

DOCUMENT RESUME

ED 088 751

SO 007 100

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TITLE Decision Makers, a Simulation Game about Community Change.
INSTITUTION American Friends Service Committee, New York, N. Y. Metropolitan Regional Office.; United Nations Association of the United States of America, New York, N.Y.
PUB DATE 72
NOTE 63p.
AVAILABLE FROM American Friends Service Committee, Metropolitan Region, 15 Rutherford Place, New York, NY 10003 (\$5.50 plus \$.35 postage; special rates for bulk orders)
EDRS PRICE MF-\$0.75 HC-\$3.15
DESCRIPTORS *Change Agents; *Community Change; Community Support; *Decision Making; Decision Making Skills; Games; Guides; Peace; Problems; Resources; Role Playing; *Simulation; *Social Action; Social Change; Social Problems; War

ABSTRACT

Decision Makers is designed to simulate the problems faced by groups trying to produce peaceful social change in their communities. This version illustrates the problems faced when a community group attempts to introduce a course on the issues of war and peace in the local high school. All participants assume roles as residents of a typical suburban community with half becoming change agents, the other half decision makers. The decision makers control three elements necessary to the project's success: seals for official approval, paper money for funds, and negative and positive letters for public opinion. An initial meeting of the entire group begins the process of gaining the decision makers' support and tokens. Each half caucuses separately and divides into subgroups. A succession of group, subgroup, and joint meetings are held, culminating in a debriefing to examine the dynamics and problems involved in building community support for social change. An introduction, checklist, and scripts for moderators are provided along with charts noting progress in the change process. A list of resource organizations, ways to adapt the game for other social change issues, sample questions, and a game fact sheet are included. (KSM)

DECISION MAKERS

About Community Change

A Simulation Game

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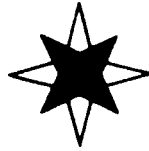
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The New York Metropolitan Regional Office is one of twenty regional and area offices in this country. Through its Community Peace Action Program the New York office seeks to provide resource information and help to individuals and groups who want to work on the local level on war/peace issues.

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DECISION MAKERS

A Simulation Game About Community Change

developed by

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and

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sponsored by

The American Friends Service Committee

and co-sponsored by

United Nations Association of the United States of America

DECISION MAKERS
A simulation game about community change

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Published in the United States by the American Friends Service Committee, New York
Metropolitan Regional Office, 15 Rutherford Place, New York, New York 10003.

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DECISION MAKERS

INTRODUCTION:

In American communities today many groups are seeking change for which broad community support is essential. For example, a group might want a low-income housing project built in a middle-class neighborhood. A group of parents might want sex education courses taught in the public school system. Or a group might want educational forums to focus on international problems affecting the community. In all these cases those promoting the project, the Change Agents, need to build community support for their projects.

Decision Makers is a game designed to simulate the problems groups face when they try to produce peaceful social change in their communities. The game dramatizes the interaction between those seeking a change and those whose support is essential for a project to succeed. **Decision Makers** is very useful for groups who have projects they are interested in implementing. This game should help group members begin to think through how to enlist the cooperation of key elements of their community. It enables everyone in the group to become personally involved in a hypothetical situation of trying to promote a project. As an introduction to a day-long or weekend-long workshop or conference, it is a very useful tool; it requires the players, who may not know each other well but who have a common interest, to begin working with each other.

PURPOSE

The game is designed to leave participants with a deeper appreciation of the following points:

1. Those promoting a project, must identify, for their particular project, the most influential individuals or groups in terms of public influence, official approval, funding, etc. – the Decision Makers.
2. The Change Agents must recognize the relative influence of the Decision Maker groups, and understand how they could affect execution of the project.

3. **The Change Agents must identify the real concerns of Decision Makers, realizing their project may have to be modified somewhat to meet these concerns.**
4. **The group seeking change should know their proposal thoroughly – and the mood of the audience to whom they present it.**
5. **Finally, the Change Agents should plan carefully how to utilize the personalities in their group and the resources they have available to “sell” their ideas.**

While the game can be played using any social change situation, the version of **Decision Makers** described here illustrates the problems faced by a community group which is trying to get a course about the issues of war and peace introduced in their local high school. The group wants to develop students' sophistication about international problems, encouraging them to be concerned, active, “global citizens”. They want innovative teaching techniques used to impart factual information and to encourage students to work in the community to make their studies relevant to contemporary events.

Decision Makers as a game, however, is not restricted in usefulness to this topic. A group may want to change the hypothetical course to a different subject or may want to explore the dynamics involved in attempting a different social change project, such as getting support for a free clinic. The game easily adapts to many specific needs. (See page 21 for a more detailed discussion of adaptations.)

THE DYNAMICS OF THE GAME

In this version of **Decision Makers** all the participants assume roles as residents of a typical suburban community. The group is divided in half, one group becoming the Change Agents, the other, Decision Makers. The



Change Agents are a local citizens group trying to get a course on war and peace introduced into the high school curriculum. The Decision Makers represent the key elements in the community whose support is needed to introduce the unit. The Decision Makers control the three elements necessary to introduce the unit. In the game they are symbolized by tokens, seals for official approval, paper money for funds, and negative

and positive letters for public opinion. The Change Agents meet with the Decision Makers and must overcome the latter's reservations about the proposed course in order to gain the Decision Makers support and the tokens necessary to introduce the unit.

After the initial meeting of the whole group, the Change Agents and Decision Makers caucus separately. The Decision Makers divide into five sub-groups, each representing one of the key community elements concerned with the school system—students, parents, teachers, school administrators and community leaders. Each group decides what concerns they have about the proposed course the Change Agents wish to introduce. They are given a list of suggested questions to aid their thinking.

While the Decision Makers are caucusing, the Change Agents meet and also divide into five sub-groups to plan strategy for approaching the Decision Makers. The Change Agents and the Decision Makers then meet together so the Change Agents can try to answer the Decision Makers' questions. After this first joint meeting the groups go back into separate caucuses.

The Decision Makers then decide how many tokens to give the Change Agents, basing their decision on how convinced they are of the values and feasibility of the course.

The Change Agents plan strategy for their next encounter with the Decision Makers.

The groups then meet again for a second joint encounter. At the end of that meeting the Change Agents return to their caucus room briefly while the Decision Makers make final decisions about how many tokens to give them.

Finally the entire group meets to hear the results of the game and to have a debriefing to discuss the dynamics and problems involved in building community support for social change.

DEBRIEFING

Upon completion of the game, participants will want time to analyze the dynamics of what has occurred. Without an adequate debriefing period in which players discuss their simulated roles and draw analogies to real life situations, the simulation becomes only a game without educational value. This is the opportune time for participants to be exposed to the purposes of the organizers of the meeting and to realistic possibilities for followup work on the project. If the game is used to trigger a weekend workshop or daylong training period, the debriefing period can thus be utilized to lead into other pertinent learning resources such as speakers.

readings or extended group discussions.

Participants in **Decision Makers** may be particularly receptive to ordering or buying sample materials which relate to the issue they have just dealt with. In this guide we have listed and described materials relating to teaching and discussion about war and peace. Obviously, if the game is adapted to other projects or situations, other relevant resource material should be available afterwards.

DIRECTIONS FOR PLAYING THIS VERSION OF DECISION MAKERS

DISCUSSION MODERATORS. Two moderators are necessary to conduct the game. Having a time keeper or assistant to fill in the charts is an additional help.

SIZE AND AGE OF THE GROUP. The number of players for the game should be between twenty and fifty. More than fifty becomes a bit difficult to maneuver, and prolongs the game about half an hour. Less than twenty reduces the dynamics and personal interaction of the participants. The game has been played successfully with adults, college and senior high school students.

ROOMS. Since the game requires joint sessions of the two separate caucuses, two rooms are necessary. In the larger room, five tables to sit around have proven most practical.

TIME. The preparation and execution of the game takes at least 1½ hours, so that a schedule allotting 2 hours is most viable. Stringent time segments are advisable to maintain the schedule and you will need a watch or clock to keep on schedule.

SCRIPT. The script can be read directly during the game. It is important that both moderators practice once out loud. Familiarity with the directions and game dynamics will make them feel at ease with the sequence of events.

The script of the game for the moderators begins on page 7. To understand the game and the rest of these instructions you should go over it briefly now.

MATERIALS FOR THIS VERSION OF DECISION MAKERS

IDENTIFICATION BUTTONS. You will need enough identification buttons for all the participants.

The Decision Maker buttons marked with **DM** and with a background color corresponding to the Decision Maker handout sheet also designate which role the wearer is to assume. (Parent, teacher, school administrator, community leader, student)

The buttons marked **CA** with a background color corresponding to the Change Agents handout sheet are also marked meet with (parent, teacher, school administrator or community leader). Change Agents do not assume

these roles as do the Decision Makers but play themselves and meet with the Decision Makers who are playing the roles corresponding to those marked on their buttons.

FACT SHEETS. In the beginning of the game, each participant should receive a fact sheet. Distribution of an even number of both colors of the fact sheets will divide the group evenly in half. The fact sheets describe the community, in this case Springdale, in which the game takes place, the time needed for each section of the game, and the amounts of tokens needed by the change agents for introduction of the course for six weeks, six months, or one year.

TOKENS. 13 Seals of Approval: The seals of approval symbolize the administrative authorization needed from those in the school who have a direct say in school policy and courses. They may be principals, superintendents, chairmen of departments, board of education members, teachers, etc. The seals of approval are divided up among the Decision Makers according to the relative influence of each group on such policy decisions.

\$1200 in Paper Money: The paper money, symbolizing the funds needed to introduce the course, is divided among the Decision Maker groups according to the relative amount of money each has for school projects. The money is in denominations of \$100, \$50 and \$20.

50 Letters: Letters represent the popular endorsement of, or opposition to the course by community members. This expression of opinion is one means of influencing administrative decisions. Letters differ from seals of approval in that those who write the letters have little, if any, direct authority to grant permission for the course to be taught. The distribution of letters is therefore according to the relative influence of the Decision Maker group who send them to the school administrators.

Letter of opposition represent negative opinions and are just as influential as the positive letters. Public support is measured by subtracting the total number of negative letters from the total number of positive letters.

POSTERS. The posters are visual aids which help participants follow the progress the game. The Progress Report poster has a chart which enable the Change Agents to see clearly after each session with the Decision Makers the progress they are making with each separate Decision Making group.* The poster with the contributions report is filled in at the end of the game to show the results which may be no course, a six weeks course, six months or year-long course. (See page 17 for sample Charts.) After the posters included with the game are used, you may wish to draw your own or use a blackboard.

** It is helpful to record the amounts of tokens next to columns of the chart as you fill it in.*

5 SAMPLE QUESTION CARDS. Each Decision Maker group receives a list of suggested questions that their particular group would be likely to raise if a community group came to them seeking support for a course in the high school. (Of course, the questions would have to be changed if you play the game using a project other than the course Challenges of Peace Building as your focus. (See sample questions page 24.)

5 ENVELOPES. To expedite the mechanics of the game and prevent mistakes or confusion with the tokens for each group of Decision Makers, put the correct number of letters, seals and money in the envelopes and label them.

CHECKLIST FOR PLAYING THE GAME *

I PLAYERS

- A. Two moderators to read the scripts
- B. Twenty to fifty participants
- C. Assistants for the moderators if desired

II TIME ALLOTMENT

Game Time	70 minutes
Discussion	<u>20 minutes</u>
Total	90 minutes

III MATERIALS

- A. Two copies of the script: one for each of the moderators
- B. Fact Sheets for each of the participants: half gold, half white
- C. Identification buttons: half for the Decision Makers; half for the Change Agents
- D. Five envelopes containing:
 - 1. The allocated number of tokens (money, seals and letters for each of the groups.)
 - 2. One card per envelope with suggested questions for each of the Decision Makers groups
 - 3. Buttons for the Decision Maker groups
- E. Posters or a blackboard for the Change Agents Progress Report Chart and the Total Contributions Chart. (Three colored felt tipped pens or chalk for the charts)
- F. One clock or stop watch

IV ROOM ARRANGEMENTS

- A. Two rooms
 - 1. One room must be large enough to hold the whole group in five table/chair arrangements.
 - 2. One room needs five even groups of chairs for half the group.
- B. Put the Progress Report Chart in the smaller room and the Total Contributions Chart in the larger room.
- C. Put the Decision Maker buttons and envelopes on the tables in the larger room and keep the Change Agents' buttons for the appropriate time for handing them out.
- D. Have the supplementary materials for sale or to order displayed in an appropriate accessible place.
- E. **Be sure to remind everyone to return the fact sheets, buttons, tokens, question cards and envelopes.**

* Full explanation of each of these categories is found on pages 4 and 5.

DECISION MAKERS

SCRIPT

Before beginning the game - welcome the players and introduce yourself. If, the other moderator, assistants if you have them, and the organizations you represent.

The **Moderator for the Decision Makers** will begin reading the introduction and will act as the Decision Makers moderator when the group splits in half.

The **Moderator for the Change Agents** will act as the leader for the Change Agents when the group splits in two after the introduction.

INTRODUCTION

DYNAMICS

This introductory explanation may be read directly from the script or outlined on three by five cards.

Allow 15 minutes

SCRIPT

Many people are currently taking responsibility for projects which may be unpopular at the outset but will benefit their community in the future. For example a group might want a low income housing project built in a middle class neighborhood. Parents might want global issues courses taught in the public school system. A hospital might want to build a methadone clinic in a residential area adjacent to its facilities. In all these cases, those seeking change, the Change Agents, need the support of key elements of the community to insure success for their projects.

DECISION MAKERS, the game we are going to play simulates the kinds of problems you would face if you were trying to get community support for a controversial project. The game dramatizes the interaction between those wanting the change and the people whose support is needed.

DYNAMICS

SCRIPT

It gives a formula for building community support for a social change project. While it could be played using any social change situation, for our purposes today the game will illustrate the problems faced by a community group which is trying to introduce a course on war and peace issues into their local high school curriculum.

The game is a simplified version of reality. At the end we can discuss how it conforms to actual situations. In this game, half of you will be Decision Makers, who are the key representative elements of the community. The other half of you will be the Change Agents, who represent active people in the community.

These are roles which are described in detail in your handout. The rules of the game require that whichever role you are assigned, you stay as much in character as possible. The role playing is easy and you don't need any experience or preparation. If you aren't sure what to do just go ahead and improvise.

O.K. let's start. You are all residents of Springdale, a typical suburb in a large metropolitan area. The community is described on the first page of the fact sheets you all received when you entered. Let's take a few minutes to read the sheet.

Wait while the group reads the first page of the fact sheet.

In Springdale, the Change Agents, a citizens' group concerned about the public schools, has surveyed the courses in the local high school and have discovered few that relate to international affairs.

Since they feel young people today need to know about the world and the challenges our country faces, they have decided to try to get the schools to teach a course on war and peace. If they are to succeed they need the support of key groups in the community that can influence school curriculum. These groups are students, teachers, school administrators, parents and community leaders --

DYNAMICS

Wait while the group reads page two and three of the fact sheet.

Hold up sample of each

Turn to page 27

Those with gold fact sheets go to the small room. Those with white fact sheets remain.

SCRIPT

the Decision Makers. A brief sketch of each group is on page two of the fact sheet. Take a minute now to look at those descriptions.

Those Decision Makers control the three elements necessary to introduce the unit -- official approval, funds and public endorsement of the project. In this game we symbolize these elements by tokens -- seals for official approval, paper money for funds and positive and negative letters for public reaction to the project. On page 3 of the fact sheet is a chart showing how the tokens are distributed. Take a look now at that chart. You can see that altogether the Decision Makers have \$1,200.00, 13 seals representing official approval and 50 letters representing public reaction. At the bottom of the chart you see listed what the Change Agents need to introduce the course. The Change Agents must meet with the Decision Makers and overcome their reservations about the project in order to gain the Decision Makers support and the tokens necessary to introduce the course. Since this is the essence of the game, I'll repeat what I just said. **The Change Agents must meet with the Decision Makers and answer their questions about the project to gain their support and the tokens necessary to introduce the course.**

We now will divide into two groups, the Change Agents and the Decision Makers, and meet separately to get further instructions about how to proceed. If the fact sheet you received is gold you will be a Change Agent. If it is white you will be a Decision Maker. The Change Agents will accompany their moderator to (indicate room). The Decision Makers will remain here.

moderator for decision makers

DECISION MAKERS FIRST CAUCUS

DYNAMICS

Have everyone divide into five equal groups

Make sure each table or group of chairs has an envelope with the proper number of tokens and identification buttons.

Have the Decision Makers look over their roles in the fact sheet briefly.

SCRIPT

Let's split up now into five groups, one at each table and then I will give you some additional instructions.

We are Decision Makers and represent key elements in the community of Springdale.

On each table is a set of identification buttons. Pin one on and from now until the end of the game, you should assume the role marked on your button.

Let's take a look again at the second page of the fact sheet describing the Decision Makers.

In a little while a group of Change Agents, an average group of adults from Springdale, who are interested in enlisting our support for the introduction of a new curriculum will meet with us. They need our support to get their Challenges of Peace Building course introduced into our high school. Look again at the outline of the course in your fact sheet.

On page 3 of the fact sheet is a chart showing the total number of tokens each group has to work with and the numbers needed for a full year course, a six month course, and a six week course. Using these charts, you can determine how you want to distribute the tokens available to your group.

In the envelope on each table are your allotted number of tokens proportionate to the influence of your group in the community on this issue which affects the public schools. Remember the seals represent official approval, the letters represent positive public support or opposition, and

DECISION MAKERS FIRST CAUCUS (Cont.)

DYNAMICS

The Change Agents enter for the first meeting with the Decision Makers which lasts 10 minutes.

SCRIPT

the dollar bills, funds. Also in the envelope is a list of questions which might help trigger your response to the Change Agents proposal. Study these and formulate your positions either as individuals or as a group. We have a few minutes before the Change Agents come in.



DECISION MAKERS SECOND CAUCUS

DYNAMICS

15 minutes are available

Wait five minutes, collect the envelopes and give them to the moderator in the Change Agents room.

SCRIPT

Now that the Change Agents have left, decide how many tokens, if any, you wish to give them to support their project. Remember your decision should be based on the merits of their course and how well you think they answered your questions. Take five minutes to decide and then put your tokens in the envelope.

We have about ten minutes before the Change Agents come back.

DECISION MAKERS SECOND CAUCUS (Cont.)

DYNAMICS

Call on each group in turn. Ask short followup questions if necessary to get the reactions of each group to their encounter with the Change Agents.

See how the group reacts to this next discussion period. If they seem fully involved in group meetings let the discussion proceed without interference until you tell the whole group the Change Agents are ready to meet with them. On the other hand, if discussion in the group seems to be dragging or if one or more groups are not engaged in lively discussion then you could consider getting the whole groups attention and asking different groups if they have questions to ask other groups. You could suggest some questions based on the reports given about the first encounter with the Change Agents. Try to keep it lively!

Call in the Change Agents when the 15 minute caucus period is over.

SCRIPT

Let's find out how each group responded to the Change Agents proposal. Tell us how many tokens you decided to give the Change Agents and how you reached that conclusion.

Would you like to ask one of the other community groups any questions before the next meeting with the Change Agents? For example, teachers might want to know how the administration feels about their teaching Challenges of Peace Building as a six week course.

O.K. there's just a little time left for each of your groups to discuss your last meeting with the Change Agents. Remember to stay in the character of your roles.

We will have fifteen minutes for this final meeting with the Change Agents. Then you will have a final 5 minutes to decide if you want to give any more tokens for the Change Agents course. Then we will reconvene as a whole group to discuss the results and the game.

DECISION MAKERS FINAL CAUCUS *

DYNAMICS

When the time is up, the Change Agents should leave the room promptly. Give the Decision Makers 5 minutes to make up their minds about the final distribution of tokens and then take them into the Change Agents.

SCRIPT

Decision Makers, use the same standards of judgment used before to decide how many tokens if any you want to give to support the project. You have five minutes to make up your minds.

Put the tokens you decide to give in the envelope.

* See page 16 for debriefing instructions.

moderator for change agents

CHANGE AGENTS FIRST CAUCUS

DYNAMICS

Have the chairs arranged into five groups or ask the Change Agents to divide into five equal groups, as they enter.

Read the outline of the course Challenges of Peace Building, p. 28

Hand out an even number of each type of button.

SCRIPT

We are all Change Agents, average community residents of Springdale. We are hoping to get a course on war and peace introduced into our high school. On page 4 of the fact sheet is a description of the course. Study it thoroughly. To best answer the Decision Makers questions about the course, it is important that you work out together your arguments for the introduction of the course so you will be consistent. Now, let's go over it together.

We need the support of five key groups of Decision Makers. Here are your identification buttons which designate which Decision Maker group you will be talking to.

Change Agents remember *you* are average community residents. You will be speaking to people who have assumed the roles of groups marked on your buttons.

Let me give you a quick description of the dynamics of the game from start to finish.

While you are in here, you will have about ten minutes to go over the course outline to prepare yourselves for your first meeting with the Decision Makers. Then you'll join them in the other room to try and persuade them of the value and feasibility of your curriculum Challenges of Peace Building. They have the description of the course and are preparing to ask you questions about things like costs, teacher training, field work, materials, or controversial subjects.

After 10 minutes, you all come back here. The Decision Makers will decide how many tokens, seals of approval, funds and negative or positive letters.

CHANGE AGENTS FIRST CAUCUS (Cont.)

DYNAMICS

Make sure that the Change Agents realize they are playing themselves and only meeting with parents, teachers, etc. Circulate unobtrusively to make sure each group begins to strategize.

After 10 minutes, take the group to join the Decision Maker groups in the larger room.

SCRIPT

they want to give you and will send them in here. We will record the number of tokens you receive on the progress chart. From the chart you will know which Decision Maker groups you really need to concentrate on. You'll have a few more minutes to discuss and plan your last meeting with the Decision Makers. That meeting will take 15 minutes. You again come back here while they make their final contributions to your project. We'll all meet together after that to hear what kind of course you have been able to persuade the school to introduce. Then we'll have a "debriefing" to discuss how realistic the process of the game is relative to actual situations and to your own experience.

Now you are on your own. Take about 10 minutes to go over the course description. Within your group try to figure out what type of approach will be most appealing to the group of Decision Makers you will be meeting. For example, what kind of questions would teachers have about a course with so many new concepts and activities? How can you describe the ideas so they will be appealing? Remember you have ten minutes to formulate your strategy.

CHANGE AGENTS SECOND CAUCUS

DYNAMICS

After 10 minutes with the Decision Makers, go back to the Change Agents room and wait for the Decision Makers groups to decide how much support they want to give for the course.

SCRIPT

We will have to wait a few minutes before we get the results of the first meeting with the Decision Makers. Why don't you spend the time discussing questions you were faced with, how you answered them and what strategy you want to use in the second meeting. You might want to discuss:

1. Which question gave you the most difficulty?
2. How did you answer it?

CHANGE AGENTS SECOND CAUCUS (Cont.)

DYNAMICS

SCRIPT

3. Did any other group encounter the same question? How did you answer it?

4. Does your group need additional information?

When the envelopes are brought in, give them to respective groups and ask them to call their results. Fill in progress chart.

Here are the results.

Can we have a volunteer to be the Treasurer and keep the tokens?

Appoint Treasurer – Ask Treasurer to pick up tokens and envelopes.

When we have the final results after our next caucus, the Treasurer will make a final report for the Change Agents to the joint meeting.

Have the Treasurer keep the tokens and return the envelopes to the respective Decision Maker groups.

Now that you know which Decision Maker groups you need to focus on, some of you who have been more successful might want to join another group to help out in the second round.

Change Agents and Decision Makers meet.

O.K. time to meet again with the Decision Maker groups for fifteen minutes.

Moderator watch time and separate after 15 minutes.

CHANGE AGENTS FINAL CAUCUS

DYNAMICS

SCRIPT

Final caucus 5 minutes

What were the most difficult or interesting questions you had to deal with?

Play this by ear. While the Change Agents are waiting the 5 minutes after the 2nd joint meeting use the suggested questions if necessary.

How did you answer them? How did other groups answer them?

Pass the envelopes out to the Change Agents. Remember that you don't have much time. Take the Change Agents back for the final joint meeting with the Decision Makers.

Would each group in turn tell me (or whoever fills in the Progress Chart) what the final contributions are from the Decision Makers.

FINAL JOINT MEETING

DYNAMICS

With the whole group together, have the Change Agents' treasurer give the report. While he is talking fill in the Total Contributions Chart showing the results of the game.

SCRIPT

Could we have the treasurer's report please.

Please put all tokens and buttons in their respective envelopes.

DEBRIEFING

This should be the most interesting and rewarding segment of the game. The following page provides a guideline to help make sure your group leaves the game with a better grasp of the elements necessary for social change. Study the summary below as an example of organization of ideas for the discussion and highlighting of important concepts.

1. PLAYING THE GAME

- A. **The results:** Go over the final results on the progress chart. Skip it if time is short. Let each Decision Maker group explain its response to the Change Agents' presentation. Let each Change Agent group explain its strategy.
- B. **Purpose of the Game:** The game is designed to leave participants with a deeper knowledge and familiarity with the following:
 - 1. The identity of the key elements in a community whose support is necessary for implementation of a project.
 - 2. An appreciation of the different elements necessary for a project to succeed. In this case: funding, public support, and official approval.
 - 3. A realization of the differences in power of Decision Making groups.
 - 4. Identification of the real concerns of each Decision Maker and Change Agent group.
 - 5. Knowledge of the format of an effective proposal and the importance of knowledge of the mood of the audience.
 - 6. An understanding of the importance of maximizing the talents and energy of a group.

2. RELATING THE GAME TO REALITY

- A. Ask if any of the participants are teachers or educational administrators.
 - 1. Ask them how realistic the results are.
 - 2. Is the community description realistic?
- B. Was the interaction between the Decision Makers and the Change Agents plausible?
 - 1. Personal anecdotes
 - 2. Group consensus on strategy for social change.

3. RELATING THE GAME TO YOUR ORGANIZATION AND YOUR PURPOSE IN PLAYING THE GAME

- A. Are there any other programs to follow?
- B. Additional resources for follow up action.
 - 1. Present literature, organization reports
 - 2. Sign up sheets
 - 3. Miscellaneous

SAMPLE POSTERS

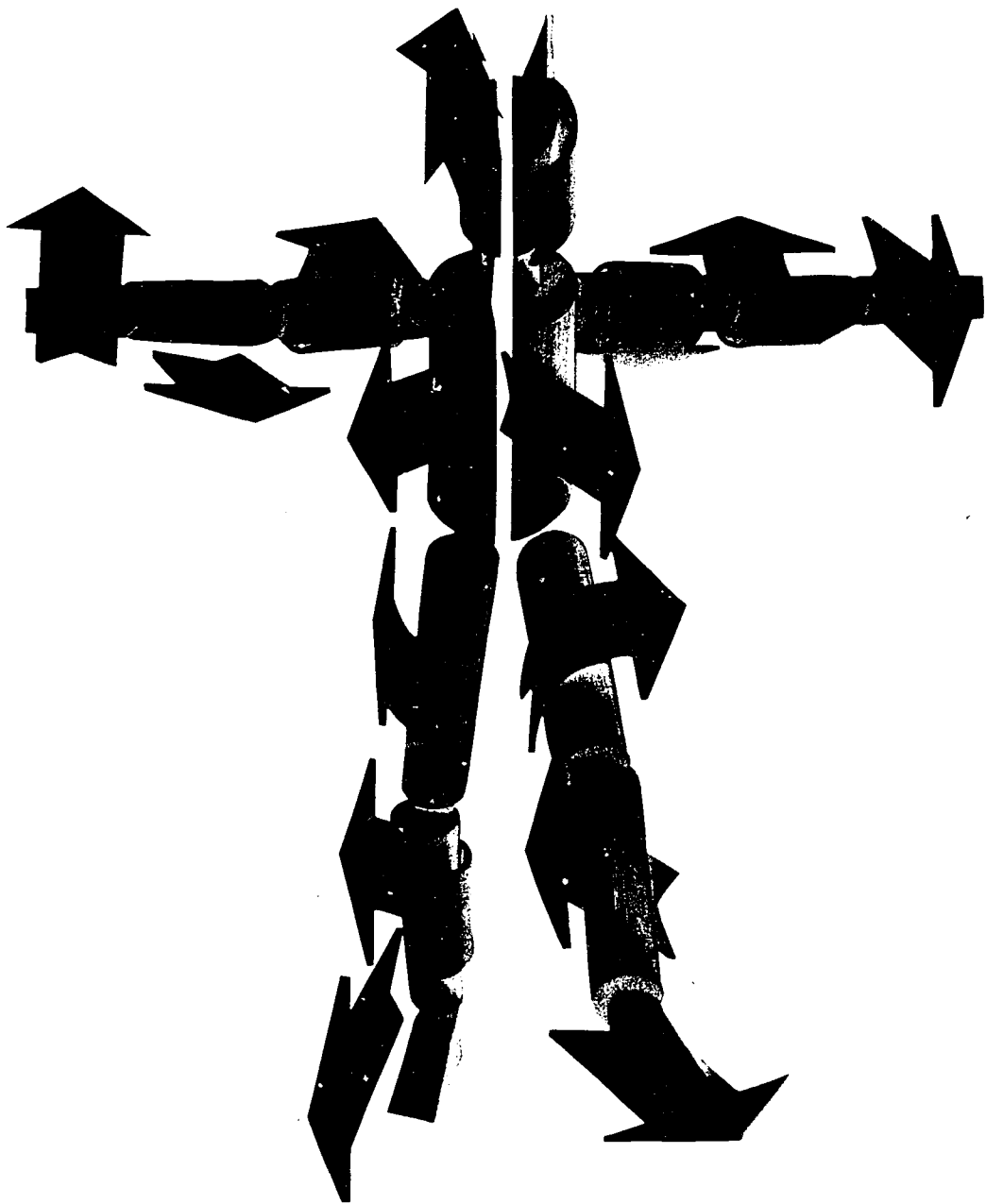
TOTAL CONTRIBUTIONS CHART

NEEDS:	DOLLARS	SEALS	LETTERS
1 YEAR	\$1200	13	17*
6 MONTHS	\$500	7	8
6 WEEKS	\$200	6	2

PROGRESS REPORT CHART

	Educational Administrators	Teachers	Parents	Students	Community Leaders
	\$ S L	\$ S L	\$ S L	\$ S L	\$ S L
Maximum	\$420 7 3*	\$200 4 3*	\$150 1 8*	\$150 1 3*	\$280 0 8*

* Remember one negative letter cancels one positive letter.



RESOURCES

Listed below are just a few of the many resources and services offered by these organizations. Most of the materials can be used directly in the classroom or as provocative discussion material. For efficient transfer to active use, each publication should be examined within a framework suited to your individual purposes.

American Freedom from
Hunger Foundation
1717 H Street, N.W.
Washington, D.C. 20006

Development: Bridge to Peace, by Kathleen Desmond,
new edition.

A teaching unit and study guide for the classroom, community, seminars, or independent study.

American Friends Service
Committee
New York Metropolitan
Office, 15 Rutherford
Place, New York, N.Y.
10003

Workbook to End War, published jointly by the National
Peace Literature Service of the AFSC and the AFSC
Middle Atlantic region.

Comprehensive collection of action-oriented resources
designed especially for work with local churches, syna-
gogues and community groups.

National Office:
160 North Fifteenth St.
Philadelphia, Penna. 19102

Center for War/Peace
Studies
218 East 18th Street
New York, New York
10003

INTERCOM issues No. 69, **Development: New Approaches**
and No. 71, **Teaching About Spaceship Earth.**

Both issues feature teaching units: the former for grades
ten through fourteen, and the latter for elementary grades.
In addition, there is a wealth of annotated bibliographic
material.

The Christophers
12 East 48th Street
New York, N.Y. 10017

Peace, War and the Christian Conscience, by Joseph
Fahey, free.

A short guide which helps put the war/peace issue into
perspective for the Christian Conscience.

* For bulk orders many of the organizations may have special rates.

Foreign Policy Association
and Thomas Y. Crowell Co.,
1971, \$2.50
345 East 46th Street
New York, New York 10017
American Education
Publications
Education Center
Columbus, Ohio 43216

Simulation Games for the Social Studies Classroom, William A. Nesbitt.

Covers the strengths and weaknesses of teaching through games, describes many games and where to purchase them.

The Harvard Social Studies Project has produced a series of issue-oriented unit books which deal directly with war, peace, conflict and change. In sets of ten or more with a teachers guide, 35¢ per unit and the authors are Donald Oliver and Fred M. Newmann.

World Without War Council
1730 Grove Street
Berkeley, California 94709
or write for the game
adaptation to World Without War Council

World Without War Game

Provides an experience and springboard for the path to end war and the war mentality. The game can be used with twenty to forty people for a weekend or there is an adaptation for use in the classroom.

Institute for International Order, formerly the World Law Fund, Room 780
11 West 42nd Street
New York, New York 10036

Develops curriculum materials and teaching techniques on world order studies. It has extensive bibliographies and resources for teaching curriculum units, multi-media and films.

Overseas Development Council
1717 Massachusetts Ave NW
Washington, D.C. 20036

The Interdependence of Nations, Lester R. Brown, Development paper 10, October, 1972.

The essay is adapted by the author from his book **World Without Borders** and focuses on the components of and necessity for an integrated world.

United Nations Assoc'n.
345 East 46th Street
New York, N.Y. 10017

UPDATE. A monthly newsletter of the Student and Young Adult Division of UNA-USA which gives citizens the information they need from Capitol Hill and the United Nations to deal with the realities of foreign policy in their communities and in the nation.

VISTA. A monthly magazine which features analyses and articles on international and United Nations affairs and includes annually a compendium of issues before the General Assembly.

United States Committee for UNICEF
331 East 38th Street
New York, N.Y. 10017

The information Center on Children's Cultures contains films, slide sets, photo files, film strips, a children's library and teacher and resource kits.

These exhaustive media, informational and educational materials for teachers and individuals deal primarily with international development and life styles of children around the world.

ADAPTING DECISION MAKERS

ADAPTING DECISION MAKERS TO FIT YOUR PARTICULAR NEEDS

As with most educational tools, **DECISION MAKERS** is best utilized when adapted to your individual situation. While changing the basic dynamics of the game would alter its essential character, adapting many aspects of the game to conform to your project may make the game seem more exciting and relevant to the participants. Listed below are some of the areas in which changes can be made without altering the basic dynamics of the game. The first eight areas all continue to use the introduction of peace studies into school curricula as the social change being sought. The last section describes adaptation of the game to other social change situations.

1. COMMUNITY SETTING

In the version of **DECISION MAKERS** described here the community in which the action of the game takes place is Springdale, a typical suburban community of a large metropolitan area. While the name of this community is fictitious, the description is that of a community in the New York Metropolitan area. If you wish, you can change the description of the community to include elements that fit your particular setting or you can describe an entirely different community. If you do change the description you should keep in mind several things:

1. Make the description as accurate as possible envisioning an existing community when preparing the description.
2. Disguise the description by making up a name for the community and eliminating details that would give away its exact location. The game will tend to bog down if people think they are playing particular individuals in a specific community rather than general groups.
3. Include in the description the essential elements mentioned in the description of Springdale in the Fact Sheet.
4. Keep the description *simple!* Do not include too many details so that participants have room to be creative. Keep the description short so that people will have time to read it and absorb it during the allotted time in the game.

2. DECISION MAKER GROUPS

If you change the community setting for the game you will have to make minor changes in the description of the Decision Maker groups. If you choose an inner city setting you may want to include people from minority groups. Again, the important thing is to keep the description simple while still including the essential elements you feel these groups contain. It is conceivable that in your community there may be a

different set of Decision Maker groups that affect the school. However, in most communities the groups described here will be the key elements.

3. CURRICULUM: CHALLENGES OF PEACE BUILDING

To fit your needs you may want to change the course. "Challenges of Peace Building", is not an actual course. It draws from a number of essential concepts which are illustrative of war/peace studies courses. If you decide to change the course, keep in mind these things:

1. There is not enough time in the game for participants to read and understand detailed descriptions of suggested courses. Therefore, any description you write will have to be easily understood and concise.
2. The game explores the dynamics of social change, not the relative merits of individual peace studies courses. Therefore, your description should be readily understood by all the participants.
3. All the elements (i.e., goals, teaching methods, cost, etc.) described in the "Challenges of Peace Building" course should be included in any new description you write.
4. Be careful *not* to describe the course in too glowing terms so there will be some controversy over its introduction. If you look carefully at the "Challenges of Peace Building" description you will see that we have deliberately used some charged words to describe certain elements of the course (i.e., controversial speakers" and "pressure group").

In changing the description of the curriculum you may want to change the costs. Since the "Challenges of Peace Building" is a fictitious course, obviously the figures we give are also fictitious. However, they were based on estimates by several educators as to what such a course might cost in a suburban school district in an eastern city.

4. DISTRIBUTION OF TOKENS

If you are adapting the game to fit your particular circumstance you should examine the chart describing the distribution of tokens to see if it conforms to your project. Obviously there is a great deal of guess work involved in distributing tokens based on influence of particular groups on decisions effecting the school system. In developing our ratios for distribution of tokens we consulted a number of educators about the relative influence of groups on their school systems. If you feel only minor adjustments are necessary in the token distribution, you may simply want to use the figures described here and bring out the minor adjustments during the discussion at the end of the game. However, if the figures need substantial alteration you will have to change the charts and the posters as well as the fact sheets and the scripts.

5. SCRIPT

If there are any adaptations in the materials for the game you should make sure you note those changes in the appropriate places in the script. You may also want to consider revising sections of the script to fit your project. Since the dynamics of the game have been tested in a number of settings we suggest retention of the essential elements while altering the language to fit your particular style and the needs of the participants.

6. QUESTIONS FOR DECISION MAKERS

As you look over the suggested questions for the Decision Maker groups, you may

want to adapt them to bring out particular points. Keep in mind that you need enough questions so that the imagination of the participants will be stimulated. However, if there are too many questions people may feel obligated to raise all of these questions and consequently may not give the Change Agents adequate time to think of responses.

7. DISCUSSION AFTERWARDS

Obviously one of the most important elements of the game, the debriefing, occurs after the initial play of the game. If you are spending a full day or a weekend in a workshop or training session, you will want to explore how the game can tie into the rest of your activities. In any case allow time for participants to talk about the particulars of the game and who did what, when and why, and then try to move the discussion into general principles. Remember, the purpose of playing the game is to draw lessons about reality, so even if participants have negative feelings about certain aspects of the game, you can use the discussion to air those feelings and to move on.

8. GROUP SIZE AND TIME

As we said before, **DECISION MAKERS** is designed to be played by a group of twenty to fifty people. If you want to play the game with a smaller group you can consider combining several Decision Maker groups. For instance, you may combine the teachers with the educational administrators and the parents with the community leaders, but you will still divide the groups into Change Agents and Decision Makers. For the dynamics of the game to operate no sub-groups of Change Agents or Decision Makers should be smaller than two people. Obviously if you do combine groups you will have to make changes in the materials and in the script. If the game is played with fifty or more participants, allow more time for movement between rooms and caucuses. In large groups you might consider having each sub-group of Decision Makers and Change Agents appoint or elect a leader.

9. ADAPTING DECISION MAKERS FOR OTHER SOCIAL CHANGE ISSUES

A fair amount of work will be involved in adapting Decision Makers to a different community project. You will need to rewrite the description of the community setting in order to describe the elements that will effect the social change you wish to bring about. You will have to substitute a description of the curriculum in this version of the game for your social change issue. For example, the problem of lack of access to transportation and public facilities for the handicapped in an average community could mean submission of plans and a budget to key public officials.

Decide which key elements of the community are essential "Decision Makers" for your particular project. You may find that the groups whose support you need are not the same. Their numbers may also differ from our version of the game. Prepare a description of each group for the fact sheets. In adapting the game for different projects, consider creating different tokens (although for most situations, funds, official approval and public support are essential). The distribution of the tokens will have to be altered to suit your needs.

POSSIBLE QUESTIONS FOR DECISION MAKER GROUPS *

Possible Questions **Students** Might Have

1. How much homework will we get?
2. Will all sides of the issue be presented?
3. How will the unit be taught? How will it be different from our other courses?
4. How is the unit topic relevant to our concerns?
5. How will it help us prepare for college?

Possible Questions **Teachers** Might Have

1. How can I teach this unit when I feel unprepared to deal with peace issues?
2. Will I get enough training?
3. Will I get support from the school administration if I deal with controversial topics or teaching methods?
4. How will this unit relate to the rest of the social studies curriculum?
5. Is this unit pushing one political line?
6. With field trips and independent study will I be able to maintain discipline in the classroom?

Possible Questions **Administrators** Might Have

1. Will the teaching method of the unit be disruptive to the rest of the high school?
2. How can we find the funds in our tight budget?
3. Is the unit pushing one political line?
4. Why is this unit more important than anything else?
5. If we use the unit will other community groups request units for their special interest?
6. What reaction will there be in the community?

Possible Questions **Parents** Might Have

1. How will the unit help my child prepare for college?
2. Is the unit pushing one political line?
3. With seminars and field trips will my child get enough discipline to learn?
4. On field trips will my child be in danger?
5. Why is the unit necessary?

Possible Questions **Community Leaders** Might Have

1. Is the unit pushing one political line?
2. Will the unit encourage "radical" action from the students?
3. How will the unit prepare students for college or jobs?
4. How expensive is the unit? Where will the funds come from?

* The questions are on cards, one for each Decision Maker group.

FACT SHEET

YOUR COMMUNITY

You live in the town of Springdale, a typical suburb in a large metropolitan area. Springdale has a population of 25,000 with a median income of about \$15,000. Some quite wealthy people live on estates in one section of town. Some poor people live in a section of dilapidated housing on the other side of town, while the bulk of the population live in single family houses, typical of middle-income suburban areas. The town is 95% white.

Springdale is a residential community with a substantial number of citizens commuting to work in the city. Some people, however, are employed in the town's few industries or in stores and other service occupations. Republicans outnumber Democrats by two to one, although the town for the last several local elections has put Democrats in the key positions.

Religiously, the town is 25% Protestant, 45% Catholic and 30% Jewish and has a number of churches and synagogues. The town has a United Nations Association Chapter and the usual complement of public affairs organizations such as a League of Women Voters chapter, a Kiwanis Club, PTA's, etc., and has several country clubs and social organizations.

Springdale has five public elementary schools, two intermediate or junior high schools and one high school. About 30% of the population send their children to private or parochial schools. The public schools operate under general guidelines established by the state Department of Education but wide latitude is given to the local school board to make decisions about curricula. The School Board for Springdale has a reputation for supporting traditional methods but has favored innovative curricula that meet the expressed needs of the area's residents.

TIME NECESSARY FOR GAME

Introductory Explanation	15 minutes
First Caucus	10 minutes
(Change Agents and Decision Makers meet separately)	
First Joint Meeting	10 minutes
(Groups meet together)	
Second Caucus	15 minutes
Second Joint Meeting	15 minutes
Final Caucus	<u>5 minutes</u>
Game Time	70 minutes
Discussion	<u>20 minutes</u>
Total	90 minutes

NOTE: Please return this Fact Sheet, the tokens, buttons and envelopes at the end of the game.

decision maker roles

STUDENTS

We are a fairly representative group of students from a suburban middle income area. Most of us are concerned with making adequate or reasonably good grades and going on to college. We generally prefer dating and football as activities after school. Activist student groups have almost died out since the moratoriums of a few years ago. There are still some community service and radical groups around involving about 10% of the student body.

PARENTS

As typical suburban parents we are actively interested in our children getting a good high school education. Most of us want very much for them to go on to college and get the kind of training that will qualify them for a good job—preferably in the professional fields. We are happy for our kids to be involved in projects at school and will help if necessary on special occasions; however, an individual project should not take up so much time that it causes grades in other courses to drop. We think learning self-discipline is an essential function of education. While some of us are sympathetic to the peace movement, most of us believe students who strike, disrupt classes or get involved in similar “radical” activities, are going too far. For their own security and benefit we would be happiest if they would concentrate on their school work.

TEACHERS (Including department heads who have considerable power to make decisions about curriculum and who are generally also teaching.)

Most of us live in the community. The High School, though a public one, pays us fairly well and does not overburden us with too many students per teacher. Only about 10% on our staff have traveled abroad and are really interested in international affairs. Our faculty are a cross-section of young teachers recently graduated with degrees in education, and more experienced individuals. The more experienced teachers naturally have quite a bit of respect and influence, both with the administration and the department chairmen. Their classes are strictly disciplined and their methods tried and true.

However, some of the younger teachers have brought in fresh teaching ideas and suggestions on use of multi-media materials that have been helpful to us all. Comprising about 15% of the faculty, these teachers are eager to try new materials and will take the time and effort to be trained to use them correctly. The majority of the rest of us are not quite as involved in our teaching careers, having been at it longer. We treasure our free time away from school.

ADMINISTRATORS (Including the Board of Education, Superintendent, and school principals)

Our main concern is to keep the schools running smoothly. We keep a strict eye on our limited budget, but we do have funds available for experimental courses. We are held responsible for the security of our students in any activities relating to their school work:

luckily we have been able to get full insurance. We prefer not to institute a course which might become too controversial within the community. We don't want our students to become members of visible radical action groups.

We are wary of highly politicized groups trying to influence our teachers and the materials they use. Our policy is to avoid programs that are too controversial and jeopardize our credibility as educators in the total community.

Our superintendent is quite progressive and encourages us to try new materials and methodology.

COMMUNITY LEADERS (Clergy, businessmen, housewives, professionals, etc.)

We are the influential members of our community. Each of us belongs to several civic groups such as the Chamber of Commerce, League of Women Voters, U.N.A., Lions, Kiwanis, the P.T.A., etc. Our concerns are to promote a stable, growing, law-abiding community. We want our kids to be qualified to get a good job and be an asset to the community.

We are proud of our local schools and consider them to be one of the strengths of our community. We feel they satisfactorily prepare our young people for college. We would be interested in any school activities which help develop a sense of community responsibility, but we are wary of undisciplined students who disrupt classes or get away with similar radical action on behalf of some "cause". Schools should be careful of allowing such academic freedom which gets out of hand.

DECISION MAKERS INFLUENCE CHART:

TOTAL TOKENS	Educational Administrators	Teachers	Students	Parents	Community Leaders
\$1,200	420	200	150	150	280
13 Seals	7	4	1	1	0
25 Positive Letters	3	3	3	8	8
25 Negative Letters	3	3	3	8	8

NEEDED TO INTRODUCE UNIT:

Full Year Course	6 Month Unit	6 Week Unit
\$1200 dollars	\$500 dollars	\$200 dollars
13 Seals	7 Seals	6 Seals
17 Positive Letters	8 Positive Letters	2 Positive Letters

CHALLENGES OF PEACE BUILDING

HIGH SCHOOL COURSE

The Change Agents want to get the course described below introduced into the social studies curricula in our local high school.

Each of the following areas would be treated:

1. **DISARMAMENT – THE CHALLENGES OF NUCLEAR WEAPONS**
2. **INTERNATIONAL INSTITUTIONS AND WORLD LAW**
3. **SOCIAL CHANGE AND ECONOMIC GROWTH IN DEVELOPING AREAS**
4. **NON-VIOLENT MEANS OF PRODUCING CHANGE IN A DISARMED WORLD**

GOALS:

1. Understanding of international perspectives on global issues
2. Development of the desire to act on these issues.

TEACHING METHODS:

1. Seminar discussions
2. Simulation games
3. Role Playing
4. Controversial speakers representing a range of points of view
5. Films

EXTRA CURRICULAR ACTIVITIES:

1. Field trips – visits to UN agencies, missions to the UN, partisan groups (for example, Arab Information Agency, Palestinian Arab group, B'nai B'rith, Jewish Defense League)
2. Field research in the community – health conditions in the slums – drugs
3. Community involvement – students may want to create a pressure group to promote action on peace issues.
4. Actual employment in human development projects.

COST:

- For materials, teacher training, field trips, etc.:
- for a full year's course \$1,200
 - for a six month unit \$500
 - for a six week unit \$200

OTHER SUPPORT NEEDED TO INTRODUCE THE UNIT:

- for a full year's course 13 seals representing approval of school officials and 17 positive letters showing public endorsement *
- for a six month unit 7 seals and 8 positive letters
- for a six week unit 6 seals and 2 positive letters

* Remember a negative letter cancels a positive letter.



The United Nations Association of the United States of America engages in objective, non-partisan research and policy formulation, backed by nationwide education, information and citizen-action programs aimed at making the United Nations and other international organizations more adequate to the needs of our times.

Its activities and programs are premised on the belief that opposition to war – to have real meaning – requires vigorous efforts to build the international institutions needed for settling differences peacefully and for cooperating in improving the quality of life.

UNA-USA works through 200 local Chapters, local units of 140 affiliated national organizations and 60,000 individual members. A Student and Young Adult Division is an integral part of the Association.

For more information contact:
UNA-USA
345 East 46th Street
New York, New York 10017

SCRIPT



FOR
CHANGE AGENTS
MODERATOR

001100 00 00 00

CHECKLIST FOR PLAYING THE GAME *

I PLAYERS

- A. Two moderators to read the scripts
- B. Twenty to fifty participants
- C. Assistants for the moderators if desired

II TIME ALLOTMENT

Game Time	70 minutes
Discussion	<u>20 minutes</u>
Total	90 minutes

III MATERIALS

- A. Two copies of the script: one for each of the moderators
- B. Fact Sheets for each of the participants: half gold, half white
- C. Identification buttons: half for the Decision Makers; half for the Change Agents
- D. Five envelopes containing:
 - 1. The allocated number of tokens (money, seals and letters for each of the groups.)
 - 2. One card per envelope with suggested questions for each of the Decision Makers groups
 - 3. Buttons for the Decision Maker groups
- E. Posters or a blackboard for the Change Agents Progress Report Chart and the Total Contributions Chart. (Three colored felt tipped pens or chalk for the charts)
- F. One clock or stop watch

IV ROOM ARRANGEMENTS

- A. Two rooms
 - 1. One room must be large enough to hold the whole group in five table/chair arrangements.
 - 2. One room needs five even groups of chairs for half the group.
- B. Put the Progress Report Chart in the smaller room and the Total Contributions Chart in the larger room.
- C. Put the Decision Maker buttons and envelopes on the tables in the larger room and keep the Change Agents' buttons for the appropriate time for handing them out.
- D. Have the supplementary materials for sale or to order displayed in an appropriate accessible place.
- E. Be sure to remind everyone to return the fact sheets, buttons, tokens, question cards and envelopes.

* Full explanation of each of these categories is found on pages 4 and 5 of the manual for the Decision Makers' moderator.

DECISION MAKERS

SCRIPT

Before beginning the game – welcome the players and introduce yourself, the other moderator, assistants if you have them, and the organizations you represent.

The **Moderator for the Decision Makers** will begin reading the introduction and will act as the Decision Makers moderator when the group splits in half.

The **Moderator for the Change Agents** will act as the leader for the Change Agents when the group splits in two after the introduction.

INTRODUCTION

DYNAMICS

This introductory explanation may be read directly from the script or outlined on three by five cards.

Allow 15 minutes

SCRIPT

Many people are currently taking responsibility for projects which may be unpopular at the outset but will benefit their community in the future. For example, a group might want a low income housing project built in a middle class neighborhood. Parents might want global issues courses taught in the public school system. A hospital might want to build a methadone clinic in a residential area adjacent to its facilities. In all these cases, those seeking change, the Change Agents, need the support of key elements of the community to insure success for their projects.

DECISION MAKERS, the game we are going to play simulates the kinds of problems you would face if you were trying to get community support for a controversial project. The game dramatizes the interaction between those wanting the change and the people whose support is needed.

DYNAMICS

SCRIPT

It gives a formula for building community support for a social change project. While it could be played using any social change situation, for our purposes today the game will illustrate the problems faced by a community group which is trying to introduce a course on war and peace issues into their local high school curriculum.

The game is a simplified version of reality. At the end we can discuss how it conforms to actual situations. In this game, half of you will be Decision Makers, who are the key representative elements of the community. The other half of you will be the Change Agents, who represent active people in the community.

These are roles which are described in detail in your handout. The rules of the game require that whichever role you are assigned, you stay as much in character as possible. The role playing is easy and you don't need any experience or preparation. If you aren't sure what to do just go ahead and improvise.

O.K. let's start. You are all residents of Springdale, a typical suburb in a large metropolitan area. The community is described on the first page of the fact sheets you all received when you entered. Let's take a few minutes to read the sheet.

Wait while the group reads the first page of the fact sheet.

In Springdale, the Change Agents, a citizens' group concerned about the public schools, has surveyed the courses in the local high school and have discovered few that relate to international affairs.

Since they feel young people today need to know about the world and the challenges our country faces, they have decided to try to get the schools to teach a course on war and peace. If they are to succeed they need the support of key groups in the community that can influence school curriculum. These groups are students, teachers, school administrators, parents and community leaders --

DYNAMICS

Wait while the group reads page two and three of the fact sheet.

Hold up sample of each

Turn to page 11.

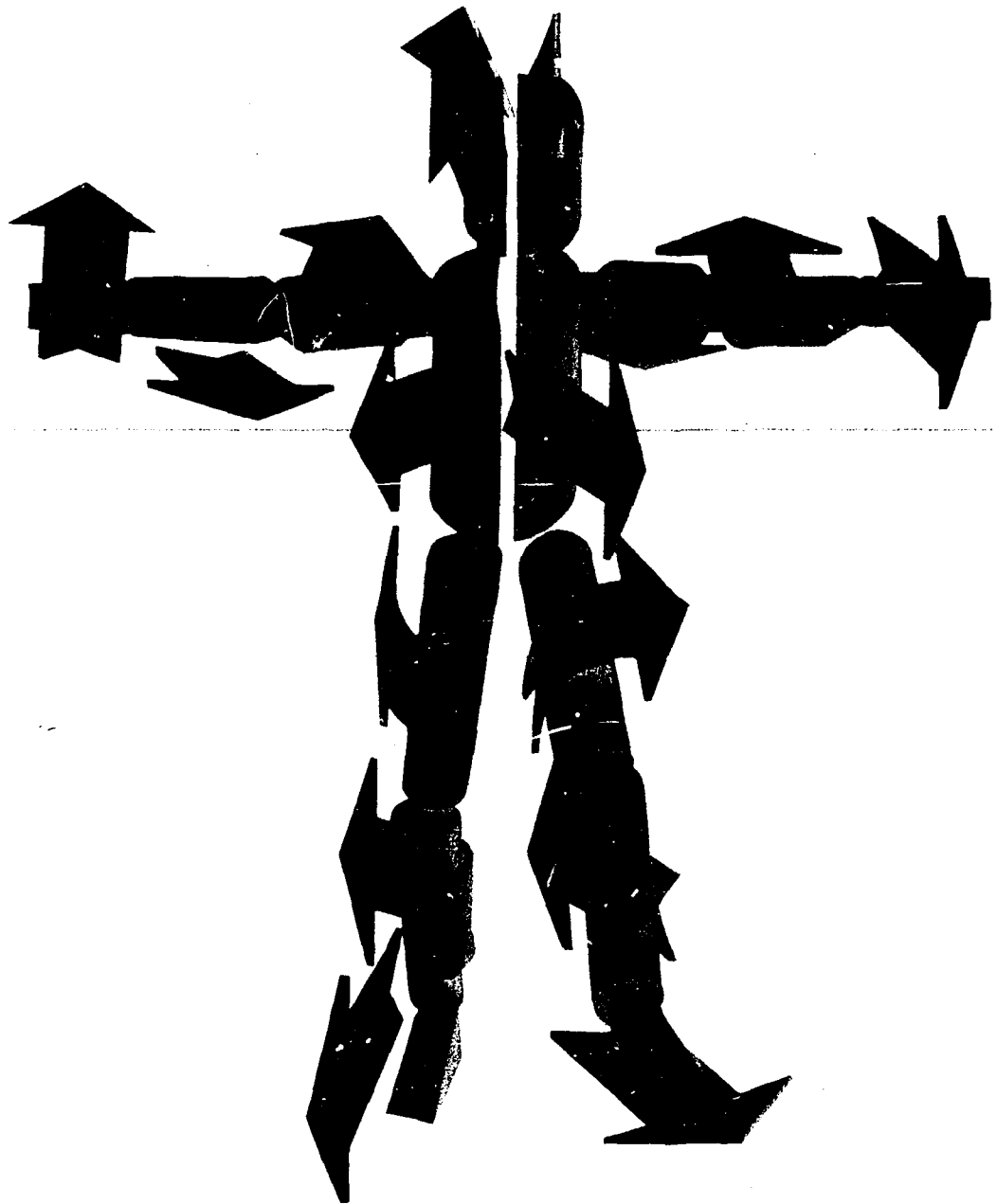
Those with gold fact sheets go to the small room. Those with white fact sheets remain.

SCRIPT

the Decision Makers. A brief sketch of each group is on page two of the fact sheet. Take a minute now to look at those descriptions.

Those Decision Makers control the three elements necessary to introduce the unit – official approval, funds and public endorsement of the project. In this game we symbolize these elements by tokens – seals for official approval, paper money for funds and positive and negative letters for public reaction to the project. On page 3 of the fact sheet is a chart showing how the tokens are distributed. Take a look now at that chart. You can see that altogether the Decision Makers have \$1,200.00, 13 seals representing official approval and 50 letters representing public reaction. At the bottom of the chart you see listed what the Change Agents need to introduce the course. The Change Agents must meet with the Decision Makers and overcome their reservations about the project in order to gain the Decision Makers support and the tokens necessary to introduce the course. Since this is the essence of the game, I'll repeat what I just said. **The Change Agents must meet with the Decision Makers and answer their questions about the project to gain their support and the tokens necessary to introduce the course.**

We now will divide into two groups, the Change Agents and the Decision Makers, and meet separately to get further instructions about how to proceed. If the fact sheet you received is gold you will be a Change Agent. If it is white you will be a Decision Maker. The Change Agents will accompany their moderator to (indicate room). The Decision Makers will remain here.



moderator for change agents

CHANGE AGENTS FIRST CAUCUS

DYNAMICS

Have the chairs arranged into five groups or ask the Change Agents to divide into five equal groups, as they enter.

Read the outline of the course Challenges of Peace Building.

Hand out an even number of each type of button.

SCRIPT

We are all Change Agents, average community residents of Springdale. We are hoping to get a course on war and peace introduced into our high school. On page 4 of the fact sheet is a description of the course. Study it thoroughly. To best answer the Decision Makers questions about the course, it is important that you work out together your arguments for the introduction of the course so you will be consistent. Now, let's go over it together.

We need the support of five key groups of Decision Makers. Here are your identification buttons which designate which Decision Maker group you will be talking to.

Change Agents remember *you* are average community residents. You will be speaking to people who have assumed the roles of groups marked on your buttons.

Let me give you a quick description of the dynamics of the game from start to finish.

While you are in here, you will have about ten minutes to go over the course outline to prepare yourselves for your first meeting with the Decision Makers. Then you'll join them in the other room to try and persuade them of the value and feasibility of your curriculum Challenges of Peace Building. They have the description of the course and are preparing to ask you questions about things like costs, teacher training, field work, materials, or controversial subjects.

After 10 minutes, you all come back here. The Decision Makers will decide how many tokens, seals of approval, funds and negative or positive letters.

CHANGE AGENTS FIRST CAUCUS (Cont.)

DYNAMICS

Make sure that the Change Agents realize they are playing themselves and only meeting with parents, teachers, etc. Circulate unobtrusively to make sure each group begins to strategize.

After 10 minutes, take the group to join the Decision Maker groups in the larger room.

SCRIPT

they want to give you and will send them in here. We will record the number of tokens you receive on the progress chart. From the chart you will know which Decision Maker groups you really need to concentrate on. You'll have a few more minutes to discuss and plan your last meeting with the Decision Makers. That meeting will take 15 minutes. You again come back here while they make their final contributions to your project. We'll all meet together after that to hear what kind of course you have been able to persuade the school to introduce. Then we'll have a "debriefing" to discuss how realistic the process of the game is relative to actual situations and to your own experience.

Now you are on your own. Take about 10 minutes to go over the course description. Within your group try to figure out what type of approach will be most appealing to the group of Decision Makers you will be meeting. For example, what kind of questions would teachers have about a course with so many new concepts and activities? How can you describe the ideas so they will be appealing? Remember you have ten minutes to formulate your strategy.

CHANGE AGENTS SECOND CAUCUS

DYNAMICS

After 10 minutes with the Decision Makers, go back to the Change Agents room and wait for the Decision Makers groups to decide how much support they want to give for the course.

SCRIPT

We will have to wait a few minutes before we get the results of the first meeting with the Decision Makers. Why don't you spend the time discussing questions you were faced with, how you answered them and what strategy you want to use in the second meeting. You might want to discuss:

1. Which question gave you the most difficulty?
2. How did you answer it?

CHANGE AGENTS SECOND CAUCUS (Cont.)

DYNAMICS

When the envelopes are brought in, give them to respective groups and ask them to call their results. Fill in progress chart.

Appoint Treasurer – Ask Treasurer to pick up tokens and envelopes.

Have the Treasurer keep the tokens and return the envelopes to the respective Decision Maker groups.

Change Agents and Decision Makers meet.

Moderator watch time and separate after 15 minutes.

SCRIPT

3. Did any other group encounter the same question? How did you answer it?

4. Does your group need additional information?

Here are the results.

Can we have a volunteer to be the Treasurer and keep the tokens?

When we have the final results after our next caucus, the Treasurer will make a final report for the Change Agents to the joint meeting.

Now that you know which Decision Maker groups you need to focus on, some of you who have been more successful might want to join another group to help out in the second round.

O.K. time to meet again with the Decision Maker groups for fifteen minutes.

CHANGE AGENTS FINAL CAUCUS

DYNAMICS

Final caucus 5 minutes

Play this by ear. While the Change Agents are waiting the 5 minutes after the 2nd joint meeting use the suggested questions if necessary.

Pass the envelopes out to the Change Agents. Remember that you don't have much time. Take the Change Agents back for the final joint meeting with the Decision Makers.

SCRIPT

What were the most difficult or interesting questions you had to deal with?

How did you answer them? How did other groups answer them?

Would each group in turn tell me (or whoever fills in the Progress Chart) what the final contributions are from the Decision Makers.

FINAL JOINT MEETING

DYNAMICS

With the whole group together, have the Change Agents' treasurer give the report. While he is talking fill in the Total Contributions Chart showing the results of the game.

SCRIPT

Could we have the treasurer's report please.

Please put all tokens and buttons in their respective envelopes.

DEBRIEFING

This should be the most interesting and rewarding segment of the game. The following page provides a guideline to help make sure your group leaves the game with a better grasp of the elements necessary for social change. Study the summary below as an example of organization of ideas for the discussion and highlighting of important concepts.

1. PLAYING THE GAME

- A. **The results:** Go over the final results on the progress chart. Skip it if time is short. Let each Decision Maker group explain its response to the Change Agents' presentation. Let each Change Agent group explain its strategy.
- B. **Purpose of the Game:** The game is designed to leave participants with a deeper knowledge and familiarity with the following:
 - 1. The identity of the key elements in a community whose support is necessary for implementation of a project.
 - 2. An appreciation of the different elements necessary for a project to succeed. In this case: funding, public support, and official approval.
 - 3. A realization of the differences in power of Decision Making groups.
 - 4. Identification of the real concerns of each Decision Maker and Change Agent group.
 - 5. Knowledge of the format of an effective proposal and the importance of knowledge of the mood of the audience.
 - 6. An understanding of the importance of maximizing the talents and energy of a group.

2. RELATING THE GAME TO REALITY

- A. Ask if any of the participants are teachers or educational administrators.
 - 1. Ask them how realistic the results are.
 - 2. Is the community description realistic?
- B. Was the interaction between the Decision Makers and the Change Agents plausible?
 - 1. Personal anecdotes
 - 2. Group consensus on strategy for social change.

3. RELATING THE GAME TO YOUR ORGANIZATION AND YOUR PURPOSE IN PLAYING THE GAME

- A. Are there any other programs to follow?
- B. Additional resources for follow up action.
 - 1. Present literature, organization reports
 - 2. Sign up sheets
 - 3. Miscellaneous

FACT SHEET

YOUR COMMUNITY

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Springdale is a residential community with a substantial number of citizens commuting to work in the city. Some people, however, are employed in the town's few industries or in stores and other service occupations. Republicans outnumber Democrats by two to one, although the town for the last several local elections has put Democrats in the key positions.

Religiously, the town is 25% Protestant, 45% Catholic and 30% Jewish and has a number of churches and synagogues. The town has a United Nations Association Chapter and the usual complement of public affairs organizations such as a League of Women Voters chapter, a Kiwanis Club, PTA's, etc., and has several country clubs and social organizations.

Springdale has five public elementary schools, two intermediate or junior high schools and one high school. About 30% of the population send their children to private or parochial schools. The public schools operate under general guidelines established by the state Department of Education but wide latitude is given to the local school board to make decisions about curricula. The School Board for Springdale has a reputation for supporting traditional methods but has favored innovative curricula that meet the expressed needs of the area's residents.

TIME NECESSARY FOR GAME

Introductory Explanation	15 minutes
First Caucus	10 minutes
(Change Agents and Decision Makers meet separately)	
First Joint Meeting	10 minutes
(Groups meet together)	
Second Caucus	15 minutes
Second Joint Meeting	15 minutes
Final Caucus	<u>5 minutes</u>
Game Time	70 minutes
Discussion	<u>20 minutes</u>
Total	90 minutes

NOTE: Please return this Fact Sheet, the tokens, buttons and envelopes at the end of the game.

decision maker roles

STUDENTS

We are a fairly representative group of students from a suburban middle income area. Most of us are concerned with making adequate or reasonably good grades and going on to college. We generally prefer dating and football as activities after school. Activist student groups have almost died out since the moratoriums of a few years ago. There are still some community service and radical groups around involving about 10% of the student body.

PARENTS

As typical suburban parents we are actively interested in our children getting a good high school education. Most of us want very much for them to go on to college and get the kind of training that will qualify them for a good job – preferably in the professional fields. We are happy for our kids to be involved in projects at school and will help if necessary on special occasions; however, an individual project should not take up so much time that it causes grades in other courses to drop. We think learning self-discipline is an essential function of education. While some of us are sympathetic to the peace movement, most of us believe students who strike, disrupt classes or get involved in similar “radical” activities, are going too far. For their own security and benefit we would be happiest if they would concentrate on their school work.

TEACHERS (Including department heads who have considerable power to make decisions about curriculum and who are generally also teaching.)

Most of us live in the community. The High School, though a public one, pays us fairly well and does not overburden us with too many students per teacher. Only about 10% on our staff have traveled abroad and are really interested in international affairs. Our faculty are a cross-section of young teachers recently graduated with degrees in education, and more experienced individuals. The more experienced teachers naturally have quite a bit of respect and influence, both with the administration and the department chairmen. Their classes are strictly disciplined and their methods, tried and true.

However, some of the younger teachers have brought in fresh teaching ideas and suggestions on use of multi-media materials that have been helpful to us all. Comprising about 15% of the faculty, these teachers are eager to try new materials and will take the time and effort to be trained to use them correctly. The majority of the rest of us are not quite as involved in our teaching careers, having been at it longer. We treasure our free time away from school.

ADMINISTRATORS (Including the Board of Education, Superintendent, and school principals)

Our main concern is to keep the schools running smoothly. We keep a strict eye on our limited budget, but we do have funds available for experimental courses. We are held responsible for the security of our students in any activities relating to their school work:

luckily we have been able to get full insurance. We prefer not to institute a course which might become too controversial within the community. We don't want our students to become members of visible radical action groups.

We are wary of highly politicized groups trying to influence our teachers and the materials they use. Our policy is to avoid programs that are too controversial and jeopardize our credibility as educators in the total community.

Our superintendent is quite progressive and encourages us to try new materials and methodology.

COMMUNITY LEADERS (Clergy, businessmen, housewives, professionals, etc.)

We are the influential members of our community. Each of us belongs to several civic groups such as the Chamber of Commerce, League of Women Voters, U.N.A., Lions, Kiwanis, the P.T.A., etc. Our concerns are to promote a stable, growing, law-abiding community. We want our kids to be qualified to get a good job and be an asset to the community.

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DECISION MAKERS INFLUENCE CHART:

TOTAL TOKENS	Educational Administrators	Teachers	Students	Parents	Community Leaders
\$1,200	420	200	150	150	280
13 Seals	7	4	1	1	0
25 Positive Letters	3	3	3	8	8
25 Negative Letters	3	3	3	8	8

NEEDED TO INTRODUCE UNIT:

Full Year Course	6 Month Unit	6 Week Unit
\$1200 dollars	\$500 dollars	\$200 dollars
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CHALLENGES OF PEACE BUILDING

HIGH SCHOOL COURSE

The Change Agents want to get the course described below introduced into the social studies curricula in our local high school.

Each of the following areas would be treated:

1. **DISARMAMENT – THE CHALLENGES OF NUCLEAR WEAPONS**
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GOALS:

1. Understanding of international perspectives on global issues
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TEACHING METHODS:

1. Seminar discussions
2. Simulation games
3. Role Playing
4. Controversial speakers representing a range of points of view
5. Films

EXTRA CURRICULAR ACTIVITIES:

1. Field trips -- visits to UN agencies, missions to the UN, partisan groups (for example, Arab Information Agency, Palestinian Arab group, B'nai B'rith, Jewish Defense League)
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3. Community involvement -- students may want to create a pressure group to promote action on peace issues.
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COST:

For materials, teacher training, field trips, etc.:

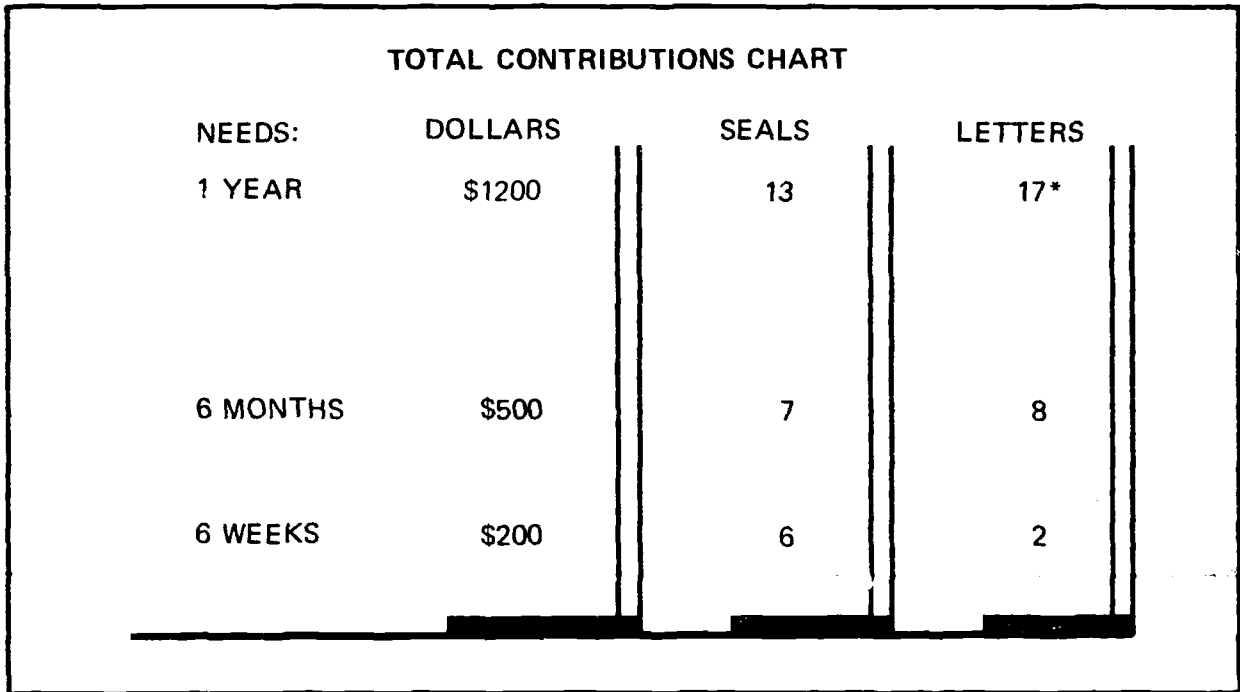
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SAMPLE POSTERS

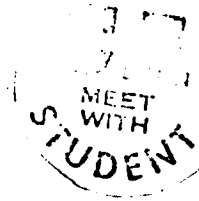


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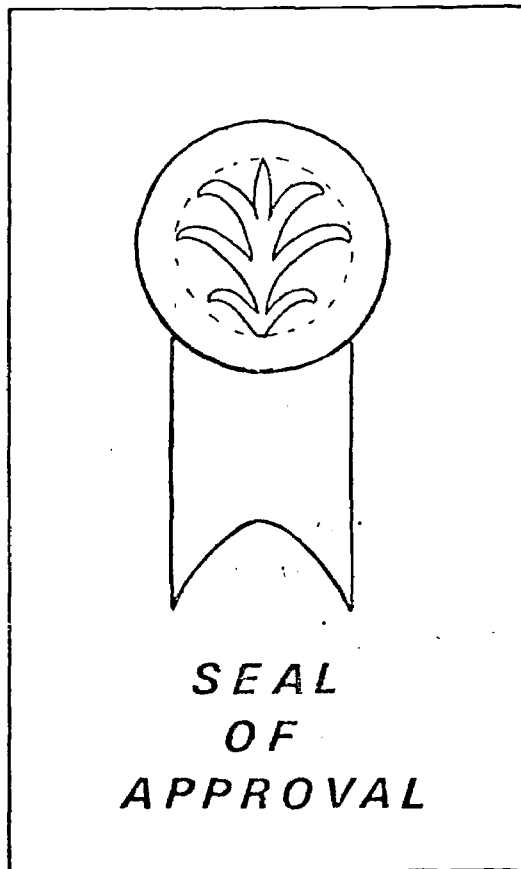
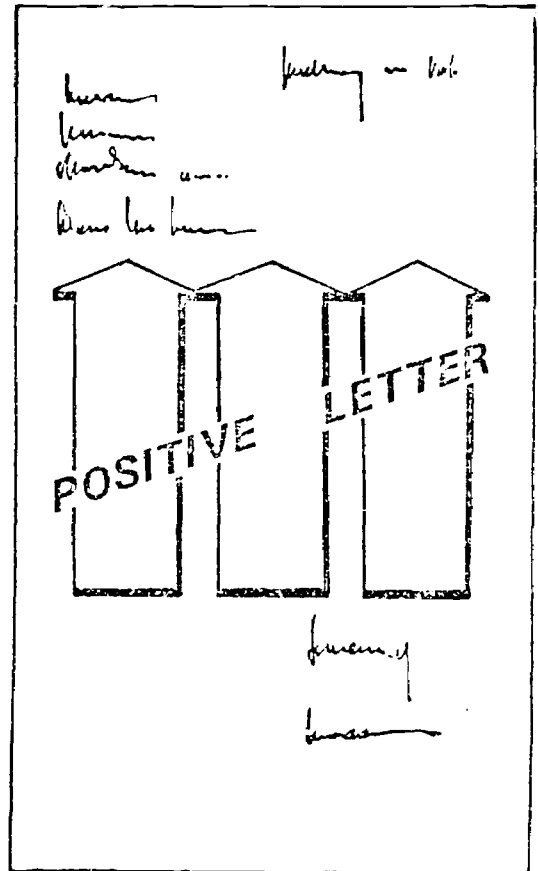
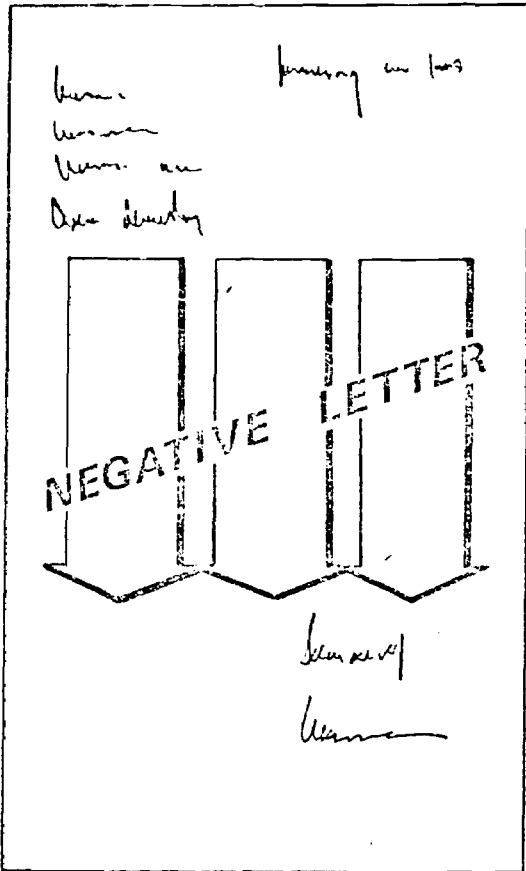
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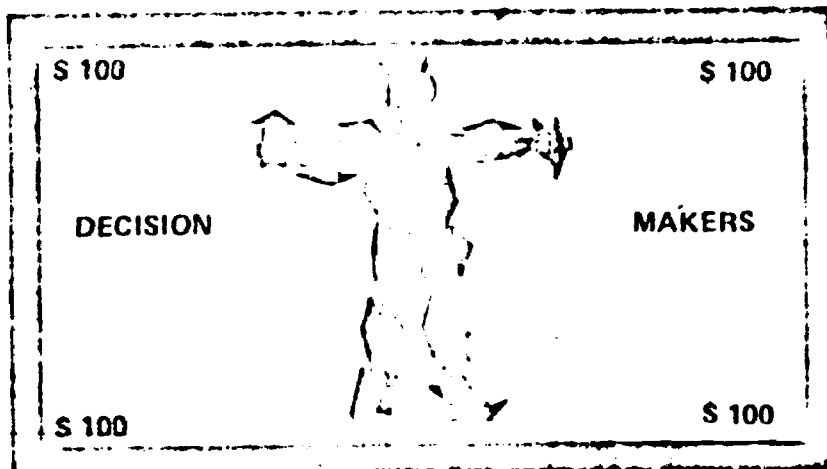
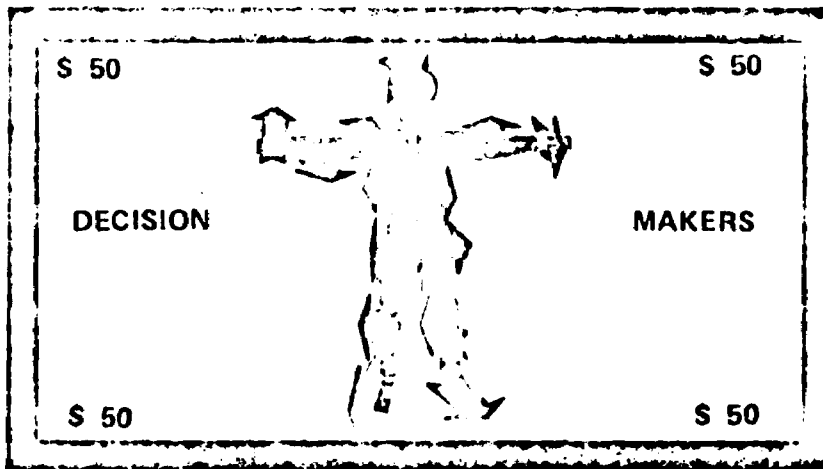
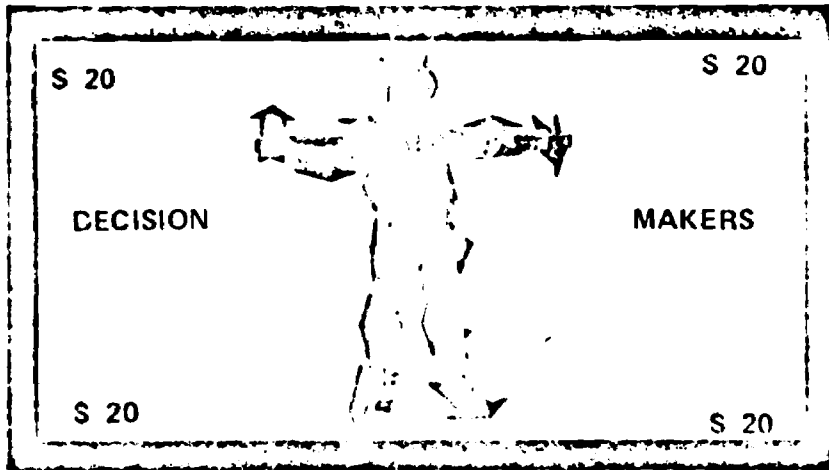
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BEST COPY AVAILABLE

PAPER MONEY

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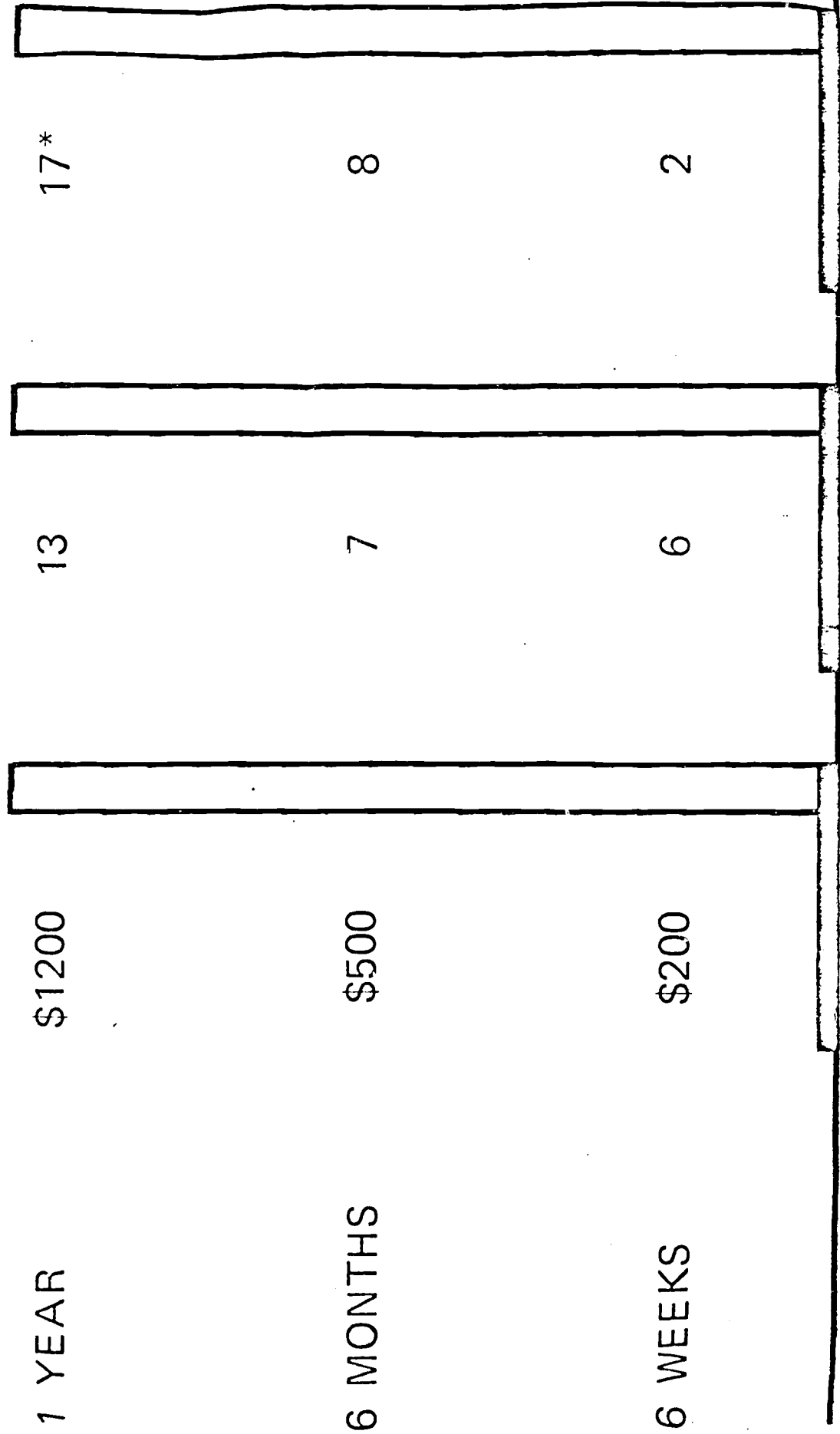
TOTAL CONTRIBUTIONS CHART

LETTERS

SEALS

DOLLARS

NEEDS:



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DECISION MAKERS

Possible Questions **Teachers** Might Have :

1. How can I teach this unit when I feel unprepared to deal with peace issues ?
2. Will I get enough training ?
3. Will I get support from the school administration if I deal with controversial topics or teaching methods ?
4. How will this unit relate to the rest of the social studies curriculum ?
5. Is this unit pushing one political line ?
6. With field trips and independent study will I be able to maintain discipline in the classroom ?

DECISION MAKERS

Possible Questions **Community Leaders** Might Have :

1. Is the unit pushing one political line ?
2. Will the unit encourage "radical" action from the students ?
3. How will the unit prepare students for college or jobs ?
4. How expensive is the unit ? Where will the funds come from ?

DECISION MAKERS

Possible Questions **Parents** Might Have :

1. How will the unit help my child prepare for college ?
2. Is the unit pushing one political line ?
3. With seminars and field trips will my child get enough discipline to learn ?
4. On field trips will my child be in danger ?
5. Why is the unit necessary ?

DECISION MAKERS

Possible Questions **Administrators** Might Have :

1. Will the teaching method of the unit be disruptive to the rest of the high school ?
2. How can we find the funds in our tight budget ?
3. Is the unit pushing one political line ?
4. Why is this unit more important than anything else ?
5. If we use the unit will other community groups request units for their special interest ?
6. What reaction will there be in the community ?

DECISION MAKERS

Possible Questions **Students** Might Have :

1. How much homework will we get ?
2. Will all sides of the issue be presented ?
3. How will the unit be taught ? How will it be different from our other courses ?
4. How is the unit topic relevant to our concerns ?
5. How will it help us prepare for college ?

Five envelopes need to be made for: 1) Community Leaders; 2) School Administrators; 3) Teachers; 4) Parents and 5) Students. (See Instructions.)

DOCUMENT RESUME

ED 088 753

SO 007 102

TITLE Social Studies Human Behavior Studies Program, K-6
(Part One of a Two Part Series).
INSTITUTION Baltimore City Public Schools, Md.
PUB DATE Apr 72
NOTE 281p.; Prepared by the Commission on Revision of the
Social Studies

EDRS PRICE MF-\$0.75 HC-\$13.80

DESCRIPTORS Area Studies; Cross Cultural Studies; *Cultural
Awareness; Curriculum Guides; Elementary Education;
Ethnic Groups; Ethnic Studies; Group Behavior; *Human
Relations; Individual Characteristics; *Inquiry
Training; Instructional Materials; Interdisciplinary
Approach; Kindergarten; Minority Groups; *Minority
Role; Objectives; Resource Materials; Self Concept;
*Social Studies; Teaching Methods

ABSTRACT

The social studies curriculum guide for levels K-6 emphasizes the role played by all ethnic groups in the development of the American culture. Main goals of the course are to enhance the student's knowledge of self, appreciation of his heritage and the heritage of others, and understanding of the contributions of many peoples to the growth of the United States. An inquiry method of teaching is used throughout the course. The following courses are outlined: 1) Who am I? As I See Myself, As Others See Me; 2) Individuals -- Similarities and Differences; 3) Group Behavior--Individuality and Conformity; 4) Communities--Interdependence and Change; 5) Individuals and Groups--Prejudice and Propaganda; and 6) Individuals and Groups--Human Rights and Protection. Teaching-learning strategies which include sample questions and learning activities, information sources, behavioral goals, and a bibliography of teacher and pupil references are provided for each course. Also included are a course rationale, graphic notes on teaching techniques, a glossary of terms, and an additional teacher bibliography. (RM)

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ROBERT J. THIEBLOT

ARLENE JENKINS, STUDENT COMMISSIONER

GEORGE MITCHELL, STUDENT COMMISSIONER

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SUPERINTENDENT
OF PUBLIC INSTRUCTION

VERNON S. VAVRINA
ASSOCIATE SUPERINTENDENT,
CURRICULUM AND INSTRUCTION

REBECCA E. CARROLL
ACTING ASSISTANT
SUPERINTENDENT, ELEMENTARY

PROCESSED BY THE DIVISION OF PUBLICATIONS AND PUBLIC INFORMATION

1972

A MESSAGE FROM THE SUPERINTENDENT

One of the major objectives of education is to develop a child's pride in his personal worth and pride in his background. This means teaching every child to appreciate and understand not only himself, but others also. In a society as diverse as ours, this is an important task, and the teacher has the vital responsibility of fostering self-respect in each child and mutual respect among all children. This involves making the classroom a virtual market place of cultural exchange.

Throughout their long labors, the members of the Commission for the Revision of the Social Studies were guided by this vital educational goal. They also worked with an awareness of the demands that this objective placed upon the teachers. This Guide, a product of the Commission's labors, is a flexible educational tool that can aid teachers in developing pride and understanding in children. This unique and challenging curriculum Guide is a scenario of our nation's dynamic past and vibrant present; its publication places Baltimore in the vanguard of efforts across the country to provide an exciting and honest history of the American people.

The Guide itself, however, is an inanimate object; the magic that only a teacher can provide is required to translate it into meaningful classroom experiences.

All social studies teachers should utilize this educational tool to its fullest by marshalling all of their knowledge and creativity in presenting a lucid picture of the people, events, and issues that have woven and continue to weave the fabric of American history.

Roland N. Patterson
Superintendent, Public Instruction

April 1972

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FOREWORD

THE COMMISSION ON REVISION OF THE SOCIAL STUDIES IN THE DEVELOPMENT OF THE MATERIALS CONTAINED HEREIN, HAS BEEN ACTUATED PRIMARILY BY A FIRM COMMITMENT TO THE TRUTH OF OUR NATION'S PAST AS BEST IT COULD BE DETERMINED. THE COMMISSION HAS MADE A SEDULOUS EFFORT TO PORTRAY OUR HERITAGE, PAST AND PRESENT, WITH AN ACCENTUATION OF THE PLURALISTIC COMPOSITION OF OUR NATION.

THE EXPERIENCES AND CONTRIBUTIONS OF BLACKS, CHICANOS, INDIANS, PUERTO RICANS, AND JEWS, AND NUMEROUS OTHER ETHNIC AND/OR MINORITY GROUPS ARE PORTRAYED. OUR CENTRAL THRUST IS IN THE DIRECTION OF MULTIETHNICITY AND CULTURAL PLURALISM AS OPPOSED TO THE HISTORICALLY ERRONEOUS "MELTING POT" CONCEPT.

FINALLY, OUR MATERIALS LEND THEMSELVES FULLY FOR DISCOVERY OR INQUIRY TEACHING ON THE PART OF TEACHERS. PROVISION IS MADE FOR DIVERSIFIED INSTRUCTIONAL RESOURCES FOR BOTH TEACHERS AND STUDENTS. TEACHERS WILL ALSO BE ABLE TO UTILIZE INTERDISCIPLINARY AND MULTIDISCIPLINARY APPROACHES IN THEIR TEACHING.

THE MATERIALS PROVIDE THE BASIS FOR REFLECTIVE THINKING, MAKING INTELLIGENT DECISIONS, AND A RATIONAL APPROACH TO UNRAVELING KNOTTY AND CUMBERSOME SOCIAL, POLITICAL, AND ECONOMIC PROBLEMS.

SAMUEL L. BANKS
DIRECTOR, COMMISSION ON REVISION
OF THE SOCIAL STUDIES

ELEMENTARY COMMITTEE

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SARAH ELIAS
SAMUEL SOKOLOW

JUNIOR HIGH COMMITTEE

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SENIOR HIGH COMMITTEE

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ELEMENTARY SCHOOL CURRICULUM

It is apparent to any concerned teacher that the social studies program of our elementary schools lacks a most essential element; this missing factor is full information concerning the prominent role played by all ethnic groups in the development of America, with special emphasis on the most ignored group-- the black American.

To remedy this conscious or unconscious omission, we must recognize our obligation, as educators, to present to all children the whole truth. In this transitional period we must double our efforts in an intensified drive toward illuminating the contributions of all ethnic groups, and in giving these people their legitimate place in the history of our nation and the world.

There is an urgent and compelling need, therefore, to provide a climate of learning in which young children will be helped to understand themselves and their environment, and to understand and evaluate the relationships of various peoples and events to the past, the present, and-- hopefully-- the future.

Curriculum experiences in this area should also be concerned with personal life situations. For all children these life situations must serve as a basis for study, provide a variety of models in establishing a satisfactory ego identity, and develop ethnic and racial confidence.

Experiences should also be personal, meaningful, and pertinent in aiding all children in the direct interpretation of their cultural environment. This is not the time for a remote relationship between learner and learning situation. Each child, black, white, red, yellow, and brown, must first develop an understanding of self, a feeling of individual worth resulting from genuine interaction with others, and a better understanding of his relation to his fellow man. Special units have been designed, in this curriculum, which deal specifically with the identification, delineation, and interpretation of the roles of peoples of diverse racial, religious, and ethnic groups.

The social studies program, therefore, must be structured in such a way that there is continuity of ideas and learning experiences. It is mandatory that we fulfill society's obligation to each child by helping him to develop pride, to respect himself as an individual, and to see himself as a person of value within his immediate and his broader community.

Knowledge of self, appreciation of one's heritage and the heritage of others, and an understanding of the contributions of many peoples to the growth of our nation are prime emphases for all children.

To develop a curriculum that reflects our pluralistic society

To help children develop an understanding of and become more sensitive to the needs and feelings of all peoples

To help each child develop a healthy self-concept by encouraging him to discover his unique characteristics

To encourage attitudes that will help children appreciate the contributions of all racial, religious, ethnic, and cultural groups to society

To help children recognize the interdependence of all peoples

To help children develop a reflective thought process that will enable them

To make wise choices and decisions as they examine and analyze crucial and controversial issues

To become knowledgeable and participating citizens in a changing and complex society

To develop a historical framework and an understanding of the past events in our city, state, nation, and world and how these events affects us today.

To help pupils develop an understanding of man's dependence upon adjustment and adaptation to his environment.

END

DISCOVERY OF SOCIAL SCIENCE
CONCEPTS AND GENERALIZATIONS
DEVELOPMENT OF SKILLS
CHANGES IN ATTITUDES AND BEHAVIOR

MEANS

CHILD CENTERED

As individuals
In groups

INTERDISCIPLINARY

Social Psychology-Sociology
Anthropology-Economics
Political Science
History-Geography

MULTI-ETHNIC

Emphasis on the experiences of blacks
and other minorities

APPROACHES

RESOURCES

MULTI-MEDIA MATERIALS
COMMUNITY RESOURCES
READING MATERIALS
HUMAN RESOURCES

METHODS

REFLECTIVE THOUGHT PROCESS

Identifying and defining problems
Preparing learning resources
Gathering information
Interpreting information
Drawing hypotheses
Utilizing techniques in life
situations

CEPT THEME I: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

LEARNING LEVEL KINDERGARTEN GRADE ONE GRADE TWO GRADE THREE

FOCUS Who am I? As I see myself— As others see me

FOCUS Individuals— similarities and differences

FOCUS Group behavior Individuality and conformity

FOCUS Communities— interdependence and change

EMPHASES Self-identity Ethnic identity Individual development Valuing self and others Responsible actions

EMPHASES Interaction Self evaluation Feelings and sensitivities Rights and responsibilities Contributions to welfare of all

EMPHASES Decision making Personal attributes Norms of behavior Individual and group expression Reconciling differences

EMPHASES Cultural patterns Satisfying needs Interdependence Pivotal issues Problems and pressures

DISCIPLINES Social psychology Sociology Geography

DISCIPLINES Social psychology Sociology

DISCIPLINES Social psychology Sociology

DISCIPLINES Social psychology Sociology Geography Economics

CONCEPT THEME I: HUMAN BEHAVIOR — INTERACTION AND ADJUSTMENT

GRADE
FOUR

GRADE
FIVE

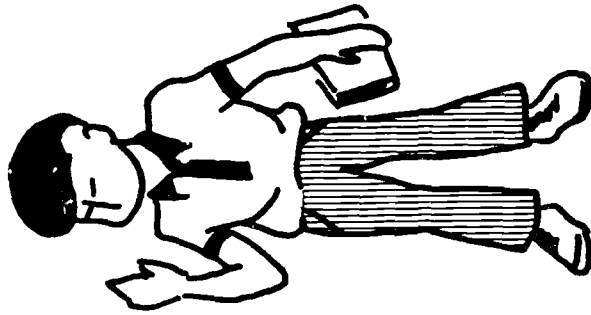
GRADE
SIX

LEARNING LEVEL

FOCUS	FOCUS	FOCUS
Societies Interaction Contributions Pressures	Individuals and groups Prejudice and propaganda	Individuals and groups Human rights and protection
EMPHASES	EMPHASES	EMPHASES
Societal Structure Changes and challenges Cultural uniqueness Assimilation Pressures and conflicts	Communication Legacy of racism Prejudicial and stereotype thinking	Humanity — a common bond Life Liberty Pursuit of happiness Economic awareness
DISCIPLINES	DISCIPLINES	DISCIPLINES
Social psychology Sociology Geography History Political science Anthropology	Social psychology Sociology Anthropology History	Social psychology Sociology History Geography Anthropology Political science

CHARACTERISTICS OF CHILDREN

- Is more aware of self
- Is becoming group conscious
- Is curious and adventuresome
- Is energetic, needs physical activity--
Younger childer-- short attention span
- Is not well developed in use of small muscles and in muscular condition--
Younger child
- Has more developed eye, hand coordination and muscular growth--
Older child
- Is creative, imaginative, and impressionable



IMPLICATIONS FOR TEACHING SOCIAL STUDIES PROVIDE:

- Opportunities for group interaction
- Experiences which promote feelings of self worth
- Experiences that stimulate and guide natural curiosity
- Multiple learning experiences
Multiple resources and multimedia
- Use of large materials and equipment for manipulation and construction
- Use of a variety of more complex and detailed media
- Firsthand experiences, dramatic and/or role play experiences, creative arts experiences

THE CHILD FROM 5 TO 12 YEARS OF AGE

CHARACTERISTICS OF CHILDREN

Is growing in self-reliance and ability to assume responsibility

Is becoming more aware of people and their problems

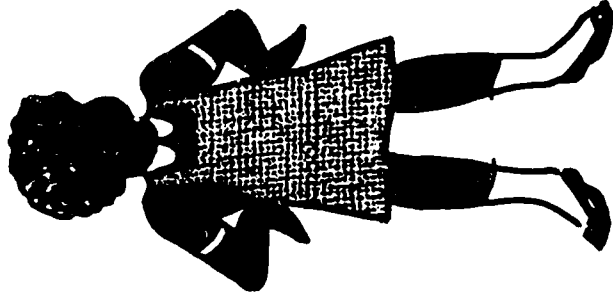
Is becoming aware of crucial issues that affect life styles

Is growing in ability to think critically

Is increasing in ability to develop concepts and generalizations

Is limited in understandings of time and space concepts

Is growing in understanding of the way customs and laws affect behavior



THE CHILD FROM 5 TO 12 YEARS OF AGE

IMPLICATIONS FOR TEACHING SOCIAL STUDIES PROVIDE:

Learning experiences which result in responsible actions and feelings of satisfaction

Experiences which help discover and value the uniqueness of all peoples, their contributions to society, and their problems

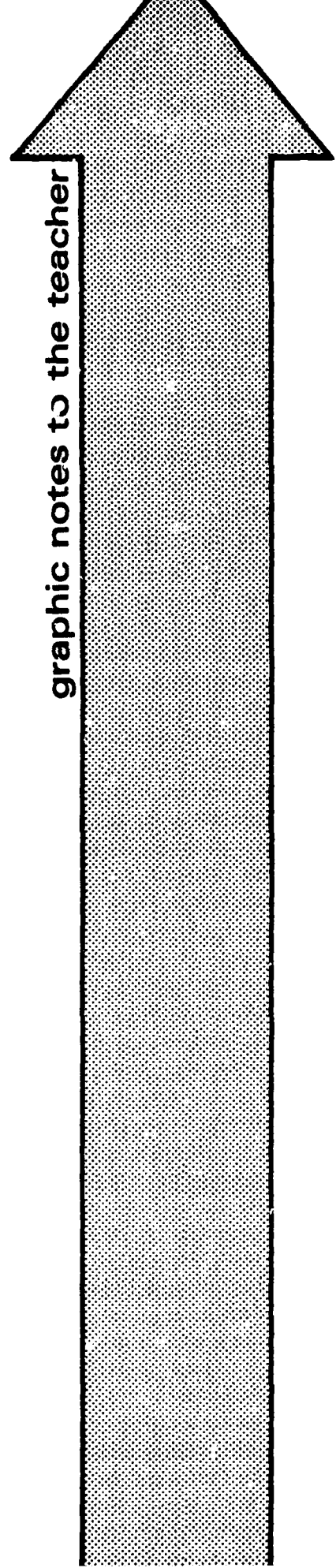
Experiences which result in analysis of situations and problems that affect human existence

Opportunities to think reflectively through varied learning experiences

Opportunities for sequential development of concepts which lead to generalizations

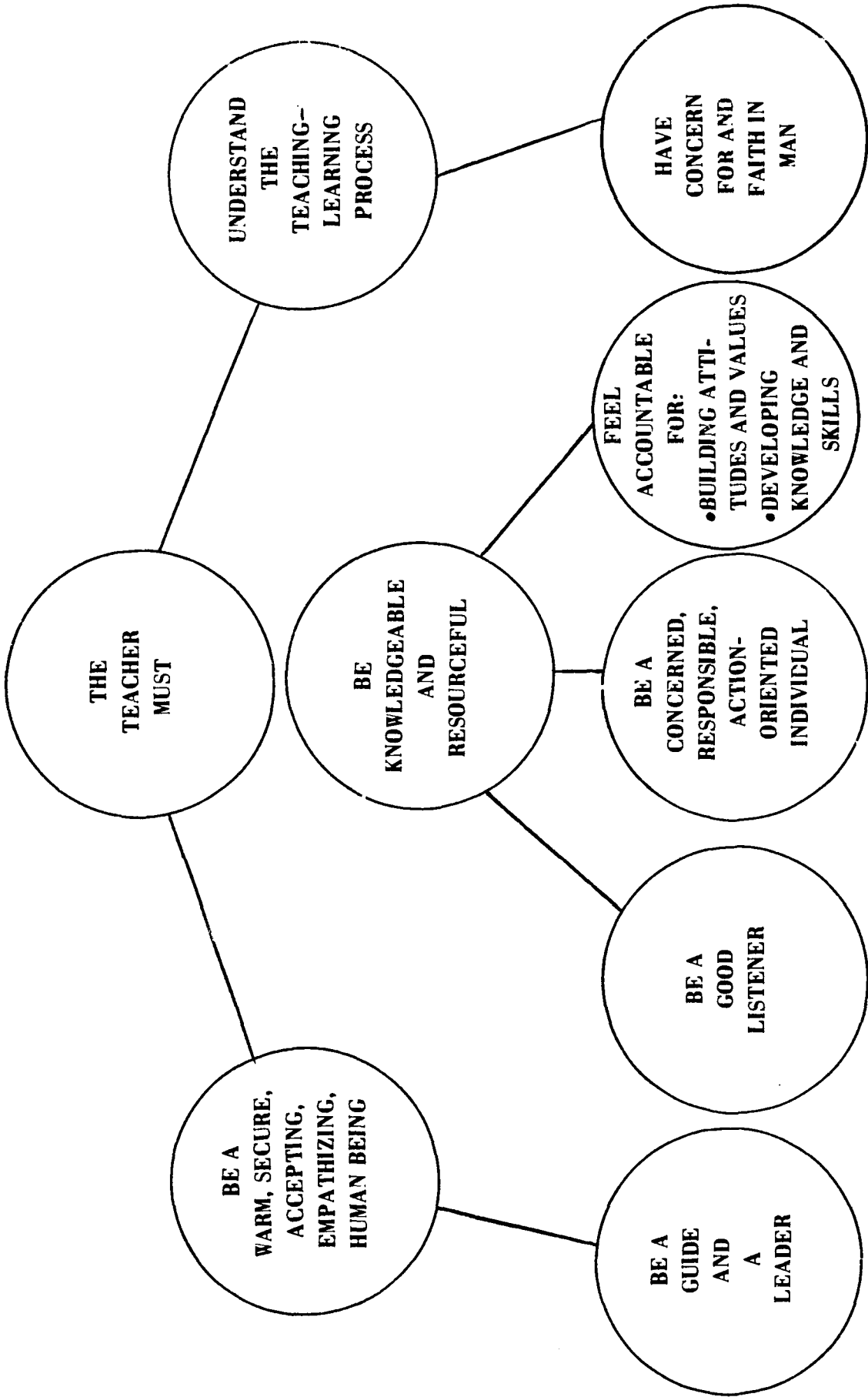
Meaningful frames of reference in clarifying concepts of space and time

Variety of learning experiences that help examine value systems and build constructive attitudes

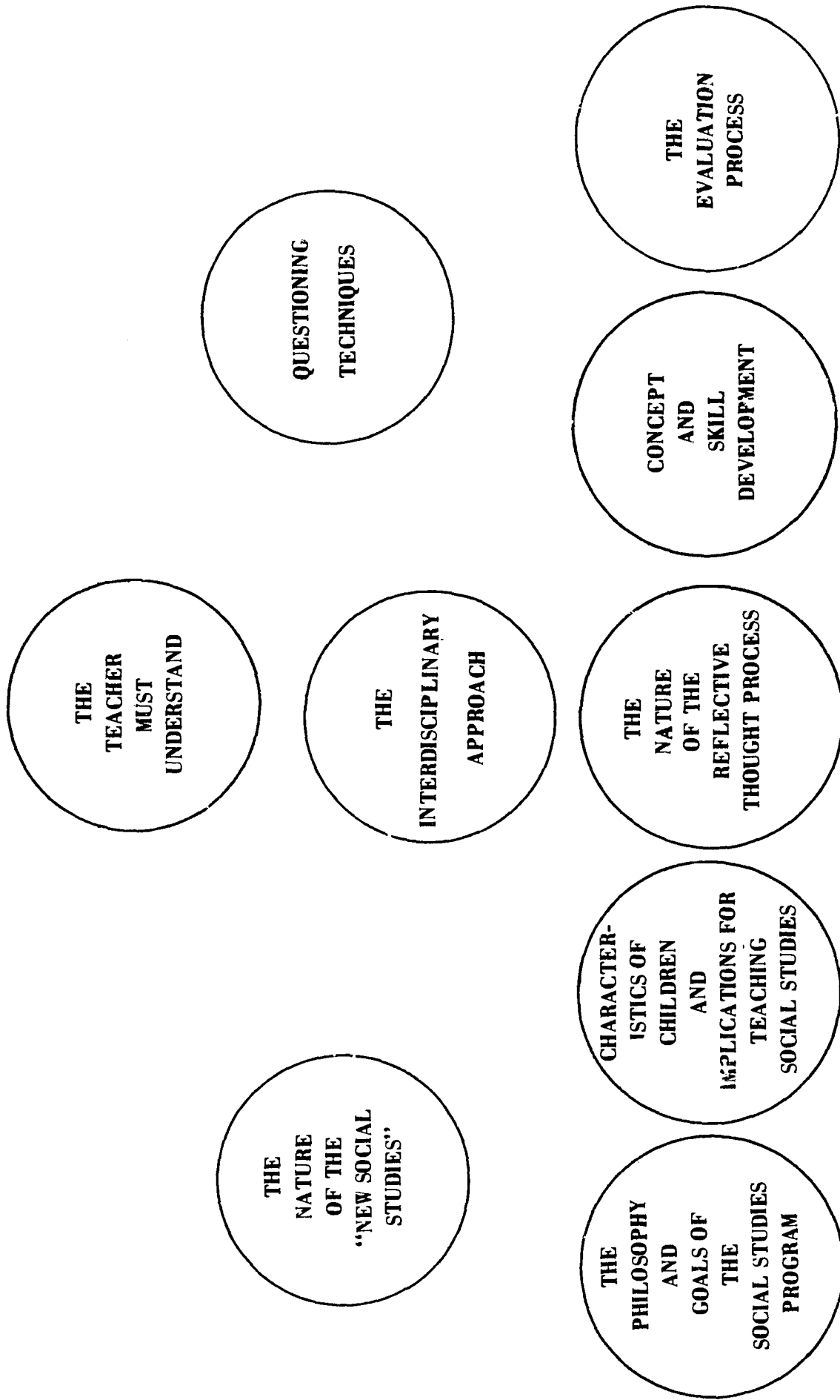


graphic notes to the teacher

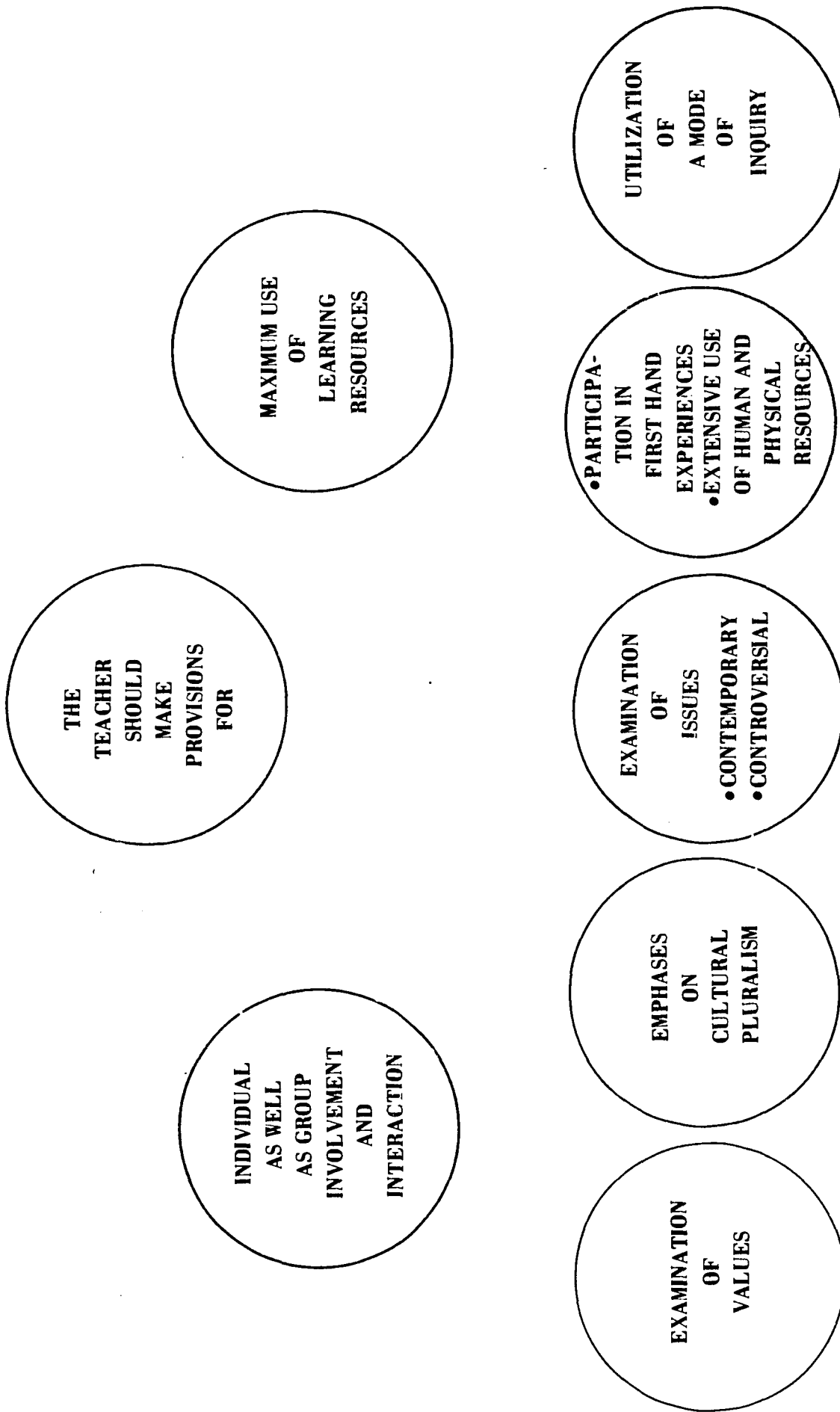
CHARACTERISTICS OF THE ELEMENTARY SCHOOL SOCIAL STUDIES TEACHER



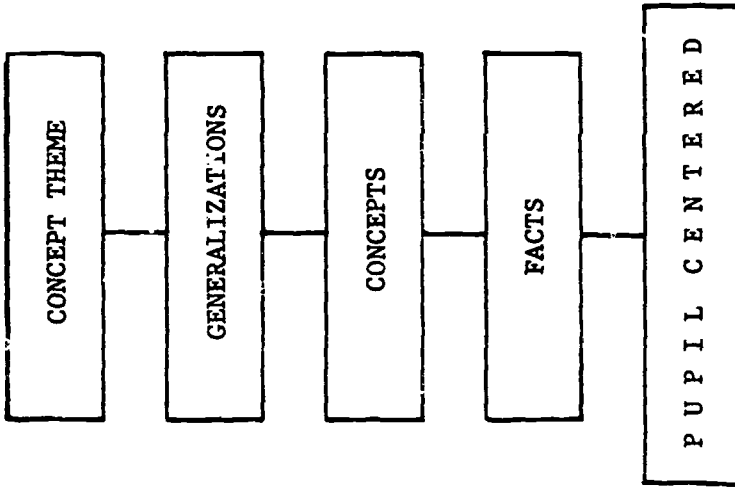
THE ROLE OF THE ELEMENTARY SCHOOL SOCIAL STUDIES TEACHER



PLANNING A LESSON IN THE ELEMENTARY SOCIAL STUDIES

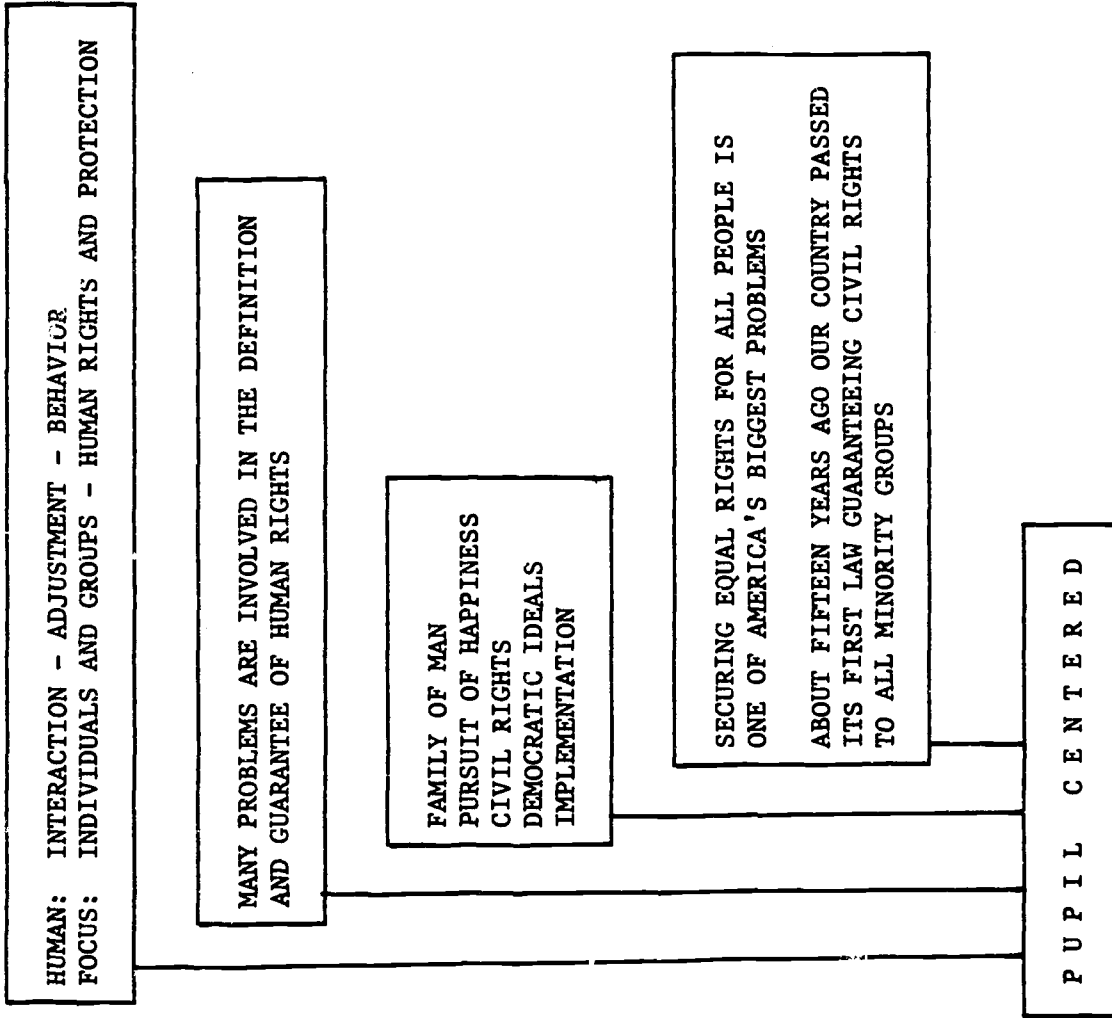


THE CONCEPTUAL APPROACH



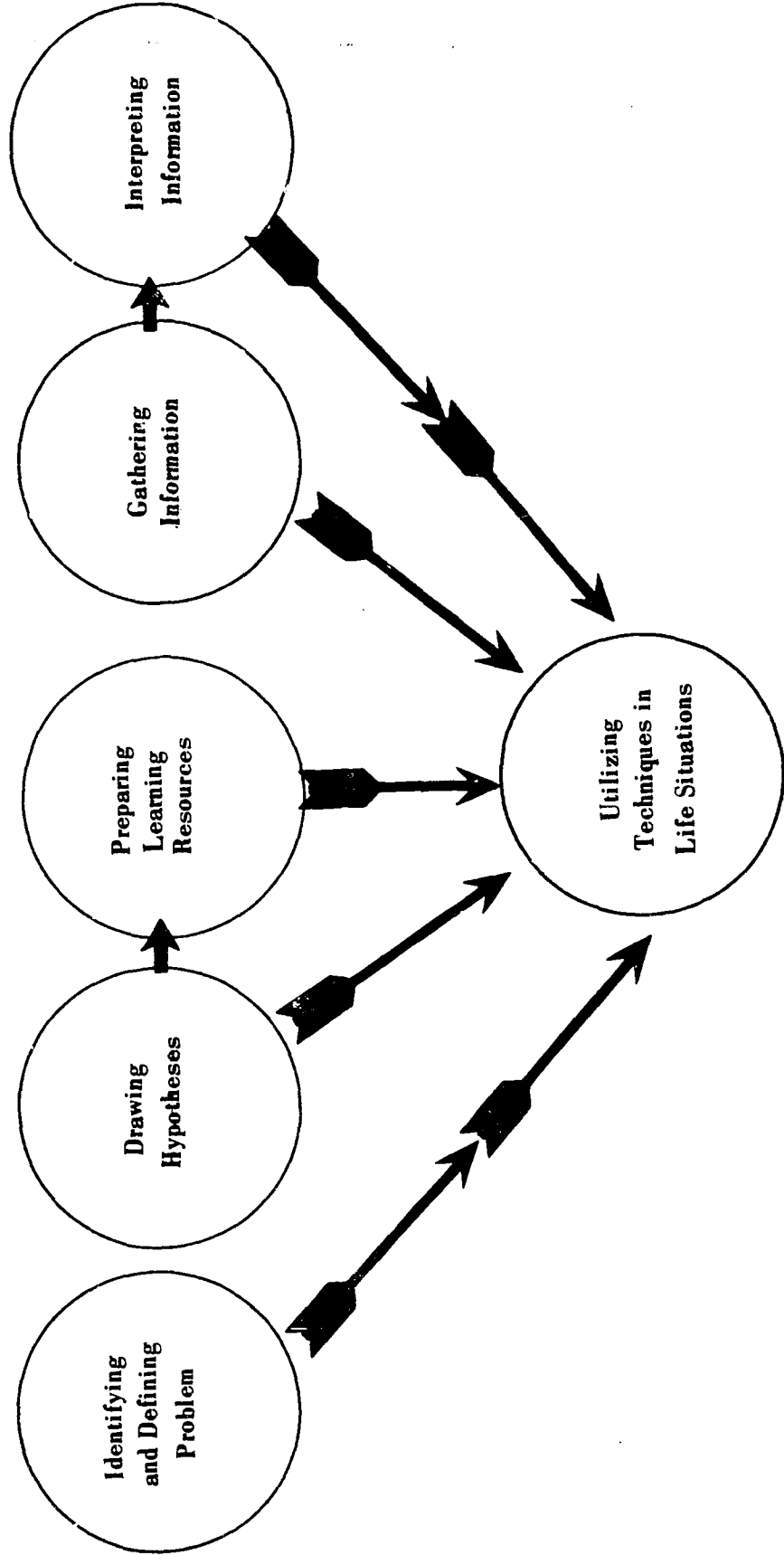
THE CONCEPTUAL APPROACH

AN EXAMPLE:



SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS

TEACHER MAY UTILIZE THIS SCHEME IN
PLANNING SOCIAL STUDIES EXPERIENCES



SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS



STEP 1

SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS



STEP 2

SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS

PREPARING LEARNING RESOURCES

Community Resources Media Materials

recordings, programmed materials,

models, artifacts, pictures, slides, films, filmstrips,

simulated games, record player, typewriter, exhibits,

projectors, records, radio, television, tapes,

demonstrations, maps, globes, puppets

READING MATERIALS

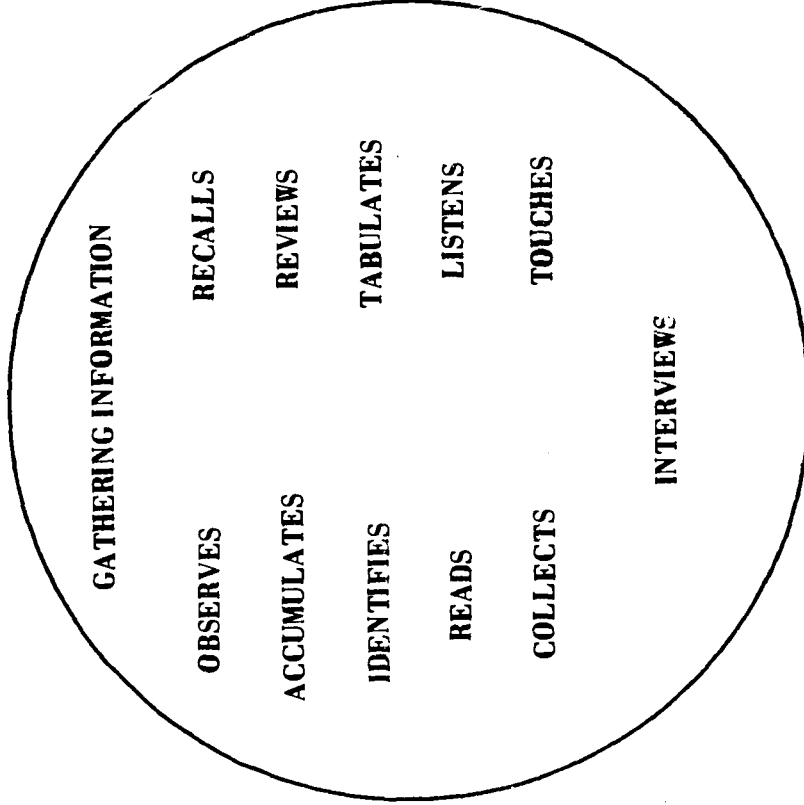
Books

texts, trade, reference, supplementary

Periodicals, Graphics

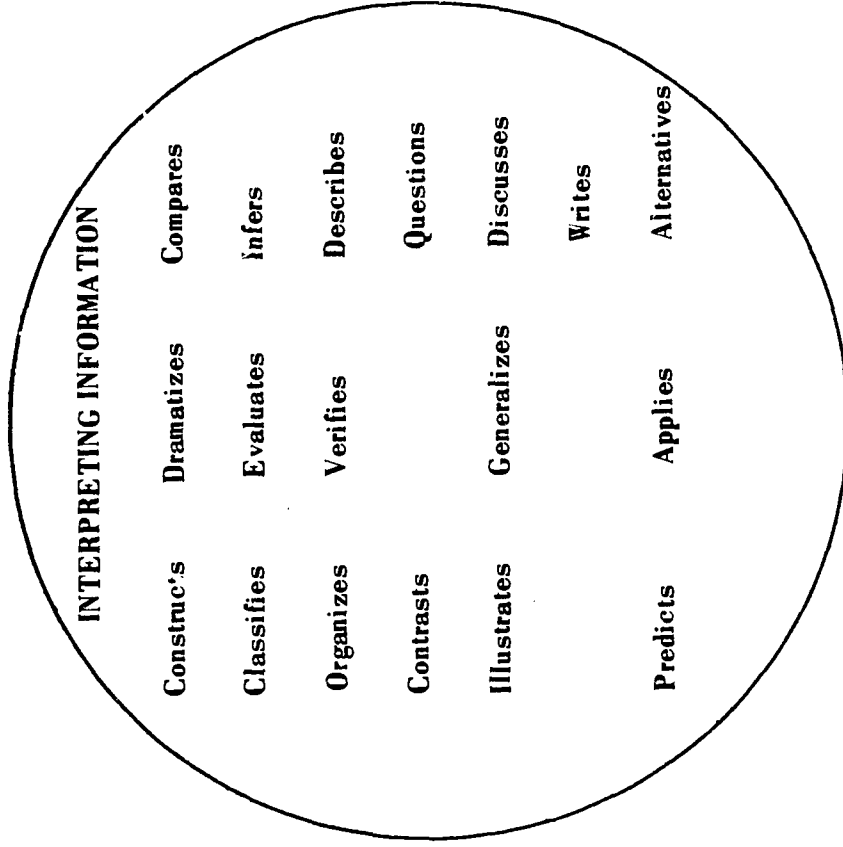
STEP 3

SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS



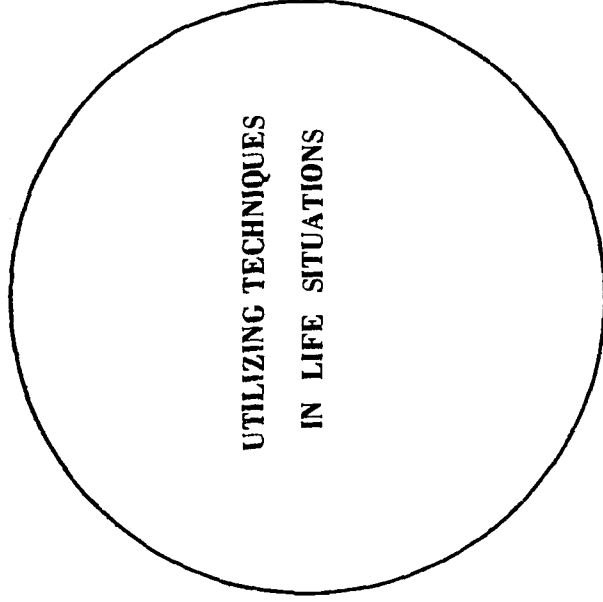
STEP 4

SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS



STEP 5

SAMPLE STRATEGY REFLECTIVE THOUGHT PROCESS

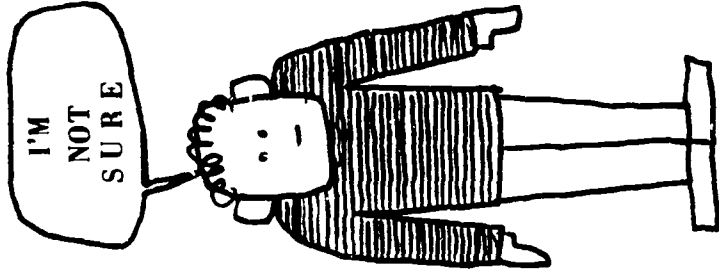
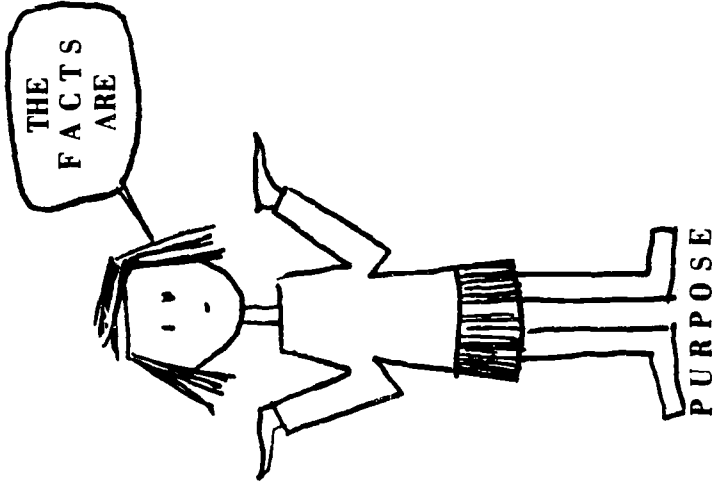
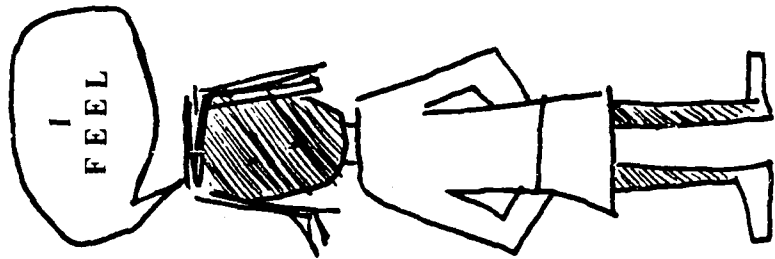


STEP 6

TYPES OF DISCUSSIONS

DISCUSSION	An exchange of words between two or more people for a number of purposes
DEBATE	A: argument to convince others to accept your views on a problem
CONVERSATION	A: exchange of ideas
PANEL	A group under the guidance of a leader discussing a subject before an audience
ROUND TABLE	A group with a leader discussing a problem and/or an issue
SYMPOSIUM	A series of prepared speeches before an audience on various phases of a single problem
FORUM	Full audience, under leader, takes part in question period after speech or discussion

DISCUSSION



PURPOSE

- TO SOLVE A PROBLEM
- TO MAKE A DECISION
- TO LEARN

CHARACTERISTICS

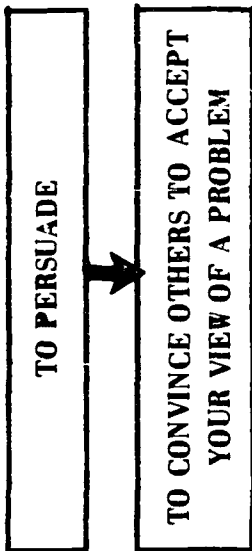
- KEEPS TO THE SUBJECT
- DEVELOPS IDEAS LOGICALLY

- CONSIDERS ALL THE FACTS AVAILABLE
- COOPERATIVE ATTITUDE

TYPES OF DISCUSSION

DEBATE

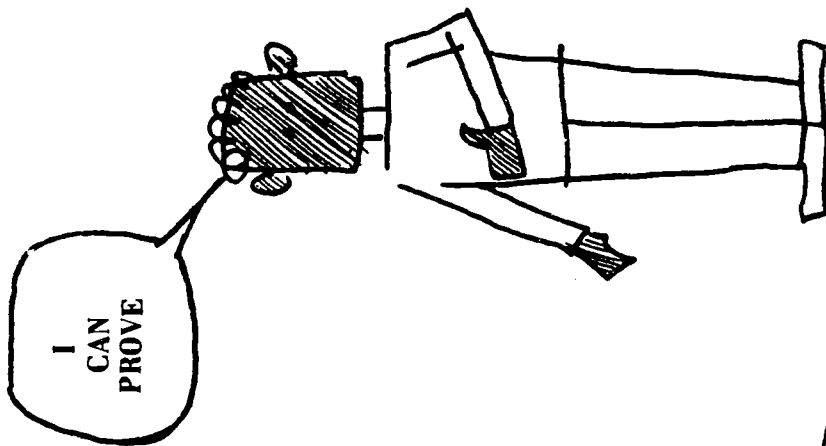
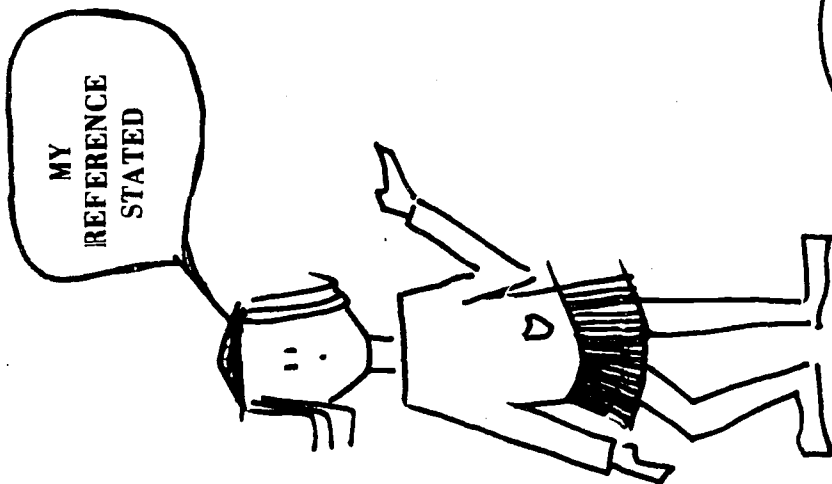
PURPOSE



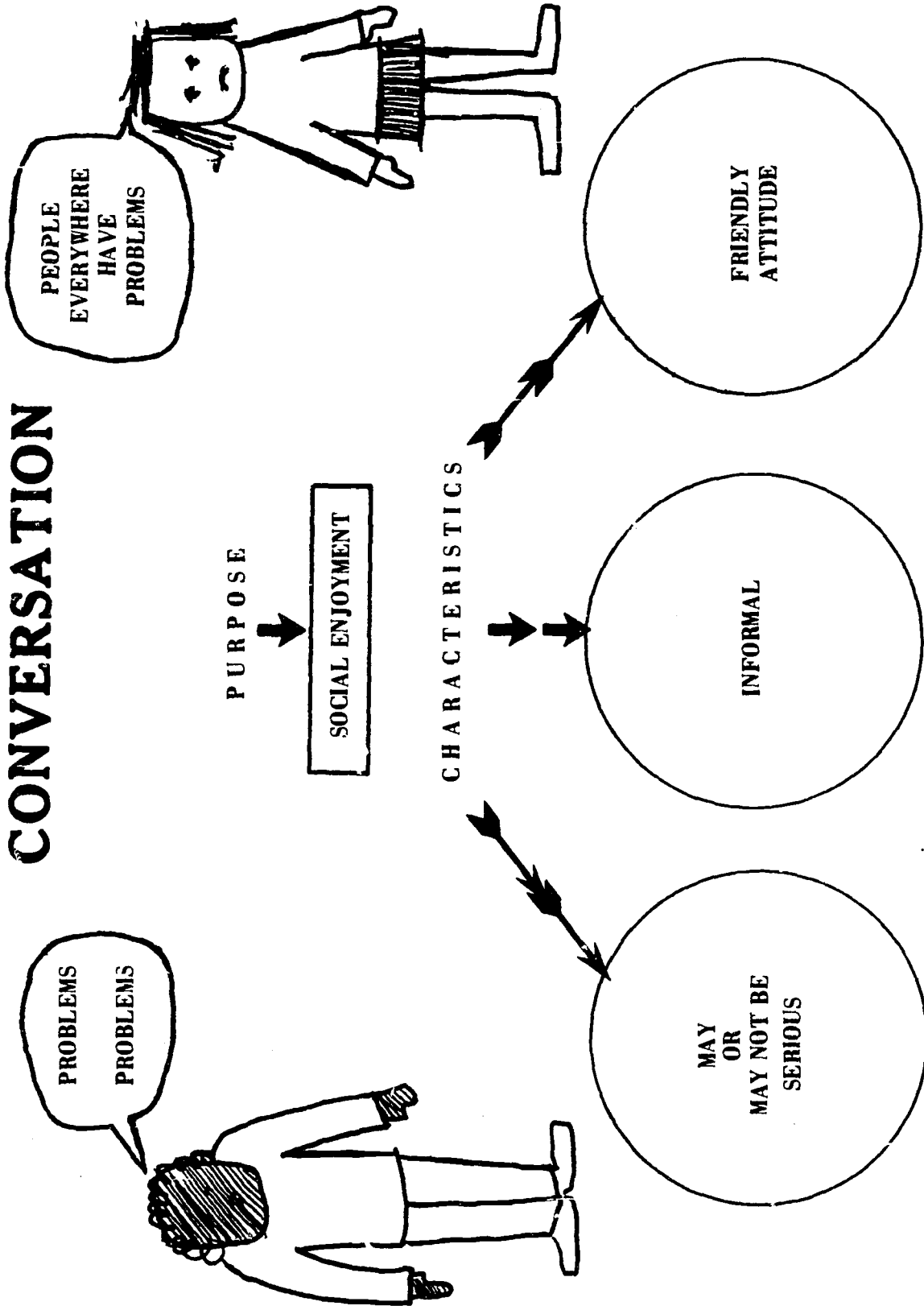
CHARACTERISTICS



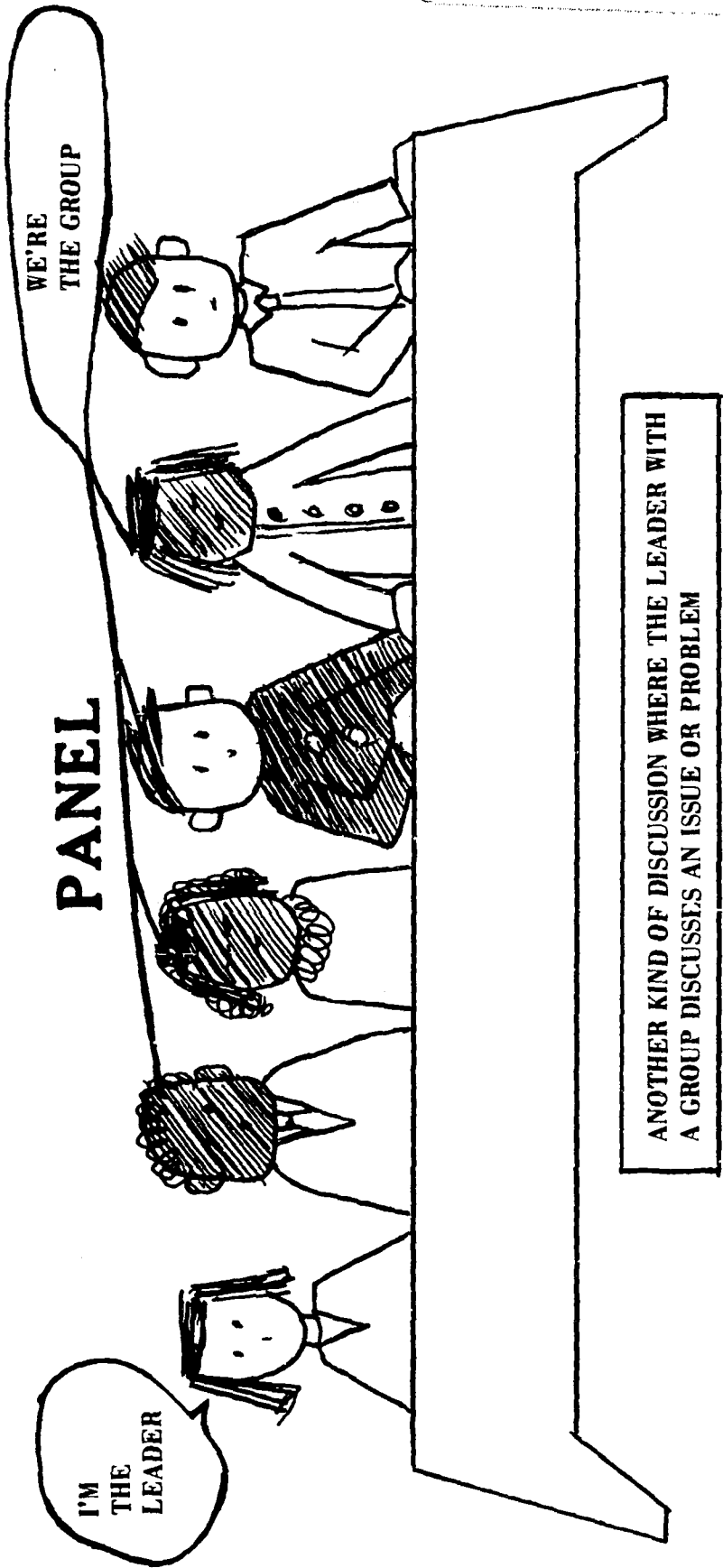
TYPES OF DISCUSSION



CONVERSATION



TYPES OF DISCUSSION



PURPOSE

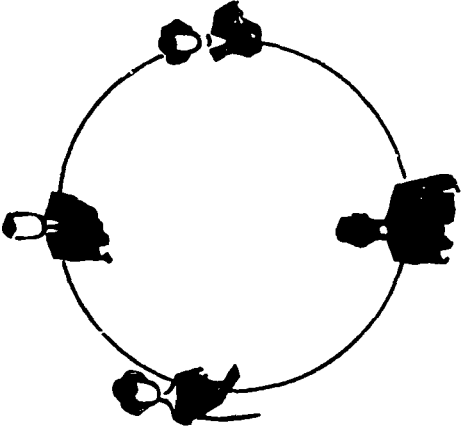
TO DISCUSS
A
PUBLIC ISSUE

CHARACTERISTIC

PANELISTS
ARE A
SELECTED
GROUP OF
SPEAKERS

TYPES OF DISCUSSION

ROUND TABLE



A LEADER DISCUSSES WITH A GROUP, A PROBLEM OR ISSUE WITHOUT THE PRESENCE OF AN AUDIENCE IN ACTIVE ATTENDANCE

PURPOSE

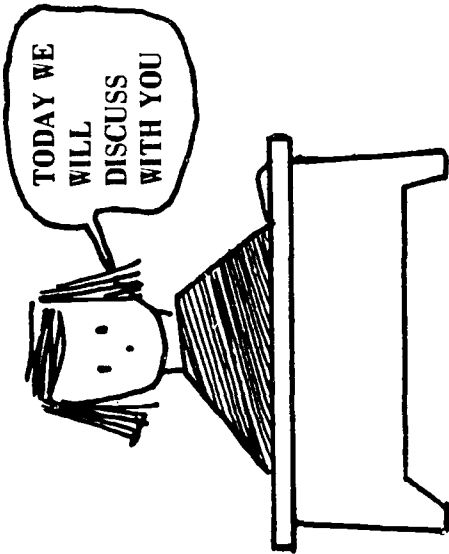
A CONFERENCE FOR A DISCUSSION AT ANY MEETING PLACE

CHARACTERISTICS

CONSIDERS ALL SIDES OF THE PROBLEM AND/OR ISSUE EXCHANGES POINTS OF VIEW

TYPES OF DISCUSSIONS

SYMPOSIUM



MAY

JUNE

APRIL

A SERIES OF PREPARED TALKS OR SPEECHES ON A SINGLE ISSUE OR PROBLEM

PURPOSE



A VARIETY OF OPINIONS ARE GIVEN IN THIS TYPE OF DISCUSSION

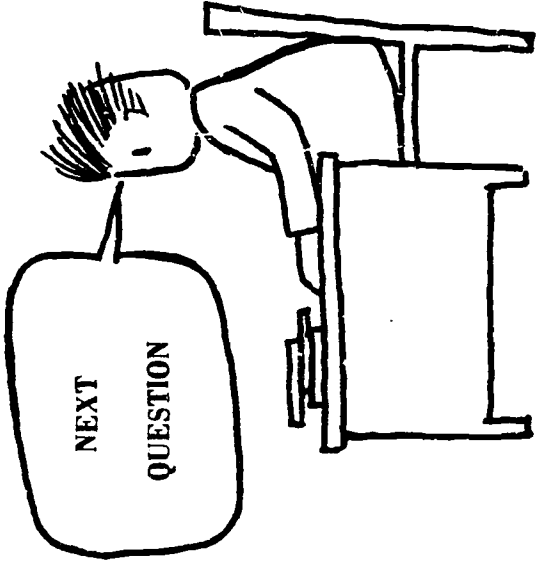
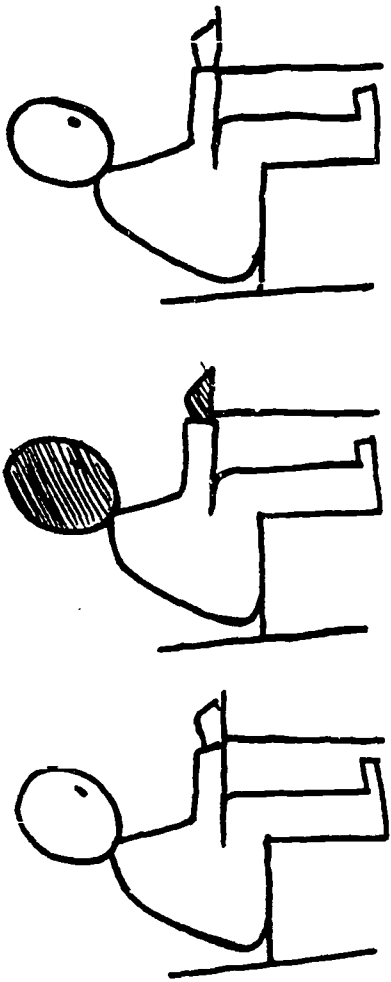
CHARACTERISTICS



THE OPINION MAY BE COLLECTED FOR PUBLICATION

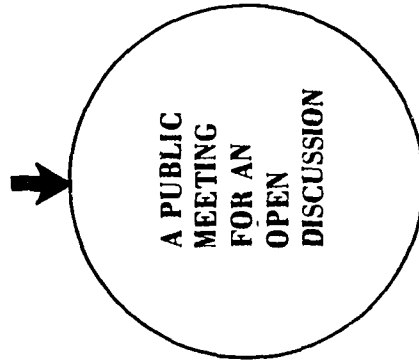
TYPES OF DISCUSSIONS

FORUM

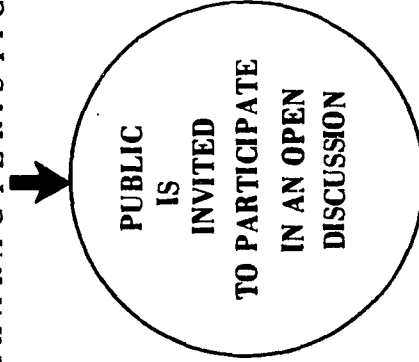


A QUESTION-ANSWER PERIOD AFTER A SPEECH OR DISCUSSION WITH A LEADER AND AUDIENCE

PURPOSE



CHARACTERISTICS



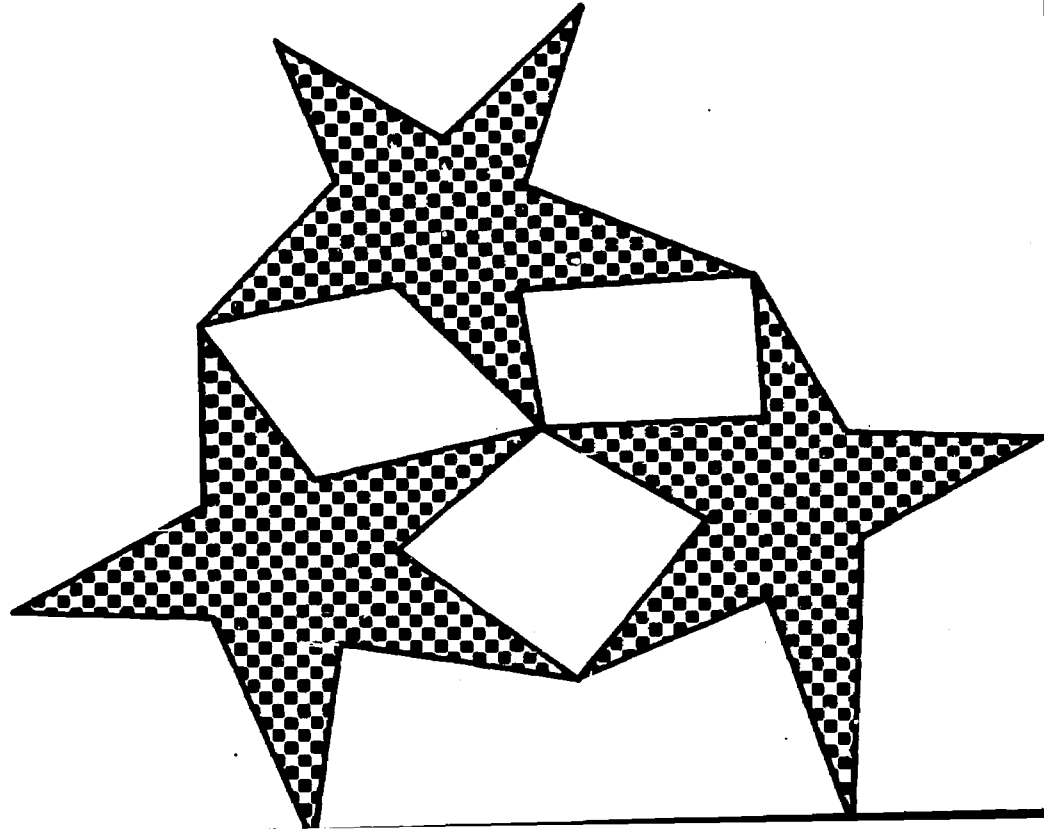
TYPES OF DISCUSSIONS

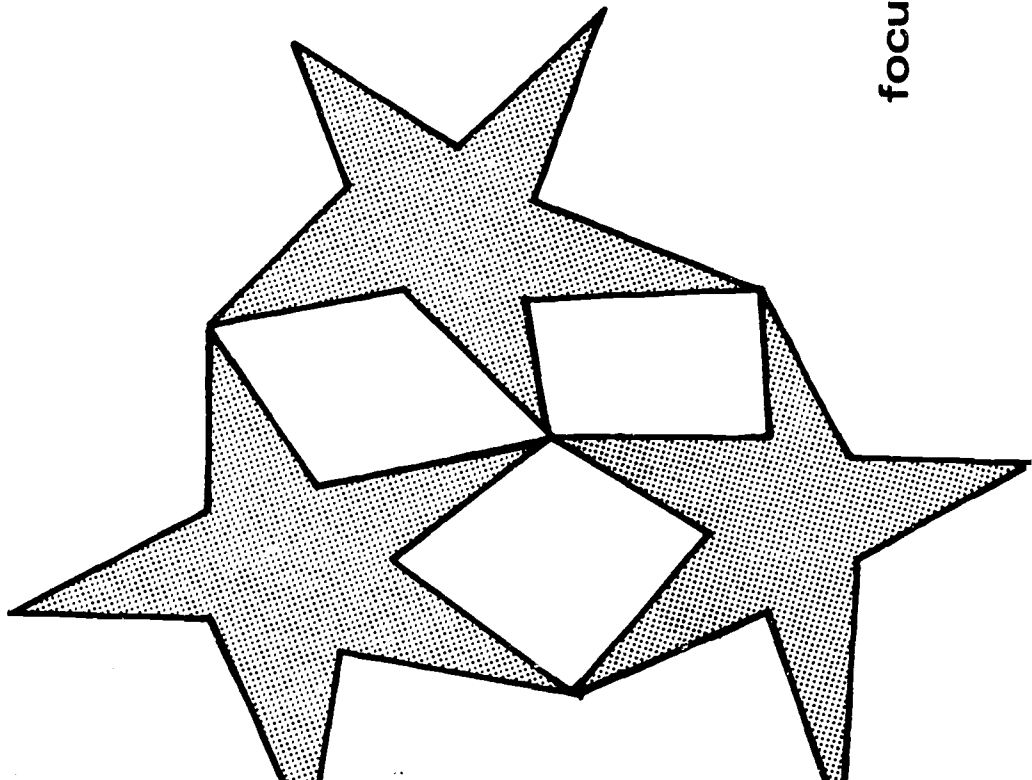
human behavior studies program

concept theme: human behavior—interaction and adjustment

learning level

kindergarten	who am i? as i see myself—as others see me
grade one	individuals—similarities and differences
grade two	group behavior—individuality and conformity
grade three	communities—interdependence and change
grade four	societies—interaction, contributions, and pressures
grade five	individuals and groups—prejudice and propaganda
grade six	individuals and groups—human rights and protection





learning level: kindergarten
focus: who am i? as i see myself—as others see me

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>One of the paramount goals of social studies education is to help develop individuals who can react socially and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to</p> <ul style="list-style-type: none"> -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals 	<p>Learning about myself Appearance Physical Racial and/or ethnic group</p> <p>Feelings About self Physical characteristics Abilities What I can do well What I cannot do well What I like to do When sad When happy When worried When afraid When angry When surprised When proud When excited</p>	<p>Each individual is unique and can be identified by distinctive characteristics.</p> <p>RACE RACIAL ETHNIC BLACK WHITE YELLOW RED BROWN</p> <p>SELF ABILITY FEELINGS</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	SAMPLE LEARNING EXPERIENCES	
<p>What do I know about myself?</p> <p>Do I look like other boys or girls?</p>	<p>Have pupils describe their reflections in a mirror. Immediately following the verbal activity, have them draw self portraits. This exercise may be repeated several times during the year, and it should prove interesting to note the pupils' self-concepts after discussing their final drawings.</p> <p>Using the mirror again, allow pupils to examine their different facial expressions. These may be recorded in individual books and used later for comparisons and interpretations.</p>	<p><u>Pupils</u></p> <p>Angiund, J. <u>Love Is a Special Way of Feeling.</u></p> <p>Ardizzone, E. <u>Tim All Alone.</u></p> <p>Darrow, J. <u>I'm Glad I'm a Boy. I'm Glad I'm a Girl.</u></p> <p>Kent, J. <u>Just Only John.</u></p> <p>Kuskin, K. <u>In the Middle of the Trees.</u></p> <p>Shaw, R. <u>Who Are You Today?</u></p>
<p>How do I feel about myself?</p>	<p>Have pupils discuss why they used certain colors to depict their facial expressions.</p> <p>Have pupils cooperatively make a collage of faces for a bulletin board display.</p> <p>Have pupils make individual booklets which could be cumulative. Booklets, entitled "As I See Myself," might contain pictures and/or sentences and captions relating personal data. Pupils may use voice balloons. This may be accomplished as follows:</p> <ul style="list-style-type: none"> Myself (photograph or drawings) My family (photograph or drawings) Places I'd like to visit My wish 	<p><u>Audio Visual</u></p> <p>Who Do You Think You Are? (sound filmstrip)</p>

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to</p> <ul style="list-style-type: none"> -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals 	<p>About people of different ages Babies Children my own age and other children Adults</p> <p>About people of other racial, ethnic, and religious groups</p> <p>About children of different sexes</p>	<p>DIFFERENCES</p> <p>DIFFERENT</p> <p>SIMILAR</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p style="text-align: center;">SAMPLE QUESTIONS</p> <p>How do you feel about people who are different from you? Do you think differences are important? Are some differences more important than others? If so, which ones? How do you feel about children of different sexes? What do you expect of others? How am I different?</p>	<p style="text-align: center;">SAMPLE LEARNING EXPERIENCES</p> <p>What I like about school What I like to do before and after school How I help my family How I help in school</p> <p>Have pupils use puppets to demonstrate and react to different emotions. What is my favorite pet? Playmates I like best.</p> <p>Using the theme, "Put Yourself in the Other Person's Place," have the pupils utilize books, stories, dramatizations, poems, television programs, records, etc., as a basis for discussion. Encourage inquiry techniques. <u>Suggestion:</u> A new boy enters class. Some of the children begin to tease him and call him names; other children laugh. Have pupils role play this scene or similar scenes as they happened, guiding the pupils always.</p> <p>Evaluate the activity in light of suggested and other inquiry questions. Role play and evaluate a variety of alternate actions for the same scene. Also act out a variety of ways in which this scene might have been prevented.</p>	<p><u>Pupils</u></p> <p>Buckley, H. <u>Grandfather and I.</u> Buckley, H. <u>Grandmother and I.</u> Clifton, L. <u>Some of the Days of Everett Anderson.</u> Collier, E. <u>The Birthday Tree.</u> Kent, J. <u>Just Only John.</u></p>

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to:</p> <ul style="list-style-type: none"> -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals 	<p>Learning about my roots Identifying my family Racial or ethnic group members</p>	<p>Each individual has value regardless of his culture, racial, ethnic identity, or religious affiliation</p> <p>FAMILY OF MAN ROOTS RESEMBLE</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Pupils

What occurred?
 How did you feel when the incident first occurred?
 Why did the situation arise?
 What feelings were aroused?
 Why were these feelings evident?
 Should anyone have reacted differently?
 What were some alternative actions?
 How might the situation have been avoided?

Bernheim, E. A Week in Aya's World: The Ivory Coast.
 Brandwein, P. The Social Sciences: Concepts and Values.
 Elisofon, E. A Week in Agata's World: Poland.

Have pupils design murals or booklets depicting interaction of children of varied racial and ethnic groups.

Plan visits with other racial or ethnic groups.

Have pupils prepare a multi-ethnic testing party featuring native foods (use rebus method for reading directions). Try to have a native of the country represented prepare the food.

Have pupils draw pictures or share photographs of family members. Discuss and share experiences with family members with the class.

Who are the members of my family?

What is my family's racial or ethnic identity?
 What makes me alike or different from other members of my family?

CONCEPT THEME: HUMAN BEHAVIOR--INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to</p> <ul style="list-style-type: none"> -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals 	<p>Customs, traditions, and holidays of other racial, religious, and ethnic groups enjoyed by my family</p>	<p>CUSTOMS TRADITIONS HOLIDAYS</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Have pupils discuss their racial or ethnic identity.
 Have pupils discuss how they are like their mother, father, etc.
 Have pupils in either individual or group situations read books or view filmstrips about children of the same ethnic group.

In an audience situation, discuss similarities and/or differences in experiences, family life, physical characteristics, etc. Allow children to role play for greater understanding.
 Have pupils keep individual booklets containing collections of pictures, drawings, etc., related to their own ethnic group and others.

What customs and events do my family and I enjoy today?

Guide pupils in locating the origins of customs, traditions, and holidays on a simple globe or map.

Have pupils discuss different customs, traditions, and holidays with parents, older siblings, and other relatives.
 Encourage the exchange of this information in the classroom.

Have pupils share artifacts, post cards, wearing apparel, models, etc., from other countries.

Pupils

Friedmann, T. Concepts and Values—Beginning Level Prints.

Hines, J. My Friends in Africa, Books I and II.

King, F. People at Home.

Lyon, F. A Week in Windley's World: Hawaii.

Reit, S. A Week in Bico's World: Brazil, and A Week in Hagan's World: Israel.

Audio Visual

What Color Are You?
 (sound filmstrip)

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Pupils

Have pupils use maps to identify countries.

Have pupils learn about the customs, traditions, and holidays of other countries, including songs, poems, games, dances, etc.

Have pupils interview teachers, friends, etc., who have visited other lands and who are of other religious, ethnic, or racial groups. Share the information in class, developing with the pupils one or two guide questions to ask the interviewees.

Provide for a series of travelogues, including staff members, community people, parents, etc., as speakers.

Have a multi-ethnic exhibit in the classroom, encouraging pupils to make, develop, or bring models, artifacts, artwork, etc. Have pupils explain their exhibit to other classes and visitors.

Andre, E. Things We Like To Do.
Buckley, H. Grandfather and I.

Audio Visual

It Takes Two To See-Saw
(recording)

Do You Know What Happened?
(recording)

Focus on Sharing
(recording)

Andy, A Boy Who Ran Away
(recording)

Something about Me
(recording)

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to</p> <ul style="list-style-type: none"> -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals 	<p>Learning to improve myself Recognition of need for improvement Ways of improving self Changing habits Changing attitudes Observing others Understanding others Sharing with others Ways of solving problems By myself Investigating Comparing behavior patterns Examining one's behavior Manipulating Deciding on a good control method Experimenting the best Choosing the best recourse for one's actions With help of others Observing Discussing Listening Kinds of problems Protection Safety Getting along with others</p>	<p>Each individual should feel responsible for his actions as he reacts to or interacts with people of different cultures, racial, ethnic, or religious groups.</p> <p>PROBLEMS HABITS ATTITUDES CHANGE IMPROVEMENT</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do I react when I have a problem?

How do I seek to solve my problems?

How can I decide the best ways to solve my problems?

Where can I find help in solving my problems?

How do others react to my problems?

How do I react to the problems of others?

Role play a variety of real life classroom and playground situations in which feelings and emotions are involved. Utilize inquiry techniques and activities as bases for discussion.

What do I consider a problem?
 What kinds of problems are there?
 What do I do when I have a problem?
 What kinds of problems am I able to solve myself?
 What people do I know who can help me solve my problems?
 What places can I go to for help in solving my problems?
 How does solving one problem help me in solving other problems later?

Suggestion: Knowing the proper courtesies for asking and receiving might be considered.

Have pupils interview a policeman, a fireman, and a crossing guard. Pupils may make a scrapbook showing how each public servant helps other people solve their problems.

Have pupils make trips through the school and community to observe proper safety rules.

Pupils

Shaw, R. Who Are You Today?
 Elwart, J. Right Foot Wrong Foot.

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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SUGGESTED INFORMATION SOURCES

TEACHING-LEARNING STRATEGIES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Give pupils the responsibility of distributing supplies. Teacher may observe pupils' behavior and record same.

Conduct round table conversations with small groups using the following suggested topics:

"What I think about most"

"How I feel about myself"

"How I think my friends feel about me"

"What I wish for"

"What I want to become someday"

Suggestion: Keeping an anecdotal record of these conversations will give the teacher insights about individual pupils.

Have pupils read books independently, listen to records, view films and filmstrips, learn songs, games, and poems about children who are similar or different from them.

Racial characteristics

Ethnic backgrounds

Customs, traditions, holidays

Pupils

Ainsworth, J. When I Grow Up.
Zolotow, C. You and Me.

Audio Visual

Sometimes I Wonder
(sound filmstrip)

Circle of Feelings
(sound filmstrip)

The Magic Glasses
(sound filmstrip)

The Parade

(sound filmstrip)

Judy's Ups and Downs

(sound filmstrip)

CONCEPT THEME: HUMAN BEHAVIOR –INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do I get along with other people?
 How much do I know about other children?
 How do I get along with adults?

Have pupils collect color pictures and make murals of children and/or adults of many races, sizes, shapes, etc., engaged in a variety of activities. Using inquiry questions (see section in this guide) provide opportunities for pupils to discover similarities and differences between people.
 Suggestion: If the class is multi- or bi-racial, this activity may be conducted on an immediate level utilizing class members and teacher.

How would you feel if each person looked and acted alike?

Have pupils use simple maps of the city to locate their homes.
 Have pupils make a large floor map illustrating the places where other children live.

Pupils

Selsam, M. Benny's Animals.
 Zolotow, C. Big Sister and Little Sister.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p>SAMPLE QUESTIONS</p>	<p>SAMPLE LEARNING EXPERIENCES</p> <p>Have pupils visit with multi-racial classes, or classes composed of students from different socio-economic backgrounds to share game periods, story hours, parties, joint assemblies, musical programs, exchange art exhibits, etc. Plan "buddy classes" designed for the sharing of photographs, drawings, charts, etc.</p> <p>Have pupils pantomime and evaluate a variety of nonverbal gestures and actions as a demonstration of communicating feelings of fear, anger, sadness, etc.</p> <p>Have pupils demonstrate through role playing or hand puppets how words and tones of voice communicate or express a variety of feelings about people, places, and events.</p> <p>Have pupils identify and discuss facial expressions which show anger, fear, happiness, etc.</p>	<p><u>Pupils</u></p> <p><u>Elwart, J. Right Foot Wrong Foot.</u></p> <p><u>Shaw, R. Who Are You Today?</u></p>
<p>How do I react to people when I have different feelings at different times?</p> <p>What kind of face do I have when people like me?</p> <p>How can I tell when we have similar feelings?</p>		

BEHAVIORAL GOALS

1. The pupil will be able to demonstrate self-concept through self portraits and discussion.
2. The pupil will be able to identify by name himself and his immediate family members.
3. The pupil will be able to identify his physical characteristics, such as the color of his hair and eyes, number of hands and fingers.
4. The pupil will be able to identify facial expressions from a set of pictures that depict anger.
5. The pupil will be able to give pertinent information about himself.

EXAMPLES:

name
address
telephone number
age
school
grade
teacher's name

6. The pupil will be able to identify his favorite things.

EXAMPLES:

game
pet
story
television program
color
toy

7. The pupil will be able to relate one thing he likes to do best.

EXAMPLES: solitude
togetherness

8. The pupil will be able to demonstrate his knowledge of solving problems by role playing examples of situations.
9. The pupil will be able to indicate on a large, simple map the neighborhood in which he lives.
10. The pupil will be able to identify his race.
11. The pupil will be able to identify through pictures at least one other racial group.
12. The pupil will be able to locate on a simple map his country.
13. The pupil will be able to associate artifacts, post cards, wearing apparel, etc., with at least two different countries.
14. The pupil will be able to name one of the following that originated in another country: holiday, food, game (simple explanation of rules).
15. The pupil will be able to sing a song and/or recite a poem that originated in another country.

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TITLE

AND FILMSTRIPS

Focus on Self-Development, Stage One— Awareness

It Takes Two to See-Saw

Do You Know What Happened?

Focus on Sharing

Andy, A Boy Who Ran Away

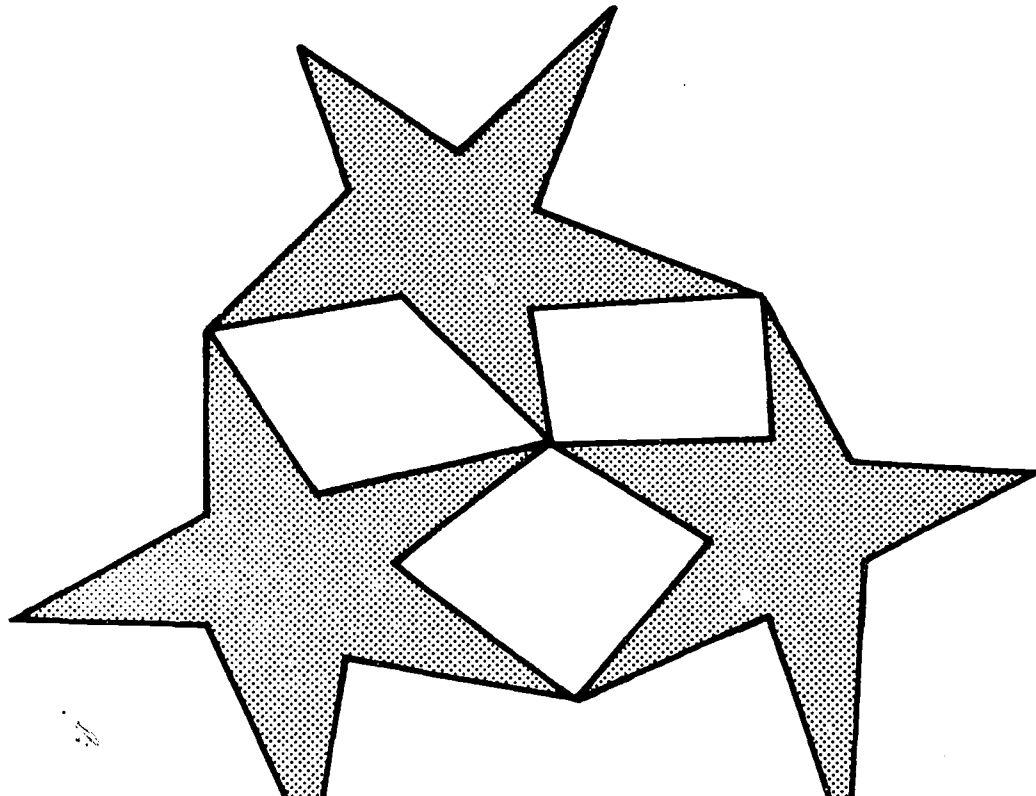
Something About Me

Problems To Solve

Musical Circle of Feeling

The Sound Machine

Who Do You Think You Are?



learning level: grade one
focus: individuals—similarities and differences

CONCEPT THEME: HUMAN INTERACTION – ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Comparison of other individuals with myself Children of the same racial, ethnic, or religious groups Children of different racial, ethnic, or religious groups Physical characteristics</p>	<p>People are more alike than different. SIMILARITY</p> <p>There are differences within groups. TRAITS CHARACTERISTICS</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY SAMPLE LEARNING EXPERIENCES		
<p>How are all boys and girls like me?</p> <p>What are the basic needs of all children?</p> <p>How are our basic needs alike?</p> <p>How do we compare physically?</p>	<p>Have pupils assemble illustrative booklets of things one needs for living, such as air, food, housing, etc. Investigate the primary and secondary needs of people.</p> <p>Discuss the needs of people and make a chart, classifying the needs as primary and secondary.</p> <p>Use individual illustrations to check the pupils' understanding of primary and secondary needs.</p> <p>Group pupils and list some common characteristics they share, such as arms, legs, eyes, etc.</p> <p>Have pupils make large cutout parts of the body and assemble them to illustrate the human form.</p> <p>Make footprints and handprints of each pupil to demonstrate likeness and individuality.</p> <p>Have pupils read books to discover physical similarities and differences. Suggestion: Record the length and weight of children at birth. Compare these figures with the pupils' present height and weight to illustrate how different they are now.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Goldin, A. <u>Straight Hair, Curly Hair.</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p>Jaszi, J. <u>Everybody Has Two Eyes.</u></p> <p><u>Audio Visual</u></p> <p>Fs-318, Getting To Know Me</p>

FOCUS: INDIVIDUALS--SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	SAMPLE LEARNING EXPERIENCES	
What are some things that are expected of all children?	Record the height and weight of each pupil in the class at the beginning and end of the unit.	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology-- A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p>
How are we alike emotionally?	<p>Ask pupils who have recently moved into the neighborhood to relate things they had to learn as newcomers, such as street names, directions to school and church, etc.</p> <p><u>Suggestion:</u> Establish an exchange program between class members and another first grade class. Exchange charts, stories, and artwork to discover similar interests and activities.</p>	<p><u>Pupils</u></p> <p>Beim, L. and J. <u>This is a Team.</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Coatsworth, E. <u>Lonely Maria.</u></p> <p>King, F. <u>People at Home.</u></p> <p>King, F. <u>Families and Social Needs.</u></p>
How are we different emotionally?	<p>List and classify things all pupils must do at home and school.</p> <p>Discuss and chart what emotions mean to the class.</p> <p>Use dramatic play to illustrate various emotions, such as fear, anger, and love.</p> <p>Use a role playing situation to illustrate a child who needs and wants affection from his mother and/or other family members.</p>	<p><u>Audio Visual</u></p> <p>Sd-1483.2, <u>What Color Are You?</u></p> <p>Fr-318, <u>Getting To Know Me</u></p>

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Social characteristics</p> <p>Children of different racial, ethnic, or religious groups</p>	<p>Man is a social animal.</p> <p>GROUP INDIVIDUAL</p> <p>There are differences between groups.</p> <p>GROUP INDIVIDUAL TRAIT CHARACTERISTIC</p>

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Use books and filmstrips to investigate similarities among people.</p> <p>Have each pupil do a self portrait and display his finished product in the room. This activity should give pupils a feeling of being a part of the group.</p> <p>Develop an understanding of primary and secondary groups with the pupils. Record findings on a chart allowing the pupils to classify the primary and secondary groups to which they belong.</p> <p>Present the class with pictures of the three main racial groups (Caucasoid, Negroid, and Mongoloid) allowing them to discuss the differences and similarities between the races.</p> <p>Use the globe to point out the areas where the main racial groups may have come from. An example might be pointing out that blacks were found in Africa.</p> <p>Use magazine photographs to identify people of various ethnic and racial groups. Mount the pictures and have pupils analyze differences and similarities.</p> <p>Use books to investigate differences among people.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p><u>Audio Visual</u></p> <p>Fs-318, Getting To Know Me</p>
<p><i>SAMPLE QUESTIONS</i></p> <p>How are we alike socially?</p> <p>Why do we work and play in groups?</p> <p>How are some boys and girls different from me?</p>	



CONCEPT THEME: HUMAN INTERACTION--ADJUSTMENT AND BEHAVIOR**LEARNING LEVEL: GRADE ONE**

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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<p>-Discovery by the child of the effect his feelings and experiences have on his personality</p>		<p>There are differences within groups. ABILITY</p>
<p>-Opportunities to find that others are like him or different</p>		<p>INTEREST NEEDS</p>
<p>-Improvement of interaction with others by improvement of self</p>		
<p>-Recognition of individual rights and responsibilities</p>		
<p>-Truth that all rights are accompanied by responsibilities</p>	<p>Differences and similarities in ability</p>	<p>There are differences within groups. ABILITY</p>
<p>-Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions</p>		
<p>-Value of group formulation of their "norms," acceptable or nonacceptable behavior</p>		
<p>-Idea that each individual can contribute to the welfare of all</p>		

FOCUS: INDIVIDUALS—SIMILARITIES, DIFFERENCES

SUGGESTED INFORMATION SOURCES

TEACHING-LEARNING STRATEGIES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE LEARNING EXPERIENCES

SAMPLE QUESTIONS

How are our family customs and traditions different?

How does the location of the family affect the customs and traditions?

Compare and contrast the ways members of the class celebrate special events with their families, such as birthdays and specific holidays. Have pupils illustrate these celebrations in various media.

Have two pupils pretend to be of different ethnic groups, explaining some special foods eaten in their homes and how their mothers prepare them.

Investigate the types of eating utensils used in ethnic restaurants and compare them with those used in American restaurants.

Classify a group of pupils by age and sex. Extend this activity by going on to good runners, artists, singers, etc., to build an appreciation for abilities and differences.

Use books to investigate the abilities of people who do many things in various parts of the United States.

Use books, pictures, or other sources to identify different family interests.

Teachers

Cuber, J. Sociology—A Synopsis of Principles.
Gibson, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
King, F. People at Home.
King, F. Families and Social Needs.

Audio Visual

Fr-318, Getting To Know Me

CONCEPT THEME: HUMAN INTERACTION – ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Language patterns Colorful language Colloquialisms</p> <p>Comparison of adults with myself Adults of same racial, ethnic, or religious groups Needs Social characteristics Roles Expectations</p>	<p>There are differences within groups.</p> <p>GROUP INDIVIDUAL SIMILARITY</p> <p>People are more alike than different.</p> <p>SIMILARITY</p>

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES									
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>What are some differences in the way we talk?</p> <p>How are adults like me?</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p>King, F. <u>People at Home.</u></p> <p>King, F. <u>Families and Social Needs.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1419.1, <u>Families and Learning</u></p>									
<p>Use the tape recorder to record special words used by pupils during informal conversation in class.</p> <p>In various media, have the pupils illustrate how family members meet their physical needs through working together.</p> <p>Use books to investigate needs and roles of adults.</p> <p>Discuss the similarities between the expectations of children and adults.</p> <p>Develop a chart which depicts the concept that adults and children have similar needs.</p> <table border="1" data-bbox="1147 695 1316 1282"> <thead> <tr> <th data-bbox="1147 1123 1178 1282"><u>Needs</u></th> <th data-bbox="1147 974 1178 1123"><u>Adults</u></th> <th data-bbox="1147 695 1178 974"><u>Children</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="1208 1123 1239 1282"><u>Emotional:</u></td> <td data-bbox="1208 974 1239 1123">love, friends, etc.</td> <td></td> </tr> <tr> <td data-bbox="1270 1123 1301 1282"><u>Physical:</u></td> <td data-bbox="1270 974 1301 1123">food, shelter,</td> <td data-bbox="1270 695 1301 974">clothing, etc.</td> </tr> </tbody> </table>	<u>Needs</u>	<u>Adults</u>	<u>Children</u>	<u>Emotional:</u>	love, friends, etc.		<u>Physical:</u>	food, shelter,	clothing, etc.	
<u>Needs</u>	<u>Adults</u>	<u>Children</u>								
<u>Emotional:</u>	love, friends, etc.									
<u>Physical:</u>	food, shelter,	clothing, etc.								

CONCEPT THEME: HUMAN INTERACTION – ADJUSTMENT AND BEHAVIOR**LEARNING LEVEL: GRADE ONE**

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none">-Discovery by the child of the effect his feelings and experiences have on his personality-Opportunities to find that others are like him or different-Improvement of interaction with others by improvement of self-Recognition of individual rights and responsibilities-Truth that all rights are accompanied by responsibilities-Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions-Value of group formulation of their "norms," acceptable or nonacceptable behavior-Idea that each individual can contribute to the welfare of all	<p>Differences between adults and children</p> <p>Adult roles</p>	<p>There are differences between groups.</p> <p>GROUP INDIVIDUALS DIFFERENCES ADULT CHILD</p> <p>There are differences within groups.</p> <p>GROUP INDIVIDUAL VARIATION</p>

FOCUS: INDIVIDUALS-SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How are adults different from me?

Have pupils execute a mural, discuss and/or role play situations which demonstrate some ways adults differ from children.
 Suggestior: Sample areas could be experiences, desires, talents and abilities, interests, and ways of communicating and expressing feelings.

How are adult roles different from those of children?

Dramatize roles adults assume at home or school to demonstrate differences between their roles and children's.
 Have pupils make booklets depicting how adults help individual children in the class.
 Make a chart that depicts things adults and children do that are different.
 Suggestion: The format below may prove helpful.

Teachers

Cuber, J. Sociology-- A Synopsis of Principles.
 Grossman, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
 King, F. People at Home.
 King, F. Families and Social Needs.

Audio Visual

Sd-1329.1, Beginning Responsibility: Doing Things for Ourselves in School
 Fr-318, Getting To Know Me
 Fr-269, Robert and His Family

Adults

Go to work
 Vote in elections
 Drive cars

Children

Go to school
 Ride tricycles

CONCEPT THEME: HUMAN INTERACTION - ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Adult roles School Home Community</p> Racial groups Ethnic groups Religious groups	<p>Adults are more alike than different.</p> <p>SIMILARITY ROLE RULE</p> Man is a social animal. GROUP <p>There are differences between groups. SIMILARITY DIFFERENCE</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p><i>SAMPLE QUESTIONS</i></p> <p>What are the roles of adults at school, home, and in the community?</p>	<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Have pupils role play to analyze how adults can contribute to children's safety in the neighborhood.</p> <p>Use the classroom as an example of a place that requires rules.</p> <p>Have pupils prove or disprove this hypothesis with evidence as the teacher records data on the chalkboard.</p> <p>Pupils may make a list of rules for home and school, comparing both.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology: A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p>King, F. <u>People at Home.</u></p> <p>King, F. <u>Family and Social Needs.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1369.1, Community Services</p>
<p>How do roles compare in different racial, ethnic, and religious groups?</p>	<p>Allow pupils to record on tape descriptions of different parts of the country in which they have traveled. Illustrations may accompany tapes.</p> <p>Compare the roles of adults in various ethnic groups for differences and similarities. Chart the results on story paper and make a big book from the charts. This book may be used as a record book.</p>	

CONCEPT THEME: HUMAN INTERACTION-ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <p>-Discovery by the child of the effect his feelings and experiences have on his personality</p> <p>-Opportunities to find that others are like him or different</p> <p>-Improvement of interaction with others by improvement of self</p> <p>-Recognition of individual rights and responsibilities</p> <p>-Truth that all rights are accompanied by responsibilities</p> <p>-Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions</p> <p>-Value of group formulation of their "norms," acceptable or nonacceptable behavior</p> <p>-Idea that each individual can contribute to the welfare of all</p>	<p>Reciprocal responsibilities of adults and children</p> <p>Reciprocal rights of adults and children</p>	<p>Adults and children should recognize their mutual responsibilities.</p> <p>RESPONSIBILITY SHARE HELP</p> <p>Adults and children have rights.</p> <p>RESPECT PROTECTION</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How are adults and children responsible to each other?

Use rules to illustrate the shared responsibilities of adults and children in family and school.

Have pupils role play to demonstrate how teenagers can be helpful to adults by babysitting, helping with homework, and/or some community activities.

List some shared responsibilities of adults and children at home and in school.

How can adults and children share responsibilities?

Have pupils make hand puppets to dramatize aspects of the school safety program.

Suggestion: Two good examples might be a policeman and crossing guard helping boys and girls to get to and from school safely.

How can both protect their rights?

Use books, films, and pictures to reach an understanding that adults and children have rights. Use dramatizations to illustrate how they can aid each other in the protection of rights.

List and discuss ways that children can prove their point without being rude or disrespectful. Dramatize sharing the television at home as a right for adults and children.

Suggestion: Use ownership, privacy, and feelings as examples of rights to be protected.

Teachers

Cuber, J. Sociology-- A Synopsis of Principles.

Gibson, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
King, F. Families and Social Needs.

Audio Visual

Sd-1369.1, Community Services
Sd-1419, Families and Learning
Sd-1073.1, Going to School Is Your Job
Sd-1073.2, Good Citizens

CONCEPT THEME: HUMAN INTERACTION—ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Interaction between individuals</p> <p>Children and adults</p> <p>Children and teenagers</p> <p>As they work together</p> <p>As they play together</p> <p>As they communicate</p> <p>Children</p> <p>As they work together</p> <p>As they play together</p> <p>As they communicate</p>	<p>Man is a social animal.</p> <p>COOPERATION</p> <p>CONFLICT</p> <p>Man is a social animal.</p> <p>COOPERATION</p> <p>CONFLICT</p>

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;">SAMPLE LEARNING EXPERIENCES</p> <p>Allow pupils to divide into family groups and dramatize learning activities, such as how to brush one's teeth and how to set the table for a meal.</p> <p>Allow each child to illustrate a note on why he loves his father, mother, or the person who takes care of him. Have pupils send the notes home.</p> <p><u>Suggestion:</u> These notes may be written individually or cooperatively depending upon the individual readiness of pupils.</p> <p>Have pupils illustrate in a booklet the many roles children assume at school, home, and in the community.</p> <p>Use books to learn how people work together in the school, in the home, and at play to accomplish group goals.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>King, F. <u>Families and Social Needs.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1329.1, <u>Beginning Responsibility</u> Doing Things for Ourselves in School</p> <p>Sd-1369.1, <u>Community Services</u></p> <p>Sd-1073.2, <u>Good Citizens</u></p> <p>Fr-269, <u>Robert and His Family</u></p> <p>Ps-162, <u>A Family at Work and Play</u></p>
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;">SAMPLE QUESTIONS</p> <p>How do children work with adults in the home and at school?</p> <p>How do children work with each other?</p> <p>In school?</p> <p>In the home?</p> <p>At play?</p>	



CONCEPT THEME: HUMAN INTERACTION - ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize</p> <ul style="list-style-type: none"> -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all 	<p>Adults</p> <p>As they work together As they play together As they communicate</p>	<p>Man is a social animal.</p> <p>COOPERATION CONFLICT</p>

FOCUS: INDIVIDUALS--SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Have pupils illustrate adults working together in many situations. Pupils may use various media.</p> <p>Have pupils list and illustrate on a chart ways that people can work together.</p> <p>Discuss the ways adults can cooperate with each other in the community.</p> <p>Use books to investigate different ways that adults work together.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology-- A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1369.1, Community Services</p> <p>Sd-1073.1, Going to School Is Your Job.</p> <p>Sd-1073.2, Good Citizens</p> <p>Ps-162, A Family at Work and Play</p>	

LEARNING LEVEL: GRADE ONE

BEHAVIORAL GOALS

1. The pupil will be able to recognize three fundamental needs of all people.
EXAMPLES: all people must eat
all people must rest
all people need air
2. The pupil will be able to identify two characteristics shared by all people.
3. The pupil will be able to give two ways in which he looks different from some of the members of his class.
EXAMPLES: height
weight
4. The pupil will be able to use pictures to identify three races of people by the color of their skin.
5. The pupil will be able to relate two things he likes doing best.
EXAMPLES: in school
at home
6. The pupil will be able to listen to a tape recording and distinguish between a foreign language and English.
7. The pupil will be able to relate three things that he and his family do together.
9. The pupil will be able to describe from pictures various feelings exhibited by people.
EXAMPLES: happiness
sadness
fear
anger

BEHAVIORAL GOALS

10. The pupil will be able to demonstrate the established rules of safety by playing the role of a crossing guard or a policeman.
11. The pupil will be able to relate two of his responsibilities at home.

TEACHER REFERENCES

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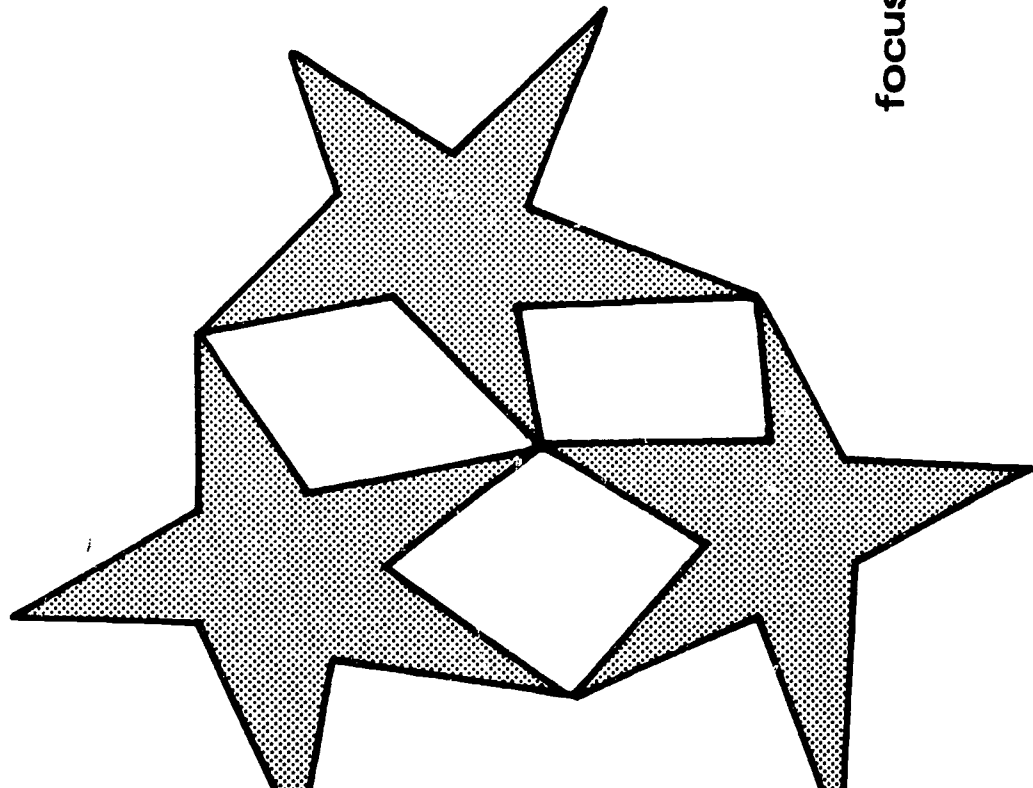
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PUPIL REFERENCES: FICTION

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CATALOGUE NUMBER	TITLE
Sd-1329.1	Beginning Responsibility: Doing Things for Ourselves in School
Sd-1419.1	Families and Learning
Sd-1073.2	Going to School Is Your Job
Sd-1214.1	Getting Along with Others
Sd-1351.1	Getting Angry
Sd-1427.1	People Are Different and Alike
Sd-1483.2	What Color Are You?
SOUND FILMSTRIPS	
Fr-318	Getting To Know Me
PICTURES	
Ps-162	A Family at Work and Play



learning level: grade two
focus: group behavior—individuality and conformity

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Two fundamental and timely issues are conformity to established laws and customs of group living versus expression of one's individuality sometimes, without reference to prevalent opinions and rules. The school must teach, as early in the child's life as possible, the delicate balance between development of one's individuality and conformity to rules and regulations for the good of all. The child must learn that the rights of any individual are always accompanied by responsibilities to the group—be it family, school, community, or nation. He also must be taught that the test of his respect for his individuality is the respect and regard that he has for others. Therefore, great emphasis must be placed by the teacher on</p> <ul style="list-style-type: none">-Encouraging a child to have a healthy self-image-Giving each child a chance for self-expression-Helping each pupil in self-examination-Exploring avenues of interaction and communication between individuals and groups of various ethnic origins-Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts-Noticing the necessity in communities all over the world of reconciling individual differences	<p>Role of family life in preparing child for successful interaction with others</p> <p>Help each pupil in understanding the value and uniqueness of his personality</p> <p>Educate each pupil to conform to family laws for the good of all</p>	<p>Family life is common to all people. Families vary in size and composition.</p> <p>FAMILY TALENT ABILITY GROWTH</p> <p>People develop rules as they live together.</p> <p>RULES LAWS DECISIONS</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do I feel about my family?

How does my family help me realize the value and uniqueness of myself?

What are some special things about me?

What are some things that I do well?

How does my family feel about me?

How has my family helped me to learn rules?

What responsibility do I have for making and obeying rules?

Have pupils make booklets entitled "The Best of (child's name)" containing illustrations and short sentences about their best features.

Review the basic human needs and chart them into primary and secondary needs.

Discuss with pupils the ways in which their families provide emotional support. Follow this activity with a search for pictures, in magazines, that illustrate families expressing feelings for each other.

Have pupils role play situations to develop the concept that rules are necessary to their households and must be discussed, taught, and observed.

Suggestion: Parents and older and younger children in the family could serve as characters.

Have pupils read stories illustrating children who do not obey rules. Have pupils recall personal experiences which involved rules serving as protection, such as safety rules. Develop cause and effect relationships.

Teachers

Cuber, J. Sociology— A Synopsis of Principles.
 Gibson, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values
 Brown, M. Company's Coming for Dinner.
 Grossman, R. People, Places, Products.
 King, F. Families and Social Needs.
 Richards, M. Our Country.
 Richards, M. Learning about the World.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Two fundamental and timely issues are conformity to established laws and customs of group living versus expression of one's individuality sometimes, without reference to prevalent opinions and rules. The school must teach, as early in the child's life as possible, the delicate balance between development of one's individuality and conformity to rules and regulations for the good of all. The child must learn that the rights of any individual are always accompanied by responsibilities to the group—be it family, school, community, or nation. He also must be taught that the test of his respect for his individuality is the respect and regard that he has for others. Therefore, great emphasis must be placed by the teacher on</p> <ul style="list-style-type: none"> -Encouraging a child to have a healthy self-image -Giving each child a chance for self-expression -Helping each pupil in self-examination -Exploring avenues of interaction and communication between individuals and groups of various ethnic origins -Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts -Noticing the necessity in communities all over the world of reconciling individual differences 	<p>Help each child to discover and assess his strengths and weaknesses</p> <p>Provide opportunities for creative expression</p> <p>Provide opportunities for decision making</p>	<p>All individuals have strengths and weaknesses.</p> <p>ABILITY TALENT IMPROVEMENT</p> <p>Group living requires cooperation.</p> <p>COOPERATE COOPERATION</p>

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p>	
<p><i>SAMPLE QUESTIONS</i></p> <p>How can my family help me to discover my talents? How do they help me make improvements? Attitudes Abilities Relationships Creativeness Talents</p> <p>In what ways does my home allow for creative expression? Do we sing or dance together? Do we play musical instruments? Do we share stories or poems?</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u> Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values</u> Grossman, R. <u>People, Places, Products.</u> King, F. <u>Families and Social Needs.</u> Richards, M. <u>Our Country.</u> Richards, M. <u>Learning About the World.</u></p>
<p>Guide pupils in analyzing ways that families bring out the talents of their members. Have pupils list ways a family can help its members. Suggestion: Have pupils make a frieze depicting the activities discussed above.</p> <p>Divide pupils into groups to discuss, record, and report on ways families help their members improve.</p> <p>Use listed books to gather information about families helping their members.</p> <p>Investigate creative expression in the family by having pupils tape methods different families use. Tapes may be utilized during a sharing experience or art lesson in which pupils illustrate the varieties of experiences shared.</p> <p>Provide opportunities for pupils to share their talents with classmates as they do with their families.</p>	

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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SUGGESTED INFORMATION SOURCES

TEACHING-LEARNING STRATEGIES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Does my family have a chance to get to know people of other racial, ethnic, and religious groups?
 Through community activities?
 Through religious activities?
 Through school activities?
 Through political activities?
 Through social activities?

Do members of my family get to know people of other ethnic groups on an individual basis?
 Through work experiences?
 Through leisure experiences?
 Through social experiences?

What are my feelings toward school personnel?

Have pupils share the duties of various school personnel, and provide a day when pupils assume these roles under capable leadership.

Divide pupils into small groups to perform activity to the left. Pupils may share information with chart stories, on tapes, or in individual language experience books. Have one group use books to investigate ways in which families can get to know people.

Have pupils analyze ways that the school can create situations to develop talents in children.

Are athletic talents being developed in the physical education program?

Do art and music expose pupils to a variety of experiences?

Are dramatics and creative writing utilized? Career information?

Suggestion: Have the art resource teacher talk with pupils about the possibilities of art as a career for pupils whose interests lie here.

Intramural sports can provide the stage for identifying and stimulating interest in sports, as well as exposing potential. Provide such activities in the school, or if this is not possible, consult with physical education resource teachers concerning methods of promoting athletic talent through a P.E. program.

Teachers

Cuber, J. Sociology— A Synopsis of Principles.
 Gibson, J. The Intergroup Relations Curriculum.
 Joyce, B. Strategies for Elementary Social Science Education.

Pupils

Belpie, P. Santiago.
 Brandwein, P. The Social Sciences: Concepts and Values
 King, F. Families, and Social Needs.
 Richards, M. Our Country.
 Richards, M. Learning About the World.

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TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Each pupil should have the opportunity to see some of his work displayed. This could be done by some form of grouping which would allow each pupil to realize his contribution is appreciated.</p> <p><u>Suggestion:</u> A Group of the Week in Social Studies might be formed to execute a bulletin board display.</p> <p>Allow for long range record keeping by keeping a folder on each pupil's progress. At some point in the school year discuss with each student his strengths and areas he should set for improvement.</p> <p>Investigate ways in which the school and home can work together to evaluate as well as set goals for pupils. Record the results and refer to them as the need for help arises.</p> <p>If there is a piano teacher available in the school, have her speak with pupils about taking piano lessons. The music resource teachers can be of assistance in exposing pupils to musical enjoyment and directing musical talent.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology—A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values</u></p> <p>King, F. <u>Families and Social Needs.</u></p> <p>Richards, M. <u>Learning About the World.</u></p>
<p style="text-align: center;"><i>SAMPLE QUESTIONS</i></p> <p>What kinds of guidance does the school offer me? How does the school guide me in learning about my abilities?</p> <p>How does the school encourage me to talk about my ideas and experiences?</p> <p>How can the school help me to set and achieve my goals?</p> <p>How can I work with the school to achieve these goals?</p>	

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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can the school develop the pupil's unique attributes?
 What are the pupil's unique qualities?
 Talents?
 Personality traits?
 Physical attributes?
 Potentials to be developed?

Every child has unique qualities. Allow each pupil to examine, for himself, these qualities in a special language booklet, entitled "I'm Good at These Things," illustrating some of these things.
Suggestion: Some pupils will need more assistance than others, and assisting individuals will give the teacher an opportunity to know them, gain insights into their views of themselves, and enhance their self images.

Arrange a talent program so each pupil can contribute.
Suggestion: This activity may be shared with other classes.

In a small group, ask pupils to describe a particular pupil. Have pupils complete the sentences below on the chalkboard:
 He (she) has two hands, eyes, etc.
 He (she) feels _____.
 He (she) does _____.
 He (she) is _____.

Chart something that can be found out about a person by looking at him. Make another list of things that cannot be found out about a person by looking at him.

Investigate and discuss other means of getting to know things about people, classifying the information into groups, such as what the person can tell me and what friends or family can tell about someone.

Teachers

Cuber, J. Sociology—A Synopsis of Principles.
 Gibson, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values
 King, F. Families and Social Needs.
 Sperry, A. Call It Courage.

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can I know when I am doing my best?

Have pupils take individual inventories of what they do well, things they want to improve, and desires.
Suggestion: The teacher may assist pupils in meeting these goals through a contract.

How can I learn to understand and appreciate people who are different from me?

Review with pupils the basic similarities of all people, listing them on the chalkboard or a chart. Share stories from varied ethnic, racial, and religious groups to develop an appreciation of differences.

Have a tasting party, sampling ethnic foods, such as Chinese, kosher, or soul foods.
 Learn some songs and/or dances that reflect the multi-ethnic makeup of the nation.

Suggestion: Indian dances, spirituals, and the polka are good examples.

Have a class discussion on individual feelings and what is expected of others, asking:
 How do we react to praise?
 How do we react to being scolded?
 How do we react when someone asks or expects us to do well?
 How do we react when someone expects us to do poorly?

Have pupils role play these situations and examine reactions.

Teachers

Cuber, J. Sociology—A Synopsis of Principles.
 Gibson, J. The Intergroup Relations Curriculum.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values
 Grossman, R. People, Places, Products.
 King, F. Families and Social Needs.
 Richards, M. Our Country.
 Richards, M. Learning About the World.
 Udry, J. What Mary Jo Shared.

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FOCUS: GROUP BEHAVIOR—INDIVIDUALITY AND CONFORMITY

SUGGESTED INFORMATION SOURCES	TEACHING-LEARNING STRATEGIES	
<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology— A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p>King, F. <u>Families and Social Needs.</u></p> <p>Richards, M. <u>Learning About the World.</u></p>	<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p>	<p><i>SAMPLE QUESTIONS</i></p> <p>Using real situations at school or in the neighborhood, when individuals want to do certain things (visit the zoo or go on a picnic), use role playing to demonstrate the conflict between group and individual wants. Include a variety of solutions to the conflict.</p> <p>Make a booklet illustrating how people work together in families to achieve goals.</p> <p>Chart the steps in planning and having a classroom party which will illustrate the common goal and how people working together share ideas.</p> <p>Use different books to investigate ways that groups can work together to solve problems.</p>
<p>Why are there times when groups and individuals want different things or have different feelings?</p> <p>How can working together solve problems?</p>		

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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<ul style="list-style-type: none"> -Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts -Noticing the necessity in communities all over the world of reconciling individual differences 		<p>Group living requires competition.</p> <p>CONFLICTS DECISIONS CHOICES</p>

FOCUS: GROUP BEHAVIOR—INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p>How can group satisfaction be achieved by working toward a common goal?</p>	<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Have pupils assemble a book of charts and pictures illustrating the achievements of the group in a concerted effort.</p> <p>Read the story "Nail Soup" and others which demonstrate the differences between group and individual efforts.</p> <p>Allow each pupil to execute a self portrait, writing or dictating sentences under it concerning things he likes about himself.</p> <p>Discuss ways people can show love for others.</p> <p>Have pupils dramatize how they treat other people when:</p> <p>They are cross from lack of sleep. They are feeling hungry. They are feeling sick. They have received a compliment. They have accomplished something. They have received a suggestion or criticism from another child or an adult.</p> <p><u>Suggestion</u>: Set a common goal, with a time limit, so pupils can compete.</p>	<p><u>Teachers</u></p> <p>Cuber, J. <u>Sociology—A Synopsis of Principles.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Grossman, R. <u>People, Places, Products.</u></p> <p>King, F. <u>Families and Social Needs.</u></p> <p>Richards, M. <u>Learning About the World.</u></p>

CEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: GROUP BEHAVIOR— INDIVIDUALITY AND CONFORMITY

LEARNING LEVEL: GRADE TWO

BEHAVIORAL GOALS

1. The pupil will be able to write his name, address, and at least one good sentence about himself.
2. The pupil will be able to give three rules he must follow at home.

EXAMPLE: putting toys in a safe place
3. The pupil will be able to state at least two individual goals and one group goal when playing a game.

EXAMPLE: any team or relay game
4. The pupil will be able to draw a picture depicting two activities that he and his family share.
5. The pupil will be able to name two activities that he enjoys in school.
6. The pupil will be able to work with other pupils in a group to make a mural or participate in playground activities.
7. The pupil will be able to role play situations demonstrating getting along with others.

EXAMPLES: sharing a favorite toy
using, "May I", "Please", and "Thank you"
8. The pupil will be able to demonstrate how to settle a dispute when two children participate in different activities using the same equipment.
9. The pupil will be able to play a game that would necessitate waiting his turn.
10. The pupil will be able to explain why waiting one's turn in a group activity is demonstrating good behavior.

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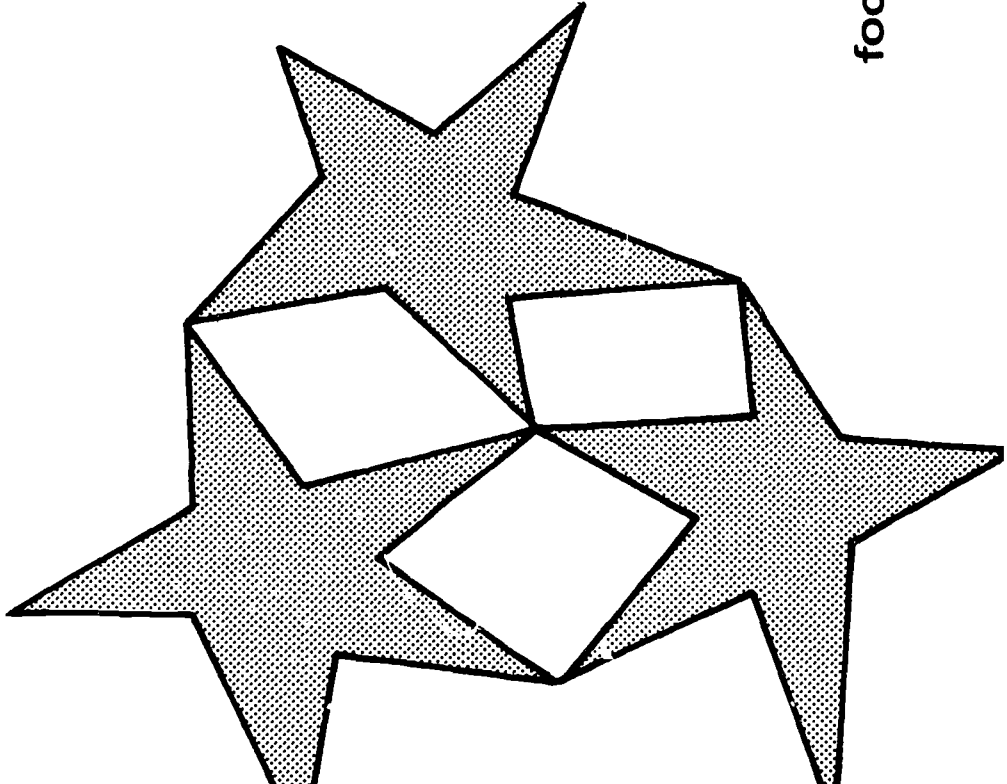
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<u>CATALOGUE NUMBER</u>	<u>TITLE</u>
Sd-1329.1	Beginning Responsibility: Doing Things for Ourselves in School
Sd-1419.1	Families and Learning
Sd-10 3.2	Going to School Is Your Job
Sd-1214.1	Getting Along with Others
Sd-1351.1	Getting Angry
<u>SOUND FILMSTRIPS</u>	
Fr-318	Getting To Know Me
<u>PICTURES</u>	
Ps-162	A Family at Work and Play

learning level: grade three
focus: communities—interdependence and change



<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to</p> <p>-Help children discover that interaction and interdependence between members of a community are necessary for survival</p> <p>-Help children recognize the contributions of early communities to modern communities</p> <p>-Help children realize that the achievements of communities today have their roots in the past</p> <p>-Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities</p>	<p>Reasons why people everywhere live in communities Need for group living Need for protection Search for a better life Need for help in solving problems</p> <p>Kinds of communities in which people live Villages Towns Urban centers Suburban area Rural areas Mining towns Reservations Industrial centers Trailer camps Resorts Communes Ghettos Kibbutzim</p>	<p>A community is a group of people living and working together as a smaller social unit within a larger one.</p> <p>COMMUNITY NEIGHBOR PROTECTION PROGRESS</p> <p>Communities are classified by their size and their efforts to meet the needs of their inhabitants and the needs of other communities.</p> <p>NEEDS EFFORTS INHABITANTS</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why does your family live in this community?

Take trips to investigate places of importance to the life of pupils' communities.

Make a mural depicting how people in pupils' communities help each other.

Investigate methods by which the people of the pupils' communities satisfy their needs.

How do different communities meet the needs of their people?
Meet the needs of other communities?

Survey class to determine the number and types of communities pupils have lived in or visited. Have pupils share personal experiences.

How does the community of Baltimore meet the needs of its people?
Meet the needs of other communities?

Visit different types of communities noting similarities and differences.

Discover and compare methods people of different communities use in satisfying their needs.

Construct dioramas depicting various types of communities.

Pupils

Anderson, E. Communities and Their Needs.
The Educational Research Council. American Communities Series. (See complete listing in Pupils References: Nonfiction.)
The Educational Research Council. Communities at Home and Abroad Series. (See complete listing in Pupil References: Nonfiction.)

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to</p> <p>-Help children discover that interaction and interdependence between members of a community are necessary for survival</p> <p>-Help children recognize the contributions of early communities to modern communities</p> <p>-Help children realize that the achievements of communities today have their roots in the past</p> <p>-Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities</p>	<p>Growth of communities depends upon Location (favorable to trade) of community On or near waterways, railroads, airlines</p> <p>Interdependence of small communities (villages) in securing necessities of life</p> <p>Contributions of people who lived in early communities to communities today</p> <p>Housing Modes of communication Modes of transportation Cultural advances Cooperative efforts of people</p>	<p>Communities depend upon each other for the necessities of life.</p> <p>INTERDEPENDENCE TRANSPORTATION EXCHANGE INVENTIONS</p> <p>Life in modern communities has been made easier because of man's consistent effort to secure a better way of life.</p> <p>IMPROVEMENT COOPERATIVE EFFORTS INVENTIONS</p>

FOCUS: COMMUNITIES—INTERDEPENDENCE AND CHANGE

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why did the community of Baltimore and other nearby, large communities grow?

Why did other Maryland communities grow?

On what communities does our community depend for its needs and wants?

What are some of the contributions of people who lived in early communities to our way of life?

Review why Baltimore grew to a large, urban community, charting the city's growth on a map.

Use maps and globes to demonstrate how the location of some communities aided in this growth.

Investigate ways in which the pupils' communities are dependent upon other communities.

Investigate important inventions which have contributed to the betterment of life today. Make a pictorial time line illustrating these inventions.

Investigate ways early people of America worked together to improve their way of living.

Tour art museums to observe the contributions of different ethnic and/or racial groups to the culture of pupils' communities.

Pupils

Nilsen, W. Exploring World Communities.

Preston, R; Clymer, E; and Fortess, L. Communities at Work.

Senesh, L. Our Working World.

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to</p> <ul style="list-style-type: none"> -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities 	<p>Composition of a large urban community</p> <p>Contains many separate communities and/or neighborhoods which depend upon other communities for necessities and cultural activities</p> <p>Are governed by same city laws</p> <p>May be inhabited by people of same ethnic, racial, and/or religious origin</p> <p>People of different ethnic, racial, and/or religious origin</p>	<p>Many smaller communities, each trying to help themselves, work with other communities to make life easier and more pleasant.</p> <p>NEIGHBORHOOD ACTIVITIES CULTURAL ACTIVITIES CITY GOVERNMENT RESPONSIBILITIES GOALS RIGHTS</p> <p>People of same and/or different ethnic, racial, and/or religious origins can live together productively.</p> <p>INDIVIDUAL DIFFERENCES RESPECT PEACE PROBLEMS</p>

FOCUS: COMMUNITIES-INTERDEPENDENCE AND CHANGE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Visit community, municipal, and state agencies to investigate communities' efforts to help themselves and others. <u>Suggestion:</u> Sample agencies are the Model Cities Agency, Mayor's Stations, Community Action Agency, and Enoch Pratt Free Library. Invite community group representatives to share improvement efforts. <u>Suggestion:</u> Sample groups are political clubs, community improvement associations, religious groups, and fraternal and social clubs. Tour communities which reflect diverse racial, ethnic, and religious backgrounds. <u>Suggestion:</u> Samples are Little Italy, South Broadway, Lombard Street, and the Lumbee Indian community. Invite representatives from racial, ethnic, or religious groups to address pupils. <u>Suggestion:</u> Samples are the Sons of Italy, Chinese Merchants Association, German Society of Maryland, Baltimore American Indian Study Center, Arena Players, and the National Council of Christians and Jews.</p>	<p><u>Pupils</u></p> <p>Hertzberg, H. <u>The Great Tree and the Longhouse.</u> Jackson, K. <u>Homes Around the World.</u> Jennings, J. <u>Great Ideas of Man.</u> Llyon, F. <u>A Week in Windley's World:</u> London. Marrison, A. <u>Kiowa Years:</u> A Study in Culture Impact. Smith, M., and Prescott, C. <u>The Earth and Man.</u></p>	
<p><i>SAMPLE QUESTIONS</i></p> <p>How do the communities of Baltimore work together?</p> <p>How can interaction among people of various origins help a community?</p>		

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to</p> <ul style="list-style-type: none"> -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities 	<p>May include "Ghettos"</p>	<p>The common bond of racial ethnic, and/or religious origin should not restrict minorities to a single community.</p> <p>GHETTO, GROUP, MINORITY CHOICE FORCE</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p style="text-align: center;"><i>SAMPLE QUESTIONS</i></p> <p>Where did the term ghetto originate?</p> <p>What are the advantages and/or disadvantages of living in a ghetto?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Trace the source of the term ghetto. Compare the original meaning with today's use of the term.</p> <p>Interview someone who has lived in a ghetto in other countries, comparing his experiences with life in an American ghetto.</p>	



RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to</p> <ul style="list-style-type: none"> -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities 	<p>Some problems faced by urban communities</p> <ul style="list-style-type: none"> Cleanliness of environment Beautification of environment Protection of existing beauty Vandalism Pollution of air and water Production and distribution of goods and services <p>Some comparison of communities</p> <ul style="list-style-type: none"> Opportunities in <ul style="list-style-type: none"> Housing Education Recreation Cultural activities Employment Purchasing Transportation Protection Health and safety Physical Environment 	<p>Communities have problems which can be solved by recognition of mutual interdependence and concerted efforts to change.</p> <p>PROBLEMS INTERDEPENDENCE INTERACTION CHANGE</p> <p>People in city communities working together can improve environmental and social conditions.</p> <p>CONDITION COOPERATION ENVIRONMENT</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED I. FORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do people contribute to the improvement of the community?

Individuals?

Groups?

Agencies?

What is my role in helping solve some community problems?

Tour community to note different kinds of problems and discuss observations by categorizing and charting problems.

Invite community leaders to share methods of dealing with problems.

Institute a series of pupil-parent discussions in which parents share their concerns about the community's problems which involve both parents and their children. Record and illustrate the problems and solutions that were discussed.

Take a walking tour of the community to note results of vandalism, investigating the cost to specific neighborhoods.

Organize a "No Vandalism-- No Litter" campaign, having pupils make signs and flyers, compose slogans and songs. Involve other classes and the community.

Why do communities in the same city differ?

Tour a variety of communities, including several ghettos, to observe, discover, and compare

The use of land

The physical characteristics

Pupils

Hertzberg, H. The Great Tree and the Longhouse.

Jackson, K. Homes Around the World.

Jennings, J. Great Ideas of Man.

Llyon, F. A Week in Windley's World: London.

Marrriott, A. Kiowa Years: A Study in Culture Impact.

Smith, M, and Prescott, C. The Earth and Man.



<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p><i>SAMPLE QUESTIONS</i></p> <p>Why is it that, today, many kinds of goods are available to almost any community? Why is it difficult for a community to remain isolated?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Life style of the residents Facilities available Services available Advantages of living in these communities</p> <p>Read to discover how transportation and communications systems are important to the life of communities.</p> <p>Investigate the interdependence of the Baltimore community and the state, national, and world communities. Chart data on a large map.</p>	<p><u>Pupils</u></p> <p>Anderson, E. <u>Communities and Their Needs</u>. The Educational Research Council. <u>American Communities Series</u>. (See complete listing in Pupils References: Nonfiction.)</p> <p>The Educational Research Council. <u>Communities at Home and Abroad Series</u>. (See complete listing in Pupil References: Nonfiction.)</p>

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FOCUS: COMMUNITIES--INTERDEPENDENCE AND CHANGE

SUGGESTED INFORMATION SOURCES

TEACHING-LEARNING STRATEGIES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What changes of lifes styles
are taking place in our
community?

Organize walking tours and/or bus
tours which will allow pupils to
observe innovations in community
planning and rehabilitation.

Suggestion: The following list
of sites might be considered:

Cross Keys-- a planned village

Columbia-- a planned city

Oldtown-- East Baltimore reha-
bilitation of a central city
ghetto

Charles Center-- rehabilitation
of a downtown area

Tyson Street, Mount Vernon Place,
and Fells Point-- restoration of
historic areas

BEHAVIORAL GOALS

1. The pupil will be able to execute a mural depicting how the people in the community work together.
2. The pupil will be able to name three buildings that are located in his community.
3. The pupil will be able to identify, collect, or draw pictures of products from farm communities.
4. The pupil will be able to state two ways in which cities are dependent upon farm communities.
5. The pupil will be able to list three services a community must provide to meet the needs of its residents.

EXAMPLES: schools
 churches
 stores

EXAMPLES: jobs
 housing

6. The pupil will be able to locate his community on a map of Baltimore City.
7. The pupil will be able to give two reasons why communities might depend upon each other.
8. The pupil will be able to define what a ghetto is.
9. The pupil will be able to list three methods by which messages are sent from one community to another.
10. The pupil will be able to collect or draw pictures which illustrate various means of traveling from one community to another.
11. The pupil will be able to give two reasons why communities change.

EXAMPLE: people moving in or out of the community create different needs

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A Forest Products Community. Crosset, Arkansas.

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A Rural Community. Webster City, Iowa.

A Steel-Making Community. Pittsburgh, Pennsylvania.

An Apple Growing Community. Yakima, Washington.

An Historical Community. Williamsburg, Virginia.

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CATALOGUE NUMBER

TITLE

Sd-1128.2	A City and Its People
Sd-1405.2	Africa: An Introduction
Sd-1180.1	African Girl— Malobi (basic needs)
Sd-1224.2	Amazon Family (life and work in a small community)
Sd-1413.1	Building a House
Sd-1152.1	Buses That Serve the Community
Sd-1190.2	Communications and the Community
Sd-1257.1	Community Helpers— The Sanitation Department
Sd-1369.1	Community Services
Sd-1105.2	Eskimo River Village
Sd-1067.2	Everyone Helps in a Community
Sd-1613.2	Farm Family in Autumn
Sd-1612.2	Farm Family in Spring
Sd-1614.2	Farm Family in Summer
Sd-1615.2	Farm Family in Winter
Sd-1406.1	Foods Around the World
Sd-1216.1	Homes Around the World
Sd-1271.1	How To Build an Igloo

CATALOGUE NUMBER

TITLE

Sd-1055.2

Indian Boy of the Southwest

Sd-1207.1

Indian Influences in the United States

Sd-590.2

Indians of Early America

Sd-1208.1

Life in a Medieval Town

Sd-1450.1

Man Uses and Changes the Land

Sd-1057.2

Newspaper Serves Its Community

Sd-1199.1

Our City Government

Sd-1099.2

Spanish Community Life

Sd-1200.2

Swedish Life

Sd-1056.2

Television Serves Its Community

Sd-1330.2

The House of Man-- Our Changing Environment (waste of resources in cities)

Sd-1370.1

Veterinarian Serves the Community

Sd-1172.1

Village Family in Crete

Sd-1540.2

Village Family in China Today

Sd-1050.2

Village Family in India

Sd-1126.2

Washington, City of the World

Sd-897 1

Washington, D. C.: Story of Our Capital

Sd-1408.1

Water for the City

Sd-1361.1

Why Communities Trade Goods

Sd-1266.1

Your Health in the Community

SOUND FILMSTRIPS

CATALOGUE NUMBER

TITLE

Fr-256	Communities Around the World Part I, (1-jh)
Fr-257	Communities Around the World Part II, (1-jh)
Fr-258	Communities Around the World Part III, (1-jh)

SLIDES

Ks-82	Baltimore City Life
Ks-58	Historical Baltimore
Ls-20	Homes
Ks-76	Homes of Colonial Annapolis
Ls-22	Indians of the Southwest
Ks-77	Urban Renewal
Ls-64	Transportation Before 1860
Ks-50	Washington, the City and the Man
Ks-55	Williamsburg

PICTURES

Ps-190	Washington, D. C. (21 color pictures) (1-jh)
Ps-165	Keeping the City Clean and Beautiful (e-m-l)
Ps-166	How People Travel in the City (e-m-l)

CATALOGUE NUMBER

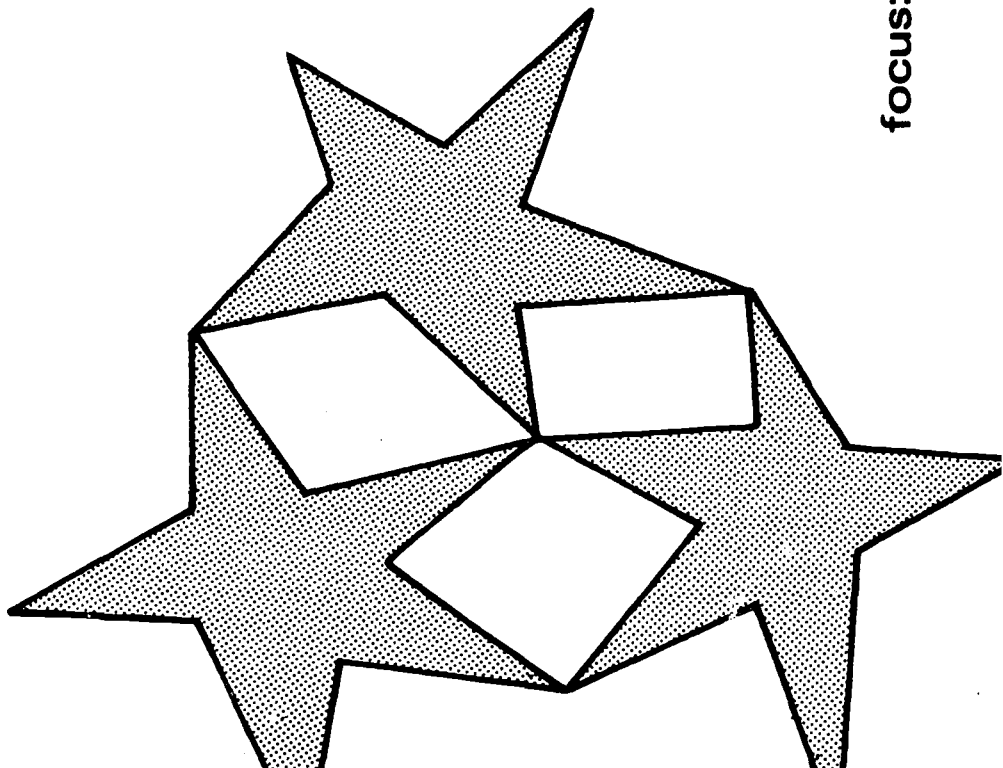
Ps-167

Ps-164

TITLE

Moving Goods for People in the City (e-m-1)

Neighborhood Friends and Helpers (e-m-1)



learning level: grade four
focus: societies—interaction, contributions, pressures

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <p>-To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure</p> <p>-To learn how these societies adjust to, adapt to, and utilize their natural environment</p> <p>-To learn how these societies preserve their culture and assimilate the cultures of other societies</p> <p>-To investigate significant contributions of these cultures to today's societies</p> <p>-To analyze some of these societies and recognize that pressures and conflicts are universal</p>	<p>Societies adjust to, adapt to, and utilize their natural environment</p> <p>People adjust to their natural environment to meet their basic needs</p> <p>Climatic conditions</p> <p>Diversity of Terrain Agricultural diversity</p>	<p>Societies evolved distinctive ways of adapting to various environments.</p> <p>NATURAL RESOURCES GEOGRAPHICAL FACTORS ADAPTATION ENVIRONMENT</p> <p>Societies evolved distinctive ways of adapting to their environment.</p> <p>CLIMATE</p>

FOCUS: SOCIETIES—INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p>Of what significance were the climate and topography in the development of these West African and American Indian societies?</p> <p>What natural resources were available to West Africans? How did religion affect the rise of natural resources? How did the discovery of natural resources influence European involvement in West Africa? What are the problems with our natural resources today? How can they best be solved?</p> <p>How was agriculture affected by climate and topography?</p>	<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Compare the climate and topography of West Africa and the Northeast United States.</p> <p>Have pupils construct a map showing Products grown Climatic conditions for certain products</p> <p>Investigate how the geography of water influenced the development of these Indian and West African societies. Illustrate the results on maps depicting the location of these bodies of water.</p> <p>Describe the types of agriculture that evolved in these societies in West Africa and America in relation to the topography and climate.</p> <p>Investigate the types of agricultural products grown by the Iroquois.</p>	<p><u>Teachers</u></p> <p>Joseph, A. <u>The Indian Heritage of America.</u> Murdock, G. <u>Africa: Its People, Their Culture and History.</u> Rosenthal, R. <u>The Splendor That Was Africa.</u></p> <p><u>Pupils</u></p> <p>Bacon, P. <u>Religions Around the World.</u> Brandwein, P. <u>The Social Sciences: Concepts and Values.</u> Grossman, R. <u>Working, Playing, Learning.</u> King, F. <u>The Social Studies and Our Country.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1541.2, <u>The Continent of Africa</u></p>

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <ul style="list-style-type: none"> -To foster an understanding of intergroup relations and reduce prejudice by analyzing multi-ethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal 	<p>Production of varied forms of clothing and shelter</p>	<p>Societies evolved distinctive ways of adapting to various environments.</p> <p>NATURAL RESOURCES GEOGRAPHICAL FACTORS SCARCITY TECHNOLOGY ADAPTATION</p> <p>ENVIRONMENT CLIMATE INTERDEPENDENCE CONSERVATION</p>

FOCUS: SOCIETIES—INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p style="text-align: center;"><i>SAMPLE QUESTIONS</i></p> <p>What natural resources were available for clothing and shelter?</p> <p>How did the climate affect the types of clothing and shelter needed?</p> <p>Was technology a factor in determining the well-being of the West African people? The American Indian?</p> <p>How did the interdependence of the American Indian tribes contribute to their economic survival?</p> <p>What influence has interdependence had upon European and American societies today?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Have pupils reproduce the types of shelters used by American Indians and West Africans, in various media, to demonstrate their effectiveness.</p> <p>Show filmstrips illustrating how American Indians and West Africans provided their shelter and clothing. Have pupils reproduce the clothing and create additional garments that would be suitable.</p> <p>Substantiate the sentence, "In constructing houses, people reflect their ability to adjust to the environment."</p> <p>Create a role playing experience depicting trading for survival.</p>	<p><u>Teachers</u></p> <p>Joseph, A. <u>The Indian Heritage of America.</u></p> <p>Murdock, G. <u>Africa: Its People, Their Culture and History.</u></p> <p><u>Pupils</u></p> <p>Bacon, P. <u>Religions Around the World.</u></p> <p>Chu, D. <u>A Glorious Age in Africa.</u></p> <p><u>Compton's Encyclopedia.</u></p> <p><u>World Book Encyclopedia.</u></p> <p><u>Audio Visual</u></p> <p>Sd-1216.1, Homes Around the World</p>

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, inter-group relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <p>-To foster an understanding of intergroup relations and reduce prejudice by analyzing multi-ethnic societies and their structure</p> <p>-To learn how these societies adjust to, adapt to, and utilize their natural environment</p> <p>-To learn how these societies preserve their culture and assimilate the cultures of other societies</p> <p>-To investigate significant contributions of these cultures to today's societies</p> <p>-To analyze some of these societies and recognize that pressures and conflicts are universal</p>	<p>People adapt to their natural environment as basic needs are met</p> <p>Climate and weather affect</p> <p>Food</p> <p>Shelter</p>	<p>Societies evolved distinctive ways of adapting to various environments.</p> <p>NATURAL RESOURCES ADAPTATION ENVIRONMENT CLIMATE INTERDEPENDENCE</p> <p>Societies evolved distinctive ways of adapting to various environments.</p> <p>TECHNOLOGY CLIMATE CONSERVATION INTERDEPENDENCE</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

*-For Pupils
o-For Teachers

How did the American Indian and West African discover foods on which they could survive?

What effect did the production of food have upon health conditions and medicine?

How does the production of food in Europe differ from that in the United States?
What are the principal foods grown in Europe?

What food products are imported into the U.S. from Europe today?

What food products are imported into the U.S. from Asia today?

Why did people in West Africa and America both decide to live in villages?

Analyze the production of food as these societies adapted and experimented to meet their needs in West Africa and America.

Compare the "slash and burn" agricultural method of the Mali with the Choctaw land movement in America.

Have pupils attempt to grow some of the agricultural products developed by these societies, finding out the kinds of soil required for these products.

Trace the route of some principal crops in the U.S. from the farm to the table.

Repeat this activity for the Mali.

Analyze the production of food in West African and American Indian societies, citing the relationship between food production and the economy.

Have pupils make a replica of a West African village, town, or city, or an Iroquois village in a diorama.

Investigate the types of housing used by the Choctaw, Iroquois, and Cherokee.

Teachers

Hunt, S. Games and Sports the World Around.
Joseph, A. The Indian Heritage of America.
Murdock, G. Africa: Its People, Their Culture and History.
Rosenthal, R. The Splendor That Was Africa.

Pupils

Bacon, P. Religions Around the World.
Chu, D. A Glorious Age in Africa.
Compton's Encyclopedia.
Grossman, R. Working, Playing, Learning.
King, F. The Social Studies and Our Country.
World Book Encyclopedia.

Audio Visual

Sd-1406.1, Food Around the World

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <ul style="list-style-type: none"> -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal 	<p>Clothing</p> <p>Use of natural resources</p>	<p>Societies evolved distinctive ways of adapting to various environments.</p> <p style="text-align: center;">NATURAL RESOURCES GEOGRAPHICAL FACTORS ADAPTATION CLIMATE ENVIRONMENT</p> <p>Societies evolved distinctive ways of adapting to various environments.</p> <p style="text-align: center;">NATURAL RESOURCES ENVIRONMENT CLIMATE ADAPTATION</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How did the people of the American Indian and West African societies provide their clothing?

What methods are used in Europe and Asia for providing clothing?

What natural resources are found in Europe and Asia that can be used for making clothing?

How did the people of the West African and American Indian societies make wise use of their natural resources?

From what materials are our clothes made today in the U.S.? How were our natural resources used to make a variety of materials for clothing?

Clothing comes from many sources. Find out how clothing is produced and what plants and animals are involved. Allow pupils to report on the clothing worn in West African and American Indian societies, explaining why it was worn.

Investigate through records, books, pictures, and filmstrips the types of domestic animals found in West African and American Indian societies. Have pupils make a language experience book to record information.

Ask pupils to imagine they own a clothing store in Timbuctu, and ask them how they would get goods for the store.

Investigate the use of natural resources by the people of Ghana and the Iroquois. What are the main things that determine man's capacity for adaptation to his environment?

Demonstrate, in various art media, utilization of the environment to meet the needs of food, shelter, and clothing in American Indian and West African societies. Have pupils make language books illustrating how man used his natural resources in one or more of these societies.

Investigate the types of synthetic materials in use today by making a picture chart.

Teachers

Joseph, A. The Indian Heritage of America.
 Murdock, G. Africa: Its People, Their Culture and History.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Bacon, P. Religions Around the World.
Compton's Encyclopedia.
World Book Encyclopedia.

Audio Visual

Sd-1338.1, Land Form and Human Use



CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can we compare the level of technology of the American Indian and West African societies?

How do technological advances differ in Europe and Asia? How can you account for this difference?

How has technology changed the welfare of the people in rural areas today?

What major technological advances have contributed to the welfare of man throughout the world?

What comparison may we make between the Iroquois Indians and the people of Ghana in utilization of their environment?

Have pupils make a chart comparing the level of technology in the Mali and Iroquois societies.

Reproduce, in various media, some of the tools used in these Indian and African societies.

Explain how the Cherokee used technology to adapt to his environment.

Have pupils assume they are Iroquois Indians or citizens of Ghana who wish to establish a village with other members of their group; then have them list and classify some factors which would influence their choices in this project.

Investigate the methods used by members of these societies in utilizing their environments to economic advantage.

Identify the types of housing the Choctaw Indians and West African kingdoms had that reflect utilization of the environment. Use illustrations.

Teachers

Joseph, A. The Indian Heritage of America.
 Murdock, G. Africa: Its People, Their Culture and History.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Bacon, P. Religions Around the World.
 Chu, D. A Glorious Age in Africa.
 Compton's Encyclopedia.
 Grossman, R. Working, Playing, Learning.
 King, F. The Social Studies and Our Country.
 World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR - INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p style="text-align: center;"><i>SAMPLE QUESTIONS</i></p> <p>How did family size vary between American Indian and West African societies?</p> <p>How do the responsibilities of family members in early societies compare with the responsibilities of family members today?</p> <p>How did the Iroquois Indians and the people of Ghana govern themselves?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Compare family size of the Iroquois Indians and West Africans. Explain what the extended family, kinship, group, and tribe are.</p> <p>Have pupils role play situations demonstrating how an Iroquois chief would protect his tribe and family.</p> <p>Dramatize a king being crowned in Ghana.</p> <p>Illustrate the heirarchy of authority within an American Indian culture.</p> <p>Compare, by use of a chart, the responsibilities of European and American family members.</p> <p>Refute or confirm the following statement with evidence: "The Iroquois nation was far more democratic than the early United States."</p> <p>Investigate how the court system of ancient Ghana was similar to the present U.S. court system.</p> <p>Investigate how the governors of Mali demonstrated their loyalty to Sundiata, comparing their methods with those practiced in the U.S. today.</p>	<p><u>Teachers</u></p> <p>Joseph, A. <u>The Indian Heritage of America.</u></p> <p>Murdock, G. <u>Africa: Its People, Their Culture and History.</u></p> <p>Rosenthal, R. <u>The Splendor That Was Africa.</u></p> <p><u>Pupils</u></p> <p>Bacon, P. <u>Religions Around the World.</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Chu, D. <u>A Glorious Age in Africa.</u></p> <p>Compton's <u>Encyclopedia.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p><u>World Book Encyclopedia.</u></p>

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p>		
<p><i>SAMPLE QUESTIONS</i></p> <p>How did nature affect religion in these West African and American Indian societies?</p> <p>How were health conditions affected by religion?</p> <p>What are some different religions practiced in our country? What are the different beliefs within each religion?</p> <p>Why did the American Indian and West African societies need governments?</p> <p>How were the members of these societies protected by their governments?</p> <p>How did the government affect the economic welfare of these peoples?</p> <p>How does our government protect us economically?</p>	<p>Natural phenomena are often used to explain life. Explain this statement in context of West African and American Indian religious beliefs.</p> <p>Explain how the religion of the Choctaw is reflected in the values of this society.</p> <p>Investigate the effects of climatic conditions on the religious beliefs held by these societies.</p> <p>Investigate the laws of the Iroquois tribe designed to protect the welfare of an adopted member. Extend the investigation to a tribe in Ghana.</p> <p>Compare the Indian Removal Act, the Japanese encampment of World War II, and Hitler's concentration camps.</p> <p>Compare the Choctaw and Cherokee reaction to the Land Removal Act of 1830.</p>	<p><u>Teachers</u></p> <p>Joseph, A. <u>The Indian Heritage of America.</u></p> <p>Murdock, G. <u>Africa: Its People, Their Culture and History.</u></p> <p>Rosenthal, R. <u>The Splendor That Was Africa.</u></p> <p><u>Pupils</u></p> <p>Bacon, P. <u>Religions Around the World.</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Chu, D. <u>A Glorious Age in Africa.</u></p> <p><u>Compton's Encyclopedia.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p><u>World Book Encyclopedia.</u></p>

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT**LEARNING LEVEL: GRADE FOUR**

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, inter-group relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <ul style="list-style-type: none">-To foster an understanding of intergroup relations and reduce prejudice by analyzing multi-ethnic societies and their structure-To learn how these societies adjust to, adapt to, and utilize their natural environment-To learn how these societies preserve their culture and assimilate the cultures of other societies-To investigate significant contributions of these cultures to today's societies-To analyze some of these societies and recognize that pressures and conflicts are universal	<p>Resolving conflicts</p> <p>Preserving its culture and contributions by perpetuating its</p> <ul style="list-style-type: none">FolkwaysValuesMoresCustomsTraditionsLiteratureArtMusicArchitectureDanceReligion	<p>Societies reflect the values of groups that interact within them.</p> <p>BEHAVIOR ORGANIZATION CULTURE</p> <p>Preservation of culture takes many forms in societies.</p> <p>PRESERVE CUSTOM UNIVERSAL ORIGIN FEATURES CULTURE PATTERN</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What comparison can we make between the resolution of conflicts by the Iroquois Indians and the people of Ghana?

How effective were the methods of resolving conflicts by these people?

How could you set up general guidelines for resolving conflicts?

Could the Land Removal Act of long ago be applied today? Why or why not?

What can we learn about these societies in America and West Africa by observing their art?

Investigate the similarities of the U.S. court system to the judiciary of Ghana and the Iroquois nation.

Investigate legal rights of Indians in the Indian Removal Act of 1830 as reflected in the actions of the U.S. government.

Investigate how the Cherokee Indians reacted to the Land Removal Act and dramatize the situation.

Suggestion: Check Indians section in Compton's Encyclopedia for information.

Have pupils investigate the necessary steps city government must take when it needs the private property of a citizen for an important facility.

Investigate why the Moslems had temples in many cities of Ghana.

Take pupils to the Baltimore Museum of Art and the African Museum in Washington, D.C. to learn about African art.

Have a native of West Africa address the class concerning his country.

Set up an exhibit of West African and American Indian artifacts.

Investigate the American Indian in American literature.

Teachers

Joseph, A. The Indian Heritage of America.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Chu, D. A Glorious Age in Africa.
Compton's Encyclopedia.
 King, F. The Social Studies and Our Country.
World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;">SAMPLE LEARNING EXPERIENCES</p> <p>Investigate the Choctaw's attitude toward the Land Removal Act of 1830 and the way the people of Timbuktu reacted to an invasion by the Tuaregs.</p> <p>Analyze the effect the Moslen religion had on learning in the ancient kingdom of Ghana.</p> <p>Compare the effects of invasion on the religions of the people of Ghana and the American Indian.</p> <p>Identify types of punishments used in ancient Songhay and compare them with Iroquois punishments.</p> <p>Compare the types of punishments used in Ancient Europe with present methods of punishment.</p> <p>Have pupils role play to determine punishment of an offender decreed by an Iroquois council.</p> <p>Have pupils role play a property settlement claim in Ghana.</p> <p>Investigate how property claims are settled today, again using a role playing situation.</p>	<p><u>Teachers</u></p> <p>Josephy, A. <u>The Indian Heritage of America.</u></p> <p>Rosenthal, R. <u>The Splendor That Was Africa.</u></p> <p><u>Pupils</u></p> <p>Chu, D. <u>A Glorious Age in Africa.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p><u>World Book Encyclopedia.</u></p>
<p style="text-align: center;">SAMPLE QUESTIONS</p> <p>How did the Choctaws and people of Timbuktu react to an invasion?</p> <p>How did the punishments of the Iroquois and Songhay people compare?</p> <p>What kinds of punishments are used in the U.S. today? How effective are they?</p>	



CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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<p>-To foster an understanding of intergroup relations and reduce prejudice by analyzing multi-ethnic societies and their structure</p>	<p>Contributions of societies are varied and affect many people Economic development is effected by contributions of many societies Commerce Raw materials Technology Industry Invention</p>	<p>Many societies have made significant contributions to the world. DISCOVERY INVENTION</p>
<p>-To learn how these societies adjust to, adapt to, and utilize their natural environment</p>		
<p>-To learn how these societies preserve their culture and assimilate the cultures of other societies</p>		
<p>-To investigate significant contributions of these cultures to today's societies</p>		
<p>-To analyze some of these societies and recognize that pressures and conflicts are universal</p>		

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How was the structure of these American Indian and West African societies alike?

How has the structure of American Indian and West African societies changed?

What effects have these changes had on the people?

How did resources of these West African and American Indian societies affect European trade?

What contributions have the West Africans made to present day society? The American Indian?

How have technology, industry, and inventions contributed to economic development in West Africa?

How has European involvement affected the economic development of West Africa?

Investigate the meaning of primary and secondary groups.

Identify primary and secondary groups in your life.

Identify primary and secondary groups of Songhay and the Iroquois nation.

Inquire into the affect: city life is having on traditional family and tribal life in America.

Investigate the affects of the West African gold trade on the people of Europe before the discovery of America.

Investigate the natural resources found in America that benefited Europeans.

Have pupils pretend they are a ruler in Ghana and have them decide what they would do with the gold in the treasury.

Teachers

Josephy, A. The Indian Heritage of America.

Murdock, G. Africa: Its People, Their Culture and History.

Rosenthal, R. The Splendor That Was Africa.

Pupils

Chu, D. A Glorious Age in Africa.

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CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <ul style="list-style-type: none"> -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal 	<p>Medicine Discovery</p> <p style="text-align: center;">Food</p>	<p>Many societies have made significant contributions to the world.</p> <p style="text-align: center;">DISCOVERY</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How did these West African and American Indian societies contribute to our society?

How did European and Asian discoveries contribute to our society?

How did people benefit from West African and American Indian discoveries?

How did the people of the world benefit from the contributions of Asia?

What foods are on our store shelves today that came from these West African and American Indian societies?

Explain the statement: "Medicine owes much to the American Indian."

Investigate the ways in which Indians helped Europeans to survive in America.

Identify the important part played by American Indian societies in the transportation and language of present day America.

Investigate the relationship between the American steel industry of today and West Africa.

Using a graph, illustrate the amount of gold transported to Europe from the "Gold Coast."

Investigate how American Indians helped others explore and settle parts of the country.

Gather evidence to substantiate the claim that societies (one African and one Indian) made changes to improve their life styles.

Investigate the foods Europeans learned to cultivate from American Indian and West African societies.

Teachers

Joseph, A. The Indian Heritage of America.
Rosenthal, R. The Splendor That Was Africa.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
Chu, D. A Glorious Age in Africa.
Compton's Encyclopedia.
King, F. The Social Studies and Our Country.
World Book Encyclopedia.

Audio Visual

Sd-1207.1, Indian Influences in the U.S.
Sd-1338.1, Land Form and Human Use

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed</p> <ul style="list-style-type: none"> -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal 	<p>Man's desire to improve life-styles led to diverse innovations</p> <p>Transportation</p>	<p>Many societies have made significant contributions to the world.</p> <p>DISCOVERY INVENTION</p> <p>Many societies have made significant contributions to the world.</p>

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p><i>SAMPLE QUESTIONS</i></p> <p>How did these American Indian and West African societies contribute to our present day economy?</p> <p>How did people in these societies use additional wealth after basic needs were met?</p> <p>What are the different means of transportation in today's world?</p> <p>What ideas in transportation do we use today that originated in early societies?</p>	<p><u>Teachers</u></p> <p>Joseph, A. <u>The Indian Heritage of America.</u></p> <p>Rosenthal, R. <u>The Splendor That Was Africa.</u></p> <p><u>Pupils</u></p> <p>Bacon, P. <u>Religions Around the World.</u></p> <p>Chu, D. <u>A Glorious Age in Africa.</u></p> <p>Compton's <u>Encyclopedia.</u></p> <p>Grossman, R. <u>Working, Playing, Learning.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p><u>World Book Encyclopedia.</u></p>
<p>Imagine the effect on the U.S. economy if the American Indians were given their land rights.</p> <p>Picture the American economy, if possible, without corn or peanuts. List products that come from corn and peanuts.</p> <p>Look into the businesses and jobs related to the production of corn and peanuts.</p> <p>Make a chart depicting the results of the contributions of these societies.</p> <p>On a map find trade routes of the Western Sudan and major Indian routes that are now highways.</p> <p>Read to find out how ancient kings of Ghana entertained visitors from other lands.</p> <p>Compare the attitudes of American Indians and African people toward wearing jewelry.</p> <p>Trace the origin of each means of transportation, illustrating the information with a diagram.</p>	

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How have these West African and American Indian societies influenced American art, music, clothing, and sports?
 How did African painting compare with its European counterpart?
 What are some determining factors which influence an artist's style and media?

Have pupils attempt to imagine the development of the U.S. without the input of the West African heritage of American blacks and the culture of the American Indian.
 The Thanksgiving story well illustrates the affect of Indian societies in this nation. Have pupils justify or dismiss this statement.
 Investigate sports and games of the American Indians, and have pupils learn some of them.
 Investigate the significance of some Indian, African, European, and Asian dances.
 Investigate to find out the family expectations in an American Indian chief's family and in a ruling family in ancient Mali.
 Compare the kinship and tribal groups of Songhay with those of the Cherokee.
 Why are some elderly people reluctant to see the decline of tribalism in West Africa?
 Have pupils make a chart showing family kinship and tribal groups in Cherokee and West African societies.

Teachers

Hunt, S. Games and Sports the World Around.
 Josephy, A. The Indian Heritage of America.
 Murdock, G. Africa: Its People, Their Culture and History.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
 Chu, D. A Glorious Age in Africa.
 Compton's Encyclopedia.
 King, F. The Social Studies and Our Country.
 White, T. The Removal of Cherokees from Georgia.
World Book Encyclopedia.

Audio Visual

Sd-1448.2, People of Africa

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What likeness can you discover in the religions of West African and American Indian societies?

How is peyotism significant in today's world?

How can peyotism be related to drug abuse?

How can the rituals of pagan religions be related to practices in present forms of religion?

How were these West African and American Indian societies alike when it came to peers?

How important are peer groups to an individual? How much influence do they have on one's behavior?

Analyze the similarities of the Iroquois religion and that of Ghana.

Define peyotism.

How would you feel if the Indians expected you to accept peyotism as they were expected to embrace Christianity?

Investigate the effect of the Moslem religion on the king of Ghana as the Tuaregs invaded his nation.

Identify tasks which illustrate the passing from one age group to another in West African and American Indian societies.

Compare the passing from one age group to another to similar events in American society, such as confirmation, BarMitzvah, etc.

Explain the classification of games by sex and age in the Iroquois society.

Investigate how strong religious beliefs affected the migrations of Europeans.

Teachers

Josephy, A. The Indian Heritage of America.
 Murdock, G. Africa: Its People, Their Culture and History.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Chu, D. A Glorious Age in Africa.
Compton's Encyclopedia.
 King, F. The Social Studies and Our Country.
World Book Encyclopedia.

Audio Visual

Ps-185, Children of Africa

CONCEPT THEME: HUMAN BEHAVIOR--INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What is your opinion of the division of labor in these West African and American Indian societies?
How are the labor laws of Europe similar or different from labor laws in the United States?

Compare the division of labor in your household with these societies.
Examine American Indian societies to determine the division of labor and the pressures placed on its members.
How did pressures in these West African and American Indian societies affect the resolution of conflicts?

What economic pressures were placed on people in these societies?

What might one learn about pressures in these West African and American Indian societies when age groups for these people are examined?
Have pupils assume they live in Songhay or in a Choctaw village and they must decide how to earn a living.
Compare what was considered to be wealthy in the two societies.
Investigate methods of accumulating wealth in these societies.
Investigate methods of accumulating wealth in the U.S.

Teachers

Josephy, A. The Indian Heritage of America.
Murdock, G. Africa: Its People, Their Culture and History.
Rosenthal, R. The Splendor That Was Africa.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
Chu, D. A Glorious Age in Africa.
Compton's Encyclopedia.
King, F. The Social Studies and Our Country.
World Book Encyclopedia.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What analysis can be made of these societies as technology increased their wants?

Compare the wants of the Cherokee tribal members and the city dwellers of Jenne.

Of what importance is satisfying wants and needs to the survival of a society?

Investigate the accomplishments of the Cherokee Indians in Georgia before their removal. Explain and prove the statement: "As the people of Ghana increased their wants, learning was emphasized."

How do the attitudes of people in these societies toward material things influence their wants? In our society?

Investigate and chart Asian and American attitudes concerning
 School Art
 Work Health
 Music Recreation

Compare the feelings of the people of Mali with the Cherokee Indians on owning land, jewelry, houses, etc.

List all findings
 Discuss the values that these attitudes reflect
 Determine if these values are related to the religious beliefs of these societies

Have pupils make individual or group charts illustrating a comparison of their attitudes toward
 Family Land ownership
 Work Learning
 Religion

Teachers

Josephy, A. The Indian Heritage of America.
 Murdock, G. Africa: Its People, Their Culture and History.
 Rosenthal, R. The Splendor That Was Africa.

Pupils

Bacon, P. Religions Around the World.
 Brandwein, P. The Social Sciences: Concepts and Values.
 Chu, D. A Glorious Age in Africa.
 Compton's Encyclopedia.
 King, F. The Social Studies and Our Country.
World Book Encyclopedia.

PT THEME: HUMAN BEHAVIOR-- INTERACTION AND ADJUSTMENT

TOPICS: SOCIETIES-- INTERACTION, CONTRIBUTIONS, PRESSURES

LEARNING LEVEL: GRADE FOUR

BEHAVIORAL GOALS

1. The pupil will be able to relate in two sentences how the topography and climatic conditions of a region influence its economic development.
2. The pupil will be able to list two reasons why Ghana was a prosperous country.
3. The pupil will be able to list two effects of the Land Removal Act upon the lives of the Cherokee and Choctaw Indians.
4. The pupil will be able to state two ways the Iroquois were important to the French and English settlers in America.
5. The pupil will be able to list two ways in which interdependence among nations has influenced the people of the world.
6. The pupil will be able to draw and/or collect pictures of products that are made from corn and peanuts.
7. The pupil will be able to state two examples of pressures within a society.
8. The pupil will be able to give one reason why changes within a society are sometimes referred to as pressures.
9. The pupil will be able to write two reasons why it could be necessary for our present day society to change.

EXAMPLES: need for better housing
 need for employment facilities

10. The pupil will be able to list the countries that have contributed to our present day writing and number systems.
11. The pupil will be able to list some of the ways that early European, Asian, and/or African civilizations contributed to our society.

EXAMPLES: art government
 music architecture
 industry education
 religion

TEACHER REFERENCES

- Farb, Peter. Man's Rise to Civilization As Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State. New York: E. P. Dutton & Co., Inc. 1968
- Hunt, Sarah E. Games and Sports the World Around. New York: Ronald Press Co., 1964.
- Josephy, Alvin. The Indian Heritage of America. New York: Alfred A. Knopf, 1968.
- Murdock, George. Africa: Its People, Their Culture and History. New York: McGraw-Hill Book Co., 1959.
- Rosenthal, Rita. The Splendor That Was Africa. Dobbs Ferry, New York: Oceana Publications, 1967.

PUPIL REFERENCES: NONFICTION

- Bacon, Phillip. People, Places. San Francisco: Field Educational Publishers, 1970.
- Bacon, Phillip. Religions Around the World. San Francisco: Field Educational Publishers, 1970.
- Brandwein, Paul F. The Social Sciences: Concepts and Values. New York: Harcourt Brace Javonovich, 1970.
- Chu, Daniel. A Glorious Age in Africa. New York: Doubleday & Co., 1965.
- Fall, Thomas. Jim Thorpe. New York: Thomas Y. Crowell Co., 1970.
- King, Frederick. The Social Studies and Our Country. River Forest, Illinois: Laidlaw Brothers, 1970.
- LaFarge, Oliver. The American Indian. New York: Western, 1960.
- Lobsenz, Norman. The First Book of Ghana. New York: Franklin Watts, 1960.
- Martini, Teri. The True Book of Indians. Chicago: Childrens Press, 1954.
- McNeer, May, and Ward, Lynd. The American Indian Story. New York: Ariel Books, 1963.
- Manakee, Harold. Indians of Early Maryland. Baltimore: Maryland Historical Society, 1959.

Irath, Marie. They Lived Like This in Ancient Africa. New York: Franklin Watts, 1967.
Irish, Peggy. Let's Be Indians. New York: Harper & Row Publishers, 1962.
Robe, Rosebud Yellow (Lacotawin). An Album of the American Indian. New York: Franklin Watts, 1969.
Tunis, Edwin. Indians. New York: World Publishing Co., 1959.

PUPIL REFERENCES: FICTION

Baker, Betty. Little Runner of the Longhouse. New York: Harper & Row Publishers, 1962.
Mirsky, Reba. Thirty-One Brothers and Sisters. Chicago: Follett Publishing Co., 1952.

FILMS

CATALOGUE NUMBER

TITLE

Sd-1405.2	Africa: An Introduction
Sd-1180.1	African Girl— Malobi
Sd-1083.2	African Storyteller
Sd-1541.2	Continent of Africa, The
Sd-1429.2	Economy of Africa, The
Sd-1406.1	Foods Around the World
Sd-1216.1	Homes Around the World
Sd-654.1	Indian Hunters
Sd-1207.1	Indian Influences in the U.S.
Sd-590.2	Indians of Early America
Sd-1338.1	Land Forms and Human Use
Sd-1448.2	Peoples of Africa

SOUND FILMSTRIPS

Fr-177	Africa: The Land of Developing Countries, Part I
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DISC AND TAPE RECORDINGS

Rs-163	War Whoops and Medicine Songs
Ps-176	Study Prints Africa

CATALOGUE NUMBER

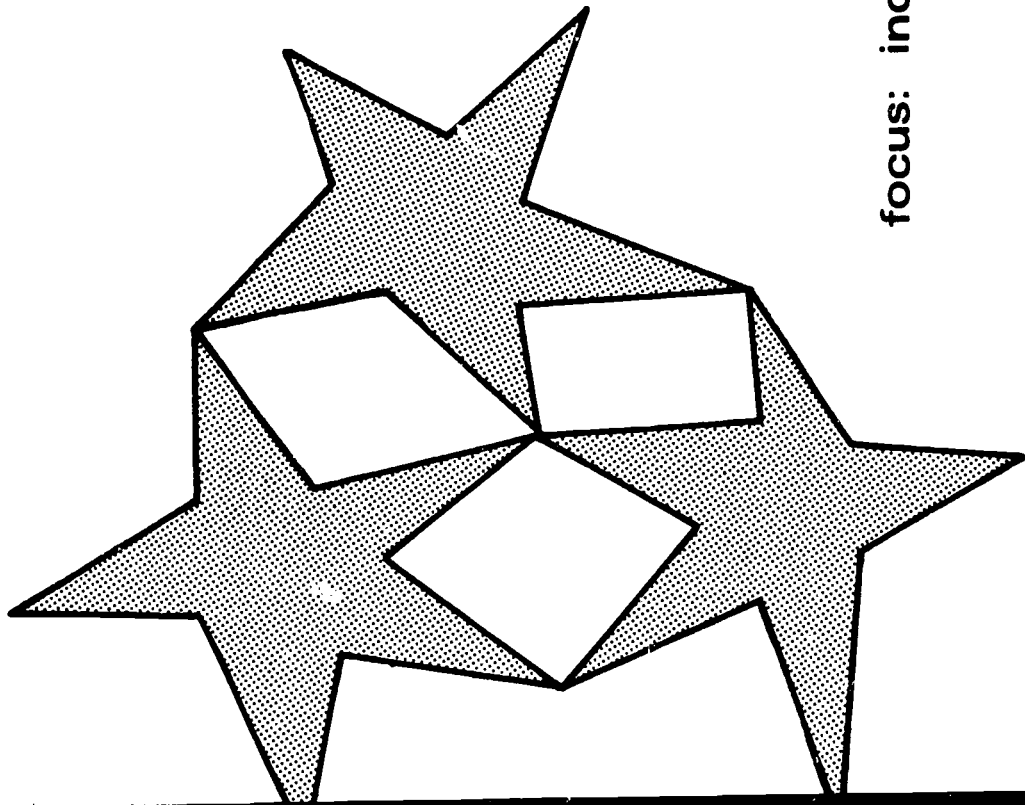
Ps-185

Ps-175

TITLE

Children of Africa

Indian Life



learning level: grade five
focus: individuals and groups—prejudice and propaganda

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Nature of Prejudice</p> <ul style="list-style-type: none"> Causes Lack of understanding Misinformation, preconceived notions and myths Poor self concept or image Inadequate feelings Guilt feelings Inferiority complexes Inability to cope with frustrations Ways in which prejudices are perpetrated By individuals By groups Ways in which attitudes of prejudice are indicated Through verbal and non-verbal communication Through mass media Through isolation 	<p>Prejudicial and stereotypic thinking is destructive to all.</p> <p>PREJUDICE DISCRIMINATION STEREOTYPE</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can we know and understand the nature of prejudice?
 What is prejudice?
 What are some of the main causes of prejudice?

Are we always a majority or a minority?
 Is there a difference between prejudice and discrimination?

Use a film or filmstrip to introduce the subject of prejudice to the class. Use a newspaper or magazine article to stimulate a discussion about prejudice and discrimination.

Use "All in the Family" to give an insight into what prejudice means. (Check television listings.)
 Examine situations in the home, school, city, and neighborhood where majority and minority situations are related to prejudice in the city, state, nation, and world.

Check the definitions of prejudice and discrimination in an unabridged dictionary and a social science dictionary.

Have pupils discuss, in small or large groups, the meanings of prejudice and discrimination.

Teachers

- Alport, C. The Nature of Prejudice.
- Clements, H. Social Study: Inquiry in Elementary Classrooms.
- Cohen, R. The Color of Man.
- Davis, J. The American Negro Reference Book.
- Goldmark, B. Social Studies: A Method of Inquiry.
- Simpson, G. Racial and Cultural Minorities.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.

Audio Visual

- Sd-1427.1, People Are Different and Alike
- Fr-278, Exploding the Myths of Prejudice
- Fr-318, Getting To Know Me

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p>SAMPLE QUESTIONS</p> <p>SAMPLE LEARNING EXPERIENCES</p> <p>Use materials from the kit "The Color of Man " to develop concepts of the family of man and classifications.</p> <p>Using standard information sources, investigate some of the causes of prejudice. Have pupils write individual reports from their research and present them to the class or in small groups.</p>	<p><u>Teachers</u></p> <p>Alport, G. <u>The Nature of Prejudice.</u></p> <p>Davis, J. <u>The American Negro Reference Book.</u></p> <p>Goldmark, B. <u>Social Studies: A Method of Inquiry.</u></p> <p><u>Report of the National Advisory Council on Civil Disorders.</u></p> <p>Simpson, G. <u>Racial and Cultural Minorities.</u></p> <p><u>Pupils</u></p> <p>Cohen, R. <u>The Color of Man.</u></p>

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Investigate organizations in Baltimore City that are attempting to protect their members from discrimination. List the names, methods used, and the reasons for the groups' forming.

Suggestion: Groups might include the Italian American League, Civil Rights League, B'nai B'rith, and NAACP.

Teachers

Alport, G. The Nature of Prejudice.

Clements, H. Social Study: Inquiry in Elementary Classrooms.

Davis, J. The American Negro Reference Book.

Goldmark, B. Social Studies: A Method of Inquiry.

Simpson, G. Racial and Cultural Minorities.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.

Audio Visual

Sd-1427.1, People are Different and Alike

Fr-318, Getting To Know Me
Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Types of harmful prejudice Prejudice against Racial, ethnic, and/or religious groups Types of environment (local, national, international) Types of social institutions Certain ideas, ideals, or beliefs Particular life styles Specific language patterns</p>	<p>Prejudicial and stereotypic thinking are destructive to all.</p> <p>RACE RACIAL ETHNIC RELIGIOUS CULTURAL</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>How can we identify and classify various types of prejudice?</p> <p>Develop a chart classifying the various types of prejudices people were subjected to in this country. Select one or more minority groups and investigate how they reacted to prejudice.</p> <p>Investigate discriminatory practices aimed at present day minority groups.</p> <p>Investigate and classify local, state, and national groups that are trying to change prejudiced attitudes and discriminatory practices.</p> <p>Have pupils role play situations to dramatize "harmless" prejudices, such as liking certain sports. Try to have pupils understand that reason is not as important as feelings and conditioning when one forms prejudices.</p> <p>Classify various types of discriminations ethnic, racial, and religious groups were subjected to, such as government quotas on immigration, housing, schools, etc. Chart the results.</p>	<p><u>Teachers</u></p> <p>Butwin, F. <u>The Jews in America.</u></p> <p>Goldmark, B. <u>Social Studies: A Method of Inquiry.</u></p> <p>Grossman, R. <u>The Italians in America.</u></p> <p>Johnson, J. <u>The Irish in America.</u></p> <p>Jones, J. <u>The Greeks in America.</u></p> <p>Kunz, V. <u>The Germans in America.</u></p> <p>Leathers, W. <u>The Japanese in America.</u></p> <p>Spangler, E. <u>The Negro in America.</u></p> <p><u>Pupils</u></p> <p>Stanek, M. <u>How Immigrants Contributed to Our Culture.</u></p>



CONCEPT THEME: HUMAN BEHAVIOR – INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Pluralism</p>	<p>Our pluralistic nation is composed of many racial, ethnic, religious, and cultural groups.</p> <p>RACIAL ETHNIC RELIGIOUS CULTURAL PLURALISM</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do groups and individuals attempt to deal with prejudice and discrimination?
What is pluralism?

Investigate the meaning of the words pluralism and melting pot. Allow pupils to decide on the worth of each concept.

What is a social institution?
How does it help to maintain the status quo?
What is racism?
What is institutional racism?

Define social institution and find out how social institutions affect racial, ethnic, and religious groups in their attitudes and actions.

Suggestion: Sample institutions might be churches, schools, and families.

Investigate how some institutions deal with the problems of prejudice and discrimination.

Suggestion: Sample institutions might be the Jewish Times, Polish Alliance, The Baltimore Afro American, or other newspapers.

Teachers

Alport, G. The Nature of Prejudice.
Clements, H. Social Study: Inquiry in Elementary Classrooms.
Cuber, J. Sociology—A Synopsis of Principles.

Davis, J. The American Negro Reference Book.
Goldmark, B. Social Studies: A Method of Inquiry.

Handlin, O. The Uprooted. Report of the National Advisory Council on Civil Disorders.
Simpson, G. Racial and Cultural Minorities.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.

Audio Visual

Sd-1427.1, People Are Different and Alike
Fr-318, Getting To Know Me
Fr- , Minorities Have Made America Great



<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Institutional racism</p> <p>Less harmful prejudices</p>	<p>RACISM INSTITUTION</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Martin Luther King, Jr., called the church hour on Sunday the most segregated time in America. Examine the record of the church in the past and at present to determine its role.
 How did the church serve blacks?
 How did the church serve immigrant groups as they arrived in this country?

Suggestion: Samples for this inquiry might be the Catholic Church, the Irish, the Poles, and the Italians.

Make a personal evaluation of attitudes toward foods to determine if they are prejudicial or if they have a real basis.

Examine attitudes toward sports and recreation. Why is football a rugged sport?

Suggestion: Additional sports might be rugby, tennis, chess, etc.

Teachers

Butwin, F. The Jews in America.

Grossman, R. The Italians in America.

Handlin, O. Race and Nationality in American Life.

Handlin, O. The Uprooted.

Handlin, O. The American People in the Twentieth Century.

Hunt, S. Games and Sports Around the World.

Johnson, J. The Irish in America.

Spangler, E. The Negro in America.

Wytrawski, J. The Poles in America.

Pupils

Compton's Encyclopedia.

Patrick, J. The Progress of the Afro-American.

World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Influence of prejudice on relationships with others As the victim As the bigot</p>	<p>Our pluralistic nation is composed of many racial, ethnic, religious, and cultural groups.</p> <p>VICTIM BIGOT</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How do racial, religious, and social prejudices influence individuals?

How do they affect the victim?

How do they affect the bigot?

Investigate textbooks used ten years ago on local, state, and national levels to determine how they treated various racial, ethnic, and religious groups. Compare the decade-old books with those in use today.

Select stories from the bibliography to instill insights into how prejudice and discrimination affect bigots and victims.

Use standard information sources to learn about groups and individuals in the pluralistic society of the United States.

Explore the treatment of Indians and blacks in old films on television, comparing the treatment with current films and television shows.

Teachers

- Alport, G. The Nature of Prejudice.
- Clements, H. Social Study: Inquiry in Elementary Classrooms.
- Davis, J. The American Negro Reference Book.
- Simpson, G. Racial and Cultural Minorities.

Pupils

- Brown, D. Bury My Heart at Wounded Knee.
- Joseph, A. The American Indian Heritage.
- Rambeau, J. The Magic Door.
- Rambeau, J. Stranger at Cherry Hill.
- Rambeau, J. China Boy.
- Rambeau, J. Chumsah Boy.

Audio Visual

- Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 		<p>Prejudicial and stereotypic thinking are destructive to all.</p> <p>PREJUDICE STEREOTYPE</p> <p>A positive self concept benefits the child as well as society.</p> <p>IDENTITY SELF-AWARENESS</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Divide class into groups to investigate how minority groups were treated. Inquire into the treatment of Cherokees and freedmen after the Civil War, Germans during World War I, Japanese-Americans during World War II, the Poles in American cities, Jews, Italians, etc.

Teachers

- Alport, G. The Nature of Prejudice.
- Butwin, F. The Jews in America.
- Davis, J. The American Negro Reference Book.
- Grossman, M. The Italians in America.
- Johnson, J. The Irish in America.
- Jones, J. The Greeks in America.
- Kunz, V. The Germans in America.
- Leathers, N. The Japanese in America.
- Spangler, E. The Negro in America.
- Wytrwal, J. The Poles in America.

Pupils

- Compton's Encyclopedia.
- Chu, D. Passage to the Golden Gate.
- Meltzer, M. To Change the World.
- Stanek, M. How Immigrants Contributed to Our Culture.
- White, T. The Removal of the Cherokees from Georgia.
- World Book Encyclopedia.

How do groups and individuals respond to discrimination?

Use standard information sources to examine the effects of discrimination on individuals and groups in the United States. Find out how various individuals fought back and achieved in spite of prejudice and discrimination.

Discuss how the bigot may feel about prejudice.

Suggestion: "All in the Family" is a good starting point.

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Effects of prejudice on life of racial, ethnic, and/or religious groups Welfare and progress made more difficult Creation of unfriendly atmosphere on which fear and hate flourish Lack of adequate progress in areas of Economics Politics Education Housing</p>	<p>Our pluralistic nation is composed of many racial, ethnic, religious and, cultural groups.</p> <p>RACIAL ETHNIC PLURALISM</p> <p>A positive self concept benefits the child as well as society.</p> <p>SELF CONCEPT IDENTITY SOCIETY</p>

FOCUS: INDIVIDUALS AND GROUPS--PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>How do racial, ethnic, and religious prejudices affect groups?</p>	<p>Use standard information sources to investigate the treatment of various minority groups in the United States during the 1960's.</p> <p>Use current newspaper articles to investigate the status of exiles to the United States.</p> <p>Find out why the Jewish Defense League is so controversial in the Jewish community.</p> <p>Visit the Polish Alliance or a similar organization for a first-hand look at the organization's work.</p> <p>Investigate why the NAACP was founded and who organized it.</p> <p>Use current newspaper articles to investigate the work of the Italian-American Civil Rights League.</p>	<p><u>Teachers</u></p> <p>Clements, H. <u>Social Study: Inquiry in Elementary Classrooms.</u></p> <p>Davis, J. <u>The American Negro Reference Book.</u></p> <p>Franklin, J. <u>From Slavery to Freedom.</u></p> <p>Gibson, J. <u>The Intergroup Relations Curriculum.</u></p> <p>Simpson, G. <u>Racial and Cultural Minorities.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Stanek, M. <u>How Immigrants Contributed to Our Culture.</u></p> <p><u>Audio Visual</u></p> <p>Fr- , Minorities Have Made America Great</p>

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Perpetuation and reinforcement of prejudice In the historical record America's heritage America—colonization through Reconstruction America—post-Reconstruction to present</p> <p>Through mass media Through literary materials</p>	<p>The past, present, and future are at stake in dealing with prejudice and propaganda.</p> <p>HERITAGE RECONSTRUCTION COLONIAL ERA</p> <p>Understanding propaganda requires critical examination of it.</p> <p>PROPAGANDA MASS MEDIA</p> <p>A positive self-concept benefits the child as well as society.</p> <p>SELF-IDENTIFICATION CULTURE</p>

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Why do prejudices continue in our society? How are people responsible? How are institutions responsible? How does the media contribute to the perpetuation of prejudices?</p>	<p>Investigate the protection of civil rights in the United States. <u>Suggestion:</u> A good starting point might be the courts.</p> <p>Investigate reasons for the treatment of blacks in America.</p> <p>Analyze the attitude of the media toward minorities through old films, newspapers, and magazines.</p> <p>Find out the parts history and tradition play in keeping prejudices alive.</p> <p>Find out the significant role institutions play in the</p> <ol style="list-style-type: none"> 1. Perpetuation of prejudice and discrimination 2. Reduction of prejudice and discrimination 3. Investigate the term institutional racism <p>Initiate a discussion on effecting change in the nation toward undesirable but traditionally accepted attitudes, opinions, prejudices, etc. Stimulate pupils to propose solutions to these problems.</p>	<p><u>Teachers</u></p> <p>Alport, G. <u>The Nature of Prejudice.</u> Simpson, G. <u>Racial and Cultural Minorities.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u> Patrick, J. <u>The Progress of the Afro-American.</u></p>
<p><i>SAMPLE QUESTIONS</i></p> <p>How do prejudices against women show as we examine our culture? Women's liberation Right to vote</p>		

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another 	<p>Actions of ethnic, racial, and / or religious groups to prejudice Ways of resisting prejudice Efforts of overcoming prejudice acculturation</p> <p>Efforts to overcome attitudes of prejudice Utilization of resources of mass media Change in organizational policies Government Agencies Business Communities Legislation and enforcement Pressure groups Change in attitude of the individual</p>	<p>Prejudicial and stereotypic thinking are destructive to all.</p> <p>VICTIM BIGOT</p> <p>The past, present, and future are at stake in dealing with prejudice and propaganda.</p> <p>HISTORICAL RECORD CULTURE GOVERNMENT</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can we, as individuals and as group members, deal with discrimination and prejudice?

As a member of many social groups (primary and secondary), the pupil is subjected to many kinds of group prejudices. Allow pupils to list some of the group-inspired prejudices on the chalkboard, such as foods one is partial to because one lives in the United States.

Find out what black, red, and brown power are.

Pupils may debate the strategies of the black power movement in the United States.

Teachers

- Butwin, F. The Jews in America.
- Gibson, J. The Intergroup Relations Curriculum.
- Hunt, S. Games and Sports Around the World.
- Report of the National Advisory Council on Civil Disorders.
- Simpson, G. Racial and Cultural Minorities.

Pupils

- Compton's Encyclopedia.
- World Book Encyclopedia.

Audio Visual:

- Sd-1401.1, Foods Around the World

NOTE: Additional materials will be included in the kit for teachers.

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to</p> <ul style="list-style-type: none"> -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another. 		

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Compare black power bloc voting to ethnic bloc voting during the 1900's in our cities.

Teachers

- Gibson, J. The Intergroup Relations Curriculum.
- Grossman, R. The Italians in America.
- Handlin, O. The American People in the Twentieth Century.
- Johnson, J. The Irish in America.
- Report of the National Advisory Council on Civil Disorders.
- Simpson, G. Racial and Cultural Minorities.
- Wytrwal, J. The Poles in America.
- Zeighler, B. Immigration: An American Dilemma.

Pupils

- The Baltimore Afro American,
November 6, 1970
- The Baltimore News American,
November 4, 1970
- The Baltimore Sun,
November 4, 1970

Investigate the results of bloc voting in Baltimore City during the 1970 November election.

Find out how the B'nai B'rith organization benefits people in Baltimore City. Investigate the distribution and influence of this organization.

NOTE: Additional materials will be included in the kit for teachers.

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to:</p> <ul style="list-style-type: none"> -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that it is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring a ability to distinguish between good and bad propaganda 	<p>Relationship between propaganda and prejudice Ways in which propaganda may create or foster prejudice Appeals to emotion rather than reason Is usually oriented toward one side of an issue Discourages reflective thinking Turns individuals who are sometimes mildly prejudiced into bitter partisans</p>	<p>The past, present, and future are at stake in dealing with prejudice and propaganda.</p> <p>ISSUE EMOTION PLURALISM DIVERSITY</p> <p>Understanding propaganda requires critical examination of it.</p> <p>PROPAGANDA CONTROVERSY</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p>SAMPLE QUESTIONS</p> <p>Why do prejudice and propaganda affect each other?</p>	<p>SAMPLE LEARNING EXPERIENCES</p> <p>Investigate the work of groups that are trying to foster understanding among all people. Find out what techniques of propaganda they use. <u>Suggestion:</u> Sample groups are National Conference of Christians and Jews, American Jewish Committee, and the Anti-Defamation League.</p> <p>Listen to Martin Luther King's "I Have a Dream" speech and discuss his purposes in making it.</p> <p>Examine the types of propaganda used in films and magazines about American Indians.</p> <p>Have speakers from organizations like the N.A.A.C.P. and B'nai B'rith explain their organization's work to the class.</p> <p>Examine magazines and textbooks that are ten or fifteen years old and compare the attitudes toward and omissions of minorities with contemporary textbooks and magazines.</p> <p>Examine posters used by these organizations over the past ten years.</p> <p>Have pupils make propaganda posters promoting good human relations in Baltimore.</p>	<p><u>Teachers</u></p> <p>Choukas, M. <u>Propaganda Comes of Age.</u> Clements, H. <u>Social Study: Inquiry in Elementary Classrooms.</u> Josephy, A. <u>The Indian Heritage of America.</u> Simpson, G. <u>Racial and Cultural Minorities.</u></p>

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to:</p> <ul style="list-style-type: none"> -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that it is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring ability to distinguish between good and bad propaganda 	<p>Nature of propaganda Purpose to spread ideas in order to convince one of the truth of these ideas Positive purposes Efforts to improve man's life-styles Efforts to warn man of dangers Human Physical Efforts to promote better intergroup relations Efforts to promote world peace</p> <p>Less altruistic and sometimes harmful purposes Efforts to arouse nations to a warlike state Efforts by lobbyists to influence votes of legislators Efforts to publicize and exchange mediocrity People Places Events Things</p>	<p>Understanding propaganda requires critical examination of it.</p> <p>CONTROVERSY INTERACTION UNIVERSALITY COMMUNICATION</p> <p>Our pluralistic nation is composed of many racial, ethnic, religious and, cultural groups.</p> <p>CULTURE CUSTOM</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How can we recognize propaganda?
How can we distinguish between propaganda and fact?

What is the significance of propaganda in our lives?

How do we feel about the use of propaganda?

How does propaganda influence our lives?

Allow pupils to view a television program to see a commercial. Ask them to determine why the commercial is propaganda.

Use newspaper and magazine advertisements to determine the purposes and kinds of propaganda used.

Examine some of the materials for and against the proposed State Constitution of 1968. See if the pupils are aware of the fine line between education and propaganda in this particular issue.

Examine brochures from groups such as the National Conference of Christians and Jews as examples of positive propaganda designed to promote good human relations. Check for validity.

Analyze the effect of propaganda on legislation on the local, state, and national levels.

Suggestion: The issue of sex education is a starting point.

Find out if the Human Relations Commission or the Community Relations Commission utilizes propaganda to further their causes.

Teachers

Choukas, M. Propaganda Comes of Age.
Packard, V. The Hidden Persuaders.

Pupils

Compton's Encyclopedia.
World Book Encyclopedia.

NOTE: Additional materials will be included in the kit for teachers.

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to:</p> <ul style="list-style-type: none"> -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that it is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring ability to distinguish between good and bad propaganda 	<p>Instruments of propaganda Individuals hired for or devoted to a cause Mass Media Newspapers Television Radio Periodicals Billboards Books Cartoons</p> <p>Organized pressure groups</p> <p>Censorship By government By private enterprise By individuals</p>	<p>Understanding propaganda requires critical examination of it.</p> <p>CONTROVERSY MASS MEDIA COMMUNICATION UNIVERSALITY</p> <p>The past, present, and future are at stake in dealing with prejudice and propaganda.</p> <p>HISTORY NATIONALITY ORIGIN</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What are some obvious means of propagandizing?

Investigate the means of propagandizing on the local, state, and national levels.

Have pupils role play to demonstrate how a propaganda campaign might be started to sell the concept of community schools.

Have pupils make posters and plan a mock parade to sell the idea in their communities.

Investigate the role of propaganda in the current ecology movement, emphasizing charges and counter-charges.

What is a lobbyist?

Have pupils role play to dramatize a lobbyist attempting to influence a legislator in the passage of legislation imposing pollution controls.

Use President Nixon's comments on welfare recipients and determine from the information whether his remarks are valid.

Check local newspapers to see if jobs are available to everyone in Baltimore.

Teachers

Choukas, M. Propaganda Comes of Age.
Packard, V. The Hidden Persuaders.

Pupils

Compton's Encyclopedia.
Newsweek, April 5, 1971.
Time, February 8, 1971.
World Book Encyclopedia.

Audio Visual

Sd-544.3, To Touch a Child

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to:</p> <ul style="list-style-type: none"> -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring a ability to distinguish between good and bad propaganda 	<p>Purpose of propaganda may be identified by: Trying to ascertain facts underlying both sides of a question Deciding whether the efforts of propaganda are directed toward one's intelligence or to one's prejudices Deciding, if possible, who will benefit by the propaganda</p>	<p>Understanding propaganda requires critical examination of it.</p> <p>DISCRIMINATION PREJUDICE SYSTEM COMMUNICATION PERCEPTION</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p>SAMPLE QUESTIONS</p> <p>How do we determine the purposes of propaganda?</p>	<p>SAMPLE LEARNING EXPERIENCES</p> <p>Examine literature published by the United Nations and determine its purpose.</p> <p>Examine the literature of various organizations to determine purpose.</p> <p>Investigate advertisements to find out to whom the messages are addressed, such as housewives, children.</p> <p>Investigate regulations (laws) on lobbying in Baltimore and the U.S.</p> <p>Investigate the role of government censorship in the postal services, in films, etc.</p> <p>Discuss the results of the investigations and decide if such censorship is necessary.</p> <p>Discuss the Vietnam War and determine if opinions about it are based on facts or propaganda.</p> <p>Investigate the propaganda used by the Allies and the enemy to win wars such as World War II, the Korean Conflict, Vietnam.</p> <p>Investigate current issues in Baltimore City.</p>	<p><u>Teachers</u></p> <p>Choukas, M. <u>Propaganda Comes of Age.</u></p> <p>Fall, B. <u>Streets Without Joy.</u></p> <p>Fall, B. <u>Two Vietnams.</u></p> <p>Fall, B. <u>Hell in a Small Place.</u></p> <p>Packard, V. <u>The Hidden Persuaders.</u></p> <p>NOTE: Additional materials will be included in the kit for teachers.</p>



<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to:</p> <ul style="list-style-type: none"> -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring ability to distinguish between good and bad propaganda 	<p>The effect of propaganda</p>	<p>The past, present, and future are at stake in dealing with prejudice and propaganda.</p> <p>RECORD HISTORY VICTIM</p> <p>Understanding propaganda requires critical examination of it.</p> <p>COMMUNICATION PERCEPTION</p>

FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

How does propaganda affect communication in our lives?

SAMPLE LEARNING EXPERIENCES

Investigate through media sources present attitudes toward welfare reform, ecology, and other current controversial issues.

Allow the pupils to debate the influence of demonstrations on racial problems in Baltimore.

Have pupils role play to dramatize the job of the U.S. Information Agency in promoting U.S. government policies in Asia and Africa.

Investigate the resources used by the city to sell school loans.

Examine the effect propaganda has had on the use of tobacco in the U.S.

Investigate methods utilized by realtors when neighborhoods change from white to black.

Examine literature on drug abuse and determine its propaganda value.

LEARNING LEVEL: GRADE FIVE

BEHAVIORAL GOALS

1. The pupil will be able to define prejudice and list two main causes of prejudice.
2. The pupil will be able to explain the relationship between prejudice and discrimination.
3. The pupil will be able to list at least three organizations in Baltimore that are attempting to protect members from discrimination.

EXAMPLES: N.A.A.C.P.
B'nai B'rith
National Council of Christians and Jews
4. The pupil will be able to explain the meaning of cultural pluralism and tell how it applies to our society.
5. The pupil will be able to distinguish between the bigot and the victim.
6. The pupil will be able to state three ways in which racial, religious, and social prejudices affect individuals.
7. The pupil will be able to describe two ways in which two racial groups in this country have been discriminated against.
8. The pupil will be able to list two factors that led to the rise of black and red power.
9. The pupil will be able to list at least three possible ways to overcome the attitudes of prejudice.
10. The pupil will be able to explain the purpose of pressure groups.
11. The pupil will be able to give one example indicative of how propaganda is related to prejudice.
12. The pupil will be able to design at least one propaganda poster and compose one slogan to promote good human relations in Baltimore.
13. The pupil will be able to select one television commercial and explain why it is a form of propaganda.

14. The pupil will be able to illustrate through drawings and/or pictures the difference between positive and negative propaganda.
15. The pupil will be able to define censorship and explain how it is related to propaganda.
16. The pupil will be able to list at least three instruments of propaganda.
17. The pupil will be able to define a stereotype and briefly explain his feelings about stereotyping.
18. The pupil will be able to define racism.

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filmstrip
poster

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books
filmstrips

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"A Vision Beyond Time and Place"
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SOUND FILMS

CATALOGUE NUMBER

TITLE

Sd-1083.2	African Story Teller
Sd-1208.1	Boy of Japan: Ito and His Kite
Sd-1201.2	Family of Free China
Sd-1055.2	Indian Boy of the Southwest
Sd-1207.1	Indian Influences in the U.S.
Sd-1364.1	Jamaica, Haiti and the Lesser Antilles
Sd-394.2	Major Religions, The
Sd-418.2	Man and His Culture
EBE-1961	Mexico, the Land and the People
Sd-1231.2	Orient, the People of Asian Lands
Sd-548.1	Our Inheritance from Historic Greece
Sd-1427.1	People Are Different and Alike
Sd-408.3	Siam
Sd-1244.2	Spanish Children
Sd-1109.2	We Came to America
Sd-1483.2	What Color Are You?

SOUND FILMSTRIPS

Fr-278	Exploding the Myths of Prejudice
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CATALOGUE NUMBER

TITLE

Fr-269

Robert and His Family

Fr-302

They Have Overcome

Ps-186

Children of Europe

Ps-184

Children of North America

Ps-187

Children of South America

Ps-180

China

Ps-173

India

Ps-175

Indian Life

Ps-168

Italy

Ps-171

Japan

Ps-182

Spain

Ps-172

Soviet Union

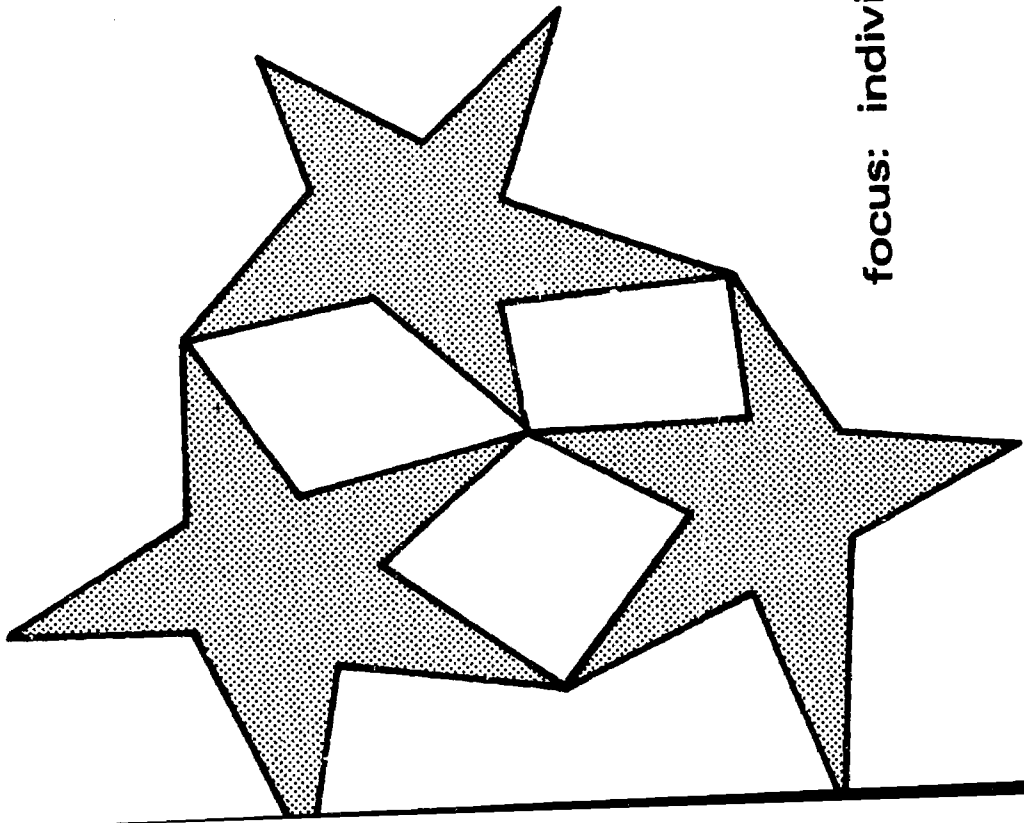
Ps-169

South America

Ps-183

Southeast Asia

PICTURES



learning level: grade six
focus: individuals and groups—human rights and protection

CONCEPT THEME: HUMAN BEHAVIOR – INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>This unit is designed to help pupils discover the evolution of the idea of human rights and the history of the ever continuing battle for the recognition and protection of those rights. This study will require much research as the pupils investigate the history of caste systems, segregation, documents which recognize and protect human rights, and leaders that affect the ideas, values, and beliefs of civilization. To stimulate this research and to make it germane to the struggles still taking place in our nation and the world, it will be necessary for the pupils to</p> <ul style="list-style-type: none"> -Explore ancient history so as to discover the relationship that existed between the rulers and the ruled -Trace the evolution of the idea of the rights of man -Analyze the efforts of the founders of the American Republic to define and secure freedom -Examine the reasons why the efforts to define and protect human rights continue to our times 	<p>Development of early man Invention and improvement of tools Use of fire Formation of nomadic communities because of dependence upon hunting for food Shelter built, food cooked, pottery made Methods of further control of environment Control and increase in food supply by becoming farmers Domestication of animals Erection of villages Invention of weaving Culture of early man Development of distinctive languages Practice of religious rites Priests, in touch with gods, leaders of villages</p>	<p>Early man was compelled to seek ways of satisfying his needs by controlling his environment.</p> <p>HOMO SAPIENS BASIC ADAPTING CONTROL</p> <p>The culture of a group is the way a group lives and meets needs.</p> <p>ADAPTATION INVENTION INTERACTION COMMUNICATION</p>

FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p style="text-align: center;">DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>How did early man develop as he adjusted to changing conditions?</p> <p>Compare the problems of early man to present ones. If these problems are similar, what tentative conclusions may be drawn?</p> <p>Investigate man's discovery of fire?</p> <p>Investigate group living among early men during the Old and New Stone Age.</p> <p>Prove or disprove the statement: "No other discovery has completely changed man's way of life more than agriculture."</p> <p>Analyze what is meant by the statement: "In truth, man's sunrise glowed first in Africa."</p> <p>Find evidence to support conclusions.</p> <p>Investigate African prehistoric inventions.</p> <p>Develop a time line illustrating the progress of early man from the Old to the New Stone Age.</p> <p>Construct models of tools depicting how early man attempted to adjust to his environment.</p> <p>Locate the Tigris-Euphrates Valley and determine why different groups easily invaded this region. List reasons why it is called the "Cradle of Civilization."</p>	<p style="text-align: center;"><u>Pupils</u></p> <p>Howell, C. <u>Early Man.</u> King, F. <u>The Social Studies and Our Country.</u> Towers, . <u>The Cave Dwellers.</u> Weisgard, L. <u>First Farmers: Life Long Ago in the Stone Age.</u></p>



RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>This unit is designed to help pupils discover the evolution of the idea of human rights and the history of the ever continuing battle for the recognition and protection of those rights. This study will require much research as the pupils investigate the history of caste systems, segregation, documents which recognize and protect human rights, and leaders that affect the ideas, values, and beliefs of civilization. To stimulate this research and to make it germane to the struggles still taking place in our nation and the world, it will be necessary for the pupils to</p> <ul style="list-style-type: none"> -Explore ancient history so as to discover the relationship that existed between the rulers and the ruled -Trace the evolution of the idea of the rights of man -Analyze the efforts of the founders of the American Republic to define and secure freedom -Examine the reasons why the efforts to define and protect human rights continue to our times 	<p>Steps toward civilization Beginning of social organization Division of labor</p> <p>Steps toward recognition of human rights City states of Sumer Kings united city-states Belief in law and justice Maintenance of courts of law Invention of system of writing whereby laws could be written on tablets of stone</p>	<p>Social organization characterizes civilizations.</p> <p>COOPERATION JUSTICE LAW</p>

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Some social scientists believe that the Arunta people of Australia live today as prehistoric man lived. Investigate the Arunta people and determine whether or not the social scientists are correct. Substantiate all reasons.

Why was it necessary for people to learn how to cooperate with each other?

Investigate how early man chose his leaders, substantiating all evidence.

Discover why social organization is considered a step toward civilization.

Compare the government of the Sumerians with governments today.

Read about the religious beliefs of the Sumerians and determine why the rulers were priests.

Investigate the conditions that aided in the development of Sumer.

Have pupils make reports on the social classes of the Sumer society.

Teachers

Cappellutti, F. The Human Adventure: A History of Our World.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.

King, F. The Social Studies and Our World.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
<p>This unit is designed to help pupils discover the evolution of the idea of human rights and the history of the ever continuing battle for the recognition and protection of those rights. This study will require much research as the pupils investigate the history of caste systems, segregation, documents which recognize and protect human rights, and leaders that affect the ideas, values, and beliefs of civilization. To stimulate this research and to make it germane to the struggles still taking place in our nation and the world, it will be necessary for the pupils to</p> <ul style="list-style-type: none"> -Explore ancient history so as to discover the relationship that existed between the rulers and the ruled -Trace the evolution of the idea of the rights of man -Analyze the efforts of the founders of the American Republic to define and secure freedom -Examine the reasons why the efforts to define and protect human rights continue to our times 	<p>Work of Hammurabi of Babylon Because sole ruler lessened priest's influence Established civil service bureaucracy Divided empire in small parts Placed officials in each part to recruit army, collect taxes, act as judges Instituted the Code of Hammurabi Most complete code of laws up to this time Harsh and contained many inequalities Severe punishment for "lower class" people who committed crimes against upper class Usually judges were priests General belief: Laws in accordance with will of gods</p>	<p>Codes of behavior are necessary for every group.</p> <p>CODE HUMAN PROTECTION</p>

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Make a chart illustrating the difference between life today and life in Babylon.

Investigate monotheism in Greek, African, and American Indian societies.

Why are codes of law necessary?

Write, in large capital letters, the first sentence of Hammurabi's Code on a rectangular piece of grey or tan construction paper. Compare this sentence with the Preamble to the Constitution.

Determine whether or not there were flaws in Hammurabi's Code, proving all findings.

Execute a chart illustrating the contributions of the Babylonians to civilization.

Compare Sumerian and Babylonian gifts to civilization.

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How did the rule of the pharaohs in Egypt compare with the rule of Hammurabi of Babylon?

Observing a map of Egypt, discover why the ancient Egyptians had many peaceful years. Prove all answers.

Investigate whether or not the beliefs of Egyptians in the divinity of pharaohs affected them.

Visit the Walter's Art Gallery to gather additional information about the Egyptian civilization.

Have pupils write reports on one of the topics below, and have them share them with the class.

Social Structure in Ancient Egypt
Life of Slaves in Egypt

Investigate why the work of the social scientists is important to the study of human rights.

Teachers

Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values
King, F. The Social Sciences and Our World.

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		<p>PHILOSOPHY BATTLE OF IDEOLOGIES</p>



TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

In what ways did civilization affect the ideas, values, and beliefs of people?

Compare the Hittite Code of Law with that of Hammurabi.
Investigate which elements in the Hittite Code are still in our present day code for human rights.

Should all societies operate with some control? If so, what kind of control? If not, why not?

Investigate the following:
How do Jews practice their faith today?
Are they still interested in human rights and their protection?
Visit a synagogue and interview a rabbi.

Teachers

Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
Jennings, J. Great Ideas of Man.
King, F. The Social Studies and Our World.
Neurath, M. They Lived Like This in Ancient Egypt.

What contributions did the Hebrews make to further the recognition of human rights?

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

What leaders had lasting effects on the ideals of conduct and government?

Evaluate the status of political freedom in these societies, supporting all tentative conclusions.

What characteristics should a good leader possess? Politically and morally?

Find out who the Panchayats were and what their roles were.

Does our present day society possess any characteristics of India's caste system? List similarities and differences?

How do leaders influence people's beliefs? Support all findings.

Investigate the past and present effects of the caste system on India.

Organize debating teams for and against a caste system.

Pupils

King, F. The Social Studies and Our World.

King, F. Using the Social Studies.

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p><i>SAMPLE QUESTIONS</i></p> <p>Which leaders had lasting effects on ideals of conduct and government?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>What is a philosopher? Investigate why Confucius was considered one of the greatest of all philosophers.</p> <p>What was the relationship between the teachings of Confucius and the Chinese political system?</p> <p>Locate and analyze some of the sayings of Confucius. Have pupils give their opinions.</p> <p>Prove or disprove the statement: "Athens can be called a contributor to the ideal of justice for all."</p>	<p><u>Teachers</u></p> <p>Brandwein, P. <u>Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u> Jennings, J. <u>Great Ideas of Man.</u> King, F. <u>How Our Government Began.</u> King, F. <u>The Social Studies and Our World.</u></p>

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TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Compare the rights of citizens with the rights of noncitizens in Athens.</p> <p>Investigate the contradiction: Slavery existed in Athens at the same time as political freedom.</p> <p>Investigate the difference between the education of boys and girls in Athens.</p> <p>In terms of government participation, would you rather be an Athenian male or female? State your reasons.</p> <p>Investigate the social structure in Sparta. Analyze findings and evaluate Sparta's contribution to democratic ideals.</p> <p>Investigate contributions of the Greeks to the worlds of recreation and sports. Make a comparison of Olympic Games then and now.</p>	

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

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Investigate contributions of the Greeks to the worlds of recreation and sports. Make a comparison of Olympic Games then and now.

How would you evaluate Sparta's contribution to democratic ideals?

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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p>What was Rome's greatest contribution to modern government?</p>	<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Analyze and chart the reasons why the Roman civilization prospered.</p> <p>Compare the social structures of Athens, Sparta, and Rome.</p> <p>Use an outline map to indicate the growth of the Roman Empire. Investigate the spreading of Roman culture into new areas.</p> <p>Investigate the contributions of the plebians to the recognition of human rights.</p>	<p><u>Teachers</u></p> <p>Brandwein, P. <u>Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.</u></p> <p>Cappelluti, F. <u>The Human Adventure: A History of Our World.</u></p> <p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Leacroft, R. <u>Building of Ancient Rome.</u></p>

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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

The following is an excerpt from Justinian's Code:
 "In inflicting penalties the age and inexperience of the guilty party must be taken into account."
 Have pupils debate whether or not they feel their society reflects this view. Have them support all opinions with evidence.
 Investigate the characteristics of monotheism and polytheism.
 What two important ideas did the Israelites contribute to the modern world?
 Investigate the Judo-Christian concepts. What one belief is shared by Judaism, Christianity, and Islam?

Teachers
 Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.
Pupils
 Brandwein, P. The Social Sciences: Concepts and Values.
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FOCUS: INDIVIDUALS AND GROUPS - HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why is the first period of the Middle Ages called the Dark Ages?

Find out what period in the history of man is referred to as the Middle Ages. Why do historians call this period the Middle Ages?

Investigate the Spanish Inquisition and the persecution of Protestants in England. Have pupils give their opinions as to whether any human rights were violated.

Investigate the influence of the Moorish invasion during the Middle Ages.

Decide on points of reference and make a time line indicating the Middle Ages; mark the important events of the Middle Ages on the time line.

Investigate Charlemagne's contribution to protection of human rights.

Discover what new social system developed in Europe during the Middle Ages and investigate why this development took place.

Learn more about chivalry by reading stories from such books as King Arthur and the Knights of the Round Table. Discover what this code of behavior was for the nobles of Europe.

Teachers

Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.

Pupils

Brandwein, P. The Social Sciences: Concepts and Values.
 Briehr, W. Chivalry and the Mailed Knight.
 Constable, G. Warrior Knights.
 Glubok, S. Knights in Armor.
 King, F. The Social Studies and Our World.

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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p>	
<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Have pupils role play a "Happening" during the Middle Ages. Include a lord, nobles, and serfs in the cast of characters.</p> <p>Historians write that William I was a capable and strong ruler whose ideas were used by other kings in Europe. Find evidence to support this belief.</p>	<p><u>Teachers</u></p> <p>Brandwein, P. <u>Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.</u></p> <p>Cappelluti, F. <u>The Human Adventure: A History of Our World.</u></p>
<p>Why were the Magna Charta, the Petition of Right and the Bill of Rights considered steps toward protection of human rights?</p>	<p><u>Pupils</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>Briehr, W. <u>Chivalry and the Mailed Knight.</u></p> <p>Constable, G. <u>Warrior Knights.</u></p> <p>Glubok, S. <u>Knights in Armor.</u></p> <p>Jennings, J. <u>Great Ideas of Man.</u></p> <p>King, F. <u>The Social Studies and Our World.</u></p>
<p>Investigate:</p> <p>What was the Magna Charta?</p> <p>Why was it written?</p> <p>What was its significance to the people of Great Britain?</p>	

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TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Compare the English Petition of Right with the English Bill of Rights. Investigate whether or not the Bill of Rights was a step forward in the recognition of human rights.</p> <p>Compare the powers of the English monarch with those of America's president.</p> <p>Chart the course of events leading up to the discovery and colonization of America.</p>	<p><u>Teachers</u></p> <p>Cappelluti, F. <u>The Human Adventure: A History of Our World.</u></p> <p><u>Pupils</u></p> <p>Brandwein, F. <u>The Social Sciences: Concepts and Values.</u> <u>Jennings, J. Great Ideas of Man.</u> <u>King, F. The Social Studies and Our World.</u></p>



CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
<p>This unit is designed to help pupils discover the evolution of the idea of human rights and the history of the ever continuing battle for the recognition and protection of those rights. This study will require much research as the pupils investigate the history of caste systems, segregation, documents which recognize and protect human rights, and leaders that affect the ideas, values, and beliefs of civilization. To stimulate this research and to make it germane to the struggles still taking place in our nation and the world, it will be necessary for the pupils to</p> <ul style="list-style-type: none"> -Explore ancient history so as to discover the relationship that existed between the rulers and the ruled -Trace the evolution of the idea of the rights of man -Analyze the efforts of the founders of the American Republic to define and secure freedom -Examine the reasons why the efforts to define and protect human rights continue to our times 	<p>Beginning of Modern Historical Period Inventions and ideas enabled expansion in discovery of new lands Order of society in middle ages changes Nobility clergy Commoners Middle class added Business men, builders, bankers, etc. Lower class Farm workers, artisans, factory workers (later) Dependent classes Workers for clothing, shelter, and food Servants Slaves Apprentices</p>	<p>New forms and rules of government are usually based on improvements of older forms.</p> <p>ORDER OF SOCIETY</p>

FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
<p><i>SAMPLE QUESTIONS</i></p> <p>How did the growth of trade and commerce affect the social order of the Middle Ages?</p>	<p style="text-align: center;"><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Make a booklet of drawings of inventions that aided the discovery of the New World.</p> <p>List the inventions and inventors that made possible the successful voyages to the New World.</p> <p>Trace, on the globe, the journeys made by mariners in search of the New World.</p> <p>Investigate the class system of England in the seventeenth century. Did it help or hinder the process of the recognition of human rights?</p> <p>Investigate how the rights of apprentices differed from those of slaves.</p> <p>Determine what is meant by direct democracy and ascertain whether it is still practiced anywhere. Give examples.</p>	<p><u>Teachers</u></p> <p>Brandwein, P. <u>Principles and Practices in the Teaching of the Social Studies: Concepts and Values.</u></p> <p><u>Pupils</u></p> <p>Baldwin, O. <u>Makers of American History.</u></p> <p>Jennings, J. <u>Great Ideas of Man.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p>King, F. <u>The Social Studies and Our World.</u></p>



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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p>Why do some historians consider the Mayflower Compact an example of direct democracy?</p>	<p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Use a world map to trace the flight of the Pilgrims from England to Holland and ultimately the New World.</p> <p>Differentiate between the Mayflower Compact and the system of government set up by the Puritans.</p> <p>Investigate inconsistencies in the Puritans' attitude in government</p> <p>What is proved by the Puritans' treatment of Roger Williams and Ann Hutchinson?</p> <p>Trace the idea that only landowners were allowed to vote in the colonies. Does this idea exist anywhere in this nation?</p> <p>Investigate and analyze reasons for the enslavement of human beings. Debate whether or not the reasons were right or wrong.</p>	<p><u>Pupils</u></p> <p>Baldwin, O. <u>Makers of American History.</u></p> <p>Brandwein, P. <u>The Social Sciences: Concepts and Values.</u></p> <p>King, F. <u>How Our Government Began.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p>Richards, N. <u>The Story of the Mayflower Compact.</u></p>

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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why were new classes added to the social order of the American colonies?

Investigate the differences between slaves and indentured servants.

Is the slavery of humans ever justified? Provide proof for answers.

Investigate and make reports relating why some colonial people imported slave labor. What geographical factors played a part in this?

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why were the Articles of Confederation not used as a basis for the government of the new nation?

Find evidence to support the following statement: "The authors of the Bill of Rights were inspired by the Iroquois Indian Confederacy."

List the provisions for the protection of human rights that are found in the Constitution. (Exclude amendments.)

Give reasons why there were more slaves in the Southern colonies than in the Northern ones. Provide proof for all statements.

How was slavery discussed by the authors of the Constitution? What conclusions were reached? Was everyone in favor of slavery?

Although he was a slave owner, Thomas Jefferson wrote, "All men are created equal," in the Declaration of Independence. What conclusions may be drawn from this observation? How has the thinking of some people changed?

Pupils

- Baldwin, O. Makers of American History.
- Brandwein, P. The Social Sciences: Concepts and Values.
- King, F. How Our Government Began
- King, F. The Social Studies and Our Country.
- Miller, N. The Story of the Liberty Bell.
- Reubin, G. How Documents Preserve Freedom.
- Richards, N. Story of the Declaration of Independence.



RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

How does the Bill of Rights in our Constitution differ from other statements of rights?

What name is given to the first ten amendments to the Constitution? Is this name justified? Provide proof for all answers.

Make a chart illustrating some of the sources of the ideal of democracy on which the Constitution was based.

List all the provisions in the Constitution that strengthened the protection of human rights.

How did the Industrial Revolution intensify the struggle for the recognition of human rights?

List some of the changes caused by the Industrial Revolution.

Consider some reasons why, amidst all the changes of the Industrial Revolution, slavery and oppression of the poor people still existed.

Did immigrants in America always receive their human rights? List the differences between them and slaves.

Justify the statement: "The Industrial Revolution has been continuous."

Teachers

Cappelluti, F. The Human Adventure: A History of Our World.

Pupils

Baldwin, O. Makers of American History.

Brandwein, P. The Social Sciences: Concepts and Values.
King, F. How Our Government Began.

King, F. The Social Studies and Our Country.

King, F. The Social Studies and Our World.



CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS--HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why is the fight by blacks and other minorities for equal rights justified?

How did the workers in this country attempt to secure their human rights? List some of the problems that existed and still exist.

Discover how people learned before there were free schools.

Read and report on the lives of some abolitionists, white and black.

Discover how important the Emancipation Proclamation was to the slaves. Evaluate this document in relation to the struggle for human rights.

Teachers

Dicker, D. Urban America--Problems and Promises.

Pupils

Baldwin, O. Makers of American History.
 Brandwein, P. The Social Sciences: Concepts and Values.
 King, F. The Social Studies and Our World.
 Meltzer, M. In Their Own Words: A History of the American Negro 1916-1966.
 Prolman, M. The Story of the Constitution.

CONCEPT THEME: HUMAN BEHAVIOR - INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

<p>RATIONALE AND TEACHING OBJECTIVES</p>	<p>SUGGESTED CONTENT</p>	<p>GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS</p>
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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why is the fight by blacks and other minorities for equal rights justified?

- List the amendments to the Constitution that deal with the human rights of blacks.
- Compile a scrapbook of articles pertaining to the fight for equal rights and equal opportunity.
- Investigate whether any more amendments deal with human rights.
- Investigate and chart Supreme Court decisions that deal with human rights for blacks and other minorities.
- Read biographies and compile a scrapbook of brief biographical sketches of "fighters for equal rights."
- Interview local leaders in the struggle for human rights.

Teachers

- Judd, B. Meanings of History.
- Sheldon, C. The Supreme Court: Politicians in Robes.
- Simpson, G. Racial and Cultural Minorities.
- Tresolini, R. These Liberties: Case Studies in Civil Rights.

Pupils

- Meltzer, M. In Their Own Words: A History of the American Negro 1619-1865.
- 1865-1916.
- 1916-1966.

CONCEPT THEME: HUMAN BEHAVIOR-INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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FOCUS: INDIVIDUALS AND GROUPS - HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES	SUGGESTED INFORMATION SOURCES
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE LEARNING EXPERIENCES</i></p> <p>Read and discuss amendments to the Constitution to find out how the rights of blacks and other minorities are protected.</p> <p>Report on the sections of the Constitution, other than the amendments, which deal with human rights.</p> <p>Trace through the centuries the inequality and servility of penalties for breaking laws.</p> <p>Discuss some laws enacted since World War II that protect human rights.</p> <p>Investigate important Supreme Court decisions that recognize human rights.</p> <p>Trace the evolution of women's rights.</p>	<p><u>Teachers</u></p> <p>Dicker, D. <u>Urban America: Problems and Promises.</u></p> <p>Judd, B. <u>Meanings of History.</u></p> <p><u>Pupils</u></p> <p>Adoff, A. <u>Malcolm X.</u></p> <p>King, F. <u>The Social Studies and Our Country.</u></p> <p>King, F. <u>The Social Studies and Our World.</u></p> <p>Prolman, M. <u>The Story of the Constitution.</u></p>
<p>DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY</p> <p><i>SAMPLE QUESTIONS</i></p> <p>Why is the fight by blacks and other minorities for equal rights justified?</p>	



CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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FOCUS: INDIVIDUALS AND GROUPS—HUMAN RIGHTS AND PROTECTION

TEACHING-LEARNING STRATEGIES

SUGGESTED INFORMATION SOURCES

DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY

SAMPLE QUESTIONS

SAMPLE LEARNING EXPERIENCES

Why should young people be interested in the problems of our nation?

Collect newspaper and magazine articles, listen to radio, and watch television to find examples of citizens helping to protect the rights of other citizens.

What part can you have in securing the protection of human rights.

List and discuss what contributions one can make to the protection of human rights.

Discuss with junior and senior high school pupils student rights organizations. Investigate student responsibilities that accompany rights.

Investigate and chart governmental and private organizations that are aiding in the protection of human rights. Invite members of these organizations to address the class.

Have pupils produce a short play with respect for human rights as its central theme.

Interview children and other local young people who are doing their part in the struggle for human rights and their protection.

Teachers

Dicker, D. Urban America: Problems and Promises.

Pupils

Breetveld, J. Getting To Know United Nations Crusaders.
 Henderson, L. Thurgood Marshall: Fighter for Justice.
 King, F. The Social Studies and Our Country.
 Morris, R. First Book of the Constitution.
 Patterson, L. Martin Luther King, Jr.
 Reubin, G. How Documents Preserve Freedom.

CEPT THEME: HUMAN BEHAVIOR-- INTERACTION AND ADJUSTMENT

FOCUS: INDIVIDUALS AND GROUPS-- HUMAN RIGHTS AND PROTECTION

LEARNING LEVEL: GRADE SIX

BEHAVIORAL GOALS

1. The pupil will be able to list two of the economic problems of early man.
2. The pupil will be able to define social organization and relate why it is considered a step toward civilization.
3. The pupil will be able to analyze for interpretation Hammurabi's Code of Law and explain how his methods of punishment differs from today's methods.
4. The pupil will be able to write three developments of early man that helped him move toward civilization.
5. The pupil will be able to define a caste system.
6. The pupil will be able to describe the lives of the serfs during the Middle Ages.
7. The pupil will be able to describe at least four characteristics of a good leader.
8. The pupil will be able to name two rulers who advocated rights for the individual.
9. The pupil will be able to identify the following persons by name
The President of the United States
The governor of his state
The mayor of his city
At least one civil rights leader in his city
10. The pupil will be able to compare the social structure of one of the following civilizations to our present social structure
Athens
Sparta
Rome
11. The pupil will be able to report orally on the philosophy of two of the following religious beliefs

Christianity
Judaism
Buddhism

12. The pupil will be able to explain why the Magna Carta was considered to be a step forward in the fight for human rights.
13. The pupil will be able to list at least three provisions for human rights in the Constitution of the United States.
14. The pupil will be able to write one strength and one weakness of the Articles of Confederation.
15. The pupil will be able to list three events that led to the Glorious Revolution and two results of the Revolution.
16. The pupil will be able to define democracy and list at least three of its provisions for human rights.
17. The pupil will be able to write a short paragraph dealing with the subject "The Slavery of Humans."
18. The pupil will be able to identify amendments to the Constitution that protect human rights.

EXAMPLES: First Amendment-- freedoms of speech, press, etc.
Thirteenth Amendment-- freedom of slaves
Fourteenth Amendment-- due process of law for all citizens
Fifteenth Amendment-- the right to vote
19. The pupil will be able to list three changes in the country that were caused by the Industrial Revolution.
20. The pupil will be able to define what a union is and describe at least one advantage and one disadvantage of union membership.
21. The pupil will be able to list at least two problems that still exist among workers in this country.
22. The pupil will be able to discuss two Supreme Court decisions in education that deal with human rights for minorities.

EXAMPLES: Plessy vs Ferguson
Brown vs Topeka

MORAL GOALS

23. The pupil will produce a short, one act play using respect for human rights as its central theme.
24. The pupil will be able to list three ways in which the Federal government has protected human rights in the field of education.
25. The pupil will be able to write a short composition stating his responsibility toward respecting human rights.
26. The pupil will be able to identify each of the following documents
 - The Mayflower Compact
 - The Declaration of Independence
 - The Constitution of the United States
 - The Bill of Rights

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Sd-574.1	Ancient Mesopotamia
Sd-938.1	Beginning and Growth of Industrial America
Sd-1121.2	Beginnings of Exploration, The
Sd-1133.2	Bill of Rights in Action, The: The Story of a Trial
Sd-597.3	Biography of Jackie Robinson, The
Sd-646.3	Black History: Lost, Stolen, or Strayed, Part I
Sd-647.3	Black History: Lost, Stolen, or Strayed, Part II
Sd-648.3	Black Solider, The
Sd-655.3	Black World, Part I
Sd-656.3	Black World, Part II
Sd-649.3	Body & Soul, Part I: Body
Sd-650.3	Body & Soul, Part II: Soul
Sd-259.2	Booker T. Washington
Sd-1160.2	Boyhood of Thomas Edison
Sd-1284.2	Byzantine Empire, The

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Sd-1445.1	Cicero March
Sd-1095.2	Claudius— Boy of Ancient Rome
Sd-1507.1	Displaying Our Flag
Sd-1164.2	Dawn of the American Revolution: A Lexington Family
Sd-1193.1	English and Dutch Explorers, The
Sd-497.3	Frederick Douglass, Part I
Sd-498.3	Frederick Douglass, Part II
Sd-640.3	Free At Last
Sd-1476.2	French Explorers
Sd-747.2	Folk Songs of America's History
Sd-491.3	George Mason, Part I
Sd-492.3	George Mason, Part II
Sd-559.3	Here Is Tomorrow
Sd-1142.2	History of the Negro in America: 1861-1877
Sd-1143.2	History of the Negro in America: 1877 to Today
Sd-1664.2	Hurdler, The
Sd-645.3	"I Have a Dream"

CATALOGUE NUMBER

TITLE

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Sd-653.3	In Search of a Past, Part I
Sd-654.3	In Search of a Past, Part II
Sd-590.2	Indians of Early America
Sd-810.1	Inventions in America's Growth (1750-1850)
Sd-809.1	Inventions in America's Growth (1850-1910)
Sd-493.3	John Adams, Part I
Sd-494.3	John Adams, Part II
Sd-1492.1	Kentucky Rifle (3rd ed.)
Sd-672.3	Kentucky Pioneer
Sd-467.2	Lafayette, Solider of Liberty
Sd-1198.2	Land of Immigrants
Sd-418.2	Man and His Culture
Sd-567.3	Martin Luther King, Jr.-- A Man of Peace
Sd-1243.2	Meaning of Patriotism, The
Sd-675.3	My Childhood, Part I: Hubert Humphrey's South Dakota
Sd-676.3	My Childhood, Part II: James Baldwin's Harlem
Sd-1379.2	Negro American
Sd-641.3	Negro and the South
Sd-1380.2	Negro Heros from American History

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Sd-642.3	Our Country, Too
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Sd-569.1	Our Country's Song
Sd-586.3	Our Immigrant Heritage
Sd-548.1	Our Inheritance from Historic Greece
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Sd-443.2	Pilgrims, The
Sd-1132.2	Plain White Envelope, A
Sd-1178.1	Pledge of Allegiance
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Sd-1355.2	Quest for Freedom
Sd-1177.1	Raising and Lowering Our Flag
Sd-644.3	Slavery
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Sd-1671.2	Story of Electricity, The-- The Greeks to Franklin
Sd-1625.2	Walk on the Moon, A-- Dr. Goddard and His Team
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They Have Overcome

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Great Negro Americans

TERMS

- ACCULTURATION - To become adjusted to a new or different culture.
- ADAPTATION - A gradual change in behavior, conforming to cultural patterns.
- AFFECTIVE - Arriving from feelings, emotional.
- ANOMIE - Lack of purpose, identity, or ethical values in a person or in a society; disorganization.
- ANTHROPOLOGY - The science that deals with the origins, development, races, customs, and beliefs of mankind.
- ARCHAEOLOGY - The scientific study of the people, customs, and life of ancient man.
- ARTIFACT - Any object made by human work; a simple or primitive tool, weapon, vessel, etc.
- ASSIMILATION - The absorption of the culture of a minority group into a main cultural body.
- ATTITUDE - Tendency to behave in a consistent way toward some aspect of life.
- BEHAVIOR - The actions of a person, everything he does, says or feels.
- BIGOT - A narrow-minded, prejudiced person; one who holds blindly to a particular opinion.
- BILL OF RIGHTS - The fundamental rights, including free speech and the right to trial by jury won by Englishmen, which were guaranteed by the English King in 1689.
- BLOC - A group of people or a group of nations joining and acting together for some common interest.
- CASTE - A particular social class into which a Hindu is born.
- CENSORSHIP - A system of removing or prohibiting anything that is considered obscene, libelous, politically questionable.
- CHANGE - To become distinctly different, either an extreme shift of character or replacement with something else.
- CHIVALRY - The rules and customs of European nobles in the Middle Ages; qualities of an ideal knight included bravery, respect for women, protection of the weak.

- CHRISTIANITY - The religion founded by Jesus which spread and became the religion of the Roman Empire and eventually of almost all Europe.
- CITY-STATE - An independent state consisting of a city and territories depending on it, as in ancient Greece.
- CIVILIZATION - The countries and peoples considered to have reached a high stage of social and cultural development.
- CIVIL RIGHTS - The rights guaranteed by a government to all its citizens.
- CODE OF HAMMURABI - The most complete ancient code of laws that has been discovered.
- COMMUNITY - A group of people who act together for common goals.
- CONFLICT - Presence of opposing impulses, tendencies, or desires.
- CONFORMITY - To behave in a conventional way, accepting without question customs, traditions, prevailing opinions, etc.
- CONFUCIANISM - The original principles set forth by Confucius on righteous conduct.
- CONSENSUS - An opinion held by all or most; general agreement or approval.
- COOPERATION - Working together for common goals.
- CULTURE - The ideas, customs, skills, arts, etc., of a group of people in a given period.
- CUSTOM - A usual practice or habitual way of behaving; habit.
- DEMOCRACY - A form of government by the people; a government that receives its power from the people through elected officials.
- DICTATOR - A leader with absolute authority and governing powers.
- DIRECT DEMOCRACY - A government run by meetings which all citizens may attend, such as the New England town meetings and the city-state of Athens.

DISCRIMINATION - Treating a person unfairly because he is a part of a certain group.

EGO - The self; those mental processes thought of as "I."

EMOTION - Involuntary, motivational, energy producing reaction to special circumstances.

ENVIRONMENT - All the conditions, circumstances, and influences which surround and affect the development of a group of people.

EQUALITY - The quality of being equal or of the same value.

ETHNIC CHARACTER - The racial or historical characteristics of a people who share a similar cultural background.

ETHNIC GROUP - A group bound to one another by national origin, culture, or race.

EXCAVATION - A digging to obtain remains or artifacts of past cultures.

EXTINCT - Something that no longer exists, such as a plant or an animal.

FEELING - A state of pleasantness or unpleasantness that indicates a positive or negative response to an experience.

FEUDALISM - A political system in medieval Europe based upon the granting of land to a vassal by his lord in return for military and other obligations; it lasted from about the ninth to the eleventh centuries.

FOLKWAY - Any way of thinking, feeling, or behaving that is common to members of the same social group.

FRUSTRATION - Denotes the obstruction or thwarting of a (felt) need and/or the feelings that result from such obstruction; to be chronically dissatisfied.

GENOCIDE - The systematic killing of, or a program of action intended to destroy, a whole national or ethnic group.

GHETTO - A part of a city or town inhabited mainly by a single racial or other minority group.

HEREDITY - One's genes or the characteristics transmitted via the genes to offspring.

HEREDITY - That which is passed on from one generation to another such as traits, positions.

- HERITAGE - That which is handed down from one's ancestors or the past, as a characteristic, a culture, tradition.
- HETEROGENOUS - Differing or opposite in structure, quality, etc.; composed of unrelated or unlike elements or parts.
- HIEROGLYPHICS - A kind of picture writing developed by the ancient Egyptians.
- HOMOGENEOUS - The same in structure and nature, uniform; composed of similar or identical elements or parts.
- HOMO SAPIENS (Wise Man) - One of the groups of man's prehistoric ancestors from whom modern man is believed to have directly descended. The species man is still referred to as Homo sapiens.
- IDENTITY - The mature self, characterized by knowing what one stands for, what one's capabilities are, and what one's place in the world is.
- IMMIGRANT - One who leaves his native country to live in another country.
- INDENTURED SERVANTS - People bound by a contract to work for or serve another person for a certain period of time.
- INDIVIDUAL - Relating to or characteristic of a single person; distinguished from all others by special characteristics.
- INFERIORITY COMPLEX - A condition resulting from various feelings derived from real or imagined physical or social inadequacy; shown by undue timidity or sometimes aggressiveness.
- INTEGRATION - The bringing of different racial and/or ethnic groups into free and equal association; a condition in which the members of various social groups associate freely in aspects of everyday life.
- INTELLECT - The capacity for knowing.
- INTERACTION - Acting with others in a group or community.
- INTERDEPENDENCE - Relying upon each other for support or aid.
- INTERGROUP - Involving different ethnic groups in a society.
- IRRIGATION - Supplying water from artificial channels to moisten crops.
- LABOR UNIONS - Organizations of workers that act together to improve working conditions and promote other interests of the workman.

- MAGNA CHARTA - The "great charter" that King John of England was forced by his nobles to sign in 1215; it established the principle of the supremacy of the law, and has become one of the great documents in English history.
- MELTING POT - The process by which, theoretically, immigrants become assimilated to the extent that their cultural traits are lost or greatly modified by the culture around them.
- MIGRATION - The movement from one place to settle in another.
- MINIMUM WAGE - The amount of money agreed upon or fixed by law as the least amount that may be paid to certain workers.
- MINORITY GROUP - A group that is different from the majority of the population in some way.
- MONARCHS - Rulers such as kings and queens who usually inherit their thrones.
- MORES - Folkway or behavior that leads to the welfare of society; sometimes these help to develop the force of law.
- MYTHOLOGY - A collection of legendary stories, not necessarily true, about the powers and adventures of super-human beings.
- NATIVE - Belonging to a locality or country by birth.
- PANCHAYATS - Councils in India consisting of elected villagers which were formed to solve local problems of government.
- PARLIAMENT - The highest national lawmaking body of Great Britain and Northern Ireland, made up of the House of Commons and the House of Lords.
- PATRICIANS - The highest ranking social class in ancient Roman society that included government officials and military leaders.
- PERCEPTION - An awareness of qualities, objects, ideas, etc., by means of the senses; understanding, knowledge obtained by perceiving.
- PETITION OF RIGHT - A bill passed by the English Parliament in 1629, which established that the king could not raise taxes without Parliament's consent.
- PEYOTISM - A major religion of the Indians of the United States, from Texas to southern Canada and from the eastern Woodlands to east-central California.

PHENOMENA - Extremely unusual or extraordinary things or happenings.

PLEBIANS - The next to the lowest in rank of the four Roman social classes; it included small farmers and craftsmen.

PLURALISM - Several groups of people, each having distinct ethnic origins, cultural patterns, religions, etc., living in one society.

POLITICAL SCIENTIST - A social scientist who studies how people of a society govern themselves and how they work out ways of getting along with other societies.

POLARIZATION - The separation into opposed, often antagonistic, groups, viewpoints.

POLYGLOT - A mixture or confusion of languages.

PREHISTORIC PERIOD - The period before there was writing and written history.

PREJUDICE - Ideas and feelings, without good reason, about people whose ways differ from one's own.

PRIMARY GROUP - A group in which there is direct, daily, face to face contact, such as a family that lives in the same household.

PRIMARY SOURCES - First sources of information about events which include newspapers, diaries, verbal or written eyewitness accounts.

PRIMITIVE - Early stages of development or achievement.

PROPAGANDA - The use of language or pictures to influence people to think or act in certain ways.

RELIGION - Any specific system of belief, worship, conduct, etc., often involving a code of ethics.

SEGREGATION - The policy or practice of compelling racial groups to live apart from each other, go to separate schools, use separate social facilities, etc.

SELF CONCEPT - The most important concept a person possesses; it affects his feelings about himself, what he does, and often, indirectly, his feelings about others.

SEMITIC - Relating to Middle Eastern peoples, including the Hebrews, Arabs, Phoenicians, and Assyrians whose languages are closely related.

SECONDARY GROUP - A group in which the members are related in some way but there may or may not be direct or daily contact, such as Baltimoreans, Jews.

SERFS - Peasants under control of nobles who owned the land they farmed.

SLAVE - A person who is the property of another person.

SOCIAL MOBILITY - The free movement from membership in one class in society to another.

SOCIAL NEEDS - The special needs of people living together in a group that include the services of government, education, health, and protection.

SOCIAL ORGANIZATION - The creation of special relationships among members of a group.

SOCIAL SCIENTIST - One who is concerned with the study of people, their activities, and their customs in relationship to others.

SOCIETY - The relationship formed by all the people who have contact with one another and share common traditions and history.

SOCIOLOGIST - A social scientist who is concerned with the study of how man relates to man, especially when in groups.

STEREOTYPE - A fixed notion or conception, as of a person, group, or idea held by a number of people and allowing for no individuality, critical judgement, etc.

SUBCULTURE - A group, within a society, of persons who share the total culture and have their own interests, goals, and other behavior.

TECHNOLOGY - The method used by a society to provide its members with the things they want and need.

TOPOGRAPHY - The science of drawing on maps and charts or otherwise representing the surface features of a region, including its relief and rivers, lakes, etc.

TUAREG - A group of persons, families, or clans believed to be descended from a common ancestor and forming a close community under a leader.

TUAREG - One of the dominant nomads of central and western Sahara, who has preserved the Hamitic speech, but is of the Moslem faith.

TYRANT - A leader who rules in an oppressive manner.

UNDERGROUND RAILROAD - A system or route of escape for slaves who fled from their Southern masters that was used before and during the Civil War.

UNIVERSALITY - State of being present everywhere or in all things; affecting or including all or the whole of something specified; not limited.

URBANIZATION - The act of changing from rural to urban in character, taking on the characteristics of a city.

VALUE - The social principles, goals, or standards held or accepted by an individual, class, or society; worth or degree of worth.

VASSAL - A person who received land from either the king or from another noble during the Middle Ages.

ZIGGURAT - A famous Sumerian temple built as a series of terraces, one atop another; each terrace was smaller than the one below it.

ZOROASTRIANISM - The Persian religion which began about 600 B.C.; it held that there was a constant struggle between good and evil.

GRADES: KINDERGARTEN, ONE AND TWO

Clements, H. Millard. Social Study: Inquiry in Elementary Classrooms. New York: Bobbs-Merrill Co, 1966. This is a fine, general work on inquiry with many teacher helps, such as a review of the social sciences.

Cuber, John F. Sociology—A Synopsis of Principles. Des Moines: Meredith Press, 1968. This is a good introductory work which will prove useful as a survey course or general reference.

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GRADE FIVE

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Choukas, Michael. Propaganda Comes of Age. Washington, D. C.: Public Affairs Press, 1965. The history of propaganda is sketched and explained in terms of its uses in Western civilization.

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Clements, H. Millard. Social Study: Inquiry in Elementary Classrooms. New York: Bobbs-Merrill Co., 1966. (See annotation in Grades: Kindergarten, One and Two section of this bibliography.)

Ellul, Jacques. Propaganda. New York: Alfred A. Knopf, 1968. This is an adequate work on propaganda which is useful for the teacher's background.

Gibson, John. The Intergroup Relations Curriculum, vol. 2. Medford Massachusetts: Tufts University Press, 1969. Gibson's second volume was compiled with the help of many teachers. As is true of the first volume, it contains an extensive bibliography, a review of the social science disciplines, and units and learning activities.

Graham, Hugh D. The History of Violence in America. Washington, D. C.: U.S. Government Printing Office, 1969. This is a series of essays on violence in the United States.

Packard, Vance. The Hidden Persuaders. New York: Pocket Books, 1958. This is a well written book which illustrates how opinions are cleverly molded in every phase of life.

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Simpson, George E. Racial and Cultural Minorities. 3rd ed. New York: Harper & Row Publishers, 1965. This is a timely work on minorities, their treatment, accomplishments, and the problems they face in the U.S.

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Yette, Samuel. The Choice. New York: G. P. Putnam's Sons, 1971. This is a well documented study by a black author that discusses the plight of black Americans in a society that has no need for unskilled people.

GRADE SIX

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Cappelluti, Frank. The Human Adventure: A History of Our World. New York: Field Enterprises, 1970. This secondary textbook covers Western as well as non-Western culture and history.

Dicker, John. Urban America—Problems and Promises. New York: W. H. Dadlier Inc., 1971. This is an in-depth study of the urban dilemma which deals with the social, economic, and political implications of the urban American scene.

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Myrdal, Gunnar. An American Dilemma. 2nd ed. New York: Harper & Row Publishers, 1962. This is a classic work that deals with the problems of Negro Americans. Much of the material is outdated, but it gives a comprehensive picture of the racial problems as seen by a Swedish sociologist in 1944.

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Simpson, George E. Racial and Cultural Minorities. New York: Harper Row Publishers, 1965. 3rd ed. (See annotation in Grade Five section of this bibliography.)

Tresolini, Roscoe. These Liberties: Case Studies in Civil Rights. Philadelphia: J. B. Lippincott Co., 1962. Actual cases are examined in this work dealing with religious, political, and individual rights in criminal cases. Equal treatment of Negroes under the law is also covered.