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ABSTRACT

Four modules of classroom strategies provide suggestions for examining U.S. history in light of contemporary issues. "The Right to Life" uses the Karen Anne Quinlan case as a model for exploring moral, legal, and medical issues related to euthanasia. Students discuss the reasoning and viewpoints of various groups associated with the case, and they consider the merits of a "living will." "The Dream of Success" focuses on problems involved in making a career choice and allows students to critically analyze strengths and weaknesses of a variety of work roles. Self-evaluation instruments and interviews with workers help students identify factors influencing people to be satisfied or dissatisfied with their jobs. "The Pursuit of Pleasure" employs an inquiry strategy to analyze evidence and formulate conclusions about leisure in American society. In "The Fruits of Wisdom," students learn and apply a problem-solving technique to assess the social and economic impact of the Alaskan pipeline. Rationales and teaching plans are provided for all modules, which are being field-tested. (AV)

MATERIALS FOR USING
AMERICAN ISSUES FORUM
IN THE AMERICAN HISTORY CLASSROOM

TOPIC IX: LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS

Developed with a grant from
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York 12234
1976

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FOREWORD

The modules for *Life, Liberty, and the Pursuit of Happiness* included in this publication have been produced in consonance with the program of the American Issues Forum, under a grant from the National Endowment for the Humanities. The classroom strategies are intended to provide suggestions for examining American history in the light of the issues identified by the national committee which proposed the American Issues Forum. In view of the topical nature of the 11th grade social studies program, this can be done without seriously disrupting most teaching programs.

The materials are in fieldtest condition, so that classes and teachers may provide input concerning learning experiences which prove to be most useful. Some assessment of each strategy used by some or all of the students, and suggestions of modifications or substitutions will help the Department produce a final set of strategies which will carry the themes of the American Issues Forum into the future, as we look beyond the Bicentennial year.

Teachers will find that the teaching strategies relate most closely to understandings in Topic IV, American Civilization in Historical Perspective, in the syllabus for Social Studies 11, *American History*.

The Evaluation Form appears on page iv.

George Gregory, Assistant Professor of Educational Studies, State University College at Geneseo, and Thomas M. Jones, Social Studies teacher at West Irondequoit Senior High School, developed these materials. Donald H. Bragaw, Chief, Bureau of Social Studies Education, is coordinating the project. The manuscript was prepared for publication by Janet M. Gilbert, Associate in Curriculum Development.

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EVALUATION FORM FOR
LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS

Please return this form to the Bureau of General Education Curriculum Development, The State Education Department, Albany, New York 12234

1. Classroom strategies used (list by pages)

2. How many students were involved in using this material?

3. Were the reading passages/statistical materials/graphics within the comprehension level of most of the students using them? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

4. Were the suggested questions, and/or the learning strategies interesting and helpful to students in reaching the understandings or developing the desired concepts? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

5. Please suggest substitutions of readings/statistics/graphics which you think would be more appropriate.

6. Please suggest modifications of the learning strategies to make them more effective for more students.

Send descriptions of learning strategies, with references to reading passages, etc., which you have found effective in teaching these same understandings or concepts.

Your signature and school identification is optional; we'd like to give you credit if we use any of your ideas!

THE RUGGED INDIVIDUALIST

The Right to Life

Introduction

In recent years new medical technology has created a set of ethical problems for doctors, patients, relatives and the judicial system. Who determines when a person should be allowed to die? Should the person be kept alive by machines when all hope of life is lost? What responsibilities do doctors have to follow an oath to preserve human life? What role should the courts play in a medical question relating to patient and doctor? These and other perplexing questions provide society with challenging dilemmas. The current situation involving Karen Anne Quinlan serves as an excellent case study for exploring the moral, legal, and medical issues related to the *Right to Die* and euthanasia.

The materials below relate to the Karen Anne Quinlan case. Day One involves students in a discussion about what the doctors and family should do in terms of the dilemma. On Day Two and Three, students consider a variety of viewpoints expressed by people associated with the Quinlan case. During these days students will be comparing their reasoning and viewpoints with those of people closely involved with the Quinlan case. In a concluding activity, students are asked to consider the merits of a "Living Will." In addition to these lessons, we have provided a list of classroom activities that offer students opportunities to go beyond the daily lessons.

NOTE: As this manuscript goes to press, Karen Quinlan has been removed from the respirator. Teachers may wish to use additional news items which have bearing upon the case.

Day One

The Quinlan Case

Karen Anne Quinlan grew up in a middle-class suburban community in Denville, New Jersey. She had been adopted at the age of four weeks by Julia and Joseph Quinlan. Karen graduated from high school where she was an average student. In the three years since Karen graduated, she worked in a ceramics factory. Recently, Karen moved out of her parents' home and rented an apartment with a friend.

On April 14, 1975, Karen and some of her friends were celebrating a birthday at a local tavern. During the day Karen apparently took some pills and she may have had a gin and tonic prior to leaving for the party. At the party, Karen had another gin and tonic and according to friends she gradually fell into a state of unconsciousness. Her friends rushed her to the hospital.

Karen has been unconscious since that day in April, 1975. She is kept alive by a respirator which forces air into and out of her lungs. During this time period Karen has lost considerable weight. She now weighs only 70 pounds. Doctors agree that Karen will not recover because she has suffered extensive brain damage.

Karen's parents gradually became more and more upset about the fact that Karen was being kept alive by medical technology. In July, 1975, the parents finally decided to sign a release which would allow the doctors to remove the respirator, thus allowing Karen to die. Faced with this difficult decision, should the doctors go along with the parents' wishes and disconnect the respirator?

Teaching Plan

Step One: Confronting the Dilemma: Hand out copies of the "Karen Anne Quinlan Case" to students in your class. Ask students to read the story. Help students to understand the story. The following questions will be helpful:

- Who is Karen Anne Quinlan?
- What is mercy killing?
- What has happened to Karen?
- What have the parents asked the doctors to do?
- What things are in conflict in this situation?

Step Two: Stating a Position: At this point you want the students to take an initial position on what they think the doctors should do, faced with the parent's request. Ask the students to write their position on the question: Should the doctors allow Karen to die? Also ask the students to write out reasons to support their positions. Determine by a show of hands or in some other way how the class feels about whether the doctors should disconnect the respirator. It is assumed at this point that the students will disagree about whether the doctors should disconnect the respirator. If they *do not disagree* conduct a discussion using the probe questions that appear later in the lesson plan. If they do disagree, use the small group strategy described below.

Step Three: Testing Reasoning:

Small Group Strategy: Divide the class into small groups of 4-6 students according to their position on the dilemma question. You may have 2-3 groups that feel the doctors *should* disconnect the respirator and 2-3 groups that feel the doctors *should not* disconnect the respirator. Give the groups the following tasks:

- List all the reasons for their position.
- Rank the list from the best reason to the least important reason.
- Ask each group to develop two questions they wish to ask members of the groups which disagree with their position.

Allow approximately 10-15 minutes for the groups to finish their tasks.

Full Class Discussion: Bring the full class back together and have groups report their viewpoints. As the teacher, you should facilitate a class discussion using the following types of questions. (Note: The following list of probe questions should also be used if students agree on the same action.)

- What are the best reasons for the doctors to disconnect the respirator?
- What are the best reasons for the doctors to keep Karen alive?
- What factors should the doctors consider in a case like this?
- What obligations do parents have in a case like this one?
- From the point of view of the dying patient, what should the doctors do in a case like this?
- How should it influence the doctors' decision if they knew that they might be punished for allowing Karen to die?
- Who should determine whether Karen should be allowed to live or die?

Step Four: Concluding Activity: After the full class discussion, make a class list on the chalkboard of the things that doctors and loved ones should keep in mind when they are faced with problems like the Quinlan case. Students might offer the the following ideas:

Doctors	Loved ones
-welfare of the patient	-welfare of their relatives or loved ones
-welfare of other patients	-personal anguish
-interests of loved ones	-cost or personal expense
-laws/rules of society	-religious beliefs
-professional ethics	-rules of society
-personal beliefs	

These lists will be useful in the next two days as the students analyze the viewpoints of a number of people closely related to the Karen Quinlan Case.

Day Two and Three

Story Expansion: In this particular case, the doctors refused to disconnect the respirator. Karen's parents were very upset because they felt very strongly that Karen should be allowed to die a natural death. In an attempt to reverse the doctors' decision, the Quinlans appealed to the courts. The Quinlans asked the courts to appoint them as legal guardians of Karen in order to remove the respirator and thus permit Karen to die. The judge ruled against the Quinlans and at this date Karen continues to live.

Viewpoints of Various People Involved in the Quinlan Case.

Read each of the following excerpts and decide what point of view the person has toward the Quinlan case. Compare these viewpoints with those that the class discussed earlier. As you read each point of view, decide whether you agree or disagree with each opinion.

1. "If she were brain dead, I would have said her life was terminated. But that is not the case. This is not a court of love, of compassion, but a court of law. You can't just extinguish life because she is an eyesore."

-Defense Attorney Daniel Coburn

Strongly Agree				Strongly Disagree
1	2	3	4	5

2. "I didn't want her to die. I just wanted to put her back in her natural state, and leave her to the Lord. If the Lord wants her to live in a natural state, she'll live. If he wants her to die, she'll die."

-Joseph Quinlan, father

Strongly Agree				Strongly Disagree
1	2	3	4	5

3. "She (Karen) would not want to be kept alive by such extraordinary means-under any circumstances."

-Louis A. Gaffney, 18-year-old friend of Karen Anne

Strongly Agree				Strongly Disagree
1	2	3	4	5

4. "There is usually a positive commitment of people within a family to each other's welfare. There are covenants the people have toward one another that can be described as sacred. If we look to these bonds, we can probably remove decisions like the Quinlan one from the courts."

-Dr. Raymond S. Duff

Strongly Agree				Strongly Disagree
1	2	3	4	5

5. "After the Edelin Case,* doctors are really scared. There's a real concern in the profession over criminal liability."

-Dr. Harold Hush

*The Edelin Case involved a doctor who was found guilty of manslaughter for allowing a fetus to die following an abortion.

Stongly Agree				Strongly Disagree
1	2	3	4	5

6. "There is a moral difference between killing and allowing to die. When you cease extraordinary effort, it is the disease that kills, not the withdrawal."

-Rev. Richard A. McCormick

Strongly Agree				Strongly Disagree
1	2	3	4	5

7. "Most of us were taught to fight to the very last, and strive as hard as we can to keep people alive."

-Dr. Frank M. Weiser

Strongly Agree				Strongly Disagree
1	2	3	4	5

8. "There is no constitutional right to die that can be asserted by a parent for his incompetent adult child. The determination whether or not Karen Anne Quinlan be removed from the respirator is to be left to the treating physician. It is a medical decision, not a judicial one."

-Supreme Court (NJ) Judge
Robert Muir, Jr.

Strongly Agree				Strongly Disagree
1	2	3	4	5

9. "If Judge Muir should rule that Karen's treatment must be continued, it will have a tremendous impact on the practice of medicine. Doctors are going to fear making any judgments at all, and we're going to be keeping hopeless cases alive."

-Dr. Harold Hirsh

Strongly Agree				Strongly Disagree
1	2	3	4	5

10. "For too long, the laws of this state (New York) have failed to address this most basic issue (definition of death). The basic definition of legal death (should) cover a person when an irreversible cessation of respiratory and circulatory functions occurs. If artificial support, such as a heart-lung machine, precludes such determination, a physician would pronounce a person dead if that person has experienced a total irreversible cessation of brain function."

-Governor Hugh Carey of New York State

Strongly Agree				Strongly Disagree
1	2	3	4	5

Day Four: The Living Will

Duplicate copies of the "Living Will" for students to read and discuss. You might focus student discussion of this "will" on the following points:

. Should such a "will" be considered legal? Why or why not?

- If Karen Anne Quinlan had completed such a "Living Will" how might it have changed the doctors' decision? the judge's? your's about this case?
- Would you complete a "Living Will?" Why or why not?

Optional Activities

- Research other cases relating to mercy killing, euthanasia, or abortion.

- Invite a member of the medical profession to discuss the current problems relating to mercy killing or euthanasia. Invite a member of the legal profession to present the legal problems involved with these dilemmas.

- Discuss other dilemmas relating to the "Right to Life" issue and compare your viewpoints and reasoning. You might discuss abortion, transplants, mental retardation, euthanasia, and birth control.

A LIVING WILL

TO MY FAMILY, MY PHYSICIAN,
MY CLERGYMAN, MY LAWYER

If the time comes when I can no longer take part in decisions for my own future, let this statement stand as the testament of my wishes:

If there is no reasonable expectation of my recovery from physical or mental disability, I, _____ request that I be allowed to die and not be kept alive by artificial means or heroic measures. Death is as much a reality as birth, growth, maturity and old age — it is the one certainty. I do not fear death as much as I fear the indignity of deterioration, dependence and hopeless pain. I ask that drugs be mercifully administered to me for terminal suffering even if they hasten the moment of death

This request is made after careful consideration. Although this document is not legally binding, you who care for me will, I hope, feel morally bound to follow its mandates. I recognize that it places a heavy burden of responsibility upon you, and it is with the intention of sharing that responsibility and of mitigating any feelings of guilt that this statement is made.

Signed _____

Date _____

Witnessed by:

_____

_____

(From Everything You've Always Wanted to Know About Law But Couldn't Afford to Ask by Edward E. Colby. Copyright 1972 by Ed. E. Colby. Drake Publishers Inc. & in paperback by Brandon Books, a Division of American Art Enterprises Inc., Los Angeles, Cal.)

THE DREAM OF SUCCESS

Rationale

In recent years economic conditions in the United States have forced educators, parents, and students to reevaluate their concepts of work, leisure, and "the good life." Many educators now stress the need for more vocationally-based programs as opposed to the liberal, well-rounded curricula of the past. In the *New York Times* "Fall Survey of Education and Career Development" a number of articles focused on the need for more emphasis on career studies rather than the liberal arts. As William A. Sievert, a correspondent for the Chronicle of Higher Education, noted in an article entitled, "Liberal Arts Yielding to Career Studies," —

> The United States Census Bureau recently projected that there will be 800,000 more college graduates than jobs requiring their skills between now and 1985. Worst hurt will be the liberal arts graduates who have not focused on a particular vocational path in their collegiate studies. ... New York Times, November 16, 1975.

Even though unemployment rates remain lowest for college graduates (3 percent in March 1975), the unsure job prospects, increasing number of underemployed college graduates, and high costs of college educations trouble both parents and students. As a result, many students are forced to make decisions about work roles earlier in their academic careers. Using forecasted supply and demand figures for various occupations, students often gamble that the demand for certain occupations will outlast the supply by the time they complete their formal education. Quite often, students feel unable and unprepared to make these decisions.

This unit focuses on the problems involved in making a career choice and offers students an opportunity to critically analyze the strengths and weaknesses of a variety of work roles. Students will use self-evaluation instruments, interviews with workers, and materials taken from Studs Terkel's *Working* to determine those factors which influence people to feel both satisfied and dissatisfied with the work roles they hold. By the end of the unit, students should be able to design a personal job description which outlines those characteristics of a work role they find most acceptable.

General Unit Objectives

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

- Identify various work roles and describe the tasks which accompany each role.
- Gather information from readings, taped interviews, slides, and pictures.
- Compare and contrast those factors which influence satisfaction and/or dissatisfaction with various work roles.
- Design an interview questionnaire, conduct an interview and report findings to the class.
- Write a personal job description which outlines those characteristics of a work role students find most acceptable.

Teaching Plan

Day One

Introduction: You might begin this unit by explaining the rationale and general unit objectives to students. Encourage students to express their views on the problems they face in planning either an academic or vocational future. Following this discussion, administer the "Pre-Unit Attitude Survey." Either collect this Survey or ask students to keep them in their notebooks until they complete this unit.

Problem: If the following problem was not raised during the introductory discussion, pose it to students at this time: What factors influence people to feel either satisfied or dissatisfied with the jobs (work roles) they hold?

Hypotheses: Encourage students to make several educated guesses about those factors which they feel influence people to act either satisfied or dissatisfied with their work roles. You might use slides or picture collages which show people involved in their work to assist in hypothesis formation. After students view either slides or pictures, brainstorm for possible factors. For example, students might say: salary, working conditions, relationships with fellow workers, fringe benefits, job location, or length of work week. Be sure students clarify each factor they identify. For example, what do you mean by salary? How would salary influence either satisfaction or dissatisfaction?

Classify Data: Have students classify the factors identified into those factors which account for dissatisfaction with work roles and those factors which influence satisfaction.

Satisfaction	Dissatisfaction
adequate salary	low salary
safe working conditions	hazardous working conditions
good fringe benefits	incompetent supervisors or employers

Hypotheses - Redefinition: Using classified scheme, slides, and/or pictures, ask students to redefine and restate their hypotheses about those factors which influence people to feel satisfied/dissatisfied with their work roles.

Hypotheses Testing: Before students start to test their hypotheses, ask them to list those words or terms which would support their guesses. For example, "If your hypotheses concerning those factors which create job satisfaction are correct, then what words or terms do you expect to find in interviews with satisfied workers?" Student responses might include: adequate salary; loyalty to supervisor; productive and friendly relationships with fellow workers; concern for turning out a quality product; ideal working conditions; and adequate fringe benefits.

Using interviews with workers from books such as Studs Terkel's *Working - People Talk About What They Do All Day and How They Feel About What They Do* (Pantheon Books, 1972), have students begin to test their hypotheses about those factors which affect job satisfaction/dissatisfaction. Suggested interviews from Studs Terkel's book are found on the next page.

PRE-UNIT ATTITUDE SURVEY

(Note to teacher: Feel free to add or delete any statements.)

Instructions: Check the column which best defines your feelings or reactions to each of the following statements. This survey will NOT be used to evaluate your performance in this unit.

Statements	Sounds like me		not sure if like me		not very much like me
	1	2	3	4	5
1. I enjoy doing things outdoors					
2. I enjoy doing things indoors					
3. I enjoy working with my hands					
4. I enjoy working with machines					
5. I enjoy working with people					
6. I enjoy travelling					
7. I enjoy reading and writing					
8. I enjoy working with small groups					
9. I enjoy working with children					
10. I enjoy meeting people					
11. I enjoy working with numbers					
12. I would like to be in a position of leadership					
13. I would like to go to college and graduate school					
14. I would like to enter a vocational field					
15. I would like to work in an office					
16. I would like to be my own boss					

Suggested readings:

Occupation clusters:

A. Public/private	Public,	government, p. 344
	Private,	executive secretary, p. 55
		bank teller, p. 257
		film critic, p. 155
B. Labor	Skilled,	crane operator, p. 22
		spot welder, p. 159
		steel worker, p. xxxi
	Unskilled,	garbage collector, p. 101
C. Human Services		nurse, p. 481
		policeman, p. 129
		occupational therapist, p. 494
		telephone operator, p. 56
		airline stewardess, p. 41
D. Professional		lawyer, p. 537.
		school teacher, p. 483
		dentist, p. 244
E. Youth		boxboy, p. 279
		newsboy, p. xxxix
		supermarket checker, p. 282

If students need additional guidance in testing their hypotheses and gathering information from *Working*, you might use a worksheet similar to the following:

Directions: Read one or more interviews from each occupation cluster. When you finish reading, complete the following worksheet.

1. List the work roles you read about:

Occupation Cluster	Work Role(s)
A. Public/private	
B. Labor - skilled	
- unskilled	
C. Human Services	
D. Professional	
E. Youth	

2. Under one of the following occupation clusters, list the factors which make people feel both satisfied and dissatisfied with their work roles.

   A. Public/private occupations
      1. Factors which make people in this occupation cluster feel satisfied with their work role.
      2. Factors which make people in this occupation cluster feel dissatisfied with their work role.

B. Labor-skilled and/or unskilled.
   1. Factors - satisfied:
   2. Factors - dissatisfied:

C. Human Services
   1. Factors - satisfied:
   2. Factors - dissatisfied:

D. Professional
   1. Factors - satisfied:
   2. Factors - dissatisfied:

E. Youth
   1. Factors - satisfied:
   2. Factors - dissatisfied:

3. Using information found in the interviews you read, how can we support and/or modify our hypotheses about those factors which influence people to feel both satisfied and dissatisfied with the work roles they hold?

   Evidence which supports our hypotheses:

   Evidence which modifies our hypotheses:

Day Two

Using student worksheets and/or information gathered from *Working* or other suitable reference materials, ask students to:

- Identify various work roles and describe the tasks which accompany each role.
- Make additions to the classification scheme designed on Day One — "Factors which influence satisfaction and dissatisfaction with jobs (work roles)."
- Revise their hypotheses based on the information presented in classroom discussion of worksheets or readings.
- List and identify those words, terms, and the kind of data needed to support their revised hypotheses concerning those factors which account for satisfaction and/or dissatisfaction with work roles.

Day Three

During this class session, assist students in designing an interview questionnaire which groups or individual students can use to further test their hypotheses.

After reviewing "Guidelines for Interviewing" and "Interview Format" (see next page), you might use a role play activity to give students an opportunity to interview each other. Role cards should include enough information about work roles and attitudes toward work so that students can answer questions included in the Interview Format sheet (next three pages).

GUIDELINES FOR INTERVIEWS

1. Identify yourself, school, and purpose for interview. Possibly a typed explanation of reason for interview will help.

2. Contact person to be interviewed in advance. Establish a specific time and place for the interview.

3. Students should work in teams of 2 or 3.

4. Students should practice interviewing techniques in advance. Students may want to interview each other in role playing situations prior to conducting the actual interview.

5. During the interview, start with more specific questions and work toward more general or open-ended questions.

6. Interviewer should NOT attempt to get ideas word for word, but get the thrust of the idea. Interviewer should go back over the answers to make sure that the idea is expressed accurately.

7. Each person should summarize the results from their interview:
   - specific findings
   - general attitudes
   - comparisons and contrasts found in interview
   - summary statement for interview

8. Interviewers might want to tape interviews - with permission of person being interviewed.

9. Obtain permission to conduct interviews from appropriate school authorities.

10. Make sure to thank person interviewed either orally or in writing.

INTERVIEW FORMAT

Directions to teacher: The following questions should serve as a guide for the development of a questionnaire which students will use on Days Three - Five as they conduct interviews in the community. There are a number of ways to develop a questionnaire:

(1) hand out a questionnaire students will use
(2) develop a questionnaire during class
(3) combination of (1) and (2)

We have provided the following sample questions as well as several guidelines (above) for conducting interviews and reporting results.

SAMPLE QUESTIONS AND CATEGORIES:

1. Background information
   1. What is the title of your job (work role)?
   2. How long have you held this job?
   3. What education/training was required for this job? (qualifications)

4. Are (do) you: self employed _____
own business _____
work for small company,
less than 100 employees _____
work for large company _____

II. Working Conditions

1. How many hours do you spend on your job?
_____per day _____per week

2. What is the current salary range for your job?

less than 8,000 _____
8,000 - 12,000 _____
12,000 - 18,000 _____
18,000 - 25,000 _____
+ 25,000 _____

3. What fringe benefits do you have in your current job?

Vacation days _____ Number ____ Sick days _____ Number _____
Medical insurance _____ Profit sharing _____
Life insurance _____ Retirement benefits _____

4. How is your working environment?

noisy _____ dangerous _____ refreshing _____
clean _____ quiet _____ crowded _____

5. Do you belong to a union? ____yes ____no

If yes, which union or association?

If yes, what are the dues you must pay? What benefits does union or association provide?

6. Do you have any kind of job security in your current position; specify type.

____yes ____no

7. What are some of the things that you do on your job - work tasks or duties you must perform?

III. Attitudes toward Job (Work Role)

1. Do you plan to remain in this type of work for the remainder of your working life?
2. What are some of the things that you like or enjoy about your job?
3. What are some of the things you dislike about your job?

4. Would you select this same kind of work role if you had to do it all over again? Why or why not?

5. What do others think about the job that you hold?

___respect the job a great deal
___respect the job somewhat
___respect the job a little
___do not respect the job at all
___don't know what others think

6. Which of the following best describes your attitude toward your job?

___highly satisfied ___satisfied ___highly dissatisfied

IV. Other Questions - Open-ended questions

1. What kinds of risks are involved in your occupation?
2. Do males and females have equal opportunities in your occupation?
3. Does your occupation provide for advancement or improvement? If so, how?
4. How many times have you changed jobs in the past 10 years? Why?
5. What were some of the reasons for changing jobs?
6. Did the change involve moving to a new type of occupation?
7. What was the new occupation? Did it require additional training?
8. Under what conditions would you consider leaving your present position?

Days Four and Five

Optional Activity. To help students further test their hypotheses about work role satisfaction and dissatisfaction, you might invite people from the community or school to talk to your class about their work. Students can ask questions from their interviews or from the "Interview Format" sheet. Given additional resource people, students can compare and contrast work roles and those factors which account for satisfaction and dissatisfaction on the job.

A second in-school activity students might use to test their hypotheses would include interviews with various school personnel. Students or groups of students could schedule interviews during class or free time with other teachers, support persons, or administrators.

Days Six and Seven

Class presentations. Using interview logs, tape recordings, and other materials which focus on work role satisfaction and dissatisfaction, students or groups of students should prepare and conduct class presentations. During these sessions, review student hypotheses from Days One and Two and ask students to identify additional data which either supports or modifies their hypotheses. At the conclusion of these sessions, students should be able to identify and list those factors which account for satisfaction/dissatisfaction with various work roles.

Day Eight

Ask students to rank order from most to least important those factors which determine work role satisfaction and dissatisfaction. Following this activity, have students write a personal job description which meets their needs, interests, and concerns at this point in their lives. Job or work role descriptions might include factors such as: salary and fringe benefits; kind of job tasks; working conditions; location of job; and job responsibilities. You might readminister the "Pre-Unit Attitude Survey" to help students compare their job descriptions with their attitudes toward various work role factors.

Conclude the unit by asking students to summarize their findings about work roles, work role satisfaction/dissatisfaction, and their own attitudes toward various work roles.

Additional Sources

Ellenberg, Norman. *Career Education Starter Kit,* Three Sets K-12. Educational Properties, Inc. 1973.

Freeman, J., & D. Lidz. *Discovery: A Career Education Program.*

Ryan, Charles. *Career Education Program.* Houghton Mifflin. 1973.

Monographs

Anderson, Nels. *Man's Work and Leisure.* Brill. 1974.

Beynon, J. *Perceptions of Work.* Cambridge. 1972.

Clayre, Alasdair. *Work and Play.* Harpel and Bros. 1974.

Parker, Stanley. *The Future of Work and Leisure.* MacGibbon and Kee. 1971.

Also consult:

Readers Guide
New York Times, Index

A Value Conflict Discussion

Introduction

This value dilemma situation is designed to accompany the curriculum unit on the Dream of Success. It is developed as a one day activity but could be extended based on student interest and teacher resources.

Rationale

In recent years social studies educators have placed increased emphasis on values education. The emergence of values education has taken a variety of forms such as values clarification, values analysis, and value inquiry. Recently, educators have begun to develop curriculum materials that incorporate the developmental concepts of Harvard psychologist Lawrence Kohlberg. Kohlberg's theory suggests that individuals move through a sequence of moral developmental stages. To continue and accelerate development, high school students need to consider genuine moral conflicts in their classes. The following dilemma situation provides students with an opportunity to interact about a particular moral conflict situation relating to work experience. For further information about the theory and other curriculum materials consult the annotated bibliography.

Introduction to the Dilemma Story

Many high schools in New York State operate some type of Cooperative Work Experience Program. These programs usually involve high school courses and actual work experience. Students receive salaries for their work experience and high school credit for successful completion of the course work. The following situation was adapted from an actual situation which occurred in one work experience program. In this particular program students were required to keep a regular weekly log about their experiences in the program.

Mark's Dilemma

What an opportunity! As a person with a police record Mark sure was lucky to have finally received a job. The previous year Mark had been involved in some trouble and had ended up with a police record. The judge gave Mark a suspended sentence with two years probation. This had made it very tough for Mark to get a job. In fact Mark had been turned down four times in the past six months and each time the employer seemed upset by the police record. To help the employment situation and to obtain graduation credit, Mark's guidance counselor suggested that he enroll in the Cooperative Work Experience Program. Mark met with Ms. Williams, the teacher, and she agreed to attempt to find Mark a job in the Coop Work Program. Ms. Williams was successful and Mark started work in January at a local factory, working on the loading dock.

From the very start Mark and the owner and boss, Mr. Samson, did not get along very well. In his weekly logs, Mark told how upset he was about the treatment he was getting from Mr. Samson. Mark and Ms. Williams talked at some length about the problem. She noted how important it would be for

Mark's future to stick it out so he could prove other employers that he was a reliable, good worker and could be trusted. Then on February 10th, Mark found out something. That evening he worked on his weekly log.

Log Entry for Week of Feb. 10:

"I've just about had it! That Mr. Samson, he's at me again. He just won't let up. All week beating on me about how I'll never make it, quit before the terms up, get busted again, or start missing work. So far I ain't missed a day. I do all the work. Even when he gives me the rotten jobs on the loading dock. But this week I found out something that really blew my mind. I'm not even getting the minimum wage. Some of the other guys I work with told me they were getting $2.50 an hour. Mr. Samson was only paying me $2. I wasn't sure about the minimum wage so I checked it out and sure enough the minimum wage for the work I was doing was more than what I was getting. I'm being ripped off! I might even quit this whole thing and tell Samson what I think of him. But I really need the money and what about my reputation. That's all I need, another black mark. Now, what should I do?"

Teaching Plan for Mark's Dilemma

Step One: Confronting the Dilemma

Hand out copies of the dilemma story to students in your class. Ask the students to read the story. Help the students to understand the story. The following questions will be helpful:

- What's going on in the situation you just read?
- Who is involved?
- What do you know about each of the characters?
- What problem(s) does Mark face?
- What things are in conflict in this situation?

Step Two: Stating a Position

At this point you want students to think about actions that Mark could take faced with this situation and why he should take those actions. Brainstorm a list of actions that Mark could take. Record all the actions on the board or overhead. Students might say things such as:

- Do nothing.
- Turn in the log and let Ms. Williams talk with the owner.
- Talk with the owner.
- Go to the Better Business Bureau or State Department of Labor.
- Go to the union if he is a member.
- Talk to his guidance counselor.

After the students have recorded a list of actions on the board, ask the students to individually pick the action that they think Mark should take. Ask the students to then list the reasons to support the action that they think Mark should take. Next, the teacher should ask for a show of hands to determine what actions the students favor. The class should divide on what action they think Mark should take.

Step Three: Testing and Analyzing the Reasoning

This is the most important step in the teaching process. It gives students in the class the opportunity to discuss their reasoning. The teacher may want to use a small grouping technique at this point to help the students focus on their reasons. For example, the teacher could divide the class into groups containing 4-6 students. Each group could consist of individuals who agree on the action that Mark should take. Give the students a specific task. For example, have the members of the group make a list of reasons for holding the position that they do. Also, ask the students to select the two best reasons for their position and prepare for the full class discussion.

After a short period of time (5-10 minutes) bring the students back together for a full class discussion. Make sure the chairs are in a circle so that students can easily communicate with one another. As the teacher, you should facilitate a class discussion using the following types of probing questions and activities:

- Ask one group to report their reasons in support of their particular position.
- Ask another group to respond from their point of view.
- What is the best reason for Mark to take the action that you recommended? Why do you think that is the best reason?
- What obligations does Mr. Samson have to treat Mark fairly?
- Which is more important—Mark's keeping the job or reporting Mr. Samson? Why?
- From Ms. Williams point of view, what should Mark do?
- Should Mark's police record make a difference? Why or why not?
- Should you always report an employer who is violating the law? Why or why not?
- How should you handle situations where you are not getting along with your employer?
- What should Ms. Williams do when she finds out about the situation?

Step Four: Reflecting or Summarizing the Reasoning

At the end of the discussion ask the students in the class to think about all the different reasons they have heard during the discussion and then reconsider the original question about what Mark should do in a situation like this.

Selected Bibliography

Galbraith, R. & T. Jones. "Teaching Strategies for Moral Dilemmas: An Application of Kohlberg's Theory of Moral Development to the Social Studies Classroom," in *Social Education*. January 1975. Vol. 39, No. 1. pp. 16-22.

____. *Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom*. Anoka, Minn. Greenhaven Press, Inc. 1976.

Kohlberg, Lawrence. "Moral Development and the New Social Studies," in *Social Education*. May 1973. Vol. 37, No. 5.

THE PURSUIT OF PLEASURE

Rationale

America is the only nation in the entire world whose Constitution guarantees the pursuit of happiness as an unalienable right. But just how do we Americans go about pursuing happiness? Is the pursuit of happiness the same for us as the pursuit of pleasure—"having fun"? Let's consider how we use our leisure hours for personal enjoyment, and what our spare-time activities say about our goals as individuals, as families, as a nation. Isn't one of the reasons we try to "succeed" so that we will have more ease, comfort, pleasure, happiness? The hardships of revolution, of taming the frontier, of building an economy with immigrants and a sharecropper labor—all these assured that young America would not soon grow soft. But now our labor-saving devices, facilities for recreation, entertainment and sport, ever higher levels of nutrition and hygiene have become the admiration of the world; do these achievements put us in danger of succumbing to excessive luxury? What kind of enjoyment do we want? Do we have to win to enjoy ourselves? Or watch someone else lose—in a stadium, on a TV screen, in a movie house?

(From The American Issues Forum Calendar issued by The National Endowment for the Humanities.)

This unit focuses on the ways Americans have enjoyed their leisure time. Using an inquiry strategy, students analyze a variety of evidence to formulate conclusions about leisure in American society, past and present. Students begin by dealing with leisure in the United States today. After an initial brainstorming session, students employ a series of analytical questions useful in studying and analyzing the concept of "leisure." These questions include: What leisure activities exist? Who takes part? When and where do various leisure activities take place? What do people have to give up in order to take part in various leisure activities (opportunity cost)? After students have used this model to investigate leisure today, they can apply it to leisure in any time period in American history. Re-application of this concept should help students self-evaluate their own decisions concerning choices of leisure activities today.

Unit Objectives

Inquiry Goals: Given data about leisure in colonial America, students will be able to:

- Recognize a problem from data—What was leisure like in colonial America?
- Formulate an hypothesis(es) about leisure in colonial society.
- Test hypothesis(es) about leisure in colonial society by
  - -deciding what data will be needed
  - -selecting or rejecting sources on the basis of their relevance to hypothesis(es)
- Interpret, analyze, and evaluate data by
  - -selecting relevant data from sources provided
  - -interpreting the data
  - -evaluating the sources

- Evaluate the hypothesis(es) in light of the data by
  -modifying the hypothesis(es) if necessary
  -rejecting a logical implication unsupported by data, or
  -restating the hypothesis(es) in their own words
- State a generalization about leisure in colonial American society.

(Adapted from Edwin Fenton, *A Rationale for the Second Edition of the Carnegie-Mellon Social Studies Curriculum.* Holt, Rinehart and Winston. 1971. pp. 9-10.)

Teaching Plan

Day One

Materials: Use either slides or flat pictures which show different kinds of leisure activities popular in colonial society. See bibliography at the end of this unit.

Introduction: On day one, use a brainstorming technique to get students to list the kinds of leisure activities we engage in today. List student responses on the board and have students group these responses and then label each group. For example, students might group activities in the following ways: outdoor/indoor; free/expensive; popular/restricted; seasonal/year 'round.

Use the student generated lists and groupings to formulate a series of analytical questions which focus on leisure activities. For example: What leisure activities exist? Which are most popular, least popular? Most costly? Least costly? Who takes part in various leisure activities? Where do various leisure activities take place? What must a person give up in order to take part in various leisure activities (opportunity cost)?

After students have listed a series of analytical questions about leisure activities today, have them study the slides or flat pictures of leisure in colonial society. After students finish, have them formulate hypotheses about leisure in colonial America. Be sure students focus on the analytical questions listed above.

Day Two

Materials: See bibliography.

Introduction: Have students present their hypotheses about leisure in colonial society to the class. Ask students to note the evidence they used to formulate each hypothesis. You might write several hypotheses on the board. Select one or two of them and have students list the kinds of evidence which will either support or modify these hypotheses. For example, if students agree that most colonial leisure activities took place in and around the home, what kinds of evidence will support this hypothesis? What evidence will modify it? Ask each student group to put their hypotheses in the form of an "If...then" statement. Again, if colonial leisure activities mostly took place in and around the home, then we expect to find families involved in various forms of leisure. We do not expect to find

community sports, village commons used for recreation, or "team" sporting events. Using student-generated analytical questions, students should begin to test their hypotheses. The suggested bibliography provides a variety of printed materials students can use to test their hypotheses concerning leisure in colonial society.

Days Three and Four

Materials: See bibliography.

Introduction: Using suggested bibliography and other materials which meet the individual needs of your students, have students continue to test their hypotheses about colonial leisure activities. If students need additional guidance in testing, you might use Student Handout 1 below.

Day Five

Materials: Student conclusions.

Introduction: Student groups or individuals should report their findings to the class. Encourage students to offer evidence to either support or modify their original hypotheses about leisure in colonial society. Help students generate a class conclusion which deals with the original problem: What was leisure like in colonial America? Be sure students include evidence which focuses on the analytical questions listed on Day One.

Once students feel confident with the inquiry model, you might design a series of lessons which deal with leisure activities in later periods of American history, e.g., pre-industrial; industrial; the future. Students might compare/contrast leisure activities in each time period.

STUDENT HANDOUT 1

1. Restate the problem in your own words.

2. List analytical questions useful in studying the problem.

3. State hypotheses-tentative answers to the problem.

4. List sources you will use to test your hypotheses.

Author	Title	Pages/Chapters

5. (A) Evidence which supports your hypotheses.

   (B) Evidence which modifies (changes) your hypotheses.

6. Conclusions about leisure in colonial society.

Rationale

Traditionally, Americans have relied on their ingenuity, expertise, and wisdom to solve troubling social, economic, and political problems. American inventors, political and economic theorists, social reformers, and scientists have devised solutions to problems ranging from unemployment and civic unrest to polluted drinking water and natural resource shortages. In each case, these problem-solvers employed a systematic strategy which can be classified into several distinct stages. After defining the specific problem under consideration, researchers listed alternative solutions to this problem and evaluated the positive and negative effects and consequences of each alternative. In making a final determination, scientists utilized all evidence collected and selected that alternative solution which they felt best solved the original problem.

In this unit, students learn and apply a problem-solving strategy similar to the one outlined above. In any democratic society, active, involved citizens need those analytical inquiry skills which will help them carefully examine and evaluate alternative solutions to problems. As outlined in "Goals for Elementary, Secondary, Continuing Education in New York State" by Commissioner Ewald B. Nyquist, students need to acquire "the logical process of thinking creatively, critically, and constructively in problem solving, planning, evaluation, analysis and research." In this unit, using data about the Alaskan pipeline debate, students will:

- Define a problem to be solved. This process includes understanding the problem thoroughly, deciding what goals should be reached, and recognizing the values implied in the decision.
- State all possible ways to reach the goals or solve the problem.
- Evaluate carefully the probable effects that each proposed solution might have, discarding those that seem impractical or harmful in the process.
- Choose the policy or solution that appears likely to achieve most of the goals aimed for, remembering that no policy is perfect.
- Review the choice to see whether the setting of the problem has changed and whether the goals and values of the decision-makers have remained the same.[1]

The Alaskan pipeline debate was chosen since it continues to represent a controversy in terms of its social and economic impact on Alaskans and on American energy policies. The pipeline also serves as another example of how American technology is being applied to solve one of our major economic problems. Since the major objective of this unit focuses on problem-solving, similar kinds of controversies can be substituted as long as students are required to systematically investigate alternative solutions to a problem.

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[1]Fenton, Edwin, A Rationale for the Second Edition of the Holt Social Studies Curriculum. (Holt, Rinehart, and Winston, 1971), p. 18.

Teaching Plan

Day One - Defining the Problem

Introduction: During this class session, students should use a variety of materials to define the Alaskan pipeline problem in its historical perspective. The attached bibliography notes sources which students may refer to in order to accomplish this task. The material below serves as a sample of the kinds of evidence students should use. Student Handout 1 will be used throughout this unit to guide students in their problem solving (see page 28.)

A Case Study: Oil On Ice

Introduction

In early 1968, the Atlantic Richfield Company (ARCO) discovered oil on the North Slope of Alaska near Prudhoe Bay. For the next five years, lawmakers, Alaskan citizens, oil company officials, and leaders of environmental organizations proposed ways to move this oil to refineries in the United States. Oil companies and most Alaskan citizens favored building an 800-mile oil pipeline from the oil wells on the North Slope to the port city of Valdez. From Valdez, ocean-going oil tankers would transport this oil to refineries in the United States. Most environmental groups opposed a trans-Alaskan pipeline. Some groups opposed any development of the North Slope oil reserves. Other groups supported a plan which called for construction of a 1,600 mile pipeline across Canada. A third alternative plan offered by environmentalists called for the use of huge oil tankers to carry the oil directly from the North Slope to refineries in the United States.

Note: For a more complete description of problem, see:

Barry, Mary Clay. The Alaskan Pipeline. Indiana. 1975. pp. 85-90.

Norman, Charles A. "Economic Analysis of Prudhoe Bay Oil Field," in Alaskan Oil: Costs and Supply, eds. Adelman, Bradley, and Norman, pp. 31-36. (See article, page 34.)

The map on the following page shows the route of the proposed Alaskan pipeline. Locate the following features on this map:

- Prudhoe Bay
- Proposed pipeline
- Valdez
- Fairbanks
- The fault systems (A fault system shows areas where the earth's crust has fractured or cracked. Earthquakes usually occur along fault lines.)
- The North Slope

Student Handout 1.

NAME _____

Directions: Each student will complete the following worksheet.

1. Define the problem outlined in the case study. _____

_____

_____

2. List the four alternative solutions to the pipeline problem. Can you think of any other solutions?

   A. _____

   B. _____

   C. _____

   D. _____

   _____

   _____

3. If law-makers used solution A, what would happen? _____

   _____

   If law-makers used solution B, what would happen? _____

   _____

   If law-makers used solution C, what would happen? _____

   _____

   If law-makers used solution D, what would happen? _____

   _____

   If law-makers used your solution, what would happen? _____

   _____

4. Choose the solution which best solves the problem. Explain why you and your partner selected this solution rather than the others.

   _____

   _____

   _____

5. Using information from additional sources, note the effects the pipeline project has had on Alaska and its people. You might classify these effects in some useful manner, e.g., harmful versus beneficial or positive versus negative.

   _____

   _____

   _____

Day Two - Alternative Solutions to Alaskan Pipeline Problem

Introduction: During this class session, students should outline the alternative solutions to the pipeline controversy as noted in the sources provided (see Bibliography). The material below serves as a sample of the material students will need to accomplish this task. When students finish, they should summarize this information on Student Handout 1.

Arguments Against Development of the North Slope Oil Fields

The Sierra Club, a national environmental organization, opposed the development of the North Slope oil fields. Club members offered the following arguments:

1. Construction of the Alaskan pipeline will harm plant and animal life in Alaska. Is oil more valuable than Alaskan wildlife and scenery?

2. An earthquake could break the pipeline and result in a damaging oil spill. In 1964, an earthquake destroyed part of the city of Valdez.

3. An oil pipeline through Canada would cause less damage to the Alaskan environment.

4. Lawmakers should find ways to encourage people to use less oil. Lawmakers should not promote the construction of more oil fields as long as we continue to waste energy fuels.

Arguments in Favor of Oil Tanker Ships

(From The Alaska Pipeline. Copyright 1975 by Mary Clay Berry. Reprinted by permission of Indiana University Press.)

. Should we use oil tankers to transport oil from Alaska to the United States? Why or why not?

On August 24, 1969, the 1005-foot icebreaking oil tanker S.S. Manhattan left Delaware Bay for a three-month journey to the Alaskan North Slope. The Humble Oil and Refining Company (EXXON) built the supertanker to find a sea route to the North Slope oil fields. EXXON hoped to use the Manhattan to transport oil from Alaska to the east coast. On November 12, 1969, the Manhattan returned to New York City after successfully breaking through the ice-covered Arctic Ocean. EXXON and other oil companies supported the use of oil tankers. However, some environmental groups argued that oil tanker accidents would harm the world's oceans.

Argument in Favor of the Alaskan Pipeline

(Reprinted by permission of the Atlantic Richfield Company.)

The Alyeska Pipeline Service Company, which included representatives from ARCO, EXXON and British Petroleum (BP), supported the trans-Alaskan pipeline. Alyeska offered the following arguments:

1. Using modern technology, a pipeline can be built without ruining the Alaskan environment.

2. Most of the Alaskan pipeline will be built underground. The pipeline will not interfere with the movement of wildlife such as the caribou.

3. The Alaskan pipeline would be cheaper, shorter, and safer than a pipeline built across Canada.

Note: For additional information concerning alternatives, see - Berry, Mary Clay, The Alaskan Pipeline, pp. 109-111.

Day Three - Evaluating Alternative Solutions to Alaskan Pipeline Problem

Introduction: On Day Three, students should evaluate each alternative solution in terms of its effects—harmful versus beneficial - negative versus positive. Using item 3 on their Student Handouts, students should state what they think would happen if lawmakers employed each of the alternatives outlined on Day Two.

Day Four - Selecting an Alternative Solution to the Alaskan Pipeline Problem

Introduction: During this class session, students should use all of the evidence they have collected to make a decision regarding the best alternative solution to the Alaskan pipeline problem. Remind students that even though the Congress and President have already approved construction of a pipeline, their solutions may differ based on the evidence collected.

Day Five - Evaluating and Reviewing the Effects of the Final Decision

Introduction: On the fifth day, students should review and evaluate the effects of the solution adopted by Congress and the President. As students review this material, they should classify the evidence in terms of harmful versus beneficial effects or some other appropriate scheme.

Day Six - Summary and Debrief

Introduction: On the final day of this unit, have students review the steps they completed in order to arrive at a final solution to the pipeline problem. Note that the process they employed can be used to study other public policy problems, e.g., United States role in Angola; gun control; decriminalization of marijuana; student rights.

Students might suggest other topics which then can be analyzed, using the decision-making strategy outlined in the Rationale on page 24.