</p> <p>Have students dis then try to decid attaining these g</p> <p>2. In addition t goals; as a p discussed in times conflic goals on the Students shou these goals c some examples clear. We be one must join brings about workers, thus examples may emphasize tha consider the among them.)</p>

SUGGESTED ACTIVITIES

116. Describe the detrimental consequences for economic growth of the strikes and riots in France in May, 1968.

Culminating Activities:

1. Ferish and Calderwood have listed six goals of our economic system. Chapter Two in Economics in Action describes each one. They are:

economic growth
economic stability
economic efficiency
economic security
economic justice
economic freedom

Have students discuss the meaning of each of these terms and then try to decide the extent to which our economic system is attaining these goals.

2. In addition to economic goals Americans also have personal goals; as a people we have values and social goals as discussed in the introductory part of this course. At times conflicts develop between our personal and social goals on the one hand and our economic goals on the other. Students should be asked to consider what we can do when these goals conflict. In preparation for this discussion some examples of conflicting goals should make the problem clear. We believe in individual freedom, but sometimes one must join a union. Or, at times collective bargaining brings about strikes of public employees such as sanitation workers, thus endangering the health of the people. Other examples may be found. (The purpose of this activity is to emphasize that we cannot achieve all our goals but we must consider the alternatives and make intelligent choices among them.)

GLOSSARY

Prepared by Professor Robert L. Hamman, Director of the
Delaware Council on Economic Education

- Abstinence: foregoing immediate gratification of wants
- Allocation: apportionment of resources for the satisfaction of individual and group wants
- Automatic Stabilizer: an institutional arrangement, such as the income tax, which tends to moderate business slumps and peaks without discretionary decisions of any type
- Balance of Payments: the difference between a country's inflow and outflow of money; a favorable balance of payments is a net inflow of money, while an unfavorable balance of payment is just the opposite
- Balance of Trade: the difference between the value of a country's imports and exports; a favorable balance of trade is a higher level of exports than imports, while an unfavorable balance of trade is just the opposite
- Budget Deficit: a condition resulting from government expenditures in excess of government receipts
- Capital: plant and equipment, tools, and other hardware used in production (note that economists define capital to exclude money and securities)
- Competition: to seek or strive for something in rivalry with others
- Complementary Goods: goods that are used or consumed together, such as coffee and sugar or automobiles and tires
- Consumption: using up goods or services to satisfy wants
- Cost: the value of what has to be given up to obtain something that is desired
- Demand: a schedule of quantities that people want to buy at each level of prices

GLOSSARY

- Diminishing Return: the general tendency of output to increase at a diminishing rate as successive units of one input are added to a production process while all other inputs are held constant in amount
- Dividend: payments made to owners of stocks
- Discount Rate: the borrowing rate charged member banks by the Federal Reserve Banks
- Division of Labor: completion of complicated tasks by separating them into a number of relatively simple parts, each of which can be accomplished by specialists who have little or no understanding of the overall task
- Elasticity of Demand: the ratio of the percentage change in quantity demanded to percentage change in price
- Elasticity of Supply: the ratio of the percentage change in quantity supplied to percentage change in price
- Equilibrium: a state of satisfaction of decision makers under existing conditions
- Exchange Economy: an economy in which distribution of goods and services is accomplished by buying and selling
- Factors of Production: categories of inputs used in production (note that economists often use three categories: land, labor, and capital)
- Fiat: government decree
- Fiscal Policy: government policy of taxation and expenditures to attain national objectives
- Free Goods: goods that are available in such abundance that everyone can consume all he wishes without cost
- Gross National Product (GNP): the market value of all goods and services produced in a country in a year

GLOSSARY

<u>Hard Core Unemployed:</u>	people whose unemployment is persistent unfit to sell their labor services
<u>Household:</u>	the decision-making unit that determines consumption
<u>Income Distribution:</u>	a table or graph showing the percentage each of a number of ranges, the sum of
<u>Income Tax:</u>	a tax based upon income received
<u>Innovation:</u>	the commercialization of a new concept
<u>Interest:</u>	payments made to owners of loaned money
<u>Inverse:</u>	opposite in effect
<u>Invest:</u>	purchases of capital equipment (note the the economist's definition of investment)
<u>Market:</u>	an aggregation of buyers and sellers of
<u>Merit Want:</u>	a want that could be distributed in the so socially desirable that it is at least without price to the consumer (viz., edu
<u>Monetary Policy:</u>	the management of money by the central b
<u>Money Income:</u>	income expressed in terms of the standard inflation occurs, a constant money income
<u>Monopoly:</u>	control over the supply side of the market
<u>Monopsony:</u>	control over the demand side of the market
<u>National Accounts:</u>	a system of accounts designed to measure a national economy
<u>Open Market Operations:</u>	the buying and selling of government securities national goals

GLOSSARY

whose unemployment is persistent because they are physically or psychically
to sell their labor services

Decision-making unit that determines what goods will be produced for personal
consumption

A bar or graph showing the percentage of people whose personal incomes fall into
one or a number of ranges, the sum of which spans all income levels

Based upon income received

Commercialization of a new concept or idea

Interest payments made to owners of loaned money

Law in effect

Investment in capital equipment (note that acquisition of securities is excluded from
the economist's definition of investment)

Regulation of buyers and sellers of a class of goods

Goods that could be distributed in the private market, but which is deemed to be
socially desirable that it is at least partially paid by taxes and distributed
at a price to the consumer (viz., education)

Management of money by the central bank to attain national objectives

Income expressed in terms of the standard unit of currency (note: when price
inflation occurs, a constant money income has diminishing purchasing power)

Supply over the supply side of the market

Demand over the demand side of the market

System of accounts designed to measure the overall production performance of
the national economy

Buying and selling of government securities for the purpose of achieving
national goals

GLOSSARY

<u>Opportunity Cost:</u>	the value of the highest priority alternative that must be foregone to attain anything
<u>Perfect Competition:</u>	competition characterized by many buyers and sellers of a homogeneous product
<u>Price Inflation:</u>	general increase in the price level
<u>Price Index:</u>	an average measure of the many prices prevailing at a given time
<u>Primogeniture:</u>	the practice of bequeathing a family's entire estate to the eldest son
<u>Private Wants:</u>	wants that can be distributed (rationed) by the market
<u>Production Function:</u>	the relationship between number of units of input and the number of units of output (Note: output and product are synonymous)
<u>Productivity:</u>	of labor, level of output per man hour
<u>Progressive Income Tax:</u>	an income tax the rate of which is successively higher for larger incomes
<u>Public Debt:</u>	money owed by the government, usually to its own citizens
<u>Rationing:</u>	restriction of scarce supply to the recipients
<u>Real Income:</u>	income measured in terms of monetary units of constant purchasing power
<u>Resources:</u>	inputs required in production and distribution
<u>Reserve Requirement:</u>	the fraction of deposits that the Federal Reserve system requires banks to keep on deposit in the Federal Reserve Bank in the district or in its own vaults
<u>Reward for Risk Taking:</u>	profit a firm must anticipate earning to be willing to incur the risk of investment in plant and equipment
<u>Sales Tax:</u>	a tax imposed on sales price

GLOSSARY

- Saving: the difference between income and expenditure on consumption
- Social Wants: a good the benefits of which cannot be denied anyone, irrespective of whether he pays any part of the cost of the good
- Stock: a security that confers ownership rights in a corporation to its holder
- Supply: a schedule showing the quantity of goods owners wish to sell at each level of price over a range
- Transfer Payment: a payment made to people who have not earned the payment
- Uncertainty: a condition in which the future outcome of an action cannot be predicted, even in terms of relative frequency
- Value: the worth of something (note: value is a difficult concept that relates to subjective preference)
- Value Added: the difference between the value of the inputs and the value of the product into which they are transformed
- Wealth: the aggregate value of assets

ECONOMICS AND THE CONSUMER

(Excerpts from a publication of this title issued by the Joint Council on Economic Education)

I. Developing Personal Economic Competence Through an Understanding of Basic Economic Concepts

- A. The Consumer, his Budget, and Opportunity Costs
- B. The Consumer and Price Determination
- C. The Consumer and Inflation
- D. The Consumer and Bargain Prices: An Economic Analysis
- E. The Consumer and Advertising
- F. The Consumer and Labels
- G. The Consumer and the Seller
- H. The Consumer and His Purchases from Government

Economic Concepts in the above:

- Opportunity Cost
- Price Determination
- Prices and the Level of Living
- The Economics of Bargain Prices
- The Role of Profits
- Effects of Price Maintenance or Fair Trade Laws
- Effects of Inflation on Debtors and Creditors
- Role of Market System vs. Collective Action
- Role and Limitations of Advertising

II. Developing Personal Economic Competence in Saving, Investing, and Borrowing

- A. Saving, Investing, Borrowing, and the Economy
- B. The Consumer as a Saver
- C. The Consumer as an Investor
- D. The Consumer as Borrower: The Economics
- E. The Consumer as Borrower: The Mechanics
- F. The Consumer and Financial Risks: Insurance

Economic Concepts in the above:

The relationship between saving, borrowing, investing,
creation of money and economic growth

Borrowing and Inflation
Debt Reduction and Saving
Gross National Product
Effects of Government Taxation and Spending on GNP
Functions and Services of the Stock Exchange
Objectives of Investment Programs
The Economics and Mechanics of Borrowing
Insurance as a means of dealing with the financial impact of risks
Difference between life, health, disability and property insurance

II. Developing Economic Competence for Success in Tomorrow's Jobs

General Education and Tomorrow's Jobs
Economic Education and Tomorrow's Jobs
Forces Underlying the Demand for Workers
Changing Supply, Demand, and Changing Job Opportunities
Economic Laws Cannot be Repealed
Providing Data on Job Opportunities

Economic Concepts in the above:

Potential Growth of United States Economy
Supply and Demand as Determinants of Job Opportunities
Money vs. Real Wages
Employment Agencies: Both Public and Private

UNIT V: CRIME AS A PROBLEM IN THE UNITED STATES

OVERVIEW

(Suggested Time: Two weeks)

Contemporary American society has few problems greater than the rising crime rate. Contrasting solutions to the problem are offered from various points of view. Some theorists hold that a greater degree of authoritative police action is the logical solution. Most criminologists disagree with this theory and place emphasis on the socio-political-economic causes of crime. The intent of this unit is to examine the causes, types and possible remedies of crime in this country.

OBJECTIVES OF THE UNIT

By the end of this unit the student should be able to:

1. Define terms such as the following:

crime	juvenile delinquency
felony	syndicated crime
misdemeanor	civil disorders
warrant	

2. Identify in a discussion the multiplicity of factors which contribute to crime. The answers should include factors such as the following: lack of economic opportunity, social conditions of deprivation and the psychological lure of crime and criminals.
3. Show his awareness of various methods and theories of law enforcement by writing a summary of an article dealing with the topic.

4. Given a list of crimes, be able to make a chart identifying them as crimes against the person and crimes against property.
5. Show evidence of his understanding of the procedures of a court of law by utilizing them in a dramatization of a trial.
6. Examine the relationship between the type of crime and the socio-economic background of the criminal by discussing a particular case or city.
7. Compare and contrast two or more major theories of the causes of civil disorders as given in current studies.
8. Utilize the problem-solving approach in discussing the role of criminal confinement for lawbreakers.
9. Indicate an awareness of the possible extent and the methods used currently by syndicated crime in the United States.

CONTENT

I. What is crime?

1. By means of a crime, using b should include delinquency, (d) crimes aga

2. In the same wa developed in c in their noteb the teacher sh

anti-social
capital pur
ex post fac
felonies
habeas corp
homicide
incarcerati
manslaughte
bill of par
burglary

3. The New York T
America offers

II. What are the factors that contribute to the development of criminal behavior?

4. Divide the cla
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lists may be c
if a consensus

5. A guest speake
unit to discus
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and efforts at

6. Many psycholog
personalities.
in these text:

SUGGESTED ACTIVITIES

1. By means of a class discussion arrive at a definition of crime, using both legal and social distinctions. Discussion should include the following types of crimes: (a) juvenile delinquency, (b) syndicated crime, (c) civil disorders, (d) crimes against the person and (e) crimes against property.
2. In the same way definitions of terms listed below should be developed in class. Students should keep a vocabulary list in their notebooks. These terms are merely suggestions and the teacher should add others he considers significant.

anti-social behavior	misdemeanor
capital punishment	recidivism
ex post facto law	rehabilitative treatment
felonies	social disorganization
habeas corpus	syndicated crime
homicide	warrant
incarceration	"white collar" crime
manslaughter	double jeopardy
bill of particulars	bill of attainder
burglary	vandalism

3. The New York Times filmstrip-record entitled Crime in America offers a good overall viewpoint of this unit.
4. Divide the class into discussion groups and appoint a moderator for each group. The moderator will record the list of the causes of crime suggested by his group. These lists may be compared in a general class discussion to see if a consensus may be reached.
5. A guest speaker may be appropriate at this point in the unit to discuss his occupation, e.g. a probation officer or a social worker who could discuss the causes of crime and efforts at crime prevention.
6. Many psychology books discuss various theories of delinquent personalities. Students may be assigned to do some research in these texts and report to the class on some of the

contribute
riminal behavior?

SUGGESTED ACTIVITIES

theories such as Sheldon's body types, chromosome connection with crime, etc. Such material may be found in the following:

Berelson and Steiner, Human Behavior

Neumeyer, Juvenile Delinquency in Modern Society

Curtis, Coleman and Lane, Sociology: An Introduction

7. The Wilmington Morning News publishes a monthly statistical breakdown of crime information. This will be useful for class discussion and will be especially useful for teacher-prepared transparencies.
8. Students may be asked to listen to local radio news broadcasts over a period of several days and make notes on the types of crimes reported.
9. The Philadelphia Evening Bulletin publishes a daily crime count which lists the number and types of felonies committed within a twenty-four hour period. Students may collect several of these as a basis for conclusions about which crimes occur most frequently.
10. A bulletin board could be utilized to post notices of crimes or law enforcement news.
11. Have students indicate which of the crimes reported in the above accounts are crimes against property and which are crimes against persons. Is there any evidence that the nature of crimes changes in different seasons of the year?
12. Teachers should check the unit on urban affairs to review the aspects of crime in the city studied in that unit.
13. Have a student volunteer to visit the police station or other source to see if he can find information on the number of crimes committed by "professionals" in Wilmington.
14. Students may be asked to compile a list of the ordinances which protect homeowners against door-to-door salesmen.

CONTENT

IV. Who is the criminal? (continued)

D. Pathological criminals

15. Several criminologists search whether for his
16. A study the Ma this c
17. Have s magazine Cosa N the de to exp
18. The te mental any re by gov
19. A spec dents Commis They s a riot format enforc
20. A film but a by 12t attend clearl as a r

SUGGESTED ACTIVITIES

- inued)
15. Several widely publicized cases have involved the question of the criminal who may be so emotionally disturbed that he does not understand the nature of the crime. Students should do some research and then discuss: (a) What criteria are used to determine whether or not one is mentally competent to be held responsible for his act? (b) What treatment is provided for such persons?
 16. A student may be interested in reporting on the background of the Mafia--how it started in Sicily and how it has operated in this country.
 17. Have students check the Reader's Guide to locate the Life magazine articles on the current activities of the Mafia and Cosa Nostra in this country. The era of Prohibition fostered the development of mobs in this country. Have students attempt to explain this development.
 18. The teacher should check the unit on government to review governmental actions against organized crime. They should be asked if any recent actions have been undertaken against organized crime by government.
 19. A special type of crime and criminal is involved in riots. Students should be assigned to read summaries of the President's Commission on Civil Disorders to discover who are the rioters. They should discuss whether or not there is a difference between a rioter and a criminal. Recent periodicals contain much information on this topic. Are there any indications that law enforcement policies should differ in the treatment of rioters?
 20. A filmstrip-record entitled "Civil Disobedience" is on order, but a number has not been assigned. This material is to be used by 12th grade teachers only and only those who have previously attended a departmental meeting on the topic. It differentiates clearly between civil disobedience of the Gandhi type and violence as a means of bringing about change.

CONTENT	SUGGEST
<p>V. What is the relationship between the socio-economic background of the criminal and the type of crime he commits?</p>	<p>21. The Department of Justice on crime in cities and write to the Superintendent see what titles are available.</p> <p>22. Gavian and Rienow, Our a useful graph entitled "Youth." This would make for class discussion.</p> <p>23. The Junior Bar Association speakers on any aspect will be provided according to the needs of the class.</p>
<p>VI. What is juvenile delinquency?</p> <p>A. What crimes are usually associated with juvenile delinquents?</p> <ol style="list-style-type: none"> 1. Drinking 2. Drug addiction 3. Theft of automobiles <p>B. What are some of the institutional remedies for juvenile delinquency?</p> <ol style="list-style-type: none"> 1. Schools 2. Community 3. Legal controls <ol style="list-style-type: none"> a. Police b. Juvenile Court c. Probation d. Training schools 	<p>24. It would be helpful for the statistics on juvenile delinquency for class discussion.</p> <p>25. Much current information is available in periodicals. <u>Guide</u> and read appropriate problems also contains information on juvenile delinquency.</p> <p>26. The Mental Health Association drug addiction and drug schools, but the teacher's discussion should follow.</p> <p>27. A guest speaker who deals to the class on crime prevention from Ferris, a Probation Services Commission or the Wilmington police.</p> <p>28. A class discussion may be held of the school in prevention.</p>

SUGGESTED ACTIVITIES

21. The Department of Justice has many statistics and charts available on crime in cities and the incidence of crime. Students should write to the Superintendent of Documents, Washington, D. C. to see what titles are available and appropriate.
22. Gavian and Rienow, Our Changing Social Order (p. 253) provide a useful graph entitled "Family Background of Institutionalized Youth." This would make a good transparency to use as a basis for class discussion.
23. The Junior Bar Association of Delaware is willing to provide speakers on any aspect of criminal law. Upon request a speaker will be provided according to the particular topic of interest.
24. It would be helpful for the teacher to make transparencies of the statistics on juvenile crime. These may be used to stimulate class discussion.
25. Much current information concerning drinking and drug addiction is available in periodicals. Students should examine the Reader's Guide and read appropriate magazine articles. The unit on urban problems also contains some material on crime and juvenile delinquency.
26. The Mental Health Association has an excellent list of films on drug addiction and drinking. These films will be loaned to high schools, but the teacher must pick them up and return them. A discussion should follow the film.
27. A guest speaker who deals with juveniles may be invited to speak to the class on crime prevention. The speaker might be an official from Ferris, a probation officer, a member of the Youth Services Commission or an official from the Youth Aid division of the Wilmington police force.
28. A class discussion may be held on the topic: "What is the role of the school in preventing juvenile delinquency?"

CONTENT	SUGGESTED
	<p>29. The teacher may arrange the secretary to the way Commission may be secure institutions in Delaware</p> <p>30. Many magazine articles' subject of law enforcement brief annotation of at information about the sou</p>
<p>II. What theories and methods of crime prevention are presently in use?</p>	<p>31. Various theories today of See the rehabilita mean of prisoners. dis role of crim</p> <p>32. A study from the Corre to the efforts th recidivism.</p> <p>33. Students be interest study present vario FBI and police. I imp are and how Em could be place the d t agencies.</p> <p>34. A study could be of sp of a law</p> <p>35. It would be useful to have of safety address W</p> <p>36. One students may ci the salary for in Police at ut class dis br to police</p>

SUGGESTED ACTIVITIES

29. The teacher may arrange for a tour of Bridge House by calling the secretary to the warden. A speaker from the Youth Services Commission may be secured to describe the other correctional institutions in Delaware.
30. Many magazine articles within recent months have dealt with the subject of law enforcement. Students may be asked to write a brief annotation of at least six such articles. Complete information about the sources used should be indicated in each case.
31. Various theories today deal with the period of incarceration. Some advocate rehabilitation measures; others support punitive measures for prisoners. After careful research students should discuss the role of criminal confinement in society today.
32. A speaker from the Correctional Council can be asked to explain to the class the efforts being made in Delaware today to reduce the rate of recidivism.
33. Students may be interested in making a presentation in which students represent various law enforcement agencies such as the FBI and local police. The topic for discussion could be an imaginary crime and how the various authorities would handle it. Emphasis should be placed upon the division of authority among the different agencies.
34. A discussion could be conducted on the topic: "What is the specific role of a law enforcement agency?"
35. It may be useful to have a speaker such as the Commissioner of Public Safety address the class on law enforcement in Wilmington.
36. One or more students may be interested in obtaining from city offices the salary schedule and necessary qualifications for Wilmington Police and for State Troopers. These could be utilized in a class discussion of the type of men who should be attracted to police work.

CONTENT

37. The Wilmington Police various procedural Causes of Juvenile Drug Addiction. Ten pamphlets.
38. Students may present may choose a crime Attention should be well as to procedure
39. It may be possible Common Pleas, or an Pleas is suggested cases in their entirety be called to make a or twenty-five students
40. A film entitled "Int available from the by 12th grade teacher an open-ended film, from two points of person will go free law, while the second found guilty when the teacher should be su
41. In order to examine law enforcement case Miranda against Arizona They may dramatize on this topic may be

SUGGESTED ACTIVITIES

37. The Wilmington Police Department has a series of pamphlets on various procedural methods and social disorders. Some titles are: Causes of Juvenile Delinquency, Interrogation Procedures, and Drug Addiction. Teachers may contact the department for these pamphlets.
38. Students may present a dramatization of a trial. The teacher may choose a crime suitable to the interests of the class. Attention should be given to the jurisdiction of the court as well as to procedures.
39. It may be possible to arrange a trip for a class to the Court of Common Pleas, or another Wilmington Court. The Court of Common Pleas is suggested because students will be able to hear several cases in their entirety. The Clerk of the County Court should be called to make arrangements. No larger groups than twenty or twenty-five students may be accommodated.
40. A film entitled "Interrogation and Counsel" (Sd. 351.2) is available from the Curriculum Center. It should be used only by 12th grade teachers of the Modern Problems course. It is an open-ended film, requiring the students to consider a crime from two points of view. The first would indicate that a guilty person will go free because of the safeguards provided by the law, while the second indicates that an innocent person may be found guilty when these safeguards are not provided. The teacher should be sure to preview the film before using it.
41. In order to examine the role of the Supreme Court in recent law enforcement cases, two students may find information on Miranda against Arizona or another case such as Escobedo. They may dramatize the case for the class. Other references on this topic may be found in the unit on government.

CONTENT

SUGGEST

42. In Modern Sociology by Ko
for and against capital p
should examine these argu
decision in their own min
case of Sirhan Sirhan.

43. The students may be inter
concerning capital punish
That capital punishment s
Delaware."

Attention is called to th
are available from the Cu
useful in this unit:

"Angry Boy", (Sd. 10.3)
"Drop Out: Road to Now

"Right or Wrong", (Sd.
"Respect for Property"

SUGGESTED ACTIVITIES

Modern Sociology by Koller and Couse (p. 292) the arguments for and against capital punishment are summarized. Students could examine these arguments in an effort to reach a reasoned decision in their own minds. They may wish to refer to the case of Sirhan Sirhan.

Some students may be interested in debating the major theories concerning capital punishment. Their topic might be: "Resolved: That capital punishment should be abolished in the State of Delaware."

Attention is called to the following additional films which are available from the Curriculum Center and which may be useful in this unit:

"Angry Boy", (Sd. 10.3)

"Drop Out: Road to Nowhere"--two filmstrips and records
YR-4

"Right or Wrong", (Sd. 3.43.1)

"Respect for Property", (Sd. 487.1)

UNIT VI: THE CAUSES OF WORLD TENSIONS

OVERVIEW

(Suggested Time: Seven weeks)

Although major attention in the Modern Problems course has been given to the modern problems we face in this country by no means fall entirely within the scope of the course. Attention to contemporary events should have provided some acquaintance with world events throughout the year. This unit is intended to provide a summary of some of the major problems we face.

Divergent political and economic beliefs cause conflict between the nations. Students who have acquired information on this topic in previous courses but it is desirable to summarize the causes of conflict between ideologies. Problems of culture, race, and religious, also continue to create tension in the world.

World War II and its aftermath have brought about a realignment of world powers. Interdependence among nations is more than ever a reality, yet attempts to maintain peace have had only limited success. The emergence of many new nations and the need to maintain viable economies have further complicated the international situation.

OBJECTIVES OF THE UNIT

By the end of the unit the student should be able to:

1. Explain the following terms:

socialism	authoritarian	internationalism
communism	totalitarian	development
fascism	collectivism	populism
democracy	co-operatives	politics
capitalism	proletariat	colonialism
nationalism	bourgeoisie	imperialism
internationalism	apartheid	
colonialism		

ISSUES OF WORLD TENSIONS

OVERVIEW

Time: Seven weeks)

blems course has been given to domestic problems, no means fall entirely within our own territorial limits. provided some acquaintance with these problems and issues provide a summary of some of the persistent international

ause conflict between the so-called "isms." Students ious courses but it is deemed advisable to review ana gies. Problems of cultural origin, largely ethnic in the world.

at about a realignment of power among the major participants. a reality, yet attempts at building organizations to main- emergence of many new nations and their struggles to establish plicated the international scene.

ISSUES OF THE UNIT

ble to:

itarian	interdependence
itarian	developing nations
tivism	population explosion
ratives	political polarization
ariat	cold war
oisie	iron curtain
heid	

2. Explain why Marx believed the violent overthrow of capitalism to be inevitable and justifiable.
3. Cite at least three examples of the fundamentals of capitalism which differentiate it from other economic systems.
4. Describe either orally or in writing what common elements make the term "totalitarian" applicable to both communism and fascism.
5. Explain the principal characteristics of contemporary communism in the Soviet Union and in China.
6. Demonstrate an understanding of the way the methods of production are organized in a socialist economy.
7. Explain the procedure by which private property is nationalized in a socialist economy such as Britain, New Zealand, or in a Scandinavian country.
8. List and describe the political and economic differences between socialism and communism and between capitalism and fascism.
9. Give examples of modern problems that have developed out of the age-old religious and cultural frictions in the world.
10. Discuss the problems encountered in achieving an advantageous political organization that arise because of ethnic differences among various groups in the same region, e.g., Africa.
11. Explain why policies of racial segregation promote world tensions, e.g., apartheid in South Africa.

12. Compare or contrast the relative economic and political positions before World War II and at present of three of the major participants in the war.
13. Describe the current functions of at least two regional pacts formed since World War I.
14. List and explain some of the factors that have limited the effectiveness of the United Nations in promoting international cooperation.
15. Explain, citing examples, why international trade is essential to the economic welfare of industrialized countries.
16. Summarize the reasons why trade barriers persist despite the advantages of free trade.
17. Enumerate and explain at least four of the critical problems of the developing nations.

CONTENT

I. The Clash of Political Ideologies

A. Communism

1. Marxism

a. Dialectic: inevitability of revolution

1. Discuss in class its relations to the class to cite

2. Have one student read Karl Marx.

3. Describe Marxism on the overhead to indicate the

THESIS



Compare the two.
This explanation
to be inevitable
posed to end

b. Revolution justified by the labor theory of value

4. Place on the overhead students to discuss should demonstrate was justified

c. Purpose of the Communist party

5. Ask the class what was supposed to be inevitable. What was meant to

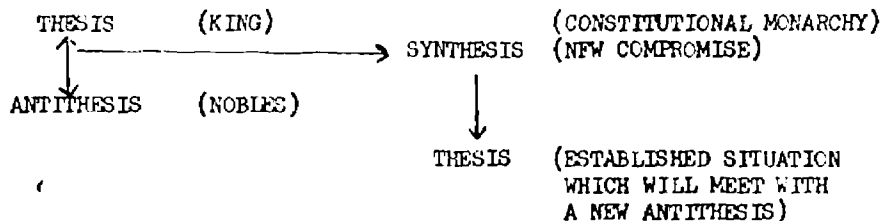
6. After reading the students explain that religion of the working class

SUGGESTED ACTIVITIES

Discuss in class the meaning of the term "political ideology" and its relationship to the actual government of a state. Ask the class to cite some examples of political ideologies.

Have one student do a brief background report on the life of Karl Marx.

Describe Marx's version of the dialectic to the class by using the overhead projector or the blackboard. Draw it in a circle to indicate that it was thought to be a continuing cycle.



Compare the thesis to the "establishment" in present-day terms. This explanation is merely to discuss why Marx thought revolution to be inevitable. Be sure to point out that the cycle was supposed to end with the proletariat revolution.

Place on the board the sentence "Labor is value," and ask the students to discuss what Marx probably meant. This discussion should demonstrate why Marx thought the proletarian revolution was justified.

Ask the class to consider what the role of the Communist Party was supposed to be in the revolution that Marx believed to be inevitable. Make sure that students understand that the Party was meant to be an elite group of revolutionaries.

After reading Chapter I in Today's Isms by Ebenstein, have students explain, either orally or in writing, why Marx felt that religion, nationalism and trade unions were enemies of the working man.

CONTENT	SUGGESTIONS
<p>2. Modern Communism</p> <p>a. The U.S.S.R.</p> <p>b. China</p>	<p>7. Discuss with the class how it would be a communist economy.</p> <p>8. Have a group of students discuss communism in the U.S.S.R. They should read books and periodicals.</p> <p>9. Have four students assume the views of Marx, Lenin, and the days of independent Russia. Have them present a paper on how the views of these men differ from the communist ideology.</p> <p>10. The MTV schedule should include films on Lenin, Stalin, etc.</p> <p>11. Screen News Digest has several films that can be used.</p> <p>a. "The Rise and Fall of Communism"</p> <p>b. "The Life of Lenin"</p> <p>c. "Moscow 1959"</p> <p>A film on "Russia" is available.</p> <p>12. Conduct the same type of activity substituting China for Russia.</p> <p>13. A class can watch a film on Red China for the Chinese. Discuss how the society would be and how it should be spent discussing the Communist Revolution.</p>

SUGGESTED ACTIVITIES

7. Discuss with the class the question of whether or not there can be a communist economy in a state that is not totalitarian.
8. Have a group of students prepare a report to the class on communism in the U.S.S.R. by comparing Marxism to the actual practice in the U.S.S.R. They should be directed to use the most recent books and periodicals.
9. Have four students assume the responsibility of representing the views of Marx, Lenin, Stalin and Kосygin respectively. After two days of independent research and some class time to work together, have them present a panel in which they demonstrate to the class how the views of these men differed and how their relation to the communist ideology differed.
10. The ETV schedule should be consulted, as it often runs programs on Lenin, Stalin, etc.
11. Screen News Digest has provided Wilmington Public Schools with several films that can be used here.
 - a. "The Rise and Fall of Nikita Khrushchev"
 - b. "The Life of Stalin"
 - c. "Moscow 1959"

A film on "Russia" is also available (Sd. 42.3).

12. Conduct the same type of panel as in Activity No. 9 only substituting China for Russia.
13. A class can with a little research act out an average day in Red China for the Chinese worker, showing how regimented his society would be and how bombarded with propoganda. Some time should be spent discussing what life was like in China before the Communist Revolution.

CONTENT	SUGGESTIONS
	<p>14. Give the students two weeks in class to answer the following questions:</p> <ul style="list-style-type: none"> a. Why does China accuse the "revisionists" and the "rightists" as the "Great Leap Forward" demonstrate about the country? b. What do the epistemic arguments as the "Great Leap Forward" demonstrate about the country? c. Did communism bring about a change to China?
B. Fascism	<p>15. There are a number of sources on the history of China and two of them are:</p> <ul style="list-style-type: none"> a. "China Under Communism" b. "China" (Sd. 70.1)
	<p>16. Assign students to read <u>Isms</u> in order to obtain a description of fascism.</p>
	<p>17. With the students, compare the description of fascism with that which is given in the text. A sample question might be: "Fascism? Communism?"</p>
	<p>18. A film entitled "The Fascist Regime" is an excellent description of the rise of a description of the fascist regime. A film can be obtained from the National Archives.</p>
	<p>19. Conduct a class discussion on the fascist country, such as Germany, were willing to give up their freedom for an interesting starting point to explain what they thought of freedom."</p>

SUGGESTED ACTIVITIES

Give the students two days' notice that they will be asked in class to answer the following questions in writing:

Why does China accuse the U.S.S.R. officials of being "revisionists" and "counter-revolutionaries"?

What do the episodes in recent Chinese history known as the "Great Leap Forward" and the "Cultural Revolution" demonstrate about Chinese communism?

Did communism bring any benefits to U.S.S.R. or to China?

Show a number of Screen News Digest films on the recent history of China and two regular films.

"China Under Communism" (Sd. 201.2)

"China" (Sd. 70.1)

Assign the students to read Chapter Two in Ebenstein's Today's World in order to obtain background information for a discussion on Communism.

Ask the students, contrast the situation that might bring about a fascist regime with that which might bring about a communist regime. The question might be, "What social class(es) favored the rise of Communism?"

Chapter Two, entitled "The Fascist Revolution" (Sd. 20.3) gives an excellent description of the principles of fascism as well as a description of the fascist states during World War II. The film can be obtained from the Curriculum Center.

Lead to a class discussion of the reasons why people in a democratic country, such as Germany under the Weimar Republic, were willing to give up democracy for a fascist system. An interesting starting point might be found by asking the students to explain what they think is meant by the phrase "the burdens of democracy."

CONTENT	SUGGESTED
<p>C. Socialism</p>	<p>20. Ask students to find definitions of "socialism" and "communism" and have them to understand the meaning of "socialism" to be discussed in class and "communism" is developed.</p> <p>21. Students should discuss the differences between communism and fascism and how far the extent of similarities between the two communist state.</p> <p>22. Have two students write a paper on the lives of two thinkers. It may be on the lives of Karl Marx and Friedrich Engels. The purpose of this outline is to show the development of communism and is a very good one for the interpretations.</p> <p>23. The basic differences in the lives of the two and of communism are given in the outline. They may be found in Chapter 10 of <u>Life</u> by the same author. The differences between socialism and communism should be discussed.</p>
<p>D. Capitalism</p>	<p>24. If necessary, the unit on capitalism should note the characteristics of capitalism.</p> <p>25. Capitalism is probably not the most ideal ideological form as an economic system. It is considered to be a capitalist system with modifications of pure capitalism.</p> <p>26. Have students write short papers on the relationship between the principles of capitalism. One could be titled, "Can capitalism be improved?"</p>

SUGGESTED ACTIVITIES

20. Ask students to find definitions and supporting data that help them to understand the meaning of totalitarianism. These should be discussed in class under a clear concept of how "totalitarianism" is developed.
21. Students should discuss in writing the extent to which both communism and fascism are totalitarian. They should note the extent of similarities between life in a fascist state and in a communist state.
22. Have two students write a brief outline history of socialist thinkers. It may be on the general plan of a genealogical chart. The purpose of this outline is to show that socialism predates communism and is a very old idea with many widely divergent interpretations.
23. The basic differences in the theory of socialism, of capitalism, and of communism are given very clearly by William Ebenstein. They may be found in Chapter Three of Today's Isms. The differences between socialism and communism are also given in Two Ways of Life by the same author. After studying these and other references students should be able to list the basic differences between socialism and communism and between capitalism and socialism.
24. If necessary, the unit on economics should be reviewed in order to note the characteristics of capitalism and a "market economy."
25. Capitalism is probably not practiced in any country in its pure, ideological form as an economic system. The United States is considered to be a capitalistic system. Have students list the modifications of pure capitalism found in our economic system.
26. Have students write short essays on the subject of the relationship between the principles of capitalism and democracy. It could be titled, "Can capitalism exist without democracy?"

CONTENT

I. The Problems of Readjustment in the Position of Nations Since World War II

A. Major Participants in the War

1. Realignment after World War II

a. The division of Germany

b. Creation of satellites of the U.S.S.R.

c. Polarization of Europe

27. Many of the basic characteristics are... A committee of four... and organize a press requirements does a... democratic? "

28. Present students with ideologies found in

29. Show the film "After students make one... World War II and the Warsaw Pact nations... the alignment of co

30. By means of class... as used in the post

31. Assign in advance a continued division... for cold war confre... (the Airlift), the

32. After a class disc... and what Churchill should label the co... U.S.S.R. on an out... interest to look u... satellites. The d... Russian "liberation... communist states.

33. The establishment... tensified the poli... tween communist an... cuss what possible... has had on the eco

SUGGESTED ACTIVITIES

27. Many of the basic qualities of democracy and some variable characteristics are described in Chapter Three of Today's Isms. A committee of four students may be assigned to read the chapter and organize a presentation on the question, "What minimal requirements does a political system need to have to be considered democratic? "
28. Present students with a transparency of the spectrum and economic ideologies found in the world today and discuss at length.
29. Show the film "Aftermath of World War II" (Sd. 12.3). Have the students make one list of both the Axis Powers and the Allies in World War II and then compare this with another list of NATO and Warsaw Pact nations in 1950. What changes have taken place in the alignment of countries?
30. By means of class discussion develop the meaning of "cold war" as used in the post-World War II era.
31. Assign in advance a short paper on the question: "How has the continued division of Germany after World War II set the stage for cold war confrontations, i. e., Berlin Crisis of 1948 (the Airlift), the Berlin Crisis of 1962.
32. After a class discussion on what a "political satellite" is and what Churchill meant by the term "Iron Curtain", students should label the countries known as the satellites of the U.S.S.R. on an outline map of Europe. It might also be of interest to look up the dates on which these countries became satellites. The dates should indicate to the students that Russian "liberation" after the war led to their inclusion as communist states.
33. The establishment of the "Iron Curtain" split Europe and intensified the political polarization of the western world between communist and non-communist nations. Have students discuss what possible effects this barrier between east and west has had on the economic life of Europe.

CONTENT

SU

2. Changes in Political and Economic Status after World War II

34. Assign to student the Warsaw Pact a sider and discuss
- a. Which count
 - b. What effect have on the 1950's?
35. Both eastern and by staces opposed to an alliance, e be asked to consid have these defect
36. The following Scr the changes in st "Chancellor
- "Enigma of
"Fateful De
37. Have a group of s economic status o 1960's. Newsweek good references o report to the cla that the vanquish victors. They sh position, and b) ships of these co
38. The British Empire interest some stu colonies that hav Have the whole cl a) Great Britian,

SUGGESTED ACTIVITIES

34. Assign to students the task of finding descriptions of NATO and the Warsaw Pact as they were originally designed. Ask them to consider and discuss the following in class:
 - a. Which country is dominant in each alliance?
 - b. What effect did the formation of these two groups have on the increased polarization of Europe in the 1950's?
35. Both eastern and western alliances have suffered some defections by states opposed to sacrificing their national independence to an alliance, e.g., France and Yugoslavia. Students should be asked to consider and discuss the question: "To what extent have these defections affected world tensions?"
36. The following Screen News Digest films can be shown to illustrate the changes in status of the nations since World War II:
 - "Chancellor: Portrait of Konrad Adenauer"
(Sd. 314.264) November, 1963
 - "Enigma of Charles DeGaulle" (Sd. 314.259) August, 1963
 - "Fateful Decision for France: Drama of DeGaulle"
(Sd. 314.212) October, 1958
37. Have a group of students do some research on the relative economic status of the French, Germans and the English in the 1960's. Newsweek, Time and U.S. News and World Report are good references on this topic. After the group makes a brief report to the class have all the students discuss the odd fact that the vanquished are in a better economic position than the victors. They should consider a) what factors account for this position, and b) how does this effect the political relationships of these countries.
38. The British Empire has been liquidated since the war. It might interest some students to compile a list of the former English colonies that have gained their independence since World War II. Have the whole class discuss how this breakup has affected
 - a) Great Britain, b) the ex-colonies, and c) the world community.

CONTENT

B. Problems of International Cooperation

1. The United Nations

2. NATO, SEATO, CENTO

39. Assign Chapter 8, "World Affairs", Part B. Study of this chapter on the subject.
40. For homework student assignments they can discuss points of the Western World brought into being on the United States effects of the pole communist and non-
41. Individual students one of the following Power, b) China and
42. Ask students to read American Democracy international cooperation
43. Have students examine named in the previous international treaty is a member. See United States by Frost, B.
44. Many of the problems struggle in the Second essay on how the power reflected the power should prepare this adequate research.
45. Students should note for mutual military the alliances and the original purpose

SUGGESTED ACTIVITIES

39. Assign Chapter 8, "On the United States: Changing Positions in World Affairs", Problems and Promises of American Democracy. Study of this chapter should provide a general orientation on the subject.
40. For homework students should be asked to make a list of the indications they can find that the United States is the 'leader' of the Western World. A class discussion can then be based on points such as the following: a) How has this position been brought into being? b) Does this position impose any obligations on the United States? If so, what? c) What are some of the effects of the polarization of the world between two camps--communist and non-communist, each with its dominant leader?
41. Individual students may be interested in presenting reports on one of the following topics: a) Japan--the Third Industrial Power, b) China and Japan--Giants of Asia and Ancient Rivals.
42. Ask students to read pages 145-149 in Problems and Promise of American Democracy in preparation for discussing the problems of international cooperation.
43. Have students examine the map on pages 140-141 of the text named in the previous activity and discuss the complexity of international treaty organizations of which the United States is a member. See also pages 620-621 in History of the United States by Frost, Brown, Ellis and Fink.
44. Many of the problems of the United Nations stem from the power struggle in the Security Council. Have students write an essay on how the past operation of the Security Council has reflected the power structure of nations after World War II. They should prepare this essay as homework and with time allowed to do adequate research.
45. Students should note that these pacts were originally organized for mutual military protection. Each student may choose one of the alliances and report on its current status as compared with the original purpose.

CONTENT

<p>3. Warsaw Pact</p>	<p>46. The Russian operation of should compare that of NATO</p>
<p>4. Alliance for Progress</p>	<p>47. Have four, 9 Two of them of the prop economic an</p>
<p>C. The Problems of International Trade</p>	<p>48. Assign stud or similar of World Tr advantages immediate c</p>
<p>1. The Common Market</p>	<p>49. The film en special tre (Sd. 2.6, 2 ment of the creates for Great Britu</p>
<p>2. Trade problems complicated by political issues</p>	<p>50. Japan's tra two interes problems an</p>
<p></p>	<p>51. Great Brit A panel dis trade probl</p>
<p></p>	<p>52. Students sh Cold War ha more obvio friction be had econom</p>
<p></p>	<p>53. Ask the stu that much e to the past United Stat</p>

SUGGESTED ACTIVITIES

46. The Russian occupation of Czechoslovakia is an example of the operation of the Warsaw Pact. After preliminary study students should compare and contrast the operation of the Warsaw Pact with that of NATO and similar alliances.
47. Have four students divide into the two sides of a debating team. Two of them should support the negative and two the affirmative of the proposition, "The Alliance for Progress has been an economic and strategic failure."
48. Assign students pages 259-266 in Problems and Promise of Democracy or similar material in another text. The topic is "The Nature of World Trade". Students can then discuss what long-term advantages there are in international free trade. What are the immediate or short-run obstacles to free trade?
49. The film entitled "Common Market" provides a description of that special trade union. Another film, "Breaking the Trade Barrier" (Sd. 2.6, 2 reels) not only describes the reasons for the development of the Common Market but it also describes the problems it creates for an outside country such as the United States or Great Britain.
50. Japan's trading position is somewhat awkward politically. Assign two interested students to investigate Japan's special trade problems and how they affect world tensions.
51. Great Britain has a somewhat unique situation in world trade. A panel discussion should be organized to discuss that country's trade problems and what solutions are open to her.
52. Students should list on the blackboard the ways in which the Cold War has affected international trade. In addition to the more obvious answers, point out to the students that much of the friction between the U.S.S.R. and her satellites in the past has had economic causes.
53. Ask the students to discuss the opinion held by some persons that much anti-American feeling in the Third World is due to the past and present international economic policies of the United States.

Trade

d by

CONTENT	SUGGESTIONS
The Problems of Developing Nations	54. Have students become aware of Latin America, Asia, and Africa. Assign them on an outline of these continents, ditto maps and a travel brochure.
A. Over-Population	55. Many atlases have pages on population density and intense concentration of the world. While reading, list of the most densely populated countries. Where can be found between these countries? 56. In connection with the population is concentrated in certain countries and what problems are caused? 57. Students may divide the world into regions and compare the problems caused by over-population in a discussion.
B. Industrialization	58. One of the major problems is to industrialize. But <u>Poor Nations</u> give examples of countries that should present the best opportunities. 59. Many students are shocked by the low per capita incomes of the poor nations. They should prepare a travel brochure in a wide range of developing countries. A discussion may be held.
C. Pressures of political polarization	60. "India: Fate of a Nation" is a study of maintaining neutrality. Curriculum Center.

SUGGESTED ACTIVITIES

4. Have students become familiar with the location of the nations of Latin America, Asia, Africa and the Middle East by locating them on an outline or a chalkboard map. The teacher could make ditto maps and a transparency from a spirit master.
5. Many atlases have population density maps which will show the intense concentration of people in many of the developing areas of the world. While using such a map students should make a list of the most densely populated areas. What correlation may be found between these areas and the underdeveloped areas of the world?
6. In connection with the above activity have students explain why population is concentrated in certain areas of over-populated countries and what problems are created by this concentration.
7. Students may divide into groups to formulate a list of the problems caused by over-population. These should then be compared in a discussion.
8. One of the major problems in developing nations is their need to industrialize. Books such as Barbara Ward's Rich Nations, Poor Nations give explanations of the difficulties encountered by these countries in achieving industrialization. The teacher should present the basic ideas in this book to the class.
9. Many students are shocked to learn of the extremely low per capita incomes of the poor areas of the world. The teacher should prepare a transparency giving sample per capita incomes in a wide range of developed and underdeveloped countries. A discussion may be held on the problems of a subsistence economy.
10. "India: Fate of a Neutral" (Sd. 45.1) shows the difficulties of maintaining neutrality. This film may be obtained from the Curriculum Center.

CONTENT

D. Illiteracy

E. Nationalism

61. The teacher
example of
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62. A discussio
India's lpo
63. Students ma
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64. A transpare
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Students sh
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66. Abdul Nasse
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67. In an era o
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68. If students
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SUGGESTED ACTIVITIES

61. The teacher may use one of the new African nations as another example of the pressures of political polarization. How does this add a new element to the problems of a new nation?
62. A discussion could be held concerning the topic, "How does India's location affect her neutrality?"
63. Students may discuss how the term "Third World" may be used to describe the unaligned nations.
64. A transparency may be prepared contrasting illiteracy rates of underdeveloped countries with those of developed countries. Students should identify the relationship between literacy and economic development.
65. The intense efforts of some developed nations to improve their literacy rates is illustrated by Mexico which spends almost 50% of its national budget on education. Students may form small groups and list various methods of overcoming illiteracy.
66. Abdul Nasser has stated that illiteracy of voters is no longer a problem since the invention of radio. Students should identify the possible advantages and disadvantages there are in using exclusively non-written political material.
67. In an era of democratic or pseudo-democratic institutions, illiteracy is a political hazard. Students may be asked to suggest ways in which modern technology may overcome the problems of illiteracy.
68. If students have not been introduced to the concept of "nation", it should be defined now. How do nations such as India and Nigeria illustrate the problems of modern nationalism?

CONTENT

SUGGEST

V. The Clash of Religious and Ethnic Cultures

(Periodical information on current aspects of this problem is more useful than texts on this topic. Continual reference should be made to newspaper and magazine articles.)

A. Hindu-Moslem

69. Review with the students from Western Europe. Use attention to the fact that natural features. Have which explain why these. They may then discuss the out of areas with little nation.
70. The film "Africa" (Sa. Center. It provides an the emerging nations.
71. Have a student assigned Nationalism by Hans Kohn occupation of India eng upper castes. This paper
72. The following problem ar by the United Nations. United Nations and discu either the Hindu-Moslem South Africa.
73. Students should do a br How does the Hindu-Mosle demonstrate that nations face of vast cultural ar
74. Sources such as Welty, 2 Asia, give adequate back clashes in India and Pak from Great Britain. In of Pakistan a student of reporting on this inform

SUGGESTED ACTIVITIES

69. Review with the students the term "natural boundary," using examples from Western Europe. Using a map of contemporary Africa call attention to the fact that boundaries generally do not follow natural features. Have students identify the historical factors which explain why these boundaries were set up in regular patterns. They may then discuss what problems arise when nations are created out of areas with little or no common history and no sense of nation.
70. The film "Africa" (Sd. 1.4) is available from the Curriculum Center. It provides an over-all picture of the difficulties of the emerging nations.
71. Have a student assigned to read the selection by Nehru in Nationalism by Hans Kohn. This passage relates how the British occupation of India engendered nationalistic feeling among India's upper castes. This paperback should be in the school library.
72. The following problem areas all demonstrate some aspect of activity by the United Nations. Students should describe the role of the United Nations and discuss its effectiveness in dealing with either the Hindu-Moslem problem or the policy of apartheid in South Africa.
73. Students should do a brief report on the following question:
How does the Hindu-Moslem conflict in India and Pakistan demonstrate that national unity is difficult to achieve in the face of vast cultural and religious differences?
74. Sources such as Welty, The Aslans, and Ferish, India and Southeast Asia, give adequate background information on the Hindu-Moslem clashes in India and Pakistan at the time independence was secured from Great Britain. In order to explain the political division of Pakistan a student or a panel of students may be interested in reporting on this information.

CONTENT	SUGGESTED
<p>B. Jews-Arabs</p>	<p>75. Using a wall map or atlases of Pakistan. Students may then give answers to the following questions:</p> <ul style="list-style-type: none"> a. What are the obvious widely separated areas? b. Are there any natural boundaries as contrasted to India? c. What factors prevent unification? <p>76. The contemporary situation in the Middle East dating to World War II. Students should discuss one or more of the following:</p> <ul style="list-style-type: none"> The Zionist movement The Fedayeen Palestinian refugees The Six-Day War Nasser as the leader <p>77. Arab nationalism differs from Jewish nationalism. Students should do background reading on the factors that tend to unite the Arab world and the factors that tend to divide it.</p> <p>78. The international balance of power is affected by problems in the Middle East. What tensions in this area are most important?</p>
<p>C. Indonesia</p>	<p>79. The large numbers of business enterprises in Indonesia have been a source of economic growth for the country. A student may be asked to describe a similar situation as an example of economic development.</p>
<p>D. Ethnic conflicts among Black Africans</p>	<p>80. The Biafran War and the situation in Nigeria are examples of the difficulties in constructing a nation in a country with a long history. Assign students to study the two problem areas and have them report on how the difficulties of forming a nation are common experience in the past.</p>

SUGGESTED ACTIVITIES

75. Using a wall map or atlases, have students locate East and West Pakistan. Students may then divide into groups to formulate answers to the following questions:
- What are the obvious difficulties in governing two such widely separated areas?
 - Are there any natural advantages possessed by Pakistan as contrasted to India? (Include rivers and arable land.)
 - What factors prevent the unification of Pakistan?
76. The contemporary situation in the Middle East has a background dating to World War II. Students may be interested in reporting on one or more of the following topics:
- The Zionist movement
 - The Fedayeen
 - Palestinian refugees
 - The Six-Day War
 - Nasser as the leader of Arab nationalism
77. Arab nationalism differs from nationalism as usually defined. Students should do background reading and be able to discuss the factors that tend to unite the Arab countries and the factors that tend to divide them.
78. The international balance of power has been seriously threatened by problems in the Middle East. Students should discuss how tensions in this area are reflected internationally.
79. The large numbers of businesses controlled by Chinese citizens in Indonesia have been a source of spasmodic conflict in that country. A student may be interested in reporting on this situation as an example of ethnic clashes.
80. The Biafran War and the situation in the Congo are illustrative of the difficulties in consolidating groups with little common history. Assign students to read periodical materials on these two problem areas and have them report to the class. The reports should point out how these two instances demonstrate the difficulties of forming a nation when there has been little common experience in the past.

CONTENT	SUGGESTIONS
E. The policy of apartheid in South Africa	<p>81. Have students discuss how to prevent the catastrophe that Belgium should have avoided after its independence.</p> <p>82. Several good films provide background information on the African nations.</p> <p>83. A student should be assigned to research the policy of apartheid in South Africa.</p> <p>84. After some preliminary research on the policy of apartheid in South Africa, students should discuss the international tensions that have resulted from this policy.</p>

SUGGESTED ACTIVITIES

81. Have students discuss measures which might have been taken to prevent the catastrophes in the Congo after independence, e.g., what Belgium should have done to prepare the Congo for independence.
82. Several good films in the Screen News Digest series give background information on the Congo situation and that of other African nations.
83. A student should be asked to present a report on the policy of apartheid in South Africa.
84. After some preliminary research have students discuss how the policy of apartheid in South Africa has been a source of international tension.