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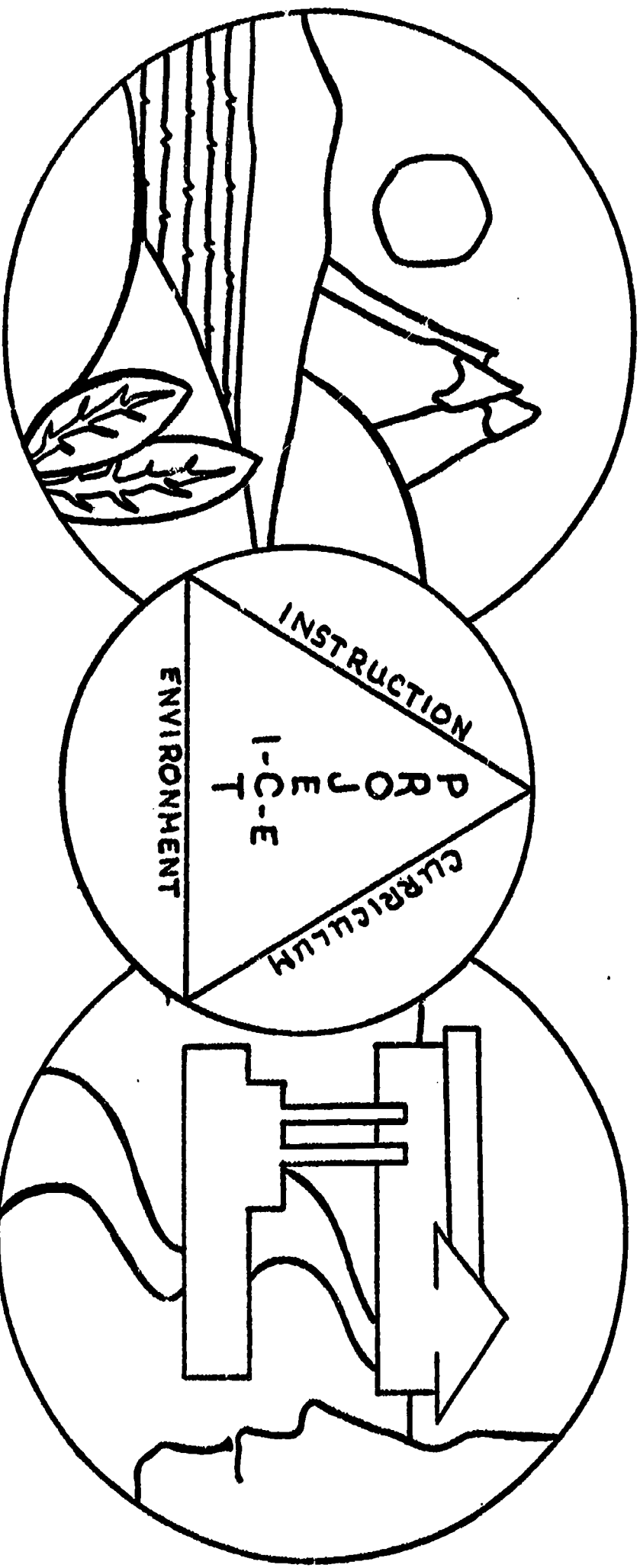
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ABSTRACT

This world history guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that emphasize the relationship between current environmental problems and world economic, social, and political development, providing the student with succinct and realistic opportunities for involvement in environmental concerns. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in subject areas. This guide focuses on aspects such as ancient history, value clarification, and world conflict. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students.  
(Author/TK)

# ENVIRONMENTAL EDUCATION GUIDE

EDUCATION  
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# WORLD HISTORY

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(Instruction-Curriculum-Environment)

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### FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives

as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshal our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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## PREFACE

These ICE Episodes feature several important topics concerning the relationship of environmental dimensions and social studies education. They are organized with the understanding of a continuing need to strengthen this relationship within the social studies framework. As we sought and created ways and means to better serve all the students in terms of their frames of reference, succinct and realistic opportunities for involvement in environmental education became of paramount importance.

The nature and character of these episodes reach into every dimension surrounding the student; his home and family and his school, and the state, nation, and world community. The dimensions are also economic, social, psychological, political and geographical.

While evidence points up the fact that the total environment and climate of ecological education must be improved, the evidence also points out that this responsibility cannot wait for only ecology courses.

The episodes in world history are designed to clarify current environmental problems in relation to past, present, and future world conditions.

For example: Episode 7 in World History compares the environment of the Roman Empire in the era of its decline to parallel conditions developing in the United States today.

### ACKNOWLEDGEMENT

The interest and dedicated effort of the following teachers from Wisconsin Area "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

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## DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multidisciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.
2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.



## PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.
3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.
4. An adequate supply of clean water is essential to life.
5. An adequate supply of clean air is essential for life.
6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.
7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.
8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.
9. Man has the ability to manage, manipulate and change his environment.
10. Short-term economic gains may produce long-term environmental losses.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.
12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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Environmental:

CONCEPT NO. 1-Energy

Integrated with: World History

ORIENTATION Sun Worship/Stonehenge

SUBJECT Ancient Civilization

**BEHAVIORAL OBJECTIVES**

**STUDENT-CENTERED LEARNING ACTIVITIES**

**Cognitive:**

**In-Class:**

**Outside or Community:**

Describe the dependence on the sun in relationship to time, given the culture and attitudes of the people during the time of Stonehenge.

List two important ways the sun has effected his life style.

A. Make a map of England and designate the location of Stonehenge (slower students).

B. View movie.

C. Make a model of StoneHenge. (Group Project)

Student will write suggestions for developing a greater awareness of sun for his own survival.

A. Go to museum- view tools and artifacts of Stonehenge, England.

B. Select periodicals devoted to illustrating Stonehenge as a religious sanctuary.

C. Call on a priest/minister for religious importance this energy source has on our contemporary religions.

D. Have an anthropologist from a nearby college, or university speak to the class on one of the following: Cretan Religion, Assyrian, Aztec, Babylon, Egyptian, Creek, Ancient Religion, Inca, Am. Indian, Phoenician, Roman Empire Religion.

**Affective:**

Perceive the importance of the sun in the lives of ancient peoples, through readings.

a. Students should use the constructed model to explain orally or in writing the significance of the scenes in relation to scientific-religious knowledge derived.

D. Select one of the following religions (Buddhists, Confucianists, Hindus, Shintoists, Sikhs, Taoists, Zoroastrians) and prepare a written or oral report describing the theology, ritual and ethics of the religion. Emphasize the part the sun played in the religion.

E. Research the long row of huge stones at Carnac in

**Skills Used:**

1. Research
2. Skills in making models
3. Analysis of physical modeling

(cont.)

**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

National Geographic, Vol 117,  
No. 5; June, 1950. pp. 846-865.  
Patterns of Culture. Benedict  
Encyclopedia of the Social Sciences  
History of England and the British  
Empire. Hall and Albion.  
The Ancient World. Swain  
Story of Nations. Rogers, Adams  
& Brown.

In-Class: (cont.)

France. Compare and contrast with Stonehenge.

Audio-Visual:

Stonehenge, BAVI, Film #2918

Community:

Milw. County Museum (if possible)  
Green Bay Museum (Neville Public)

Environmental:

Integrated with:

CONCEPT NO. 2 Ecosystem  
Comparison of Far Eastern  
 ORIENTATION Appreciation to Western  
Appreciation of Nature  
 SUBJECT World History  
 TOPIC/UNIT Current Problems

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES
	In-Class:
<p><b>Cognitive:</b>                      Illustrate his personal relationship to nature after developing man's relationship to nature according to Taoism.</p>	<p>A. Have students read in class Oriental prose and poetry, nature orientated, and make comments.                      B. Make nature Collages reflecting the relationship of man to nature.                      C. Students will relate their experiences in either of the following areas and interests to natural appreciation, e.g. hunting, seasonal sports.                      D. Bring an Oriental foreign exchange student to class to share their dominant values.                      E. Prepare a written or oral report on the increased interest in the "occult" and in astrology. Check <u>Readers Guide</u>. Articles will be sound in <u>Time</u>, <u>Newsweek</u> and <u>Senior Scholastic</u>.                      F. Research to find out the environmental problems nations in Asia are having. Consult the <u>United Nations and the Human Environment</u>. <u>Can Man Care For the Earth</u>.                      What part do their religions play in their problems?                      (cont.)</p>
<p><b>Affective:</b>                      Reflect upon man's relationship to nature according to Taoism.                      Submit his recommendations for developing a greater appreciation of nature in our own Culture.</p>	<p>A. Go to a museum and view Asian artifacts related to nature.                      B. Write article for High School newspaper or local newspaper.                      C. View T.V. program "Kung Fu" (Channel 11).                      D. Interview Oriental exchange student.                      E. Engage an outside speaker to talk to the class on a comparison of the Taoist and Christian view of man's personal relationship to nature.</p>
<p><b>Skills Used:</b>                      1. Making effective collage.                      2. Analyze one's attitudes towards nature accurately.                      3. Interview techniques.                      4. Interpret prose and poetry.                      5. Research.</p>	





## SUGGESTED RESOURCES

### Publications:

Books:

Tradition & Changes in Four Societies, pp. 336-341

Richard Ford.

Love & Hate in China,

Hans Konningberger.

China's Cultural Tradition,

Dirk Boddé.

The Asians, Paul T. Welty.

The Vedas, Asian-scriptures.

Nature of the Non-Western

World, Vera Dean.

(cont.)

### Audio-Visual:

Play Oriental music

Show slides and pictures of

Oriental daily life.

Brown County Library has film-

strips on the major religions of

the world. The 16mm film on the

Four Great Religions can also be

secured there.

### Community:

Anthropologist

Museum

Use of newspaper

A clergyman from St. Norberts

Abbey where the Oriental Religious

Studies center is located.

## CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

- G. The ideal of life according to Lao-Tsu is inactivity and passivity. He believed that this can be learned by contemplating nature. Write a letter to a friend advising him or her of the soundness or impracticality of this philosophy. What effect would acceptance of these ideals have on the environmental system?
- H. Through small group discussion, the students will be able to identify and list five basic questions which all religions attempt to answer.
- I. How does Judaism, Islam, Hinduism, Buddhism and Confucianism answer the questions?
- J. Write a short essay explaining how the five above mentioned religions would react to the present ecological problems.

Publications: (cont.)

- What the Great Religions Believe, Joseph Gair.  
The Religions of Man, Huston Smith, Harper & Row.  
Islam, Dominique Counded, Walker & Co.  
The Nature of Hinduism, Louis Renou  
Buddhism, Henri Arvon, Walker & Co.  
A History of Judaism, Anche Chouragui, Walker & Co.

Environmental:

Integrated with:

CONCEPT NO. 3 Carrying Capacity

SUBJECT World History

ORIENTATION Carrying Capacity

TOPIC/UNIT Population

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:  
Construct a graph of population growth of Indian cities, after investigating the population problem in India.  
  
Write a comparative relationship analysis of population changes and religious beliefs and obligations in India.

In-Class:

Outside or Community:

Affective:  
Investigate the situation of your population in definite areas, not only objectively, but also by visiting people concerned.  
  
Make ethical recommendations to control these problems of your population in given areas.

Skills Used:

1. Listing of observations.
2. Researching materials
3. Graphing charts
4. Making transparencies
5. Effective bulletin board displays
6. Biographical Research

A. Graph population growth in major Indian cities. e.g. New Delhi, Bombay, Dacca, Calcutta.

A. Get the figures on birth and death rates in Indian cities.

B. View film, Four Religions; discover the major concept the flick suggests and list for a discussion session, these concepts on the chalkboard.

B. Compare these figures with those of the Middle East and include on the final chart.

C. Devote one class period to discussion of alternative solutions to food/population/religious crisis in Indian cities. e.g. changing religion and thus decreasing the possibility of food shortages; enforced limitations on family planning sponsored by government agencies; international (U.N.) resource sharing.

C. Schedule a resource person from Planned Parenthood class suggesting alternative methods for population control in India.

D. Identify Mother Theresa and explain the work she is doing in Calcutta, India.

D. Schedule a resource person from UNCH (United Nations) for worldwide insights into the Hindu value system.

E. Prepare a socio-drama on the population problem in India: include the drama: and Brahman priest-student, government official, a farmer, city worker.

F. Investigate sources (Readers Guide) to ascertain the

(cont.)



**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

The Middle East, T.G. Kavunedes,  
Cambridge Book Co., Inc.  
Chapter 1 and 9  
The Middle East and North  
Africa, Kemal Karpurt, Chapter 6  
Harcourt, Brace & World, Inc.  
Southwest Asia and North Africa,  
Allen & Howland, Chapter 5,  
Prentice-Hall, Inc.  
Cobras, Cows, and Courage by  
Jean Bothwell. Coward - McCann  
Gandhi, Fighter without a Sword  
(cont.)

Audio-Visual:

Filmstrips:  
India, New York Times Series  
China, New York Times Series  
South East Asian Conflict  
New York Times Series  
Four Religions, Brown County  
Library  
Assignment India, 330015,  
Films Inccorp.

In-Class: (cont.)

reports that India is at least holding its own in producing food to meet the demands of its population. Investigate the new strands of hybrid rice and wheat.

Publications: (cont.)

by Jeanette Eaton. Morrow (easy reading), Land and the People of India by Manorama Modak. Tippincott.  
This is India, by Santha Rama Rau, Harper  
Young Traveler in India and Pakistan by Geoffrey Trease.  
Dutton (easy reading)

Community:

Speakers:  
Parenthood Committee  
Medical Doctor  
Religion Instructor

Environmental:

Integrated with:

CONCEPT NO.

4 Water

SUBJECT

World History

ORIENTATION

Nile River--ancient and Modern uses and abuses

TOPIC/UNIT

Ancient/Contemporary Problems

BEHAVIORAL OBJECTIVES

STUDENT-CENTERED LEARNING ACTIVITIES

Cognitive:

In Class:

Outside or Community:

Explain the importance of river systems to the development of the Nile civilization. Emphasize this activity. Write the relationship that existed between Nile inhabitants and their land changes.

Explain the effect of a dried up Nile River on the development of the civilization in ancient times.

Affective:  
Appreciate relates to life-style dependent upon water.

Demonstrate value of water in his life by preventing wasting pure water in his own home.

Skills Used:

1. Analyze a film.
2. Hypothesize findings of film.
3. Prepare a report.
4. Map making.

A. View film, Man Changes Nile; discover the relationship between the Nile and the development of civilization on similar river systems. Note: The concept of geographic determinism may be emphasized.

- A. County Soil Conservation Agent.
- B. D.N.R. Fish Biologist.
- C. Any county planning commission.

B. Have each student hypothesize the results of constructing a dam on the upper Nile during the ancient era.

C. Prepare a report on irrigation projects that are being carried on in Egypt today.

D. Explain and discuss in the small group the statement: "All Egypt is the gift of the Nile".

E. Make a scrap book of articles pictures, news stories about Egypt.

F. Draw a map of the Fertile Crescent area showing the nations which exist there today. Compare the development this area with modern Egypt.

(cont.)

**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

National Geographic Society,  
1951, Everyday Life in Ancient  
Times.

Breasted, James Henry, Conquest  
Of Civilization, Harper, Edwards  
I.E.S. The Pyramids of Egypt  
Penguin. Gatti, Ellen and  
Attila, Here Is Africa. Scribner  
(easy reading) Ceram, C.W., Gods,  
Graves, and Scholars. Kropf  
Meadowcraft, Enid L., Gift of  
the River. Crowell. Steindorff,  
George, and Seele, K.C.,

Audio-Visual: (cont.)

Man Changes the Nile:  
Films Incorporated.  
River Nile 16mm BAVI 65 min,  
Ancient Egyptian 16mm BAVI  
27 min.

In-Class: (cont.)

G. Write a short paper discussing how nature was kinder  
to the Egyptians than to the Mesopotamians.

Publications: (cont.)

When Egypt Ruled the East. Univ. of Chicago Press.

Community:



Environmental:

Integrated with:

CONCEPT NO. 5 Air

SUBJECT World History

ORIENTATION Air Pollution of Venice

TOPIC/UNIT Air Pollution

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:	Outside or Community:
Appraise the effect of a lack of environmental foresight on the location of Venice.	A. Each student will view the films, <u>People of Venice</u> , and <u>Queen of The Adriatic</u> .	A. Refer to County Planning Commission for zoning regulations.
Describe the factors that are used in determining the environmental effect of a construction project.	B. From #1, each student will list the cultural importance and economic importance of Venice during the Renaissance.	B. Industry/Education personnel will be utilized explaining the new laws about clean air resolutions. Find out from your city planner (Urban Developer) how environmental considerations went into the Plaza Project for either removal in downtown Green Bay. Have him speak to the class.
Affective: Accept the need for environmental planning to prevent a recurrence of a city developing with the environmental problems Venice has.	C. Research periodicals that will depict the sanitary/unsanitary conditions that exist in Venice today. D. Research architectural periodicals that will explain the reasons why Venice is sinking. H. Discuss in the small group: "The Struggle Between Natural and Human Forces to Bring About a Controlled Environment."	

- Skills Used:**
1. View and critique films.
  2. Research Reader's Guide



**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

Chamberlain, E.R.  
Everyday Life In Renaissance Times  
Hale, John R. Renaissance, Time,  
Inc. 1965.  
Durant, William, The Renaissance:  
A History of Civilization in  
Italy. Simon and Schuster.  
Gatti, Attilis, Mediterranean  
Spotlights, Scribner (Easy  
reading) Newman, Harold, New-  
man's European Guide, Hoet  
Winwar, Frances Sand of the  
Italian People. Lippincott  
Audio-Visual: (easy reading)  
People of Venice, BAVI 4737  
Queen City of the Adriatic,  
BAVI 2350  
Venice Polluted, Texture Films,  
Inc., 1600 Broadway  
N.Y. City, N.Y. 10019

Community:

City Planner  
County Planning Director  
Scientist from industry/education

Environmental:

Integrated with:

CONCEPT NO. 6 Resources

SUBJECT World History

ORIENTATION Natural Resources

TOPIC/UNIT Nature Involvement

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In Class:	Outside or Community:
<p>Write a report describing the relationship between natural resources and social economic conditions, given influential factors which affected geographic conditions and life style in England.</p>	<p>A. Draw map of England and locate natural resources.                      B. Show movie.                      C. List reasons why Industrial Revolution had beginning in England.                      D. Show filmstrip.                      E. Divide class in several groups. Divide England in several sections and each group will write a paper describing the natural resources, social and economic conditions in that particular section. Oral reports will be given to entire class.                      F. Find three news articles in a current magazine or newspaper dealing with life style in Great Britain. Show the relationship between the articles and the natural resources of Great Britain.</p>	<p>A. Do a case study of local community depicting the natural resources, social conditions, and economic conditions.                      B. Look into the history of community and list the industries that developed there.                      1. Poll elders of community for their history if written history is not available.                      2. Old newspapers on micro-film at Brown County Library.</p>
<p><b>Affective:</b>                      Participate in a case study which involved taking interest in various community occupations and life styles.</p>		
<p>Demonstrate an awareness and respect for different occupations, careers and life styles within his community by identifying or listening to a listing without derogatory remarks.</p>		
<p><b>Skills Used:</b>                      1. Research                      2. Mapmaking                      3. Composition                      4. Case study - take pictures or slides and organize them.                      5. Oral reporting.</p>		

**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

History text, Industrial Revol.  
Viewpoints in World History,  
Bernard Feder.  
Shaping of Western Society by  
Edwin Fenton, Holt Social  
Studies Curriculum.  
Silas Warner. George Eliot  
Machines and the Men Who Made the  
World of Industry.  
Geotrude Hartman. MacMillan.

Audio-Visual:

Movies:

Industrial Revolution, 11 min.  
BAVI, 1968  
Industrial Revolution in England,  
25 min., BAVI, 1968  
Filmstrip:  
Industrial Revolution, New York  
Times Series, 1968

Community:

Speaker from local industry  
Chamber of Commerce rep.  
F.F.A. rep.

<p><b>Environmental:</b></p> <p><b>CONCEPT NO.</b> 7 Land Use</p> <p><b>ORIENTATION</b> Roman Empire/Population Shifts</p>	<p><b>Integrated with:</b></p> <p><b>SUBJECT</b> World History</p> <p><b>TOPIC/UNIT</b> Ancient Population Problems</p>
<p><b>BEHAVIORAL OBJECTIVES</b></p> <p><b>Cognitive:</b> Determine implications of the social, economic, and political inadequacies that can lead to a nations decline.</p>	<p><b>STUDENT-CENTERED LEARNING ACTIVITIES</b></p> <p><b>In-Class:</b></p> <p>A. Present a round table discussion with one group of students in which the fall of Rome is discussed from the viewpoint of:</p> <ol style="list-style-type: none"> <li>1. A poor</li> <li>2. A Roman general</li> <li>3. Government official</li> <li>4. Veteran of the wars</li> </ol> <p>B. With another group of students, a panel discussion will be set up to evaluate the advantages and disadvantages of the shift from rural to urban living in Rome in terms of:</p> <ol style="list-style-type: none"> <li>1. Tenement dwelling</li> <li>2. Noise and smells of the city</li> <li>3. Unemployment</li> <li>4. Dependence on welfare (bread and circuses)</li> </ol> <p>C. Another group of students should analyze the lessons to be learned from the decline of Rome in relation to the effects of war and population shifts such as:</p> <ol style="list-style-type: none"> <li>1. Destruction of farmland</li> <li>2. Rising unemployment</li> <li>3. Riots</li> <li>4. Give away welfare programs rather than programs to correct (cont.)</li> </ol>
<p><b>Affective:</b> Find parallel patterns of environmental changes developing in the United States today that/are similar to the conditions which caused the decline of the Roman Empire.</p>	<p><b>Outside or Community:</b></p> <p>A. Viet Nam War veteran consult on difficulty of readjustment and job procurement.</p>
<p><b>Skills Used:</b></p> <ol style="list-style-type: none"> <li>1. Working in a group situation.</li> <li>2. Interpretation and reporting of information.</li> </ol>	





**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

Imperial Rome, Time Inc. 1965.  
Decline and Fall of the Roman Empire, Gibbons.  
The Last Days of Pompeii Edward R. Bulwer Lytton. MacMillian  
The Decline of Rome and the Rise of Medieval Europe Solomon Katz.  
Cornell Univ. Press, National Geographic Society, The Grandeur That was Rome. Nat'l Geo. Society.

Audio-Visual:

Film:  
Roman World, 5810, BAVI

In-Class: (cont.)

- the developing problems.
- D. Discuss the following: How can you determine if Ancient Rome was over-populated. What standards were used to judge overpopulation? Did the quality of life deteriorate? What changes were made to adapt to the new conditions?
- E. Explain and draw a diagram of the Ancient Roman water supply and sewage disposal system.

Community:

Viet Nam veteran

<p><b>Environmental:</b></p> <p><b>CONCEPT NO.</b> 8 Values and Attitudes</p> <p><b>ORIENTATION</b> Attitudes toward environment</p> <p><b>BEHAVIORAL OBJECTIVES</b></p> <p><b>Cognitive:</b>                  List the Islam religious beliefs that affect cultural, economic, social, and political factors of man's environment, given the influence of Islam's religious beliefs upon man's life style.</p>		<p><b>Integrated with:</b></p> <p><b>SUBJECT</b> World History</p> <p><b>TOPIC/UNIT</b> Critical Issues</p>	
<p><b>Affective:</b>                  Investigate and attempt to identify the possible influence of Islamic religions on his/her immediate environment.</p> <p>Suggest alternative actions that would upset the normal pattern established in the Islamic religious beliefs.</p>		<p><b>STUDENT-CENTERED LEARNING ACTIVITIES</b></p> <p><b>In-Class:</b></p> <p>A. Read the assigned materials on the Islam religion.</p> <p>B. View the filmstrip on the Islam religion and discuss.</p> <p>C. List the religious beliefs of the Islamic religions that affect the cultural, economic, social, and political factors of man's values and attitudes towards his environment.</p> <p>D. Suggested outside assignment:                  Read section of Autobiography of Malcolm X, devoted to X's conversion to Mohammedism; emphasis should be placed on Islamic principles.</p> <p>E. Discuss in the small group five or six elements of the Islamic moral code and describe the conditions which might have caused each element.</p> <p>F. Report to the class on the Islamic code. Reconstruct the social conditions in the Middle East at the time of Islam's founding.                  (cont.)</p>	
<p><b>Skills Used:</b></p> <ol style="list-style-type: none"> <li>1. Research and investigation</li> <li>2. Interviewing a person.</li> <li>3. Reporting to class.</li> <li>4. Drawing conclusions and making generalizations.</li> </ol>		<p><b>Outside or Community:</b></p> <p>A. Go to public library or museum and have students find materials on Islam religion.</p> <p>B. Interview and discuss the Islam religion with the local minister and priest or Rabbi. Report to class.</p>	



**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

The Middle East by T.G. Kananen  
Cambridge Book Co., Ch. 3  
The Middle East & Moslem Society,  
Ethel E. Ewing, Rand-McNally  
and Co., pp. 271-287.  
The Middle East & North Africa,  
Kemal Karpot, Harcourt, Brace,  
Ch. II.  
Southwest Asia & North Africa,  
Allen & Howland, Prentice-Hall,  
pp. 33-41  
Nature of the Non-Western World,  
Vera M. Dean. (cont.)  
Audio-Visual:

Filmstrip: Islam - Great  
Religions of the World.  
Bulletin board display.

Community:  
Scripture scholar speak to class.  
Minister.  
Priest.  
Leader of other faiths

In-Class: (cont.)

G. The Islamic faith is built on much from Judaism and Christianity. Read parts of the Koran that deal with man's relationship to the world about him. Compare with the Torah and the Jewish Bible or with the New Testament.

Publications: (cont.)

The Koran. Interpreted. A.J. Arberry, MacMillan, New York, 1967,  
The Meaning of the Glorious Koran:  
An Explanatory Translation. Mohammed Marmaduke Pickthall,  
Mentor, New York.

**Environmental:** \_\_\_\_\_ **Integrated with:** \_\_\_\_\_  
**CONCEPT NO.** 9 Management **SUBJECT** World History  
**ORIENTATION** Land Use **TOPIC/UNIT** Changing Environment

**BEHAVIORAL OBJECTIVES** **STUDENT-CENTERED LEARNING ACTIVITIES**

**Cognitive:**  
 Evaluate the ability of man to manage manipulate and plan for a change of his environment, after the class analyzes the complexity of the N.E.P. (New Economy Policy).

**In-Class:** \_\_\_\_\_ **Outside or Community:** \_\_\_\_\_

**Affective:**  
 Appreciate the difficulty man has manipulating, and managing long range changes in his environment because of emphasis placed on material wealth in our culture.

- A. Define terms, private ownership, state ownership, common ownership. Describe the basic principles of the New Economic Policy.
- B. Write a short essay explaining why four years of "pure" communism (1918-1921) did not work in the U.S.S.R. Be able to discuss the difference between "ideal" communism envisioned by Karl Marx and the realities of Soviet Economic life.
- C. Using the premise "land ownership is very important to political stability and development" discuss the value (personal and national) of Lenin's New Economic Policy.
- D. A panel should research the problem of how the New Economic Policy changed attitudes towards land use and development. Divide the class into role playing classes to illustrate the reaction of each of the following to the N.E.P.
  - 1. Land owning peasant
  - 2. Tenant farming peasant

- Skills Used:**
- 1. Research
  - 2. Role playing
  - 3. Panel discussion
  - 4. Making charts
  - 5. Interviewing
  - 6. Organization of concepts in written form.

**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

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Publications:

A History of Russia, Revised edition, John Lawrence.  
The Russian Revolution, N. Sukhanov.  
A History of Russia  
Robert Campbell. Houghton Mifflin Co.  
The Soviet Union. Gould & Gross.  
Scholastic Book Services.  
Russia. Bernard Pares. New American Library.

Audio-Visual:

Filmstrip:  
Russian Revolution: New York Times Series, 1968  
Bulletin board display demonstrating land use in Russia.  
Overhead transparencies produced by Popular Science Publishing Co. Set TSS-50; The Soviet Economic Offensive 16mm Film: Soviet Challenge Encyclopaedia Britannica Films.

Community:

Ask Professor from Univ. to speak to class on N.E.P.  
Interview a farmer who owns his own land.  
Interview a person who works for a corporate farm.

In-Class: (cont.)

E. Discuss in a panel: Why is the Soviet Union so determined to promote rapid growth? How do you account for the inaccuracies of many economic predictions in the Soviet Union? Do you think that either the Soviet Union or the United States will ever be content to stop trying to promote economic growth? What implications does your answer have for the ecology?

Publications: (cont.)

A Study of the U.S.S.R. and Communism. Rieber and Nelson Scott Foresman.



<p>Environmental: _____</p> <p>Integrated with: _____</p> <p>CONCEPT NO. <u>10 Economic Planning</u></p> <p>SUBJECT <u>World History</u></p> <p>ORIENTATION <u>Value Conflict</u></p> <p>TOPIC/UNIT <u>Value Clarification</u></p>	
<p><b>BEHAVIORAL OBJECTIVES</b></p> <p>Cognitive: Analyze verbally from a panel discussion conflicting attitudes and values involving the decision to drop an atomic bomb on Japanese cities.</p>	<p><b>STUDENT-CENTERED LEARNING ACTIVITIES</b></p> <p>In-Class:</p> <p>A. View film and discuss excerpts from book <u>Hiroshima</u> (Hersey)</p> <p>B. Use civil defense personnel to explain effects of radiation on man and his environment (a biologist could also be used for this activity).</p> <p>C. Panel discussion:</p> <p>1. Why did the U.S. use the atom bomb?</p> <p>2. Could its use have been avoided?</p> <p>3. Should the U.S. have dropped the bomb?</p> <p>D. Write a poem or draw a cartoon expressing your feelings about the dropping of the atomic bomb.</p> <p>E. Write a radio or television script describing the effects of the dropping of the first atomic bomb on <u>Hiroshima</u>.</p>
<p><b>Affective:</b></p> <p>Form judgements regarding the wisdom in sacrificing long term environmental concerns for short term military advantages and peace.</p>	<p><b>Outside or Community:</b></p> <p>A. Civil Defense.</p> <p>B. Atomic Energy Commission, Oak Ridge, Tennessee.</p>
<p><b>Skills Used:</b></p> <p>1. Techniques in panel discussion.</p> <p>2. View and critique film and book.</p> <p>3. Develop question and answer technique for outside speaker. (cont.)</p>	



**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

Hiroshima, John Hersey, (Knof, Bantam P.B.) (the whole book)  
Memoirs, Harry S. Truman.  
Our Precarious Habitat,  
Benarde, Ch. 19, pp. 265-284.  
Science and Survival,  
Barry Commoner, pp. 71-89.  
Churchill, Wo, and editors of Life  
The Second World War (Time, Inc.)  
Commager, H.S., The Pocket  
History of the Second World War  
(Pocket Books PB)

Audio-Visual:

The Decision to Drop the Bomb,  
Films Inc., 35 min., 33-0082.  
Hiroshima-Nagasaki, 16mm.,  
16 min., Columbia Univ. Press.

Skills Used: (cont.)

- 4. Creative Writing

Community:

Civil Defense personnel

<p><b>Environmental:</b></p> <p><b>CONCEPT NO.</b> 11-Individual Acts</p> <p><b>ORIENTATION</b> Conflict/War</p> <p><b>BEHAVIORAL OBJECTIVES</b></p> <p><b>Cognitive:</b>                  Explain through a graphic collage, the total environmental effects on the Western Sector during W.W.I.                  Construct the environment as it would probably look today on the Western Sector area of W.W.I. had not the war taken place.</p> <p><b>Affective:</b>                  Appreciate the continuing affects involved in environmental alternation from war devastation.</p> <p><b>Skills Used:</b>                  1. Collage techniques                  2. Research expertise                  3. Group involvement                  4. Creative writing</p>		<p><b>Integrated with:</b></p> <p><b>SUBJECT</b> World History</p> <p><b>TOPIC/UNIT</b> World Conflict</p> <p><b>STUDENT-CENTERED LEARNING ACTIVITIES</b></p> <p><b>In-Class:</b></p> <p>A. Students will prepare graphic collages depicting the environmental effects on the western front during W.W.I.</p> <p>B. Investigate resource drain caused by the war in France and how it effected the post-war economy in France.</p> <p>C. Research the economic gains France acquired in the war.</p> <p>D. Group involvement was the price of the war balanced out by gains.</p> <p>E. Write a poem or draw a cartoon expressing your feelings about trench warfare in W.W.I.</p> <p>F. Hold a panel discussion on the concept that among modern societies war is supported as a matter of policy despite the severe penalties of tremendous loss of life, destruction of property, and disruption of constructive social life.</p>		<p><b>Outside or Community:</b></p> <p>A. Reader's Guide of Periodic Literature</p>	
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**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

Life Magazines, past issues.  
Illustrated History of W.W.I.  
Taylor, Putman Pub. Co.  
The Great War 1914-1918,  
John Terraine, McMillan  
Europe Since 1914. Bennis  
The Origins of the World War Fay  
The History of the United States  
(Vol. II) Oscar Handlin.  
Our Nation From Its Creation.  
Platt and Drummond. Story of  
Nations-Rogers, Adams & Brown.

Audio-Visual:

The Day the Guns Stopped Firing,  
480006, Films Inc.

Community:

ROTC rep. Speak to class.

<p><b>Environmental:</b></p> <p><b>CONCEPT NO.</b> 12 Stewardship</p> <p><b>ORIENTATION</b> Resources</p>		<p><b>Integrated with:</b></p> <p><b>SUBJECT</b> World History</p> <p><b>TOPIC/UNIT</b> Middle East Area</p>	
<p><b>BEHAVIORAL OBJECTIVES</b></p> <p><b>Cognitive:</b> Determine, from data, that all individuals do not receive an equitable share of income derived from oil reserves while investigating the distribution of Iranian wealth.</p>		<p><b>STUDENT-CENTERED LEARNING ACTIVITIES</b></p>	
<p><b>Affective:</b> Make an investigation concerning Iranian oil production and individual income. Find possible reasons for low individual income per capita in oil rich countries. Recommend solutions to uphold individual rights in the distribution of wealth resulting from natural resources.</p>		<p><b>In-Class:</b></p> <p>A. Read assigned materials on oil in Iran.</p> <p>B. Map the area (freehand) where oil is located in the countries of Iran.</p> <p>C. Chart the country of Iran to the amount of money received by this country; the owners of the oil wells and the per capital income for each person. Make an explicit graph.</p> <p>D. Compare these results and make a statement as to the effect of oil income on the individuals in each country.</p> <p>E. Discussion on concerning results of graphs and charts.</p> <p>F. Show movie, Middle East. (BAVI) and then discuss.</p> <p>G. Discuss the use of oil (gasoline) in our affluent society, (U.S.A.) in light of the world shortage of this natural resource.</p>	<p><b>Outside or Community:</b></p> <p>A. Find out where American oil companies get their oil from and the royalties they pay.</p> <p>B. Interview local oil distributor to find out what their concern does to help the individual.</p> <p>C. Find out what other stewardship programs they have.</p> <p>D. Use the library and research for more information on the conditions of people in the Middle East Oil countries.</p>
<p><b>Skills Used:</b></p> <ol style="list-style-type: none"> <li>1. Making charts and graphs.</li> <li>2. Map making</li> <li>3. Research and investigation</li> <li>4. Interviews</li> </ol>			



**SUGGESTED RESOURCES**

**CONTINUED OR ADDED LEARNING ACTIVITIES**

Publications:

The Middle East, T.G. Kavanedus,  
Cambridge Book Co., Inc., Ch. 9  
The Middle East & North Africa,  
Kemal Karpat, Harcourt,  
World & Brace, Inc., Ch.6  
Southwest Asia & North Africa  
Allen & Howland, Prentice-Hall,  
Inc., Ch. 5  
The Middle East & Moslem Society,  
Ethel E. Ewing, Rand-McNally Co.  
pp. 289-311.  
History of Modern Iran,  
J.M. Opton, Harvard Press.

Audio-Visual:

Filmstrips:  
Southwest Asia  
Middle East Crises  
New York Times Series, 1968.  
Bulletin Board  
Movie:  
Middle East, 14 min. \$3.00,  
#3265, BAVI, 1968.

Community:

Resource person from oil firm  
in community.