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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social Studies--You and Man in the Western World. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains five units: 1) cultural orientation; 2) social studies dimensions in Western Europe; 3) social studies dimensions in Eastern Europe and Soviet Union; 4) social studies dimensions in Latin America; and 5) social studies dimensions in Anglo-America. Each unit contains material on suggested concepts to be developed, scope and sequence, problem areas, activities, resources, and vocabulary. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Broad objectives, and specific and general skills expected to result from the course are detailed in the introductory material. Each unit has lists of suggested activities and additional activities. INSTRUCTIONAL MATERIALS: Resources listed for each unit include books, tapes, records, and filmstrips. STUDENT ASSESSMENT: Very brief suggestions for evaluation are included. (MBM)

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ACKNOWLEDGEMENTS

Assistant Superintendent
Curriculum

JOHN E. SHEEHY

Consultants

Dr. David Alloway, Montclair State College, Montclair, New Jersey
Dr. Kenneth Job, Paterson State College, Paterson, New Jersey

Vertical Committee

J. Edward Kidd
William Flynn
Harold G. Kahn

Marie Maurer
Charles F. Kugelmeyer
Roberta Lentz

Horizontal Committees:

Bette Brooks
Edna Brown
Sylvia Campbell
Harold R. Camathan
Anthony DiGuiseppe

Abraham Elias
Judy Hughes
Lillian O'Keefe
Daniel Ricciardi
Robert Wetton

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PHILOSOPHY

Our challenge, through all the aspects of social science, is to guide and stimulate our young people toward a goal of social, emotional, physical, and intellectual maturity, thereby motivating them constantly to reevaluate their philosophies of life.

In addition, we believe that.....

"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 friend's 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".

John Donne (from "Devotions upon Emergent Occasions")

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TO THE TEACHER

The Curriculum Committee has developed this Junior High School Social Studies course of study from the guidelines established by the recommendations of the Block-of-Time 7 - 12 Curriculum Committee and submitted to the Parsippany-Troy Hills Board of Education.

The committee started with the broad outline as suggested in the guidelines and used the recommendations of the various teacher committees in developing the units to their present stage.

It is sincerely hoped that these units will constitute a beginning from which you will further develop and improve the eighth grade social studies curriculum.

We also hope you will find that this curriculum, with its suggested problem areas, activities, and resources presents an excellent opportunity for you to improve meaningfully your students' social studies experiences.

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EIGHTH GRADE

BROAD

1. To understand the meaning of culture.
2. To develop an understanding of the important
3. To gain an awareness of the similarities among (do not give up one's own customs, etc.)
4. To develop an awareness that no matter where
5. To develop an understanding of the causes of
6. To develop an understanding that no culture is
7. To develop a respect for the worth and dignity
8. To develop a realization of the interdependence
9. To develop an awareness that our existence depends on cooperative survival.
10. To develop an understanding that we cannot be
11. To develop an understanding that our heritage
12. To develop an awareness of intolerance and its
13. To explore the future needs of man.
14. To develop self-understanding.

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BROAD AIMS

- stand the meaning of culture.
- pp an understanding of the important role played by culture in determining what people do and how they think.
- n awareness of the similarities among men (e.g. needs, desires, frustrations, traditions, unwillingness to
ne's own customs, etc.)
- p an awareness that no matter where in the world, man must learn to live in harmony with his natural environment.
- p an understanding of the causes of the various types of conflicts among men.
- p an understanding that no culture is in itself backward or completely unique.
- p a respect for the worth and dignity of the individual, regardless of the individual's ethnic background.
- p a realization of the interdependence of the cultures of the western world, economically, politically, and socially.
- p an awareness that our existence depends upon cooperation among the peoples of the (western) world for pro-
rvival.
- p an understanding that we cannot be isolated but must relate to world problems and seek peaceful solutions.
- p an understanding that our heritage as Americans is based upon the contributions of numerous nationalities.
- p an awareness of intolerance and its consequences.
- e the future needs of man.
- p self-understanding.

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COURSE OUTLINE

YOU AND MAN IN THE WESTERN WORLD

- I. CULTURAL ORIENTATION UNIT
- II. SOCIAL STUDIES DIMENSIONS IN WESTERN EUROPE
- III. SOCIAL STUDIES DIMENSIONS IN EASTERN EUROPE AND SOVIET UNION
- IV. SOCIAL STUDIES DIMENSIONS IN LATIN AMERICA
- V. SOCIAL STUDIES DIMENSIONS IN ANGLO-AMERICA

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SKILLS

SPECIFIC SKILLS

As a result of this year's experience, the student should be better able to:

- Prepare written work well
- Take notes effectively
- Prepare oral and written reports
- Prepare outlines
- Use reference books
- Use notes in preparing written reports
- Prepare and read graphs, charts and maps
- Read newspapers for news related to social studies units
- Keep a well -organized notebook

GENERAL SKILLS

Every student should also develop his ability to:

- Follow directions
- Organize time and materials effectively
- Use good study habits
- Distinguish fact from opinion
- Share group projects, committee work, debates and panel discussions
- Develop listening, speaking and viewing skills
- Interpret and paraphrase information from other sources
- Develop completeness in reporting
- Adjust reading skills to materials read
- Use the library
- Develop an awareness of values and attitudes
- Develop critical thinking and problem-solving methods
- Develop the uses of observation (remember, recognize, summarize, analyze, interpret, make application, evaluate)

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EIGHTH GRADE SOCIAL STUDIES

SCOPE AND SEQUENCE

- I. CULTURAL ORIENTATION UNIT
- II. WESTERN EUROPE
- III. EASTERN EUROPE AND THE SOVIET UNION
- IV. LATIN AMERICA
- V. ANGLO-AMERICA

EACH OF THESE FIVE MAJOR UNITS TO BE DEVELOPED:

- A. Historically
- B. Culturally
- C. Economically
- D. Politically
- E. Geographically

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EIGHTH GRADE SOCIAL STUDIES

UNIT I

CULTURAL ORIENTATION UNIT

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CULTURAL ORIENTATION UNIT

SUGGESTED CONCEPTS TO BE DEVELOPED

1. To understand the meaning of culture.
2. To develop an understanding of the important role played by culture in determining what people do and how they think.
3. To gain an awareness of the similarities among men (e. g. needs, desire, frustrations, traditions, unwillingness to give up one's own customs, etc.).
4. To develop an awareness that no matter where in the world man must learn to live in harmony with his natural environment.
5. To develop an understanding of the causes of the various types of conflicts among men.
6. To develop an awareness of intolerance and its consequences.

NOTE: This unit can be developed:

- A. As separate unit
- B. General orientation at beginning of school year
- C. Introduction or lead-in to any or all units

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EIGHTH GRADE SOCIAL STUDIES

UNIT I

CULTURAL ORIENTATION

SCOPE AND SEQUENCE

- I. What is culture?
- II. Is the statement "No man is an island " a true one?
- III. How does the culture of the Western World affect your daily life?
- IV. Many needs (e. g. food, clothing, shelter, etc.) of man are similar. How are these needs satisfied by various cultures?
- V. How do landforms, weather, and water affect the development of a culture?
- VI. Why do conflicts among men and nations exist?
- VII. How do subcultures develop?

Suggested Problem Areas

- I. What is culture?
- II. Is the statement "No man is an island" a true one?
- III. How does the culture of the Western World affect your daily life?
- IV. Many needs (e. g. food, clothing, shelter) of man are similar. these needs satisfied by various cultures?
- V. How do landforms, weather, and water affect the development of?
- VI. Why do conflicts among men and nations exist?
- VII. How do subcultures develop?

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EIGHTH GRADE SOCIAL STUDIES

UNIT I

CULTURAL ORIENTATION

?
your daily life?

are similar. How are

development of a culture?

Suggested Activities

- I. Have class reach a consensus as to the meaning of culture.
Suggested definition:

Culture is the way we live. It is the invisible framework of our social lives. The only physical appearance of this framework is in the customs of various groups.

- II. Use John Donne's "No Man Is an Island" quotation. (Perhaps an explanation of who John Donne is and the circumstances surrounding the writing would make this activity relevant).

- A. What does this mean?
- B. Is it true? Why or why not?
- C. What specific things can you think of that support this statement?

- III. Ask students to think about the last 24 hours of their lives.

- A. What kind of clothes did you wear?
- B. What did you eat?
- C. What activities did you take part in?
- D. What are some of the places you went?

- IV. Show pictures of different cultural groups. How does each group meet its needs (e.g. food, clothing, shelter, etc.)

- A. Mexican
- B. Eskimo
- C. Indian

Suggested Gen

The Wide Wor

Chapter

Chapter

Chapter

Anglo-Americ

"Introdu

Anthropology

Newspapers

Magazines

Filmstrips:

#578 - C

#479 - I

#481 - C

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EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources (Brooklawn)

The Wide World, Macmillan Co.

Chapter 1. "A New Way to Look at the World"

Chapter 8, "Piecing Together a World Picture"

Chapter 9, "The Meaning of Culture"

Anglo-America - Latin America, W. H. Sadlier Inc.

"Introduction: the World Around Us"

Anthropology in Today's World, AEP, See Part 2

Newspapers

Magazines

Filmstrips:

#578 - Our Planet Earth - The Earth's People - w/ record

#479 - Landforms and Man

#481 - Climate and Man

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Suggested Activities

- V. "Geography Island" - By use of a transparency and fact sheet develop inductively how a culture is formed.
- VI. Ask students what conflicts or disagreements they experienced with friends or family during the summer?
- VII. Develop a definition of a sub-culture
 - A. What factors make us belong to a culture?
 - B. What differences in the above factors would tend to separate certain people from the larger cultural group?
 - C. Certain groups or sub-cultures have developed distinct characteristics. Name some of these groups.
 - D. Display pictures of different U. S. citizens (e. g. Italian-American, Mexican-American, American Indian, American Hippie, Black American, Puerto Rican, Japanese-American, etc.) Ask students to classify them as to whether they are a member of the main U. S. culture group or a sub-culture group. From the results draw conclusions regarding stereotyping individuals or groups of people.

Suggested Ge

Books

- Anthropology
- World Resources
- Life in Europe
- Soviet Union
- Caribbean

Tapes

- Rhapsody

Records

- Readings from Gershwin
- American, Calypso-Beats

Filmstrips

- #339 Hor
- #277 An
- #282 Mex
- #368 A M
- #801 A R
- #524 Esk
- #526 Esk
- #298 Esk
- #855 The
- #859 Pove
- #44 The
- #45 Man
- #40 Mind
- Am

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EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources (Central)

Books

- Anthropology in Today's World, AEP (Set)
- World Resources (Western Hemisphere) Ginn, (Set)
- Life in Europe - Germany (Slow Readers) Fideler (Set)
- Soviet Union, Fideler (Set)
- Caribbean Lands, Fideler (Set)

Tapes

Rhapsody in Blue, T-13

Records

- Readings from the Koran
- Gershwin - An American in Paris, R-43
- Porgy and Bess Suite
- American, R-2
- Calypso-Belafonte, R-21

Filmstrips

- | | | | |
|------|------------------------------------|-----------|--|
| #339 | Homes Around the World | #390 | A Middle East City |
| #277 | An Amazon Village | #99 | Mountain Bread |
| #282 | Mexican Children | #100 | People of the Eastern Mediterranean |
| #368 | A Mexico Trip | #101 | The Water Jug |
| #801 | A Ranch in Northern Mexico | #102 | The Desert |
| #524 | Eskimos of Alaska | #807, 814 | Man's Development Series |
| #526 | Eskimos of Alaska | #105 | Life in Hot, Dry Climates: The River |
| #298 | Eskimos of Alaska | #578 | An Egyptian Family Today |
| #855 | The Family: Changing Pattern | #82 | Greece: Boats for Seafaring People |
| #859 | Poverty-Problems & Promise | #87 | Greek Village Life |
| #44 | The People Problem | #609 | The United States: A Regional Overview |
| #45 | Man's Natural Environment | #295 | Indian Life |
| #40 | Minorities Have Made America Great | #868 | Today's Farmer |
| | | #909 | Latin American Christmas |

Additional Activities

1. Use quotation from Ralph Linton's, "The Study of Man", (Wide World, p. 150).
2. Analyze and review TV shows discussing how they portray or affect our culture.
3. List factors that transmit culture, e. g. family, laws, traditions, religions, customs, beliefs.
4. Have students write their own poem about man and culture after studying John Donne's "No Man Is An Island".
5. Ask students, in pairs, to draw freehand a map of the world. Compare their maps to an actual world map. Then distribute outline map of the world to be completed as directed to correct misconceptions.
6. Show slides or pictures of geographic terms. Have students identify the term.
7. Have students collect magazine or newspaper pictures illustrating the various geographic terms. Use for tackboard display or make scrapbooks.
8. Using individual atlases, have students attempt to identify cultural areas of the world. Have them justify their responses.
9. Discuss instances students know of where man has altered his natural environment to his needs and instances where man lives with what he has and adapts to it.

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EIGHTH GRADE SOCIAL STUDIES

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EIGHTH GRADE SOCIAL STUDIES

Additional Activities

10. Plan a meal. Serve an international dinner
 - a. International also means inter-cultural
 - b. Discuss and study different customs in preparing, serving and eating.

11. (Possible) Religion is a key to culture.
 - a. Arrange to attend services outside your own tradition. Greek Orthodox, American Negro, Quaker Meeting, Jewish.
 - b. Write a report on what you observed and felt.
 - c. Reports on various religions of the world.

12. Investigate influence of other cultures on the United States in present time. For example, revival of eastern culture in dress, etc., today.

13. Investigate reasons for the decline of various cultures.

14. Investigate the sub-culture of the American teenager with emphasis on parent-child "cultural" conflict.

15. Compare cultural aspect, such as dating customs and see how these differ around the world.

16. Simulation game - (Culminating activity)
 - a. Groups study particular culture.
 - b. A problem or situation is developed and they must act as a member of that culture would act.

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EIGHTH GRADE SOCIAL STUDIES

UNIT I

CULTURAL ORIENTATION

VOCABULARY

Culture

Culture traits

Western World

Customs

Sub-culture

Stereotype

Conflict

Cultural geography

Habitat

Environment

Heredity

Natural Resources

Conservation

Revolution

Archeologists

Anthropologists

SUGGESTED APPROACHES TO THE CULTURAL REGION

THE FOLLOWING ARE SOME SUGGESTED APPROACHES THAT MAY BE USED FOR
THESE MAY BE DONE BY INDIVIDUAL STUDENTS OR AS A GROUP PROJECT.

TRAVEL APPROACH

I. MOTIVATION

- A. Have students imagine they are going to travel to a foreign country within
- B. What should we know before we visit this country?

II. POSSIBLE PROCEDURE

- A. Introduction of region
- B. Selection of countries by students
- C. Introduction to format of the guide
 - 1. Cover
 - 2. Table of Contents and Index
 - 3. Content: "geographic, political, historical, economical, and cultural"
 - 4. Art work - including "maps, drawings, graphs, and photos"
 - 5. Bibliography
- D. Teacher
 - 1. Each of the five areas (geography, culture, history, economics, political
 - 2. This overview would be the basis for evaluation - testing, notebooks, etc.

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APPROACHES TO THE CULTURAL REGIONS OF THE WESTERN WORLD

APPROACHES THAT MAY BE USED FOR ANY OF THE UNITS THAT FOLLOW.

INDIVIDUAL OR AS A GROUP PROJECT.

TRAVEL APPROACH

Allow students to travel to a foreign country within one of the cultural regions being studied.

What is the culture of this country?

Students may prepare a report on the country, including historical, economical, and cultural information. They may also include drawings, graphs, and photos.

Students may also prepare a report on the country, including historical, economical, and cultural information. This report could be introduced as a general overview to the region. Evaluation - testing, notebooks, etc.

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E. Student

1. To be responsible for all overview material.
2. Research all five areas to include in brochure.
3. Select one area from brochure and present to class audio-visually after consultation.

III. PRESENTATION - Brief explanation of how the following areas apply to each student's country.

A. Geography

1. General map survey to point out important landforms
2. Climate
3. General resources
4. Major rivers
5. Major cities
6. Population of region

B. Culture

- | | |
|-------------|-----------------------|
| 1. Customs | 6. Literature - drama |
| 2. Language | 7. Housing |
| 3. Religion | 8. Transportation |
| 4. Foods | 9. Music |
| 5. Dress | 10. Art |
| | 11. Sports |

C. History

1. People
2. Places
3. Events

D. Economics

1. Occupations
2. Major exports and imports
3. Major industries
4. Major agricultural products
5. Economic alliances

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Overview material.

Include in brochure.

Prepare and present to class audio-visually after consultation with teacher.

Discuss how the following areas apply to each student's country. (This will help to structure each day's lesson).

Identify important landforms

6. Literature - drama
7. Housing
8. Transportation
9. Music
10. Art
11. Sports

- E. Political
 - 1. Types of governments
 - 2. Outstanding political leaders
 - 3. Citizen involvement
 - 4. Military establishments
 - 5. Alliances and agreements

IV. ADDITIONAL ACTIVITIES

- A. Write a letter home describing your trip.
- B. Have students role play that they are a travel agent trying to convince people to visit their country.
- C. Oral reports on highlights of their countries.

V. CULMINATING ACTIVITIES

- A. Identify problems of individual countries and develop a list of problems of the region.
- B. Class recommendations for solutions of problems of countries and region.

VI. EVALUATION

- A. Testing
 - 1. Written
 - 2. Oral
 - 3. Student developed
- B. Discussions (perhaps in groups)
 - 1. In what ways have our studies of the regions proven successful?
 - 2. In what ways can we make a study of these areas more effective and interesting?

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are a travel agent trying to convince people to travel to their country.

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ons of problems of countries and region.

s of the regions proven successful?

study of these areas more effective and interesting in the future?

I. POSSIBLE APPROACH

A. Teacher Role

1. Overview of region to be studied.
2. Question: What qualities makes one a famous person?
(List qualities)
3. Question: Do conditions (cultural, political, geographical, economical and historical) pre-determine one's status?
4. Teacher might select a famous leader from an area other than that to be studied and trace the reasons why this person became famous using the five areas. (cultural, economic, geographic, historic, political).
5. Game - "Sell Your Personality". Student would present the pro and con about his famous person to class. Have other students bid for this leader.
6. Game - "Sign Game". Teacher to make up name tags of famous people. The name tag would be placed on the back of a student. The student, by asking questions, would have to guess who he represents.

A.

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FAMOUS PEOPLE APPROACH

A. Student Role

1. Students to compile a list of famous people from the area to be studied. (Text, newspapers, etc.)
2. Students should collect pictures and articles on these personal ties to be used for display purposes, booklet, etc.
3. Student to select famous person and research his life in connection with the economic, cultural, political, and geographical conditions that affect his life.
4. Students could enter their research into a "Who's Who" booklet.
5. Students might explain why his famous person should be invited to a convention of outstanding leaders.
6. A debate or discussion between two leaders, e. g. Karl Marx and Adam Smith.
7. Program - "Meet The Press". Class as group of reporters question the famous person.

a famous person?

political, geographical,
pre-determine one's

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reasons why this person
(cultural, economic,

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ake up name tags of
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REVOLUTION APPROACH

STATEMENT: Revolution encompasses all phases of civilization including not only the traditional geographic, and cultural aspects as well.

"WHAT IS REVOLUTION?" - Revolution is sudden and often violent change in

Revolution may be gradual or evolutionary: c
e

I. POSSIBLE PROCEDURE

A. Teacher

1. Introduce entire region for a general overview in relation to the five areas (geography, history, economics, politics, and culture) in the context of "revolution".

B. Student

1. Students would be responsible for all overview material for purposes of evaluation.
2. Student(s) would select one country at discretion of teacher and research in detail a country (social, historic, economic, political) and report on the revolutionary aspects of the area (social, economic, political).
3. Student(s) would make an audio-visual presentation of their report after consultation with teacher.

II. PRESENTATION

A. Geography

1. Review major geographic features of region being studied and emphasize those features that have been revolutionary.
2. Consider those revolutionary geographic features that man might have initiated himself.

B. Cultural

1. Review major cultural features of region under study and emphasize those features that have been revolutionary.
2. Consider cultural changes in music, art, dress, foods, and general living standards.

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REVOLUTION APPROACH

of civilization including not only the traditional historical-political concept, but the economic, as well.

Revolution is sudden and often violent change in an existing structure - political - French Revolution
geographic - volcanic

Revolution may be gradual or evolutionary: cultural - the arts
economic - Industrial Revolution

overview in relation to the five areas (geographically, culturally, historically, economically, politically)

overview material for purposes of evaluation - testing, notebooks, class discussion.
discretion of teacher and research in detail all, several, or one of the five areas (geographic, cultural, report on the revolutionary aspects of the area (s).
presentation of their report after consultation with the teacher.

region being studied and emphasize those features that were, or are, revolutionary in nature.
man-made features that man might have initiated himself, e.g. man-made dams, lakes, canals.

region under study and emphasize those features that were, or are, revolutionary in nature.
clothing, dress, foods, and general living standards.

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C. Historical

1. Review major historic events of the region and emphasize those events that were, or are, revolutionary.
2. Consider such revolutionary historical events as colonization, regional movements within the region.

D. Economic

1. Review major economic events of the region and emphasize those events that were, or are, revolutionary.
2. Consider those revolutionary economic events that were, or are, indigenous to the region.
3. The Industrial Revolution with all its ramifications in such areas as technology and communications, might be considered in a revolutionary context.
4. Also, consider economic alliances and agreements within the region.

E. Political

1. Review major political events of the region and emphasize those events that were, or are, revolutionary.
2. Consider the revolutionary changes in types of government within the region. Governments whose concepts were, or are, revolutionary.
3. Also, consider regional political leaders whose leadership was, or is, revolutionary.

OTHER POSSIBLE APPROACHES WITHIN THE REGION

- I. PEACE CORPS
- II. URBANIZATION
- III. NEWSPAPERS (e.g. 16th century, 17th century, 18th century, etc.)
- IV. PURSUIT OF HAPPINESS WITHIN A CULTURE
- V. COMMON MARKET (To be used with Western Europe)
- VI. WORLD'S FAIR

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of the region and emphasize those events that were, or are, revolutionary in nature. historical events as colonization, regional historical leaders, and historical-political

ts of the region and emphasize those events that were, or are, revolutionary. economic events that were, or are, indigenous to the region being studied. in all its ramifications in such areas as technology, occupations, education, e considered in a revolutionary context. nces and agreements within the region.

of the region and emphasize those events that were, or are, revolutionary. anges in types of government within the region with perhaps a comparison of were, or are, revolutionary. cal leaders whose leadership was, or is, presently revolutionary in nature.

OTHER POSSIBLE APPROACHES WHICH MAY BE DEVELOPED

entury, 18th century, etc.)

TURE

stern Europe)

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UNIT II

WESTERN EUROPE

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EIGHTH GRADE SOCIAL STUDIES

WESTERN EUROPE

SUGGESTED CONCEPTS TO BE DEVELOPED

1. The boundaries and location of Western Europe in the world.
2. The peninsular character of Western Europe and its effect on the people of the region.
3. The four physical regions of Western Europe and their characteristics.
4. The effect of the peninsular character of Western Europe on the Western World.
5. The effect of Western European culture on the culture of the Americas.
6. The effects of United States culture on the culture of Western Europe.
7. The contemporary problems and conflicts of Western European society.
8. The factors that may lead to the unification of Western Europe.
9. The barriers to the unification of Western Europe.
10. Americans choose Western Europe as a prime travel and tourist area because of our European heritage.
11. The consequences of stereotyped views of Americans and Western Europeans about each other.
12. Contemporary value differences among Americans and Western Europeans.

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EIGHTH GRADE SOCIAL STUDIES

UNIT II

WESTERN EUROPE

SCOPE AND SEQUENCE

- I. What physical factors have led to the cultural and geographic division of Europe?
- II. What is meant by the statement "Most Americans have European roots?"
- III. To what extent has the culture of the United States influenced contemporary Europe?
- IV. What benefits would derive from a "United States of Europe?"
- V. Why does Western Europe attract tourists from the Americas?
- VI. What benefits derive from eliminating our stereotyped views of Western Europe?
- VII. In what ways do Western Europeans display different values in their culture?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT II WESTERN EUROPE

SCOPE AND SEQUENCE

What have led to the cultural and geographic divisions of the countries of Western Europe?

Statement "Most Americans have European roots?"

How has the culture of the United States influenced contemporary Western Europe?

What have we learned from a "United States of Europe?"

How do we attract tourists from the Americas?

How can we eliminate our stereotyped views of Western Europeans?

How do Europeans display different values in their daily modes of living than do their American counterparts?

Suggested Problem Areas

- I. What physical factors have led to the cultural and geographic division of Western Europe?
 - A. Where is Western Europe located in the world?
 - B. What are the boundaries of Western Europe?
 - C. How has the peninsular character of Western Europe affected its development?
 - D. What are the four physical regions of Western Europe?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT II

WESTERN EUROPE

the cultural and geographic divisions of the countries of Western Europe?

located in the world?

Western Europe?

Character of Western Europe affected its development?

Regions of Western Europe?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- I. A. Map possibilities
 1. Outline
 2. Relief
 3. Resource
 4. Population
 5. Historic points of interest
- B. Students deliver a "map talk" pointing out major geographical features.
- C. Charts and Graphs
 1. Population
 2. Characteristics of Western Europe's four physical regions
 3. Natural resources
 4. Tourist graphs over span of years
 5. Economics - standard of living, income, etc.
 6. Political - leaders and types of governments
 7. Time lines
 8. Immigrations to United States and world in general
- D. "Where Am I" game. Review and identification of prominent geographical features

Suggested General

TEACHERS ARE
AUDIO-VISUAL
FOR A COMPLETE

BROOKLAWN:

The Wide World
"The
Western Europe
Weste

Filmstrips:

#161
#546
#547
#548
#173

SEE BLOCK-OF
JUNIOR SCHOOL
"WESTERN EUROPE"

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING.

BROOKLAWN:

The Wide World

"The European Culture Region", pages 196-281

Western Europe - Eastern Europe, W. H. Sadlier Inc.

Western Europe - Chapter 1, "Western Europe: The Edge of a Continent"

Chapter 2, "The People of Western Europe"

Chapter 3, "Western Europe: A Hopeful Modern World"

Chapter 4, "Production, Wealth, and Problems"

Filmstrips:

#161 - Ancient Rome - w/record

#546 - Twentieth Century Britain, Part I - w/record

#547 - Twentieth Century Britain, Part II - w/record

#548 - Twentieth Century Britain, Part III - w/record

#173 - Germany - A Key to Europe's Future

SEE BLOCK-OF-TIME BOOKLET FOR ADDITIONAL MATERIALS IN JUNIOR SCHOLASTIC, WORLD WEEK, AND SCOPE UNDER HEADING "WESTERN EUROPE".

PARSIPPANY-TROY HILLS TOWNS

EIGHTH GRADE SOCIAL ST

Suggested Problem Areas

- I.
 - E. What are the characteristics of each of these physical regions?
 - F. How have the characteristics of each region affected the people and the development of the region?
 - G. What geographic conditions exist in Western Europe that caused the development of the region?

- II. What is meant by the statement "Most Americans have European roots"?
 - A. What Western European ancestries make up American culture?
 - B. How have these ancestries influenced the development of America?

- III. To what extent has the culture of the United States influenced contemporary Western Europe?
 - A. What cultural traits are similar?
 - B. What Western European cultural traits have resisted the United States?

MISSISSIPPI-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Which of these physical regions?

Which region affected the people and culture of the area?

What in Western Europe caused Europeans to satisfy their desires outside of their own culture region?

Do Americans have European roots?"

What makes up American culture?

How did the development of American culture in all fields (e.g. music, foods, art, literature, dress, etc.)?

How did the United States influence contemporary Western Europe?

Which traits have resisted the United States influence?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

Suggested Gener

CENTRAL:

Filmstrips:

- II. A. 1. Make up a family tree or genealogical chart for each student's family.
2. Have students submit questions to parents for purposes of discovering ancestral heritage - possibly from Western Europe.
3. What items in the form of heirlooms might your family possess that would indicate heritage or way of life from Western Europe?
4. List the countries that your parents and/or grandparents emigrated from.
5. Pen Pal (pupil to pupil)
6. List the nationalities of students, parents, and grandparents that would be representative of Western Europe.

- #357 -
#369 -
#798 -
#800 -
#1018

ANCIENT GREEC

- #83 -
#94 -

Book Series:

Scholastic World

Fideler, A Study

- B. 1. Have students prepare an exhibit of artifacts illustrating the influences of the Western European ancestry on American culture, (e.g. music, food, art, literature, dress, etc.)
- III. A. Research pictures showing United States influences on Western European countries. Have students explain and show them, using an opaque projector.
- B. Make a model or sketch of an area showing it before World War II bombings and rebuilding after the war.
- c. Collect current news articles or magazine clippings that express European views of American culture (e.g. New York Times, Saturday Review, U.S. News and World Report)

- D. Discuss the question "Is Britain being overwhelmed by American culture"?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources

CENTRAL:

Filmstrips:

- #357 - France: An Overview
- #369 - Modern Greece
- #798 - Germany: A Key to Europe's Future
- #800 - The Rhone Valley in France
- #1018 - The Low Countries

ANCIENT GREECE

- #83 - The Glory That Was Greece
- #94 - The Glory That Was Greece

Book Series:

Scholastic World Affairs Multi-text

Fideler, A Study in Depth - Series

genealogical chart for

ions to parents for
ncestral heritage -
urope.

f heirlooms might
would indicate heritage
ern Europe?

ur parents and/or
rom.

tudents, parents, and
e representative of

exhibit of artifacts
of the Western
merican culture, (e. g.
ure, dress, etc.)

ited States influences
s. Have students
an opaque projector.

area showing it before
building after the war.

or magazine clippings
of American culture
day Review, U.S. News

Suggested Problem Areas

IV. What benefits would derive from a "United States of Europe?"

- A. What characteristics does a cultural area need to be unified? (especially)
- B. What attempts have been made already toward unification among countries?
- C. What benefits result from this unification?
- D. What barriers may exist to prevent unification?

(Relate the above general responses to Western Europe)

V. Why does Western Europe attract tourists from the Americas?

- A. What historical and geographical points of interests are in Western Europe?
- B. How does one's ancestral background influence one's travels?
- C. What economic demands cause people to visit Europe?

VI. What benefits derive from eliminating our stereotyped views of Western Europe?

- A. How has the media in American culture created the stereotype of the Western European?
- B. How could these images be corrected?
- C. How would this result in better understanding between the two cultural groups?

VII. In what ways do Western Europeans display different values in their daily mo

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

United States of Europe?"

Cultural area need to be unified? (especially economically and politically)

already toward unification among countries on common problems (e.g. Common Market, etc.)

unification?

event unification?

ponses to Western Europe)

trists from the Americas?

al points of interests are in Western Europe?

ground influence one's travels?

people to visit Europe?

g our stereotyped views of Western Europeans?

n culture created the stereotype of the Western European?

irected?

understanding between the two cultural regions?

isplay different values in their daily modes of living than do their American counterparts?

PARSIPPANY TROY-HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- IV. A. Buzz groups to determine what characteristics are needed to unify a region.
- B. Discussions and Panels
1. Can France go it alone in the world?
 2. Is Western Europe any closer to political unity than it was in 1940?
 3. Debate: The United States should apply for and join the Common Market.
- V. A.
1. Keep scrapbooks of current historical developments.
 2. List food that is part of our diet whose origin is Western Europe.
 3. Do a time line showing the historical development of one country in Western Europe.
 4. Collect labels of food and clothing and other items that are imported from Western Europe.
 5. Where in Western Europe would you like or not like to be? Why? (Research this area for why, and write an essay)
 6. Construct a chart showing the emigration of peoples from Western Europe to other countries throughout the world including the United States.
- VI. A.
1. Have students enact a sociodrama - Americans commenting on Italian and French culture.
 2. Invite Embassy officials or arrange a visit to one of the Embassies.
 3. "20 Statement Game" - Use important leaders from Western Europe.

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EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- VII.
1. Compose newspaper front page from a large city in Western Europe.
 2. Stage a "Meet The Press" program using Western European figures.
 3. Examine a biography of a leading monarch or other well known political leader and make an oral presentation to the class.
 4. Individual research on royal families, e. g. Queen Elizabeth, former King Constantine.
 5. Make a map of Western Europe displaying each nation's flag with a picture or drawing of each present (or important past) political leader.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

VOCABULARY

Ancestry ("roots")
Common Market
Contemporary
Culture
Cultural Traits
EFTA, or Outer Seven
Eurasia
European Coal and Steel Community (ECSC)
Factors
Fiord
Heritage
"Micro-States"
Ocean Currents
Peaceful Co-existence
Peninsular
Prevailing Winds
Steppe
Stereotype
Tundra
Unification
Value

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III

EASTERN EUROPE AND THE SOVIET UNION

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EIGHTH GRADE SOCIAL STUDIES

EASTERN EUROPE AND THE SOVIET UNION

SUGGESTED CONCEPTS TO BE TAUGHT

1. The Soviet Union and Eastern Europe is a massive and complex country.
2. Diversity is a common characteristic among the cultures of Eastern Europe, while the United States is unified and monolithic.
3. Communism has become, and remains, the political system of the Soviet Union.
4. Communism, as a major philosophy, has had a role in the development of the Soviet Union and its religious institutions.
5. The relationships between the Soviet Union and its satellite states.

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EIGHTH GRADE SOCIAL STUDIES

EASTERN EUROPE AND THE SOVIET UNION

SUGGESTED CONCEPTS TO BE DEVELOPED

The Soviet Union and Eastern Europe is a massive and complex geographical, cultural, and historical area.

Communism is a common characteristic among the cultures of the U. S. S. R. and Eastern Europe though they appear to be very different and monolithic.

Communism has become, and remains, the political system of the U. S. S. R. and Eastern Europe.

Communism, as a major philosophy, has had a role in the evolution of man's social, political, economic, and religious institutions.

Relationships between the Soviet Union and its satellite nations are in a process of change.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOL DISTRICT

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

SCOPE AND SEQUENCE

- I. Introduction - What are the Soviet Union and Eastern Europe?
- II. What are the advantages and disadvantages of the Soviet Union?
- III. What culture groups inhabit the Soviet Union and Eastern Europe?
- IV. What social, political, and economic factors were and are present in the Soviet Union and Eastern Europe?
 - A. How has Communism attained predominance in Russia?
 - B. How do the communist philosophies of Eastern Europe differ from those of the West?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

SCOPE AND SEQUENCE

on - What are the Soviet Union and Eastern Europe like geographically, politically, socially, and economically?

the advantages and disadvantages of the Soviet Union's immense land mass?

are groups inhabit the Soviet Union and Eastern Europe?

ul, political, and economic factors were and are responsible for the dominance of the Communist philosophy
et Union and Eastern Europe?

has Communism attained predominance in Russia?

do the communist philosophies of Eastern Europe differ from that of the Soviet Union?

Suggested Problem Areas

I. Introduction - Overview of Eurasia

Both Eastern Europe and the Soviet Union are included in the characteristic of the area?

A. Geographical

1. Which land areas are included in the term "Eurasia"?
2. What common and diverse geographical characteristics are found in the area?
3. What are the effects of geography on the people of the area?

B. Historical

1. Which historical events have tended to unify and divide the area?

C. Cultural

1. Would such a massive area tend to unify or divide the area?
2. What are the possibilities for cultural transfers?
3. Which elements necessary for cultural transfer are present in the area?

II. The Soviet Union is an immense land mass.

A. What are the advantages and problems of size?

1. How does diversity of landforms, climate and physical features affect the area?
2. What are some problems of size in determining cultural characteristics?
3. How does the size and scope of the Soviet Union affect the area?

B. Man vs. Nature

1. In what ways have the people of the Soviet Union succeeded in overcoming natural obstacles?
2. What kinds of ecological problems are facing Russia?

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

as

view of Eurasia

Europe and the Soviet Union are included in the continent of Eurasia. What are the common and diverse elements of the area?

Which areas are included in the term "Eurasia"?

Which common and diverse geographical characteristics are evident in both Europe and Asia?

What are the effects of geography on the people of these areas?

Which historical events have tended to unify and divide the peoples of Eastern Europe and the Soviet Union?

Which factors in such a massive area tend to unify or divide cultural groups?

What are the possibilities for cultural transfers?

Which elements necessary for cultural transference seem to be present?

What are the advantages of an immense land mass.

What are the advantages and problems of size?

How do the diversity of landforms, climate and physical shape and size affect the cultural growth of peoples within an area?

What are some problems of size in determining cultural growth?

How do the size and scope of the Soviet Union affect its place in the contemporary world?

re

How have the people of the Soviet Union succeeded in mastering their environment?

What are the ecological problems facing Russia?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Suggested Activities

1. Library research project: Prepare written reports to be given in class on the background of revolutionary figures.
2. Who Am I? Give brief descriptions of famous people in Russian history. Can you tell who is described?
3. Make a time line showing period of early rulers.
4. Panel Discussion - "Workers of the World, Unite! You Have Nothing To Lose But Your Chains!"
5. Write a report telling of the changes that have taken place in the Eastern countries. Research recent magazines to get latest information.
6. Make a scrapbook showing the "Now" events in the Eastern countries.
7. Prepare a T. V. program - "I Was There".
8. Prepare an outline map indicating location of cities and nationality groups.
9. Research: Different groups could research the history, language, customs, and traditions of nationality groups.
10. Prepare a five minute talk on one of the following:
 - a. You are a farmer working on a state farm.
 - b. You are a farmer working on a collective farm.
 - c. You live in Moscow.
 - d. You live in Leningrad
 - e. You live in Siberia

Suggested General Resources

TEACHERS ARE URGED TO
AUDIO-VISUAL HANDBOOK
FOR A COMPLETE LISTING

SIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

- EASTERN EUROPE AND THE SOVIET UNION

Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING.

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Suggested Problem Areas

- III. The Soviet Union and Eastern Europe are composed of a large number of ethnic groups.
- A. What is the significance of majority and minority groups in the Soviet Union and Eastern Europe?
 - B. What is the historical background concerning the formation of the Soviet Union and Eastern Europe?
 - C. What is the extent of the development of sub-cultures in the Soviet Union and Eastern Europe?
 - D. What is the nature of suppression, if any, directed at minorities in the Soviet Union and Eastern Europe?
 - E. Would the creation of cultural unity be desirable in the U. S. S. R. and Eastern Europe?
 - F. What problems face the U. S. S. R. and Eastern Europe in creating a unified culture?
- IV. What social, political, economic factors were and are responsible for the development of the Soviet Union and Eastern Europe?
- A. Soviet Union
 - 1. How has Communism attained predominance in the Soviet Union?
 - 2. In what ways has Communism succeeded in the Soviet Union?
 - 3. In what ways has it failed?
 - 4. Do the successes outweigh the failures?
 - 5. What is the prognosis for the future?
 - B. How do the Communist philosophies of Eastern Europe differ from those of the Soviet Union?
 - C. Eastern Europe
 - 1. How has Communism attained predominance in the countries of Eastern Europe?
 - 2. In what ways has communism succeeded in Eastern Europe?
 - 3. In what ways has it failed in Eastern Europe?
 - 4. Do the successes outweigh the failures?
 - 5. What is the prognosis for the future?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Europe are composed of a large number of diverse culture groups.

majority and minority groups in the Soviet Union and Eastern Europe?

ground concerning the formation of such groups?

development of sub-cultures in the U. S. S. R. and Eastern Europe?

pression, if any, directed at minority groups?

cultural unity be desirable in the U. S. S. R. and Eastern Europe?

U. S. S. R. and Eastern Europe in creating cultural unity?

factors were and are responsible for the dominance of the Communist philosophy in the

maintained predominance in the Soviet Union?

Communism succeeded in the Soviet Union?

ed?

ugh the failures?

or the future?

philosophies of Eastern Europe differ from that of the Soviet Union?

maintained predominance in the countries of Eastern Europe?

Communism succeeded in Eastern Europe?

ed in Eastern Europe?

ugh the failures?

or the future?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
EIGHTH GRADE SOCIAL STUDIES
UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Suggested Activities

11. Present a news program with an announcer and reporters. Each reporter is representing one part of the Soviet Union and is to tell what is going on there today.
12. Research: Ask students to report on Russian participation in recent Olympics, cultural exchange programs with U. S., international fairs, and mutual pacts.
13. Panel Discussion - Soviet Athletes vs. American Athletes.
14. Prepare a debate on the topic: Resolved: "The U.S. program of containment has prevented the spread of Soviet power and influence in the world.
15. Committee could be appointed to investigate the types and amounts of aid given by Soviet Union and the United States. Present information to class in the form of a chart or graph.
16. Bulletin board display on "The Cold War".
17. Committees to report on:
 - a. The Study of Science and Mathematics
 - b. Freedom of Expression and Research
 - c. Organization and Control
 - d. The Incomplete Secondary School
18. Have students compare their schooling with that of the Soviet Union - courses, length of school day, week, year, examinations.
19. Panel discussion - Is the Soviet Union school system superior to the American school system in building patriotism and nationalism?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Suggested Activities

20. Take class to see a Russian Ballet, if possible.
21. Dr. Zhivago might be read and discussed.
22. Ask science teacher to talk to class about Russia's space program.
23. Have a group discussion on the old Russian saying, "Russia is not a country, but a world".
24. Group work - Have different groups report on Russia's space programs. Compare programs with those of the U.S.
25. Ask the Music Department to talk about Soviet music and dance, playing records to illustrate.
26. Make use of "Geography Island" or "Mystery Island" techniques with the ethnic groups of the Soviet Union. Include contributions of each group to the entire Soviet Nation and society; also conflicts arising from the differences in cultural contributions.
27. Compile a Russian literary magazine with illustrations using poetry, short stories (complete or excerpts) and selections from novels (could be used in any of the regional units).
28. Students prepare slides, collages, etc., depicting characteristics of the various ethnic groups of the Soviet Union.
29. Dramatizations - Students prepare and deliver selected readings from Russian literature, e.g. Vertushenko's description of the death of Stalin.

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Vocabulary

Chernozem
Communism
Continental Ice Sheet
Cultural Transfer
Diversity
Eurasia
Frozen Ground
Glaciated
Hydroelectric
Icebreakers
Land-locked
Liberated
Loess Soil
Permafrost
Podzol
Slavic
Socialist
Soviet
Steppe
Taiga

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EIGHTH GRADE SOCIAL STUDIES

UNIT III - EASTERN EUROPE AND THE SOVIET UNION

Suggested Activities

30. Prepare scouting reports to a Russian ruler on an exploratory expedition from Moscow eastward into the Russian interior. Include facets such as sources of food for a following army, physical obstacles, and receptiveness of the areas' populace.
31. Contrast and compare, both in ideal situation and contemporary practical application, the American Declaration of Independence and Bill of Rights, the French Rights of Man and the Soviet Constitution.
32. Phrase-A-Day - Examine simple, everyday phrases in the Russian language and memorize and use both in and outside the classroom with students.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

LATIN AMERICA

SUGGESTED CONCEPTS TO BE DEVELOPED

1. To develop an appreciation of the Spanish-Portuguese heritage in Latin America.
2. To gain an awareness of the complex mixture of races, nationalities, ethnic and cultural groups.
3. The effect of the military on the economic, social, and political structure.
4. To understand the role of the church in the cultural patterns of Latin America.
5. To comprehend the extremes of poverty and wealth.
6. To gain knowledge of the class structure.
7. To become aware of the influence of the United States on Latin America.
8. To understand the factors which limit and the factors which help to develop the present economic pursuits.
9. To gain an awareness of the political structure and the influences of communism.
10. To understand the role of education in Latin American society.
11. To recognize the important geographic features and their effect upon the culture of Latin America.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

SCOPE AND SEQUENCE

- I. Why have Latin American countries been going through revolutions for the last several decades?
- II. What are the relationships of geographic features to the economy and development of Latin America?
- III. Is Latin America limited because of a lack of diversified economy?
- IV. Is Latin America more harmed or helped by the complex racial mixtures?
- V. How has Latin America's strong religious background influenced her development?
- VI. Are educational changes needed in Latin America in order to improve its standard of living?
- VII. Has United States influence been an aid or a hindrance to the development of Latin America?
- VIII. What problems come about because of the extremes of poverty and wealth in Latin America?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

SCOPE AND SEQUENCE

ies been going through revolutions for the last several decades?

ographic features to the economy and development of Latin American countries?

e of a lack of diversified economy?

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se of the extremes of poverty and wealth in Latin America?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

IN ADDITION TO THE SKILLS LISTED IN THE BEGINNING OF THIS GUIDE, THE STUDENT

1. Using problem-solving techniques
2. Thinking
 - a. Remembering (recall of facts, generalizations, concepts re: Latin America)
 - b. Translating - explaining in own words the meaning of a concept, idea, etc. (e.g. the words a chart of Latin American resources).
 - c. Interpreting - making comparisons, cause-effect, finding facts to support generalization or other information (e.g. comparison of economic levels in Latin America)
 - d. Application - of learning in classroom to reports, projects, etc. (e.g. the student will use knowledge of goods, clothing, etc.)
 - e. Analysis - separation into basic parts to understand organization. (e.g. the student will analyze the reasons for the lack of skilled workers in Latin America.)
 - f. Synthesis - putting ideas or materials together to create meaningful patterns (e.g. the student will develop solutions to the various problems of Latin America - poverty, education, geographic.)
 - g. Evaluation - making responsible judgements based on all thinking skills (e.g. the student will evaluate how the study of Latin America can be made more meaningful.)

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

AT THE BEGINNING OF THIS GUIDE, THE STUDENT WILL DEVELOP HIS SKILLS IN:

es

- s, generalizations, concepts re: Latin America)
- own words the meaning of a concept, idea, etc. (e.g. the student will be able to explain in his own
ican resources).
- risons, cause-effect, finding facts to support generalization, drawing conclusions from statistics
omparison of economic levels in Latin America)
- lassroom to reports, projects, etc. (e.g. the student will be able to prepare, construct an exhibit
- sic parts to understand organization. (e.g. the student will separate vocations into its basic parts
led workers in Latin America.)
- aterials together to create meaningful patterns (e.g. the student, using his knowledge, will create
ems of Latin America - poverty, education, geographic.)
- ble judgements based on all thinking skills (e.g. the student will decide how the study of Latin America
l.)

Suggested Problem Areas

- I. Latin America is like a large pot over a fire - quietly bubbling above, but
A. Why have Latin American countries been going through revolutions the same kind of revolution?
 1. What is a revolution?
 2. What kind of revolutions were there?
 3. Are all the revolutions alike?
 4. What is happening now in Latin America?
- II. Latin America has mountains, jungles, plains, deserts, and the world's geographic features to the economy and development of Latin American countries
A. Do the geographic features present difficulties that is impossible for
 1. Do these cause definite limitations in the development of the nation?
 2. What are ways that these limitations could be conquered?
 3. What is preventing Latin America from making these changes?
- B. What are the improvements that have been made in Latin America?
- III. Is Latin America limited because of a lack of diversified economy?
A. What are the products of Latin America and where do they come from?
 1. How much is consumed by Latin America?
 2. What is the extent of their exports?
 3. What is the extent of their imports?
- B. Are there political ties to other countries that limit the free flow of
 1. Political alliances?
 2. Economic alliances?
 3. Outside capital control?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT IV

LATIN AMERICA

ot over a fire - quietly bubbling above, busily boiling below, occasionally spilling over.

countries been going through revolutions for the last several decades? Has every country had
on?

ons were there?

as alike?

w in Latin America?

jungles, plains, deserts, and the world's longest river. What are the relationships of these
omy and development of Latin American countries?

s present difficulties that is impossible for man to conquer?

te limitations in the development of the nation industrially and in other ways?

ese limitations could be conquered?

atin America from making these changes?

ts that have been made in Latin America to upgrade the standard of living for all Latin Americans?

se of a lack of diversified economy?

Latin America and where do they come from?

ed by Latin America?

their exports?

their imports?

other countries that limit the free flow and distribution of Latin American products?

bl?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- I. A. Do biographical sketches of outstanding leaders and their influences on government (e.g. Castro and his rise to power).
- B. Draw political cartoons.
- C. Debate: "Resolved that there should be a United States of Latin America".
- D. Debate: "Resolved that progress in Latin America will never overcome the twin burdens of mountains and tropical rain forests".
- E. Make a slide and tape series on political revolution.
- II. A. Make a relief map of Latin America showing important geographic features including landforms, plains, deserts, mountains, and rain forests.
- B. Give the problems that have to be overcome before Latin America can make full use of its resources.
- C. Make a relief map of Latin America to show important geographical features, especially landforms.
- D. Make dioramas of the geography of Latin America.
- E. Make a climate map of Latin America.
- F. Play "Where Am I" to review identification of different Latin American countries.
- III. A. Make a product map of Latin America - use 3 D symbols, especially for minerals.
- B. Make a pictorial map of imports and exports of Latin America.
- C. Construct a circle graph and show percentage of exports.
- D. Conduct a mock meeting of the O.A.S. Have one or more students represent each Latin American nation. Decide on and research problems of each nation to be discussed and studied at meetings. Have someone represent the United States. What kind of help would the United States give?

Suggested General

IT IS HIGHLY RECOMMENDED
AUDIO-VISUAL MATERIALS
USED IN THE FIELD

Brooklawn

Books

Anglo-America/
The Wide World
Caribbean Lands
World Resources

Filmstrips

#176 Ferment in Latin America
#86 The History of Latin America
#87 The Geography of Latin America
#91 Industries of Latin America
#92 The People of Latin America
#180 The People of Latin America
#315 Chile w/research
#316 El Peru w/research
#317 Venezuela w/research
#318 La Argentina w/research
#319 Colombia w/research

Ditto Masters (B)

2 Latin America
3 Latin America
6 World-Map

See Block-Of-Time
and Scope under

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested General Resources

IT IS HIGHLY RECOMMENDED THAT CENTRAL AND BROOKLAWN'S AUDIO-VISUAL GUIDES AND THE MORRIS COUNTY FILM GUIDE BE USED IN THE FINDING OF ADDITIONAL RESOURCE MATERIALS:

Brooklawn

Books

Anglo-America/Latin America, W. H. Sadlier Inc.

The Wide World, Macmillan Co.

Caribbean Lands, Fideler Company

World Resources, Ginn & Company

Filmstrips

- #176 Ferment in the Caribbean
- #86 The Historic Background
- #87 The Geography of South America
- #91 Industries and Products
- #92 The People of South America
- #180 The People of South America
- #315 Chile w/record
- #316 El Peru w/record
- #317 Venezuela w/record
- #318 La Argentina w/record
- #319 Colombia w/record

Ditto Masters (Booklets)

- 2 Latin America - Part 1 - Map Reading
- 3 Latin America - Part 2 - Map Reading
- 6 World-Map Reading

See Block-Of-Time Booklet for additional materials in Jr. Scholastic, World Week, and Scope under heading "Latin America".

outstanding leaders
nment (e. g. Castro

e should be a United

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g landforms, plains,
n forests.
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show percentage of exports.
he O. A. S. Have one or
h Latin American nation.
lems of each nation to be
tings. Have someone
What kind of help would

Suggested Problem Areas.

- IV. Is Latin-America more helped or harmed by her complex:
 - A. In what ways might the complex racial mixtures help
 - B. In what ways might the complex racial mixtures limit
 - C. Is she more harmed or more helped?
- V. Latin America has a strong religious background. How has
- VI. Are educational changes needed in Latin America in order
- VII. Has United States influence been an aid or a hindrance to
 - A. In what ways has United States influence been an aid
 - B. In what ways has United States influence been a hind
 - C. Has United States influence been more of a help or a
- VIII. Extremes of poverty and wealth exist in Latin America.
 - A. What problems come about as a result of this condition
 - B. Can there be solutions to these problems? How?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

id or harmed by her complex racial mixtures?

complex racial mixtures help in Latin American development?

complex racial mixtures limit her development?

more helped?

religious background. How has this influenced her development - politically, economically, culturally, historically?

ed in Latin America in order to improve its standard of living?

en an aid or a hindrance to the development of Latin America?

States influence been an aid?

States influence been a hindrance?

nce been more of a help or a hindrance?

ch exist in Latin America.

out as a result of this condition?

o these problems? How?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- IV. A. Interview a person whose family has a Latin background.
- B. Make a tape recording of language spoken in Latin America. Perhaps teach students some Spanish during the unit.
- C. Dress dolls in native costumes
- D. Write an essay developing the idea that the variety of races and cultural backgrounds which characterize Latin America has been, or has not been, a healthy and positive force for advancement.

- V. A. Stage a religious festival (e.g. fiesta, pinata, etc.)
- B. Construct a graph or chart showing the percentages of various religions.
- C. Plan a Latin American Christmas celebration.
- D. Plan a slide or opaque presentation of religious influence on art and architecture.

- VI. A. Role play a school day in one of the Latin American countries.
- B. Construct a graph showing the percentage of literacy in Latin American countries.
- C. Compare educational opportunities in Latin America with the United States

- VII. A. Debate: "Resolved that the United States policies in Latin America have helped the development of Latin America."
- B. Panel discussion on whether United States has been an aid or a hindrance to the development of Latin America.
- C. Make an oral or written report on the failures or successes of United States aid.
- D. Play "Who Am I" to review important people in history of Latin America, e.g. Bolivar.

Suggested Resources

Central

The Wide World,

Filmstrips

- #430-435 A History of Latin America, Parts I and II
- #242 Cuba: A History
- #384 Old and New Latin America
- #365 Chile
- #865 The Americas
- #611 Industrial Revolution

For other resources, see the following:

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Resources

Central

The Wide World, workbook, Macmillan Co.

Filmstrips

- #430-435 A History of Mexican Civilizations, Parts I - VI
- # 242 Cuba: From Friend to Foe
- # 384 Old and New in South America
- # 365 Chile
- # 865 The Alliance for Progress Faces a Challenge
- # 611 Industrial South America

For others see Filmstrip Guide

family has a Latin

language spoken in
which students some

ideas
the idea that the variety
of conditions which character-
ize Latin America has not been, a
result of advancement.

(e.g. fiesta, pinata, etc.)
showing the percent-

Christmas celebration.
The celebration of religious
festivals.

of the Latin American

the percentage of literacy

opportunities in Latin America

United States policies
and the development of

United States has been
the development of Latin

concern on the failures or
successes of

people in
Latin America.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Activities

- VIII. A. Make a pictorial chart comparing population, area, and standards of living of Latin America and United States.
- B. Role-play occupations - social classes.
- C. Prepare a filmstrip showing the extremes of wealth and poverty in Latin America.
- D. Write playlets or skits to show living conditions and significant problems in Latin America.

Additional Activities:

- A. Cut out and bring to class news articles about Latin America. Arrange a tackboard display. Use some of the headings related to concepts or content.
- B. Develop a set of slides of some aspect of the study of Latin America. Tape a recording of a narration to accompany the picture (See AVA)
- C. Publish a class newspaper as a culminating activity.
- D. Inquire about the work of the Peace Corps in Latin America.
- E. Make an 8mm movie showing any aspect of Latin America (See AVA)

Suggested Resources

MORRIS COUNTY

- #3-1318 The Ancie
- #3-1315 Why The
- #3-876 Early Am
- #3-964 Round Iri
- #3-864 Central A
- #3-873 Coastal L
- #3-989 West Indie
- #3-1314 Puerto Ric
- #3-972 South Ame
- #3-880 Chile, EB
- #3-1393 Argentina
- #3-895 Horsemen
- #3-981 Tropical I
- #3-945 Peru, EB
- #3-894 Highlands
- #3-934 Natives of

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

Suggested Resources

MORRIS COUNTY AVA (BOTH SCHOOLS)

- #3-1318 The Ancient New World, Churchill 16 min.
- #3-1315 Why The New World Was Explored, FA 12 min.
- #3-876 Early American Civilization, Cor. 13 min.
- #3-964 Round Trip (World Trade) EBF 19 min.
- #3-864 Central America, EBF 11 min.
- #3-873 Coastal Lowlands of Central America, MH 19 min.
- #3-989 West Indies, EBF 11 min.
- #3-1314 Puerto Rico, EBF 20 min.
- #3-972 South America, MH 20 min.
- #3-866 Chile, EBF 11 min.
- #3-1393 Argentina, Univ. Ed. 20 minutes
- #3-895 Horsemen of the Pampa, UW 20 min.
- #3-981 Tropical Lowland (Amazon), UW 20 min.
- #3-945 Peru, EBF 1 min.
- #3-894 Highlands of the Andes (Peru), UW 20 min.
- #3-934 Natives of Guatemala, Bailey, 10 min.

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America and United

classes.
e extremes of wealth

living conditions and
merica.

articles about
board display.
ed to concepts

aspect of the
a recording
picture

culminating

Peace Corps in

ny aspect of

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

VOCABULARY

Alliance for Progress

Anti-U.S. feeling

Aztecs

Communist Activity

Conquistadores

Coups

Creoles

Descendants

Dictatorships

Hacienda

Illiteracy

Incas

Inquisition

Land Reform

Latin America

Mayas

Mestizo

Pan-American

Peon

Peso

Population Explosion

Poverty/Wealth

Revolution

Rural

Siesta

Student Unrest

Subsistence

Tropical

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO - AMERICA

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

SUGGESTED CONCEPTS TO BE DEVELOPED

1. Regional characteristics within Anglo-America which express the individuality of each region.
2. Interdependence of regions within the United States and Canada as well as with other parts of the world.
3. Many sub-cultures in Anglo-America have necessitated a greater demand for tolerance and understanding.
4. Abundance of natural resources in Anglo-America has made it possible to produce goods and services to export and help meet the needs of other areas throughout the world.
5. Many nationalities have made and continue to make contributions to the development of Anglo-America.
6. There are historical developments common to both Canada and the United States which have influenced the contemporary development of Anglo-America - especially in the field of industry and commerce.
7. Opportunities for progress exist in Anglo-America where people properly utilize their resources.
8. Anglo-America exhibits contrasting climates.
9. Geographical features in Anglo-America made it accessible and desirable to immigrants.
10. Canada and the United States exhibit vigorous economic and political cooperation and a common border separating them.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

SUGGESTED CONCEPTS TO BE DEVELOPED

within Anglo-America which express the individuality of people and their environments.

ns within the United States and Canada as well as between these two nations.

glo-America have necessitated a greater demand for tolerance and understanding.

ources in Anglo-America has made it possible to extend economic activity beyond Anglo-America of other areas throughout the world.

made and continue to make contributions to the development of Anglo-America.

velopments common to both Canada and the United States which have had a profound rary development of Anglo-America - especially culturally, economically, and politically.

s exist in Anglo-America where people properly assess the worth of their resources.

ontrasting climates.

Anglo-America made it accessible and desirable for colonization by early Western man.

tes exhibit vigorous economic and political cooperativeness that readily transcends the g them.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

SCOPE AND SEQUENCE

- I. Has history made us friends? Is economics making us partners? Will necessity make us allies?
- II. Why does the United States have such a large share of the world's wealth? What is the responsibility of the United States towards the rest of the world in sharing this wealth?
- III. In what ways have the various cultures helped in the development of Anglo-America? In what ways have the various cultures caused problems within Anglo-America?
- IV. What effects has urbanization had on the development of Anglo-America?

PARSIPPANY-TROY HILLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

Suggested Problem Areas

I. President Kennedy made this statement in 1961: "Geography made us partners/ and necessity has made us allies."

- A. Has history made us friends?
- B. Is economics making us partners?
- C. Will necessity continue to make us allies?

II. Around 1960, a Missouri school superintendent tried to prove that if he said, the 2,730,000,000 persons in the world were

- *60 persons would represent the United States
- *940 would represent all other people
- *60 Americans would represent the lowest income group
- *940 other people would represent the highest income group
- *300 of the town's people would be of other races
- *700 would be of other races
- *303 would be whites
- *697 would be non-whites

- *The 60 Americans would represent 50 times as much steel;
- *The 60 Americans would represent 50 times as much steel;
- *The lowest income group would represent 50 times as much steel;
- *The 60 Americans would represent 50 times as much steel;

- A. Why does the United States have such a large share of the world's steel?
 - 1. How has the physical geography and climate affected the steel industry?
 - 2. How have the political and economic systems affected the steel industry?
 - 3. In what ways have the American culture and history affected the steel industry?
 - 4. What major events in history have profoundly affected the steel industry?
- B. What is the responsibility of the United States toward the world's steel industry?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

statement in 1961: "Geography had made us neighbors. History has made us friends. Economics has made us partners. Geography has made us allies."

friends?

partners?

to make us allies?

When a superintendent tried to present a picture of the world in terms that his students could understand, and if 60 persons in the world were compressed into a single town of 1000 people, the following contrasts could be seen:

*60 persons would represent the United States of America

*940 would represent all others

*60 Americans would receive one-half the income

*940 other people would share the other half

*300 of the town's people would be Christians

*700 would be of other religious faiths

*303 would be whites

*697 would be non-whites

*The 60 Americans would have a life expectancy of 70. The expectancy of all the others would average under 40.

*The 60 Americans would consume 15% of the town's food supply.

*The lowest income group of the Americans would be better off than the average of the other 940.

*The 60 Americans would have 12 times as much electricity, 22 times as much coal; 21 times as much oil; 50 times as much steel; 50 times as much general equipment as the 940 remaining members of the town.

Why do Americans have such a large share of the world's wealth?

How has the physical geography and climate of Anglo-America contributed to this wealth (landforms and water bodies)?

How have the political and economic systems caused the development of this wealth?

How has the American culture and spirit contributed toward the wealth of the United States?

How have events in history profoundly influenced the accumulation of this wealth?

What is the responsibility of the United States toward the rest of the world in sharing this wealth?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Suggested Activities

- I. Display a large picture of President Kennedy featuring the quotation, "Geography has made us neighbors. History has made us friends. Economics has made us partners; and necessity has made us allies".

This can be done individually, dividing the class into two groups of disagree and agree, or dividing the class into four groups - geography, history, economics, and necessity. Then let the individuals or above groups prove or disprove President Kennedy's statement by researching and reporting on the following suggested items:

Oregon Territory	Trade agreements
St. Lawrence Seaway	Fishing
Revolutionary War	Draft evaders
War of 1812	Industry
Treaty of 1819	Defense (DEW)
Great Lakes	Highways (Alcan) -roads-railroads
Niagara Falls	Customs

As a culminating activity, results pro and con can be displayed along with picture and quote.

- II. All of the following may be used develop Problem Area II.
- A. Based on Problem II statistics, develop the following:
1. Model of town to scale
 2. Graphs
 3. Charts
 4. Bulletin board models cut to scale.
 5. A class situation illustrating the economic relationship among the 1,000., e.g. distribute candy, paper, pencils, pass privileges, etc.

Suggested General Res

TEACHERS ARE URGED TO USE AUDIO-VISUAL HANDOUTS FOR A COMPLETE LIST

MORRIS COUNTY AVA

#3-845	<u>Alaska-49th</u>
#3-979	<u>Territorial</u>
#3-1335	<u>Hawaii's H</u>
#3-980	<u>This Is Nev</u>
#3-901	<u>Industrial I</u>
#3-871	<u>Connecticu</u>
#3-985	<u>Vermont, I</u>
#39-932	<u>Middle Stat</u>

MORRISIPPIANY - TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

T V

ANGLO-AMERICA

Suggested General Resources

TEACHERS ARE URGED TO CONSULT CENTRAL'S AND BROOKLAWN'S AUDIO-VISUAL HANDBOOKS AND THE MORRIS COUNTY FILM CATALOG FOR A COMPLETE LISTING

MORRIS COUNTY AVA

- | | |
|---------|--|
| #3-845 | <u>Alaska-49th State</u> , EBF, 16 min. |
| #3-979 | <u>Territorial Possessions of the U.S.</u> , Inter. Geo. Pictures, 22 min. |
| #3-1335 | <u>Hawaii's History</u> , Film Assoc, 13 min. |
| #3-980 | <u>This Is New Jersey</u> , Bell Telephone, 30 min. |
| #3-901 | <u>Industrial Lakeport</u> (Buffalo, N.Y.), U.W. 20 min. |
| #3-871 | <u>Connecticut</u> , Dudley, 10 min. |
| #3-985 | <u>Vermont</u> , Dudley, 10 min. |
| #39-932 | <u>Middle States</u> , EBF, 20 min. |

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Suggested Problem Areas

III. In what ways have the various cultures helped in the development of Anglo-America? In what ways have the various cultures caused problems? (e.g. differences in customs, languages, nationalism, religion, etc.)

IV. What effect has urbanization had on the development of Anglo-America?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Suggested Activities

- II. B. Read biographies. Find the areas where human spirit helped to develop our cultural and economic wealth, e. g. Carnegie, Lindbergh, Rockefeller pioneers, Nixon, F. D. R.
- C. Relate the surges of prosperity in national wealth with events of the time.
- D. Debate: "The United States should be required to share its wealth with other nations less fortunate to help raise their standard of living.
- III. All of the following activities can be used to develop Problem Area III.
- A. Have students find out their ancestral backgrounds and interview, if possible, to discover contributions made to Anglo-American culture by ethnic groups and people of other nations.
- B. Trace the contributions of immigrants to Anglo-American culture by using stories and biographies.
- C. Use filmstrips and records on minorities (Warren Schloat)
- D. Have students bring in newspaper articles that deal with problems involving ethnic or nationality groups. Discuss.
- E. Discuss "What's Right, What's Wrong" in America. Do some of these problems occur because of a mingling of cultures?

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Suggested Activities

IV. Discuss:

- A. Problem of over-crowding dealing with their experiences, eg. classroom, cafeteria, halls. What difficulties occur? e.g. paper on floor, irritability, etc. Compare to slums, ghettos.
- B. Using material from "Earth Day", trace back where major problems have occurred. Why?
- C. Panel discussion on problems of cities, e.g. pollution, crowding, taxes, transportation, housing, etc.
- D. Using a physical map, deduce why cities are located where they are. What features of geography have contributed to their location.
- E. Develop a discussion on urbanization, using wall map, "Cities in Crisis" from the News-week magazine Educational Division.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

UNIT V

ANGLO-AMERICA

Additional Activities

1. Construct a physical map showing landforms and water bodies.
2. Develop a comparative map study which relates topography to climate, farm production, population, density, and industrial development.
3. Conduct a "news media" search, in which students are asked to note how the various sections or regions of Anglo-America are referred to in the press, radio, and television. Compare to knowledge developed from the physical map.
4. /Make a resource map of Anglo-America.
5. Debate: The American Indian today is less than a second-class citizen.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

YOU AND MAN IN THE WESTERN WORLD

SUGGESTED CULMINATING ACTIVITIES

The following activities are of the type which can be used at the end of the year. Students will have from the various units:

1. Plan a World's Fair. What would you select from each country to display at the fair?
2. Pretend you are a Peace Corps representative. In what way would you be most interested in helping?
3. Have students simulate any world body (UN, World Court, Red Cross, World Health Organization) and give a solution of a problem.
4. Design an international magazine complete with advertising, editorials, visuals, etc.
5. Design an international mural using mosaics, paints, posters, etc.

MISSISSIPPI-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

YOU AND MAN IN THE WESTERN WORLD

which can be used at the end of the year. Students will have to draw upon their learnings

you select from each country to display at the fair?

representative. In what way would you be most interested in helping? In which country?
body (UN, World Court, Red Cross, World Health Organization) working towards the

complete with advertising, editorials, visuals, etc.

g mosaics, paints, posters, etc.

APPENDIX

William Rose Benet, The Reader's Encyclopedia, 2nd Ed., N.Y. Thomas

DEVOTIONS UPON EMERGENT OCCASIONS (1624)

A series of meditations on the "Variable, and therefore miserable co
The work was ostensibly written during a long, grave illness. Its sty
complex. It contains the famous passage from which Ernest Hemingw
The Bell Tolls (1940).

"No man is an Iland, entire of it selfe; every man is a piec
a part of the maine; if a Clod bee washed away by the Sea,
as well as if a Promontorie were...; any man's death dimin
I am involved in Mankinde; And therefore never send to kno
bell tolls; It tolls for thee."

Joseph, Bertram Leon, "John Donne" Cassell's Encyclopedia of World Liter

"Donne's was a nature that abhorred half-measures. From
a Roman Catholic upbringing, rejecting religion, he plunged
intensity. His zest included learning, loving and a thirst fo
loyal, and kind, he was charitable in prosperity. The abilit
tal relationships, explaining them in unexpected analogies,
and the imagery of his verse."

Kunitz, Stanley J. and Howard Haycraft, N. Y. The H. W. Wilson Co. 1952, B

"There was living with Egerton his dead wife's niece, a sixt
Donne, ten or twelve years her senior, fell violently in love
and when the secret was exposed, Donne was ruined. Anne
helped him arrested, Sir Thomas discharged him, and the y
lived from hand to mouth, on the bounty of friends and acquai
that Donne called them a "hospital" and a "prison" Gradual
and help of a few sympathetic persons of influence... This ti
lasted for some twelve or thirteen years.... Donne was final

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

EIGHTH GRADE SOCIAL STUDIES

er's Encyclopedia, 2nd Ed., N.Y. Thomas Y. Crowell Co. 1965, p. 267.

T OCCASIONS (1624)

on the "Variable, and therefore miserable condition of Man" by John Donne.
written during a long, grave illness. Its style is highly metaphorical and
famous passage from which Ernest Hemingway drew the title of For Whom

lland, entire of it selfe; every man is a piece of the Continent,
aine; if a Clod bee washed away by the Sea, Europe is the lesse,
Promontorie were. . . ;any man's death diminishes me, because
n Mankinde; And therefore never send to know for whom the
ls for thee."

onne!" Cassell's Encyclopedia of World Literature, N.Y. Funk and Wagnalls Co., Inc. 1953, p. 846.

nature that abhorred half-measures. From the restrained uneasy atmosphere of
lic upbringing, rejecting religion, he plunged into London life with compensatory
zest included learning, loving and a thirst for martial glory. Essentially honest,
, he was charitable in prosperity. The ability of his mind to perceive fundamen-
s, explaining them in unexpected analogies, accounts for the tone of his sermons
y of his verse."

aycraft, N. Y. The H.W. Wilson Co. 1952, British Authors Before 1800 A Biographical Dictionary p.157-158

ing with Egerton his dead wife's niece, a sixteen-year-old girl named Anne More.
twelve years her senior, fell violently in love with her. They were secretly married,
ecret was exposed, Donne was ruined. Anne's father had him and the friends who
ested, Sir Thomas discharged him, and the young couple, without an income,
d to mouth, on the bounty of friends and acquaintances; in quarters so cramped
ed them a "hospital" and a "prison" Gradually Donne gained the patronage
w sympathetic persons of influence. . . This time of humiliation and poverty
or thirteen years. . . .Donne was finally ordained in 1614."

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"Anne Donne had died in 1617. In the sixteen years of her married life, she had borne twelve children (of whom only seven survived her), and she was only thirty-two when she died in childbed"..... "Donne loved her passionately and his love poems after he met her are all to her. The fact that he reared his large family without remarrying - almost an unknown thing in his day - attests to his lasting love and grief".

"In 1623 Donne himself was very ill with typhoid fever. It was during this time that he wrote his beautiful Devotions - one of which Ernest Hemingway's For Whom The Bell Tolls suddenly brought into public attention in 1940. They are all worthy of similar resurrection.

In 1621 - became Dean of St. Paul's. "His sermon's crowded the cathedral; he was without a doubt the greatest preacher of his time. It did him no harm also that he was markedly handsome and had a most musical voice. His extraordinary memory enabled him to draw upon never-failing stores of learning. He felt his responsibilities to his church duties keenly, and though from 1629 to his death he was practically an invalid, living with his widowed daughter and forced to spare himself of all possible activity, he rose actually from his deathbed to preach his last sermon. It was shortly before this that he had stood (not sat) to a sculptor, draped in a funeral shroud, for the monument which an admirer later erected to his memory in St. Paul's. It is one of the few monuments which escaped both the Great Fire of London and the bombing of World War II."

.... Probably there would have been no school of "metaphysical poets" without Donne,"