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**ABSTRACT**

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1983, 1984, and 1985, are presented. The objective is to provide analyses of curriculum materials that will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The "Data Book" is organized into four major sections. The first major section contains analyses of elementary (K-6) social studies materials, including three new basal programs. Twenty supplementary materials are also briefly described. The second major section is devoted to secondary (7-12) curriculum materials. Twenty new analyses of basic textbooks are presented, along with nine shorter analyses of revised editions. The secondary curriculum materials section concludes with 24 brief descriptions of supplementary materials. The third section of the "Data Book" includes 26 short analyses of teacher resource materials. The fourth and concluding section contains descriptions of curriculum guides and units available through the ERIC system. Indexes are provided for author/editor, grade level, publishers, and subject area. Publishers' addresses are provided. (RM)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES  
Volume 10

Edited by Kay K. Cook

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## CONTENTS

Acknowledgments . . . . .	iv
Introduction . . . . .	1
Analyses of Elementary Curriculum Materials . . . . .	7
Textbooks . . . . .	9
Supplementary Materials . . . . .	15
Analyses of Secondary Curriculum Materials . . . . .	23
Textbooks . . . . .	25
Supplementary Materials . . . . .	74
Analyses of Teacher Resource Materials . . . . .	83
Analyses of ERIC Documents . . . . .	101
Indexes	
Author/Editor/Developer Index . . . . .	119
Grade-Level Index . . . . .	120
Publisher Index . . . . .	121
Subject-Area Index . . . . .	122
List of Publishers' Addresses . . . . .	123

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Kay K. Cook

## INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions that are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources.

Our objective is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

### Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrisett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrisett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound ver-

sion of the Data Book. The paperbound version gives periodic updates to the previous volumes. This annual volume is funded as a major clearinghouse publication of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

### Organization and Use of the Data Book

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection.

Analyses of curriculum materials in the Data Book are divided into sections by grade level clusters. Thus, the first major section of the book contains analyses of elementary (K-6) social studies materials; three new two-page analyses of basal programs are followed by 20 brief descriptions of supplementary materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 20 new analyses of basal programs are presented, along with 9 shorter analyses of revised editions. The secondary curriculum materials section concludes with 24 brief descriptions of supplementary materials. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The analyses of elementary and secondary materials are organized in the same way. The two-page analyses of new materials are presented first, arranged in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

The two-page analyses are followed by the shorter analyses of revised editions, also arranged in alphabetical order by title. These shorter analyses include all the heading information provided in their longer counterparts, along with a reference to the Data Book volume in which the previous edition was reviewed, an overview of the most significant features of the materials, a description of the major revisions in this edition, and the analyst's comments and suggestions.

The third section of the Data Book includes 26 short analyses of teacher resource materials. The analyses of books for teachers are arranged alphabetically by title. Each analysis includes a heading listing the authors or developers, publisher, publication date, grade level, a description of the materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty-five social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. The abstracts, adapted from those published in Resources in Education (RIE), are arranged alphabetically by title. For each, the ED number is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the Data Book. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

### Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

This year, we are attempting to analyze all new and revised basal programs. Most of the programs analyzed are texts, but materials in other forms are also included if they are designed to serve as the core material for a social studies course of at least nine weeks. Full two-page analyses of revised editions are written only if the text has not previously been reviewed or if the revisions are so substantial that the original analysis would no longer be descriptive of the program.



Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners. Some of the materials listed in the teacher resource section are also available from ERIC; this information is noted in the analyses. However, they are listed in the teacher resource section because they are easily available from publishers who distribute materials on a nationwide basis. In contrast, the materials listed in the ERIC documents section are either instructional units available only through ERIC or state and local curriculum guides.

### A Word About Readability

For textbooks analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability. The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages in one eighth-grade text may range from fifth to eleventh grade and another eighth-grade text may contain sample passages only ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used.

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context; for example, use of phonetic respellings or definitions of a word within a sentence in the passage.

Many publishers prefer the Dale-Chall scale (or Spache formula for primary grades) to the Fry graph. While the Fry graph uses the criteria of word and sentence length, Dale-Chall scores are based on sentence length and the percentage of words not appearing on a list of 3,000 familiar words. The Dale-Chall formula does take account of repetitive use of words not on the basic list (often long words) and of proper names, two factors that contribute to high Fry scores. With its 30-some rules and list of 3,000 words against which passages must be checked, however, the Dale-Chall scale is much more difficult to apply.

None of the readability formulas assess all--or even most--of the many factors that affect students' ability to read a particular work. The following are some factors relating to content/presentation and format/design that should be considered in assessing the readability of text materials.

## Content/Preparation

1. Generally, the shorter the sentences, paragraphs, and chapters in a work, the lower the readability level. Unusual writing styles or difficult stylistic variations in sentence structure may make understanding a passage more difficult than an initial examination might indicate, however.
2. Definitions of new terms may be placed in the text, in marginal notes, in a glossary, or in some combination of these. Different placements may be more appropriate for different groups of students.
3. If many new ideas are presented in a relatively short passage, that passage will be more difficult for students to read. Conversely, previous experience with content covered in a passage will make that passage easier for students to read.
4. Advance organizers often help direct the student's reading, thus lessening the difficulty of the reading task.
5. Passages that address issues that spark student interest are more likely to be read.

## Format/Design

1. The amount of print on a page affects readability. A great deal of print per page can make a book difficult and intimidating for students to read. The publisher must make trade-offs in determining how much print to place on each page; the publisher who opts for comprehensive coverage of content or tight control on costs may sacrifice general attractiveness and reading ease.
2. Print size varies somewhat from text to text. The amount of leading (white space) placed between lines varies more substantially and can affect reading ease and general appearance of the text.
3. Text that runs into the gutter makes reading difficult.
4. Most texts are presented in a single- or double-column format. Single columns that are too wide, double columns separated by a narrow margin, and triple columns can have a negative effect on readers who have difficulty tracking.
5. Use of color enhances the general attractiveness of a text, making it more appealing to students. High contrast between the print and paper also eases reading. Print placed over photographs or on colored paper may be difficult for some students to read.
6. Graphics and pictures will aid students in reading if the illustrations are tied to the narrative, reinforcing or supplementing the narrative message in some way. Placement of illustrations is also important. Graphics that break up a passage are not helpful. Illustrations placed at the beginning or end of a passage or used to divide sections will be helpful to students if used in instruction.

Because of the specific disadvantages of the Fry graph and the general problems with readability formulas, we strongly urge you not to select or eliminate any book you are considering based on readability scores alone. We include our own reading analysis and that of the publisher (when available) simply to give you an idea of the average reading level of the text. Textbook selection or nonselection should not rest on reported readability levels alone.

## ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
<b><u>New Analyses</u></b>		
1	HBJ Social Studies	9
2	Heath Social Studies	11
3	Laidlaw Social Studies Series	13

## DESCRIPTIONS OF ELEMENTARY SUPPLEMENTARY MATERIALS

4	Across Cultures	15
5	Assignment: The World	15
6	Beginning Responsibility	15
7	Children's Press Series	16
8	China: Changing a Nation	16
9	Cop Talk.	16
10	Disney's Beginning Map Skills Series	17
11	Faces	17
12	Game of the States	17
13	Hands-On Geography	18
14	History Through Art and Architecture	18
15	Japan: Technology and Tradition	18
16	Learning about Government with Goofy	19
17	Map Skills Poster Set	19
18	Martin Luther King, Jr.: A Peaceful Warrior	19
19	People of America's Frontier	20
20	Soviet Union, The	20
21	Spirit of America Poster Kit	20
22	Statue of Liberty, The	21
23	Story of America, The	21

## 1. HBJ SOCIAL STUDIES

**Author:** Various  
**Publisher:** Harcourt Brace Jovanovich, Inc.  
**Publication Date:** 1985  
**Grade Level:** K-6  
**Materials and Cost:** 7 texts, hardbound (except K), 60 pp to 582 pp, \$3.99 to \$12.90; teacher's editions, spiralbound, 106 pp to 603 pp, \$9.00 to \$19.50; supplementary materials include teacher's resource books for grades 1-6 and workbooks, test booklets, and map books for grades 3-6.  
**Subject Area:** Interdisciplinary social studies

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### Overview

This new elementary program is far different from the publisher's former offering, Living in Our World. Using a traditional widening-horizons approach to social studies content, this new series focuses on providing concepts related to geography, history, government/citizenship, economics, and sociology/culture. The new version also places heavy emphasis on visuals and skills, offering a sequential skills program with six separate strands: map and globe skills; chart and graph skills; time skills; thinking skills; citizenship skills; and reading, writing, and study skills. The series differs from earlier series offered by this publisher in that a new kindergarten edition is available. In addition, the level 4 text in the earlier series, The Earth, has been replaced by States and Regions. Components for the one-year program include a teacher's edition of the text, student workbooks, chapter and unit tests, and a map book for students in grades 3-6.

### Required or Suggested Time

The student texts in this series are each designed to provide a full year of social studies instruction. Although an overall time scheme is not provided,

time expectations for completing individual lessons are indicated for each lesson.

### Intended User Characteristics

Although this series is designed primarily for use in teacher-directed, whole-group classrooms, many elements in the texts permit or encourage individual reading, research, or other individualized or small-group activities. Every lesson plan provides activities identified as easy, average, or challenging.

A Fry reading analysis indicated that the grade 1-6 materials are consistently one to two grades above their designated grade level. Although the reading material may prove to be somewhat challenging at all grade levels, there are a significant number of reading helps including visual cues, advance organizers, vocabulary lists, focused reading questions, glossaries, and new words presented in boldface type. No special teacher training is required.

### Rationale and General Objectives

The main purpose of the program is to "provide a solid base of facts, ideas, and skills relating to our country's history, geography, government, and economic system. Another major

purpose is to enable students to make meaningful comparisons from this knowledge base to other nations and peoples of the world, past and present."

### Content

The subject matter of the texts in HBJ Social Studies is organized generally around the traditional widening-horizons approach, starting with friends in Kindergarten and ending with the world in Level 6.

Kindergarten, Friends, introduces students to their uniqueness as individuals, basic needs, friends in the school environment, and the physical world around them. Families, the Level 1 text, introduces students to their own uniqueness, the uniqueness of families, the difference between wants and needs, changes in the world around us, American history and traditions, and countries of the world that are alike and different from our own. The Level 2 text, Neighborhoods, focuses on living in neighborhoods, and working to meet individual and community needs and wants.

Expanding geographically, Level 3, Communities, focuses on how the people live and work together in communities in the United States and around the world past and present. In level 4, States and Regions, students examine the landforms and regions of the United States in detail and then compare these with similar areas around the world. Level 5, The United States, presents a chronological narrative from the arrival of the first Americans to the modern age. In Level 6, The World, students look at the geography, history, and culture of the regions of the world.

### Teaching Procedures

In addition to introductory materials

explaining overall use of the text, the teacher's edition contains the following for each chapter: an overview; detailed information on the photograph used to introduce the unit theme; background; step-by-step development of the lesson; a list of workbook pages that may be used with the lesson; and a statement of the lesson objectives. Other features include: instructions for using the skill-building activities; answers to questions presented in the chapter reviews; unit projects; reinforcement and enrichment activities labeled for students of varied abilities; unit materials and resources that may be used for reinforcement and evaluation; annotations about the people or events mentioned in the text; reproductions of home letters (in English and Spanish) intended to promote better communication between school and the community; and "Skill Extenders" which reinforce previously taught skills.

### Evaluative Comments and Suggestions

HBJ Social Studies is a well-written, comprehensive set of materials. The teacher's guides are excellent resources. The series' only significant drawback in this analyst's view is that the advanced reading level throughout the series may not be suitable for students with reading difficulties.

One major strength of the program is its excellent use of colorful charts, maps, timelines, illustrations, and photographs. The organization of the teacher's editions surpasses that used in earlier series by this publisher. Another notable feature is the strong emphasis on geography. The heavy attention to history, economics, and student involvement activities also distinguishes this program from others on the market.

## 2. HEATH SOCIAL STUDIES

Authors:	Various
Publishers:	D.C. Heath and Company
Publication Date:	1985
Grade Level:	K-7
Materials and Cost:	7 texts (1-7), hardbound, 144 pp to 520 pp, \$7.80 to \$13.39; teacher's editions (1-7), spiralbound, 148 pp to 534 pp, \$14.25 to \$19.20; Kindergarten teacher's edition (includes teacher resource book and posters), spiralbound, 222 pp, \$15.75; supplementary materials include teacher's resource books (1-7); posters (K-7); worksheets, outline maps, and test duplicating masters (3-7); and workbooks and teacher's editions to the workbooks (3-7).
Subject Area:	Interdisciplinary social studies

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### Overview

This new elementary program is organized around an expanding environments scheme and draws its content from the social science disciplines, primarily geography, history, government, economics, anthropology, and sociology. The skills taught in Heath Social Studies are divided into two categories: social studies and study skills. The new series differs significantly from the earlier Heath series (1982) in that: (1) the titles used in the new series more specifically reflect the content and level of the materials; (2) the sixth grade edition of the former sequence, People of the World, has been written into a two-volume edition aimed at students in both grades 6 and 7; and (3) the new series is more attractively presented than previous Heath series.

### Required or Suggested Time

Materials for each of the seven grade levels in Heath Social Studies are sufficient for a one-year course. Although suggested time allotments are not specified for daily lessons, a unit organizer at the beginning of each unit presents a chart listing chapter or lesson, pages scheduled, number of

days required to complete the chapter, suggested tie-in activities from other disciplines, related worksheets, and special arrangements. The reinforcing and tie-in activities suggested for lessons require extra time.

### Intended User Characteristics

The intended audience for this series is students in grades K-7. Reading level for each text is not specified by the publisher. A Fry readability analysis for each text showed that despite "Study Helps" designed to help students become better readers, the texts exhibit some inconsistency in readability. Average reading levels range from one to two levels above designated grade level. Although some teaching suggestions for dealing with individual differences are given, they do not generally provide alternative strategies for presenting the core content of the lesson and thus may not be of great help to a teacher with many students with reading difficulties.

No teacher training is required to use the series.

### Rationale and General Objectives

The rationale underlying Heath Social Studies is that social studies should

focus on helping students understand the world around them and build knowledge, skills, and values essential to responsible citizenship. Four general aims are given for the program: "(1) to help students understand how they are linked to other people in the community, state, region, nation; and world; (2) to prepare students for responsible citizenship; (3) to foster pride in the United States and build an appreciation of the nation's cultural heritage; and (4) to acquaint students with other nations in the world and other ways of life."

### Content

The content of the series moves from a study of the child's immediate environment in the primary grades to an examination of more distant places and events at upper grade levels. The kindergarten edition, Starting Out, focuses on the child, the family, and community.

The first grade text, Homes and Neighborhoods, focuses on the child's home, school, goods and services, and holidays around the world. The second grade text, Neighborhoods and Communities, proceeds to learning about the communities past and present and in the United States and the world. The third grade text, Communities Large and Small, focuses on how technology has changed communities.

Regions Near and Far, the fourth grade text, explores six regions of the United States--the Northeast, the Southeast, the Middle West, the Southwest, the Rocky Mountain Region, and the Pacific Coast Region. The fifth grade text is a people-oriented, chronological history of the United States, The United States Past and Present.

The final texts, recommended for use in grades 6 and 7, focus on world his-

tory and current world events. The World Past and Present offers a chronological world history with an emphasis on the Eastern hemisphere. The World Today focuses on nine world culture regions--the United States and Canada, Latin America, Africa, the Middle East, Southern Asia, East Asia, the USSR, Europe, and Australia and the Pacific Island.

### Teaching Procedures

The focal point of each unit's organization is the "Resource Center" section of the teacher's guide, which offers varied project ideas, outline maps, family involvement sheets, posters with bulletin board ideas, and bibliographies. For the unit at a glance, a unit organizer is provided. Daily lesson plans present concise objectives, background information, a variety of activities, and tie-ins to other subject areas.

Teaching aids include teacher's resource books (K-7), a collection of blackline masters that include "Skills and Reading Worksheets," unit and chapter tests, outline maps, and family involvement sheets. Other supplementary materials include a series of posters (12 for each grade) that are reproductions of key maps, diagrams, and illustrations in the pupil's text; student workbooks; teacher's annotated editions of the student workbooks; and duplicating masters of materials found in the teacher's resource books.

### Evaluative Comments and Suggestions

This is a sound, well-presented program that is logically organized and informative. In general, the 1985 Heath Social Studies series shows improvement over previous Heath series in its presentation, skill development, revised content, and supplementary materials.



### 3. LAIDLAW SOCIAL STUDIES SERIES

**Authors:** Beverly Jeanne Armento, Jesus Garcia, Roy Erikson, and Herbert C. Rudman

**Publisher:** Laidlaw Brothers

**Publication Date:** 1985

**Grade Level:** K-6

**Materials and Cost:** Teacher's edition (K), spiralbound, 80 pp, \$6.00; text (K), paperbound, 80 pp, \$2.79; 6 texts (1-6), hardbound, 144 to 480 pp, \$7.56 to \$14.94; 6 teacher's editions, spiralbound, 150 pp to 480 pp, \$9.42 to \$24.45. Supplementary materials include teacher's resource books (1-6) and consumable skills books (1-6).

**Subject Area:** Interdisciplinary social studies

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#### Overview

The 1985 Laidlaw Social Studies Series is designed to help students in grades K-6 develop "skills and concepts for responsible citizenship." Organized around an expanding environments content, the series places heavy emphasis on its skills component which focuses on the following areas: (1) maps and globes, (2) charts and graphs, (3) study and library skills, (4) critical thinking, (5) reading, (6) writing and speaking, and (7) citizenship and life skills.

A teacher's edition of the textbook, a teacher's resource book, and a consumable skills book for students are available for each level.

#### Required or Suggested Time

This series provides enough material for a year's work at each grade level. Although not specifically indicated in individual lessons, planning guidelines in the teacher's edition suggest the following estimates of class time: 25-35 minutes per lesson in the primary grades and 45-60 minutes per lesson in the intermediate grades. Detailed pacing charts for basic, minimum, and maximum teaching plans are provided in the teacher's edition for each level.

#### Intended User Characteristics

The series is designed for use by elementary students in grades K-6. Our assessment of reading level with the Fry formula found the texts to average a grade or two above grade level. New words, however, are usually in bold print and defined in context. Prereading and postreading questions in combination with clear teaching visuals, photographs, and illustrations help enhance comprehension. Developers emphasize the program's adaptability to individual and classroom needs through the provision of basic, minimum, and maximum teaching plans for each unit; alternative teaching strategies for each lesson; and a variety of enrichment and extension activities that enable teachers to adapt lessons to specific needs.

No special teacher training is required to use the series.

#### Rationale and General Objectives

The program is designed to help students develop a foundation of essential skills and concepts for responsible citizenship in a global society by providing them with necessary knowledge for understanding societies and cultures throughout the world. General and specific objectives

are provided for each grade level.

### Content

The content of the series generally follows the traditional expanding environments approach. The consumable kindergarten book, Living With People, provides a readiness program in which students focus on themselves, their homes, their friends, helpers in the community, choices, rules, and holidays. In the grade 1 text, Living in Families, students develop an awareness of different families around the world. This same approach is used in the grade 2 text, Living in Neighborhoods. Grade 3, Living in Communities, focuses on diverse communities in the United States and in the world. Living in World Regions, the text for grade 4, introduces students to different regions of the world. Grade 5, Living in Our Country, is a chronological survey of U.S. history. The final text (grade 6), Living in the World, provides a chronological regional survey of world history highlights.

### Teaching Procedures

The spiralbound teacher's editions contain instructional suggestions, background information, and activities. Two teaching strategies for each lesson are offered in order to make lessons

more adaptable. Other features of the teacher's edition include answers to review questions and tests; reproductions of all skills and extension masters; three teaching plans for each unit (basic, minimum, and maximum); and computer courseware suggestions. New vocabulary words are identified at the opening of each lesson along with learning objectives, unit and chapter background information, teaching strategies, ideas for teaching special features, and a multimedia guide and list of suppliers. The teacher's edition also provides scope and sequence charts for skill development.

The "Teacher's Resource Book" provides a collection of reproducible blackline masters of the following: (1) extension activities; (2) unit and chapter tests; (3) two pages of home/school materials per unit, designed to explain the unit to parents and suggest social studies activities for parent and child; (4) learning aids, consisting primarily of outline maps; and (5) skills activities for levels 3-6.

### Evaluative Comments and Suggestions

The strength of the program lies in its excellent skills program. The program could be improved by focusing less on reading and discussion as teaching strategies and more on active learning approaches.

#### 4. ACROSS CULTURES

**Publisher:** Agency for Instructional Television  
**Publication Date:** 1983  
**Grade Level:** 6-7  
**Materials and Cost:** Videocassette, \$125; videokit, \$525  
**Subject Area:** Social studies, geography, multicultural education

The series presents daily lives of real families: the Japanese, Tarahumara, and the Baouli.

#### 5. ASSIGNMENT: THE WORLD

**Publisher:** Agency for Instructional Television  
**Publication Date:** 1982  
**Grade Level:** 6-8  
**Materials and Cost:** Television program for open/closed circuit systems, ITFS, CCTV, and CATV, \$32.50-\$42.50 per program  
**Subject Area:** Social studies, world history, current events

Designed to involve students actively, the series presents coverage of the week's top news stories.

#### 6. BEGINNING RESPONSIBILITY: RULES ARE FOR GORILLAS, TOO (2nd Ed.) and BEGINNING RESPONSIBILITY: LEARNING TO FOLLOW INSTRUCTIONS (2nd Ed.)

**Publisher:** Coronet Films  
**Publication Date:** 1984  
**Grade Level:** K-4  
**Materials and Cost:** 16 mm film, \$259, \$280; videocassette, \$181, \$196  
**Subject Area:** Social studies, citizenship education

Humor provides the medium through which children learn the importance to society of obeying rules and following instructions.

## 7. CHILDREN'S PRESS SERIES

**Publisher:** Children's Press  
**Publication Date:** 1977-present  
**Grade Level:** K-10  
**Materials and Cost:** Hardbound student books, \$6.95-\$14.95 for each story within series; quantity discounts available  
**Subject Area:** U.S. history, world history, geography

The titles of the series are: Enchantment of the World Series (K-4); Young People's Stories of Our States (grades 2-3); The New Enchantment of America State Books (grades 5-7); People of Distinction (grades 4-6); Cornerstones of Freedom (grades 3-6); and Frontiers of America (grades 3-10). The student books are designed to enrich social studies units at each grade level.

## 8. CHINA: CHANGING A NATION

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** 4 filmstrips/cassettes, teacher's guide in looseleaf notebook, \$149  
**Subject Area:** World history

Separate filmstrips examine the land, people, economy, and history of China. The teacher's guide contains 24 student "skill boosters" and activities to increase student awareness of Chinese culture.

## 9. COP TALK

**Publisher:** Agency for Instructional Television  
**Publication Date:** 1981  
**Grade Level:** 6-8  
**Materials and Cost:** Videocassette, \$125-\$180 each; teaching guide \$0.95 (discounts available)  
**Subject Area:** Citizenship education, law-related education

Five programs present realistic encounters between youth and the law. Topics are shoplifting, vandalism, search and seizure, runaways, and the role of the police officer.

## 10. DISNEY'S BEGINNING MAP SKILLS SERIES

**Publisher:** Walt Disney Educational Media Company  
**Publication Date:** 1983  
**Grade Level:** K-3  
**Materials and Cost:** 6 color filmstrips, cassettes, \$170  
**Subject Area:** Geography

The series introduces basic map concepts, cardinal points, distance and scale, symbols, and practical uses of maps.

## 11. FACES

**Publisher:** Cobblestone Publishing, Inc.  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** Periodical, 10 issues a year, \$16.50  
**Subject Area:** Social studies, anthropology

A colorful, young reader's magazine on anthropology, the October issue features mollusks and their uses as money and as a basis for art, architecture, and fashion.

## 12. GAME OF THE STATES

**Publisher:** Milton Bradley Company  
**Publication Date:** 1984  
**Grade Level:** 2-6  
**Materials and Cost:** Computer software disk and instructions, \$39.95 (Apple II/IIe, Applesoft, BASIC W/48k, and Version 3.3 DOS)  
**Subject Area:** U.S. geography

Students learn to recognize states, capitals, relative locations, and major cities.

### 13. HANDS-ON GEOGRAPHY

**Publisher:** Nystrom  
**Publication Date:** 1983-84  
**Grade Level:** 3-7  
**Materials and Cost:** 30 laminated 17" x 22" two-sided maps, activity copy masters, teacher's guide, marking crayons, \$279 per unit  
**Subject Area:** Geography, economics, history

A series of hands-on learning activity programs that develop basic competencies in the core social studies areas of geography, history, and economics. Individual units are U.S.A., World, Europe, Asia, Africa, North America, and South America.

### 14. HISTORY THROUGH ART AND ARCHITECTURE

**Publisher:** Alarion Press  
**Publication Date:** On-going publication of series  
**Grade Level:** 4-9; 9-12  
**Materials and Cost:** Multimedia programs (filmstrips, cassettes, poster, teacher's manual) \$79-168 per program  
**Subject Area:** History, humanities

Egyptian, Greek, Roman, Medieval, and Byzantine art and architecture enrich history classes at all grade levels.

### 15. JAPAN: TECHNOLOGY AND TRADITION

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** 4 filmstrips/cassettes, teacher's guide in looseleaf notebook, \$149  
**Subject Area:** History, economics

The series portrays modern Japan as a mixture of East and West. Separate filmstrips examine geography and climate; social customs, educational systems, and recreation of the Japanese; Japan's economy; and Japan's history. The teacher's guide contains student "skill boosters" and a variety of activities.

## 16. LEARNING ABOUT GOVERNMENT WITH GOOFY

**Publisher:** Walt Disney Educational Media  
**Publication Date:** 1983  
**Grade Level:** 5-9  
**Materials and Cost:** 6 filmstrips, cassettes, \$33 each; complete set, \$156  
**Subject Area:** Citizenship education

The series covers an introduction to government, the president's job, Congress, the Supreme Court, how laws are made, and why the government needs responsible, well-informed citizens.

## 17. MAP SKILLS POSTER KIT

**Publisher:** Weekly Reader Skills Books  
**Publication Date:** 1984  
**Grade Level:** 4-6  
**Materials and Cost:** 6 posters and 12 duplicating masters, \$14.95  
**Subject Area:** Geography

Posters examine map concepts and geographic terms and teach students how to use road maps to locate areas and plan trips.

## 18. MARTIN LUTHER KING, JR.: A PEACEFUL WARRIOR

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 1-3  
**Materials and Cost:** Filmstrip, cassette, teacher information sheet, \$35  
**Subject Area:** U.S. history

The lives and times of Martin Luther King, Jr. are presented and the significance of the national holiday honoring his birthday is explained. Follow-up activities are suggested on the teacher information sheet.

## 19. PEOPLE OF AMERICA'S FRONTIER

**Publisher:** National Geographic Educational Services  
**Publication Date:** 1984  
**Grade Level:** 5-12  
**Materials and Cost:** 3 filmstrips with cassettes, \$79.95  
**Subject Area:** U.S. history

The Indian resistance, opportunity and fortune, and frontier justice: lawmen and outlaws are examined.

## 20. SOVIET UNION, THE

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** 4 filmstrips, cassettes, teacher's guide in looseleaf notebook, \$149  
**Subject Area:** World history, peace education

The purpose of this series is to penetrate the propaganda and stereotypes of people in the Soviet Union. Separate filmstrips examine geography, resources and industry, city and farm life, and arts. The teacher's guide contains "skills boosters," for students, a variety of followup activities, discussion questions, and the filmstrip scripts.

## 21. SPIRIT OF AMERICA POSTER KIT

**Publisher:** Weekly Reader Skills Books  
**Publication Date:** 1984  
**Grade Level:** 4-6  
**Materials and Cost:** 6 posters, \$14.95  
**Subject Area:** U.S. history

The posters tie together social, cultural, and historical aspects of the American experience. Individual posters feature Native Americans, victory at Yorktown, symbols of the United States, Americans with "know-how," America honors its heroes, and folk heroes of America.



## 22. STATUE OF LIBERTY, THE

**Publisher:** Society for Visual Instruction, Inc.  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** Filmstrip, videocassette, teacher information sheet, \$35  
**Subject Area:** U.S. history

The filmstrip explains the historical background of the Statue of Liberty; facts about its design, construction, and dedication; and its significance. The information sheet contains a variety of activities.

## 23. STORY OF AMERICA, THE

**Publisher:** National Geographic Educational Services  
**Publication Date:** 1984  
**Grade Level:** 4-8  
**Materials and Cost:** Hardcover book, 324 pp, and "Time Line" wall chart, \$21.95  
**Subject Area:** U.S. history

With lavish photography and graphics, the book presents a chronological history of the United States. The wall chart traces geography, government, way of life, and industry and science during certain time periods.

## ANALYSES OF SECONDARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
<u>New Analyses</u>		
24	America: The Glorious Republic	25
25	American Tradition, The	27
26	Americans, The: The History of a People and and Nation	29
27	Annual Editions. Comparative Politics 84/85	31
28	Decisions: Making Personal Economic Choices	33
29	Earth, The: Geography and Culture	35
30	Economics: The Science of Cost, Benefit, and Choice	37
31	Enjoying American History	39
32	Exploring a Changing World. Revised Edition	41
33	Fundamentals of Psychology	43
34	Government in the United States	45
35	History of the American Nation	47
36	Human Experience, The: A World History	49
37	Land of Liberty	51
38	Modern History	53
39	Opposing Viewpoints Series. The Vietnam War: Opposing Viewpoints [and] Central America: Opposing Viewpoints	55
40	Psychology: A Way to Grow	57
41	United States History	59
42	Western Civilization	61
43	World Geography: People and Places	63
<u>Updated Analyses</u>		
44	History and Life: The World and Its People	65
45	History of the United States, A	66
46	Human Heritage: A World History	67
47	Introduction to the Social Sciences	68
48	Magruder's American Government, 1984	69
49	Our Common Heritage: A World History	70
50	Our Economy and How It Works	71
51	Proud Nation, A	72
52	World Geography Today	73

## DESCRIPTIONS OF SECONDARY SUPPLEMENTARY MATERIALS

Entry No.	Title	Page No.
53	American Presidency, The	74
54	Arab/Israeli	74
55	Castro's Rebellion	74
56	Citizenship: Your Voice in America	75
57	Civil War Series	75
58	Coal Mining Women	75
59	Development Data Book	76
60	Disarmament: The Quest for Lasting Peace	76
61	Editorial Forum Series	76
62	Emancipation Proclamation	77
63	Free to Choose Series	77
64	Global Resources: Challenges of Interdependence	77
65	Headline Series	78
66	Historically Speaking	78
67	Hopi: Songs of the Fourth World	78
68	Middle East, The	78
69	Nuclear War	79
70	People of America's Western Frontier	79
71	Social Studies Worktexts: Your Rights and the Law (and) Your Government	79
72	Spaceship Earth	80
73	Tomorrow Came Later (A Journey of Conscience)	80
74	You, Me, and Technology	80
75	Women's Voices: The Gender Gap	81
76	World War I Series (2nd ed.)	81

**Note:** Entries 2, 4, 5, 7, 8, 9, 11, 13, 14, 15, 16, 19, 20, 22, and 23 in the elementary section are also appropriate for use at the secondary level.

## 24. AMERICA: THE GLORIOUS REPUBLIC

**Author:** Henry F. Graff  
**Publisher:** Houghton Mifflin Company  
**Publication Date:** 1985  
**Grade Level:** 10-12  
**Materials and Cost:** Student text, hardbound, 880 pp, \$18.48; teacher's manual, paperbound, 244 pp, \$9.00; student workbook, paperbound, 140 pp, \$4.98; teacher's edition of workbook, \$5.49; resource book, 186 pp, \$30.00; tests, \$57.60; answer key, \$3.00; Voices of America (not reviewed) \$9.00  
**Subject Area:** U.S. history

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### Overview

America: The Glorious Republic is a textbook in United States history for high school students. The textbook uses the traditional chronological approach to history, beginning with European exploration and ending with the first presidential term of Ronald Reagan. The text is enhanced with color reproductions of art work, photographs, graphs, charts, maps, and timelines. Designed to "fit a variety of curricula," the textbook provides an alternative point of entry which begins with the presidency of Thomas Jefferson (chapter 9).

The teacher's manual provides strategies for each chapter and bibliographies for both teacher and student. The student workbook contains matching, short answer, fill-in-the-blank, and multiple choice exercises. The resource book (blackline masters) contains objective tests and additional student worksheets, which emphasize the use of primary sources. The supplementary Voices of America (not reviewed) consists of primary and secondary source materials that provide a "collection of political, military, economic, social, and cultural material."

### Required or Suggested Time

The textbook is designed for a one-

year or a two-year sequential course. The publishers suggest that the textbook is also appropriate for elective courses. Thus, a teacher of a one-year course may progress comfortably through the text's 33 chapters; those teaching a two-year course may wish to concentrate more intensively on specific periods in U.S. history; teachers of elective courses may choose to develop a particular theme, e.g., the development of political parties or the role of the United States in foreign affairs. The teacher's guide does not outline specific time allotments per chapter.

### Intended User Characteristics

America: The Glorious Republic is most appropriate for average 10th or 11th grade students. A Fry readability analysis of six randomly selected passages revealed reading levels from grade 8 to grade 12+, with an average of grade 10+. The teacher's manual suggests that the program is designed "to offer teachers a battery of effective tools to use with students of differing interests and abilities." The activities, however, are not categorized according to student ability. The text does provide vocabulary aids, section reviews, and chapter summaries; it remains, however, most suitable for average or above-average

students, who will benefit from the number of enrichment activities.

### Rationale and General Objectives

The teacher's manual states that the goal of America: The Glorious Republic is to provide students with "an appreciation for the development of American institutions and ways of life" by "bringing to life the great pageant of history that has brought America from the Age of Exploration to the present." Materials accompanying the program stress the richness and liveliness of the text's narrative, which focuses on "events, trends, people, and issues." The development of history and critical thinking skills is stressed; specific objectives are provided for each chapter.

### Content

The student textbook contains 9 units which comprise a total of 33 chapters. The nine units trace U.S. history from "Beginnings" (the year 1000) up to "Toward a New Century" (the 1980s). Units are introduced by an appropriate quotation and conclude with a review that lists important dates, provides review questions, and suggests relevant projects. Individual chapters are uniformly arranged. Each is introduced with a timeline and a brief chapter outline. Chapters consist of from three to five sections, each of which concludes with review questions. Each chapter also includes two boxed features. "Eyewitness to History" provides first person accounts of events occurring during the time period studied. The second feature, "World Scene," relates events occurring throughout the world during a given era in U.S. history. Chapters end with a summary, vocabulary, and student assignments. Scattered throughout the text are excerpts from

"documents of freedom," and "Achievement in Technology" essays. The atlas contains six pages of full color graphs and maps. The reference section provides information about the presidents and the states, reproduces the Declaration of Independence and the Constitution, and lists related reading materials and important dates. This section concludes with a glossary.

### Teaching Procedures

Strategies are presented both in the student text and the teacher's manual. End-of-chapter activities include discussion questions; lists of vocabulary and important terms for definition; and activities for relating the past to the present, studying local history, and using history skills. End-of-unit activities also list a number of larger projects to wrap up the unit study. In addition, the teacher's manual lists print and nonprint aids, provides a unit overview, lists objectives, and gives suggestions for introducing the unit. Teaching strategies are suggested for each section within the chapter; these strategies include class discussion, map making, debate, word research, simulations, and a look at the arts of the period. Activities in the student workbook focus on review of facts that "help students review and retain vocabulary, names, events, and dates they have studied." The resource book consists of 66 blackline masters of activities and exams.

### Evaluative Comments and Suggestions

Because of the variety of approaches suggested, America: The Glorious Republic can be an effective textbook for teaching U.S. history. This variety, however, will require careful planning on the part of the teacher so that an even balance of activities and skills are accomplished.

## 25. AMERICAN TRADITION, THE

**Authors:** Robert P. Green, Jr., Laura L. Becker, and Robert E. Coviello

**Publisher:** Charles E. Merrill Publishing Co.

**Publication Date:** 1984

**Grade Level:** 11-12

**Materials and Cost:** Text, hardbound, 816 pp, \$16.20; teacher's annotated edition, hardbound, 986 pp, \$18.60; student activity book, \$4.80; teacher's annotated edition of student activity book, \$5.55; reproducible blackline masters, \$12.60

**Subject Area:** U.S. history

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### Overview

The American Tradition is a basal U.S. history text for average and above-average high school students. It is designed for a semester or a one-year or a two-year program. The major portion of the chronological narrative stresses the development of America's government, economy, society, and role in world affairs. Individual rights, government by the consent of the governed, and equal opportunity--basic values of the American political system--are also emphasized. Special sections focus on how historians study history, famous male and female Americans from a variety of ethnic groups, and issues with an enduring impact.

### Required or Suggested Time

The American Tradition is designed for either a one-year, two-year, or semester course. A timetable for covering the text is not included. The amount of time spent on readings, discussions, and activities is left to the discretion of the teacher because the chapters vary in length, difficulty, and importance.

### Intended User Characteristics

The text is designed for average and above-average students in grades

11 and 12. However, the reading level and reading aids make it suitable for students who read just below grade level. A Fry readability analysis indicated that the average reading level is grade 10. Reading aids include short chapter sections, important terms printed in boldface type, and new vocabulary words that are defined or explained in context. No special teacher training is required.

### Rationale and General Objectives

The American Nation is a record of the nation's progress in achieving "the basic principles of its society and political system: individual rights, government by the consent of the governed, and equality of opportunity." The authors believe that agreement over these beliefs is "at the heart of the nation's experience." The text's objectives are to "(1) present the causes and effects of events in American history in a clear, concise, and meaningful manner; (2) inform students about the origins and development of this nation's government, economy, society, and culture; (3) equip students with the critical-thinking skills that will enable them to make reasoned, objective judgments about historical interpretations and contemporary issues; and (4) help students understand the nature and

significance of the traditional American values." Cognitive objectives are listed for all units and chapters.

### Content

The American Tradition is a chronological, topical approach to American history divided into 11 units and 33 chapters. The traditional military, political, and economic events are covered, but more of the narrative emphasizes post-Civil War history than in other books. The first third of the text focuses on colonial America, the forging of a union, nationalism and sectionalism, the Civil War, and Reconstruction. The second third of the narrative covers pre-World War I history including the topics of industrialization, the rise to world power and World War II, and the Depression. The remainder of the text is equally divided between the events that occurred during and after World War II. The presentation of modern history is organized by presidential terms of office, with chapters on Truman and Eisenhower, Nixon and Ford, and Carter and Reagan. Three different short sections regularly supplement that narrative. "The Historian's Craft" at the end of all units presents readings from primary sources and discussion questions. "People in History" contains biographical sketches of women and men from many ethnic groups who have contributed to many areas of American life. Finally, "Perspectives in History" features a range of themes and issues that have had a significant impact on American life. Original artwork as well as many other kinds of colorful graphics illustrate the narrative. Appendices consist of an atlas section, the Declaration of Independence, an annotated Constitution, a glossary, and an index.

### Teaching Procedures

The teacher's annotated edition contains a brief section on instructional approaches and a text implementation section. The first section briefly discusses brainstorming, audiovisual materials, reading guides, games and simulations, debate, and case studies--six strategies that can involve students in their learning. Lesson plans for each chapter are included in the text implementation section. The lesson begins with an overview that summarizes the chapter and highlights major concepts and themes. Teaching strategies for introducing and developing the chapter sections and for concluding the chapter follow. Most of these strategies require students to read the text or other material and answer questions. Guidelines for using "The Historian's Craft" sections are also provided.

In the student text, review questions are listed at the end of each section and chapter. Discussion questions, questions about maps and charts, and a section that requires students to develop basic skills are also part of the chapter review. The unit review lists review questions and discussion questions. In addition, it has a section that describes four or five exercises designed to encourage student participation.

### Evaluative Comments and Suggestions

The American Tradition is a traditional survey of United States history for students in the 11th and 12th grades. The textbook emphasizes post Civil War history and the work of historians more than other texts. In addition, it contains a number of attractive graphics that do not appear in every other textbook.

## 26. AMERICANS, THE: THE HISTORY OF A PEOPLE AND A NATION

**Authors:** Winthrop D. Jordan, Miriam Greenblatt, and John S. Bowes

**Publisher:** McDougal, Littell & Company

**Publication Date:** 1985

**Grade Level:** 9-12

**Materials and Cost:** Student text, hardbound, 864 pp, \$18.78; teacher's manual, paperbound, 272 pp, \$7.95; teacher's resource binder and workbook copy masters available winter 1985

**Subject Area:** U.S. history

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### Overview

The Americans: The History of a People and Nation is a U.S. history text designed for a yearlong course. The traditional chronological approach to history is presented in ten units (a total of 40 chapters). Each chapter concludes with a "Focus Feature," highlighting an important social studies topic. A global perspective of events in U.S. history, historical sidelights, as well as highlights and relevant themes from American literature are also emphasized. A special section on the U.S. Constitution is especially helpful for preparing for its bicentennial anniversary. The teacher resource book consists of a manual, student activity sheets, chapter and unit tests, and answer keys. The Americans is exceptionally well illustrated.

### Required or Suggested Time

The 40-chapter textbook is designed for a one-year course in U.S. history. The teacher's manual provides a suggested time allotment chart that specifies the number of weeks per unit, the number of pages to be covered per day, and times for reviews and tests. Given the amount of material to cover in this text, the teacher would have to adhere closely to the suggested schedule.

### Intended User Characteristics

The textbook is aimed at average high school students. The reading level, based on six samples using the Fry readability analysis, varies from grade 9 to grade 12. The teacher's manual provides suggested activities for average, basic, and advanced students. The activities are correlated with specific concepts and skills presented in each section. The suggested activities, however, do not compensate for problems that basic students may have in comprehending the textbook material. Reading aids include section review questions every three to four pages and vocabulary words, which are highlighted at the beginning of each section.

### Rationale and General Objectives

Chapters emphasize linking the past to the present and identifying significant individuals. Chapter reviews are designed to: "(1) promote critical thinking, (2) apply reading and social studies skills, and (3) evaluate information." Unit reviews promote understanding social studies concepts; extending map, chart, and picture skills; understanding current events; and developing effective citizenship. Several specific objectives are outlined for each chapter.



## Content

Ten units consisting of 3-5 chapters each (for a total of 40 chapters) chronologically examine colonial times, the Revolution, the new nation, growth and change (1815-1850), the Civil War, the Industrial Revolution, the dawn of a new century (1876-1910), between world wars, war and world leadership, and continuity and change (1960 to the present).

Each unit and each of the chapters within it are presented in a consistent fashion. The ten units are introduced by a global time line that parallels events on the North American continent with those occurring in the rest of the world at the same time. Units conclude with a review that focuses on understanding current events in relation to those discussed in the unit and developing effective citizenship. Sections within the chapter end with comprehension questions and the chapter itself ends with a brief summary followed by "questions for critical thinking."

A special feature of each chapter is the two-page "focus" section, which links past and present events, issues, and philosophies. Topics include free enterprise, American heritage, geography, and government.

The reference section includes glossary, maps, photographs of U.S. presidents, charts depicting recent statistical trends in the United States, and a list of social studies concepts and skills correlated with specific chapters. A wide range of males, females, and ethnic and racial groups is presented throughout the text, both in illustration and in print.

## Teaching Procedures

Teaching aids are presented both in the text and teacher's manual. Comprehension and critical thinking questions that appear in the text may be used in a variety of ways by teachers. The teacher's manual consists of unit, chap-

ter, and section planning guides; a special guide to help students understand and appreciate the Constitution; and three outline maps. The unit planning guide provides an overview, a suggested time allotment chart, and a list of reference materials for both students and teachers. A full-page chart lists global events, historical sidelights, themes from American literature, and suggested writing assignments for time periods covered in specific chapters. Chapter planning guides identify general learning objectives, strategies, and activities and include mastery test questions. The chapter guide also briefly states historical trends and ideas presented in the chapter and provides suggestions for introducing and concluding the chapter. The section planning guide matches teaching strategies to objectives and mastery test questions for average, basic, and advanced students. Suggested teaching strategies rely heavily on writing assignments. Other suggested activities include oral readings, group discussions, role play, and chart and graph construction and interpretation.

## Evaluative Comments and Suggestions

The Americans: The History of a People and a Nation is a well-written, readable, and attractive textbook, illustrated with a variety of color reproductions, photography, charts, maps, and graphs. Its treatment of U.S. history is thorough. Although the final chapters, dealing with the 1960s to the present, are cursory in some respects, these chapters capture the upheaval, discontent, and outcomes created by the Civil Rights Movement, the Vietnam War, political assassinations, and the resignation of Richard M. Nixon. The integration of women and minority and ethnic groups into U.S. history is well done, much more than the token attempt one often finds in history books.

## 27. ANNUAL EDITIONS. COMPARATIVE POLITICS 84/85

Editor: Christian Soe  
Publisher: The Dushkin Publishing Group, Inc.  
Publication Date: 1984  
Grade Level: 11-12  
Materials and Cost: Student reader, softbound, 288 pp, \$8.95; teacher's guide, softbound, 18 pp, free; Using Annual Editions in the Classroom, softbound, 24 pp, free  
Subject Area: Political science

### Overview

A compilation of 66 articles is designed to acquaint high school students with the way governments of other countries function. Emphasis is on "applying the same kinds of critical and analytical approaches to political problems, trends, and situations abroad as we are in the habit of applying at home." Articles, most of which originally appeared in national or international newspapers and journals, deal with topics of current interest and controversy in comparative politics. Two teacher's resources--a general guide to using Annual Editions in the classroom and an instructor's guide for Comparative Politics 84/85 accompany the student text. Although intended to supplement a standard government text, this reader could also be used as a basic text. Supplemented with lecture, discussion, and activities, the text is suitable for a one-semester course in political science or world governments.

### Intended User Characteristics

The materials in this book are suitable for 11th or 12th graders of above average or average abilities. While some articles are broken by illustrations or charts, the reading is fairly dense. A Fry analysis showed high readabilities ranging from grade 11-17. The average readability was grade 14. No uniform format for in-

roducing foreign or new vocabulary is provided, although individual articles generally italicize and define foreign vocabulary.

### Rationale and General Objectives

The publishers of Comparative Politics 84/85 state that "students' understanding of our own political processes and institutions tends to overshadow their understanding of how other governments function." This volume is intended to acquaint students with the political systems, processes, and problems of the other countries of the world. While emphasis is placed on the Western democracies, effort is not only made to present an in-depth look at communist and Third World political systems but also to encourage comparison and contrast of all systems. Controversial topics and author viewpoints encourage critical thinking, analysis, evaluation, and the development of informed opinions on the part of students.

### Content

The readings in Comparative Politics 84/85 are arranged according to the "three worlds" of politics. There are six sections of material. Section 1, "General Assessments," contains selections on Britain, West Germany, France, Mediterranean Europe, and North Europe. Section 2 deals with specific elements in the democratic po-

litical process, including the electorate, political parties, interest groups, Parliament, and the civil service. Section 3, "Challenges, Controversies, Prospects," selections focus on economic and social problems, the European community, ethnic conflicts, and governability questions. Section 4, "Some American Comparisons," contains articles which make explicit comparisons between the sociocultural, economic, and institutional contexts of politics in the United States and other Western democracies. Section 5 focuses on the communist world, specifically the Soviet Union, China, and comparative communism. The final section introduces the politics of the Third World through five articles which emphasize the diversity and complexity of the governments in this group. Many of the articles are accompanied by charts, graphs, and illustrations.

### Teaching Procedures

Two supplementary guides are provided to assist teachers in using this resource. A general booklet, Using Annual Editions in the Classroom provides a variety of ideas for incorporating any of the Annual Edition publications in the classroom. The instructor's guide for Comparative Politics 84/85 provides brief lesson plans for each of the articles in the student text. Each plan includes two to three lecture suggestions, and a series of multiple choice, true/false, and essay questions to be used for evaluation.

These teacher's guide plans are based on the assumption of a straight lecture, discussion, test format such as that found in college level and in advanced placement courses. Such a teaching strategy is in keeping with the difficulty level of the student readings. However, this reviewer felt that the readings, which contain controversial topics and provocative com-

ments, could be presented in a more stimulating way through a variety of teaching strategies, activities, and enrichment projects.

In addition to the supplementing guides, a two-page section in the student text outlines general topic areas covered in comparative government classes and tags these to text articles in which that topic is treated as a primary or secondary issue. General topics considered are: social and cultural context of politics, economic context of politics, institutional context of politics, ideology, ethnicity and politics, political attitudes and political participation, political parties and interest groups, political leaders and elites, domestic policy issues, foreign policy issues, politics of development and modernization, and comparison with the United States.

### Evaluative Comments and Suggestions

Comparative Politics 84/85 is a well-conceived and well-organized resource for teaching comparative politics at the high school level. It presents a balanced and intelligent picture of the three major political "worlds": Western democracies, communist countries, and the Third World, as well as intelligent and contrasting perspectives on the major world systems and the problems each of these systems face. While designed primarily as a supplementary resource, this reviewer felt that the text could be used as the primary text for a comparative politics course. Teachers should bear in mind that the writing style of authors (writing originally for journal publication) requires a fairly advanced student audience. It is recommended that the text be used with 12th grade students or above average students at the lower high school grades and with generally highly motivated or interested students.

## 28. DECISIONS: MAKING PERSONAL ECONOMIC CHOICES

**Authors:** Judith Staley Brenneke and Mary Lou Hamill, consulting authors. (Developed by Changing Times Education Service and Visual Education Corporation.)

**Publisher:** EMC Publishing

**Publication Date:** 1985

**Grade Level:** 9-12

**Materials and Cost:** Student textbook, hardbound, 358 pp, \$13.95; teacher's guide, \$7.50; student workbook, \$4.95. Microcomputer software is also available (not reviewed), \$295.00

**Subject Area:** Consumer education, economics, and personal finance

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### Overview

This text introduces basic economic principles and to help students become intelligent consumers and managers of their own personal finances. It can be used in a one- or two-semester course.

The book contains five parts, each of which is relatively self-contained. The parts deal with making choices, elementary economics, job-related issues, managing resources, and shopping.

The text would be best used in a course for upper level high school students. It is oriented toward, and very strong in, basic consumer skills; it is not, however, a general economics text. The approach tries to make the material relevant to the students' everyday lives and, along with the workbook, encourages active student participation.

### Required or Suggested Time

According to the teacher's guide, the book was designed for either a one- or two-semester course. There is a degree of flexibility in that each of the five parts is a relatively self-contained unit; therefore, not all five parts need be included to make a cohesive course. For instance, parts two and three (which discuss economics and job-related issues, respective-

ly) can be eliminated from a course that is oriented exclusively toward consumer skills and managing household expenses.

### Intended User Characteristics

The text is best suited for upper level high school students, primarily because the material covered becomes more relevant to a person as he or she approaches independence and adulthood. The Fry analysis indicated an average reading level of eighth grade, although portions of the text may be slightly more complicated. No unusual training or preparation is required of the teacher beyond a general knowledge of basic economics and consumerism.

### Rationale and General Objectives

The book is in response to a perceived need to help students become intelligent consumers and knowledgeable about basic economic principles. It is oriented toward decision making in two areas: "The aim is to teach individuals to make intelligent decisions about how to use personal and national resources." More specific objectives are provided for each chapter in the teacher's guide. In addition, at the beginning of each chapter of the text, there is a list of objectives that in-

forms the student of the purpose of the material in that chapter. For example, the first three objectives for the chapter on "Earning a Paycheck" involve defining the common ways of being paid, describing the major types of fringe benefits, and understanding a pay stub.

### Content

The text is organized into five major parts, each of which is divided into two to seven chapters. There are a total of 20 chapters. The five parts are "Making Choices" (how and why one makes decisions); "You and the Economy" (elementary economics); "Earning an Income" (employment-related issues); "Managing Your Resources" (budgeting, shopping, saving, borrowing, etc.); and "Your Shopping Decisions" (shopping for food, clothing, housing, transportation, financial services, credit, and investments).

There are a variety of features in the book to stimulate interest and to relate the principles discussed to the student in a personal way. Each chapter has a short "vignette" which dramatizes an economic problem that a teenager or young adult might face; usually this is in the form of one person describing a dilemma to a friend, e.g., whether to borrow money or where to invest savings. Most chapters have a section briefly describing how personal economic decisions interact with the general economy. The book also contains a glossary of economic and financial terms.

### Teaching Procedures

The teacher's guide provides, for each chapter, an overview of the chapter goals, suggestions for teaching the chapter, discussion questions, answers to the review questions in the textbook, notes on the projects suggest-

ed in the book, and the answers to the student workbook exercises. The student workbook provides a large number of questions, activities, and case studies of specific issues or problems.

### Evaluative Comments

Decisions: Making Personal Economic Choices is an attractive book, written with a clear and easy reading style. The book makes an excellent consumer's guide for a teenager or young adult, and is quite complete in this respect. It is not, however, intended for the sophisticated or advanced student, or for a person with enough resources to have complex financial needs such as estate planning or major investing, and its coverage of economics is at a very elementary level. Furthermore, it does not address some of the economic problems of the very poor; while it covers many of the problems all persons face as consumers, workers, etc., it does assume one has a certain degree of financial resources and personal efficacy.

Aside from the above limitations, the text and the workbook both do a good job in making the material relevant to the student.

In summary, while not being strong on economics per se, the information the book provides is extremely useful and practical. It is attractive, well-written, and easy to implement. The book certainly achieves one of its goals--to help students make intelligent personal economic decisions. However, it is too weak on general economics to provide much help to the students in understanding the implications of national economic policies they will soon have to vote for or against. Therefore, it will need to be supplemented in this respect in a program designed to achieve more complete "economic literacy."

## 29. EARTH, THE: GEOGRAPHY AND CULTURE

**Publisher:** Ginn and Company  
**Publication Date:** 1983  
**Grade Level:** 6-8  
**Materials and Cost:** Text, hardbound, 510 pp, \$13.35; teacher's edition (spiral notebook), 126 pp, \$15.55; student workbook, \$3.05; teacher's edition of workbook, 126 pp, \$3.05  
**Subject Area:** World geography, world cultures

### Overview

Designed for 6th-8th grade students, The Earth: Geography and Culture presents a view of the world's diversity of environments and cultures. The text ties basic geographic concepts such as location, landforms, climate, and national resources to the cultures and lifestyles of the world's major regions: Europe, the Middle East, Asia, Africa, Southeast Asia, the Pacific, and the Americas. Geography skills are integrated into the narrative and reinforced by an atlas and skill activity section at the end of each chapter. In addition to the student text, the program consists of a student workbook, teacher's edition of the workbook, and an annotated teacher's edition of the text, which includes duplicating masters of the workbook exercises and answer keys.

### Required or Suggested Time

The text is organized into 6 units and 14 chapters, with approximately 2 chapters per unit. Chapters average about 45 pages. Major subsections within each chapter range in length from 3-5 pages. Although no publisher information is provided, each subsection should take about one class session to complete. Supplemented by unit activities and suggested enrichment activities, this text is suitable for a year-long course.

### Intended User Characteristics

Students in grades 6-8 are the in-

tended audience for this book. Although the publisher reports "carefully controlled readability...for today's students' needs and abilities," a Fry analysis shows uneven readability ranging from grade 5 to grade 12. The reading level becomes progressively more difficult throughout the book, with inconsistently high levels in the book's final chapters. New words and unfamiliar proper names are defined in a glossary section and repeated throughout the narrative to increase comprehension. Enrichment activities which are tagged for students with varying abilities are provided in the teacher's edition. Numerous thematic maps and photographs, but few charts or diagrams, are used throughout the text as an aid to understanding.

### Rationale and General Objectives

The purpose of this program is to introduce students to the "interrelationship of geography and culture" and to "enhance students' appreciation for ways of life of other peoples." The teacher's edition contains two charts which list skill objectives and concepts by unit. In addition, each chapter of the teacher's edition lists specific teacher and student objectives covered therein. Skill objectives focus on geography skills, locating information, acquiring information, recording and organizing, communicating, thinking critically, and developing awareness and appreciation. Two of these skills, geography and

critical thinking, are stressed throughout the program.

### Content

This textbook is comprised of six units. Unit 1 introduces students to basic concepts of geography and culture while laying the foundation for understanding the interrelationship between natural environment and culture. The next five units present geographical and cultural information about the world's geographic areas, grouped as follows: Europe, the Middle East and Asia, Africa, South-east Asia and the Pacific, and the Western Hemisphere. Chapter organization follows a uniform format. A country-by-country overview of geographic characteristics, climate, and resources precedes a case study of a particular country or cultural group. A skills section at the end of each chapter uses chapter material as the subject for developing a specific map or globe skill. The one exception to this organization format is the unit on Africa. The chapters in this unit focus on the themes of colonialism, independence, and development rather than presentation of a country-by-country overview.

The narrative is illustrated with numerous maps and color photographs. Appended are a glossary, atlas section, and reference tables containing geographic and population statistics by country.

### Teaching Procedures

The teacher's edition opens with an introduction to the organization and special features of the teacher's guide, a synopsis of the text, an outline of skill and concept areas taught, and a bibliography of supplementary resources. This material is followed by teaching overviews of each unit and chapter. The unit overviews list

teacher objectives, skills, suggestions for introducing the unit in class, an ongoing unit project, and a culminating activity. In each chapter overview, a list of student objectives, vocabulary, behavioral objectives, and economic concepts precedes a detailed lesson plan. Each lesson plan contains strategies for initiating student interest in chapter material, suggestions for guiding reading, background information, enrichment activities tagged to student ability levels, and chapter exercise answer keys.

A separate section of the teacher's edition contains 126 skill masters, answer keys, and a guide for their use. These masters are of six types: map skill activities, chart and graph activities, information activities, outline maps, chapter reviews, and unit reviews.

### Evaluative Comments and Suggestions

The Earth: Geography and Culture is a fairly typical cultural geography text, with strong emphasis on geography skill building. The teacher's edition is enhanced by sections on creating interest and providing background. In several instances, the text's grouping of the world's regions was difficult for this reviewer to understand from either a cultural or geographic perspective. For example, the Middle East is grouped with South and East Asia when both geographically and culturally, the Middle East is much closer to North Africa. Similarly Southeast Asia, which has much in common with the rest of the Asian sub-continent, is grouped with Australia, New Zealand, a geographic and cultural area quite distinct. Such groupings do not seem to serve the purpose of a text whose objective is to clarify the interrelationship between geography and culture. The text's effectiveness may be decreased by its highly variable reading level.

### 30. ECONOMICS: THE SCIENCE OF COST, BENEFIT, AND CHOICE

**Authors:** J. Holton Wilson and J. R. Clark  
**Publisher:** South-Western Publishing Company  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Text, hardbound, 392 pp, \$12.25; student supplement, softbound, 174 pp, \$4.45; test package, perforated copymasters, 64 pp, \$0.70; a teacher's manual, no cost  
**Subject Area:** Economics

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#### Overview

Economics: The Science of Cost, Benefit, and Choice is a highly readable high school economics text. The text and supplemental material should be easily read by students in grades 9-12. There is sufficient material for either a one-year or one-semester course in economics. The text was developed based on the Joint Council on Economic Education Master Curriculum Guide. The unique feature of the text is the focus on private and public decision and choice making. The content is sound for the intended audience. Teachers using this text will need to plan carefully to include a number of exciting experiences for students. Sufficient materials are included in the student supplement for drill and practice. Tests are available for each text chapter and for end-of-unit testing.

#### Required or Suggested Time

The text contains sufficient material for a one-year course in economics at the high school level. Each of the 27 chapters, organized into four parts, may be treated in about one week's time. Some of the more difficult, theoretical material may take longer. Depending on the content to be stressed, such as a microeconomics or macroeconomics emphasis, a sound one-

semester course can be designed.

#### Intended User Characteristics

The text can be used for students in grades 9-12. A Fry readability test, which included analysis of six randomly selected passages, indicated the average reading level is grade 8. The organization of each chapter, with specific objectives to help organize reading, definitions in the margin, a chapter review, and a looking ahead section, should be helpful to students as they read.

While not absolutely necessary, it would be helpful if a teacher had taken a one-year college course in principles of economics.

#### Rationale and General Objectives

The authors emphasize that economics plays a vital role in society. They state that relationships between nations are more likely today to revolve around economic matters than around everyday political affairs of state. The emphasis is on choice making--both in the marketplace and in the voting booth. The text is designed to emphasize the concepts suggested by the Joint Council on Economic Education's Master Curriculum Guide. According to the authors, the primary goal of the text is to "explain in simple terms the role economics plays in understanding and improving the



quality of the choice-making process." Each chapter in the text has a number of clearly stated knowledge objectives. Skill objectives are implicit, and can be inferred from the end-of-chapter sections on application of economic concepts.

### Content

This text puts considerable emphasis on decision making. After an initial chapter in part I on economic thinking, there are four chapters on private and public decision making. Probably the most outstanding and useful features of this text are the decision matrices. These matrices enable both teachers and students to understand clearly choices among alternatives, given both individual criteria and social criteria (i.e., social goals). Chapter 6 concludes part I with a discussion of types of economic systems and the basic decisions facing any economic system.

Part II includes eight chapters on microeconomics. Discussed initially are consumer demand, the relation between production and supply, and demand and supply equilibrium. Three chapters in this part are devoted to market structures--competition, monopoly, oligopoly, and monopolistic competition. The final two chapters deal with market system failure and returns to the factors of production, especially the income return to labor.

Part III includes nine chapters on macroeconomics. The initial chapter presents the circular flow and a discussion of the Gross National Product. The next chapter looks at income and poverty in the United States. The next three chapters examine unemployment, inflation, and economic growth. Money and banking and the role of money in the economy are treated in the next two chapters. The final two chapters in this part address taxes, tax policy, and fiscal policy measures.

The final four chapters, part IV, treat four enduring problems in the U.S. economy--international trade, agriculture, the economics of energy, and problems of health care.

### Teaching Procedures

The manual for teachers includes the following, organized on a chapter-by-chapter basis: a chapter outline which highlights the content to be stressed; answers to the end-of-chapter questions; suggested enrichment activities for students; study guide answers; achievement test answers, and unit examination answers. Additional resources for teaching are included at the end of the manual: a chapter-by-chapter bibliography of additional readings, a discussion of measurement concepts used in economics (e.g. graphs, ratios, frequency distributions, indexes), and transparency masters.

The student supplement, also organized by chapter, includes a chapter outline so students can take notes while they read; a vocabulary review with short answer questions; a true/false review; and a multiple choice review.

Achievement tests are available to be used for each chapter. There are four unit tests, one for each part.

### Evaluative Comments and Suggestions

This text is highly readable. The decision-making approach is welcome and, in this analyst's judgment, the unique feature of the text. A teacher will need to be creative in planning for teaching the course, as there are few built-in teaching strategies. The lack of four-color presentation may be a detriment, but should be overlooked as this is a first edition. The content approach is very sound for the intended audience. No field test evaluation results are available.

### 31. ENJOYING AMERICAN HISTORY

**Authors:** Henry Abraham and Irwin Pfeffer  
**Publisher:** Amsco School Publications, Inc.  
**Materials and Cost:** Text, hardbound, 629 pp, \$16.00; softbound, \$12.00  
**Publication Date:** 1984  
**Grade Level:** 8-9  
**Subject Area:** U.S. history

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#### Overview

Appropriate for 8th-grade readers, Enjoying American History may be best used as supplementary material. The authors produced this book in response to student complaints that American history is dull and lifeless. The book was written to show students that history study is more than name and date memorization--it is the study of people whose present is our past. To do so, the authors have "fictionalized" (including make-believe conversations, monologues, and fictitious "days-in-the-life-of" accounts) many of their stories. Most of the stories are plausible and are as accurate as possible. The content of the 124 stories ranges from pre-Columbian America to the 1980s. The suggested learning activities are thoughtful as well as useful.

#### Required or Suggested Time

Enjoying American History requires no specific amount of instructional time. Because the organization of the book is similar to that of most U.S. history textbooks--arranged chronologically in 15 units--the teacher may use the stories as either the focus of or as supplementary to the junior high school American history course. The stories are relatively easy to read, are brief, are presented in a standardized format, and may be used in class or as homework assignments.

#### Intended User Characteristics

According to the Fry readability test, the reading level of Enjoying American History is at the low end of 8th grade. The book is aimed at no special population of students, but was written to show students that the study of the past is not just an exercise in memorizing names. "Real people," the authors write, "made history--our past is their present." The book is appropriate for most student populations because of its readability, high interest level, and emphasis of skills. The stories are short and are well balanced in terms of possible ethnic and sex biases. No special teacher training is required to use this book.

#### Rationale and General Objectives

The authors hope to illustrate that "study of the past is not just memorizing names, dates, battles, and treaties," though those things are involved. Emphasis is placed on stories of high interest to capture student attention. The authors hope the stories "interest students and give them insight into the forces that have shaped the lives of Americans over the centuries." Finally, the authors believe it important that students "gain confidence in their ability to cope with future events."

## Content

The content of this book ranges from pre-Columbian America to the 1980s. Fifteen units comprise the book, each of which is introduced by Mr. Miller, a history teacher, and his student, Jack. Mr. Miller and Jack preview the content of the units and summarize the major ideas. Both appear at the end of units to once more summarize the important ideas. Unit content is contained in 124 discrete stories about people in American history. Most of the figures in these stories were actual historical figures (some are fictional). Many of the events depicted have been fictionalized to increase student interest, but these, the authors aver, are based on solid historical evidence. Within this basically factual presentation, the authors have used a variety of literary forms including short stories, plays, newspaper reporting, monologues, and letters.

Each of the 124 stories is self-contained, a condition that increases the book's usefulness as supplementary material. Each is introduced by a historical narrative that sets the time and place, and explains the social, economic, and political context of the story. The stories themselves--examples include "An Immigrant Discovers America," "Lee Surrenders," and "The Farm Auction,"--add human interest and therefore clearer understanding to the factual materials. The stories are followed by a postscript in which the results and implications of the story are discussed. Finally, a series of questions are posed. The "Homework Questions" section broadly reviews the content of the story (including introduction, story, and postscript). "Understanding the Story" contains largely true/false and fill-in-the-blank memory questions and usually one thought question. "Activities and Inquiries" (usually five suggestions) suggest enrichment and reinforcement of social studies skills.

Two special features of the text are noteworthy. The first feature is "Who Built America?" which consists of 12 reports prepared by Jack's classmates or exchanges among his classmates designed to motivate actual students to do further research into the lives of the highlighted historical figures. Among the persons included are Cesar Chavez, Roberto Clementa, Albert Einstein, and Eleanor Roosevelt. The second feature, "The Growth of the Constitution," appears in 11 chapters and emphasizes the Constitution as a living, evolving document.

## Teaching Procedures

Enjoying American History may be used as either the focus of or as motivational supplementary material in American history. The stories are short and easily read, and may be used as springboards for class discussions or for a variety of other more student-centered activities. The authors have interspersed creative fictional material with more factual historical material. Consequently, the teacher should constantly check student understanding of the differences between fact, opinion, and fiction, and constantly encourage students to compare actual historical evidence with the "fiction" found in the stories.

## Evaluative Comments and Suggestions

No evaluations or field-test results were available from the publisher. The text is suitable for 8th- or 9th-grade American history students based on the readability of the stories. The book is clearly distinct in that the authors have included fictional stories and have fictionalized factual episodes to increase student interest in history. They have done so with a great deal of accuracy, though teachers need be constantly aware of possible student confusion regarding what is fact and what is fiction.

## 32. EXPLORING A CHANGING WORLD. REVISED EDITION

**Authors:** Melvin Schwartz and John R. O'Connor  
**Publisher:** Globe Book Company, Inc.  
**Publication Date:** 1984 (earlier editions, The New Exploring a Changing World, 1980; Exploring a Changing World, 1975, 1966)  
**Grade Level:** 7-9  
**Materials and Cost:** Text, hardbound, 626 pp, \$19.19 (10 or more copies, \$15.99); teacher's manual, paperbound, 180 pp, \$8.00; student workbook, paperbound, 94 pp, \$2.50; workbook answer key, paperbound, 24 pp, free on request; blackline test masters, paperbound, \$15.00  
**Subject Area:** World geography

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### Overview

Exploring a Changing World is a junior high school program designed to give students an understanding of world geography and culture. In separate sections on the major cultural-geographic regions of the world, students are introduced to basic geographic features and concepts; the interrelationship between geography, society, and economics; and the cultural characteristics of world regions. The program consists of a student text, a student workbook, a teacher's manual, workbook answer key, and blackline master unit tests.

### Required or Suggested Time

The text is organized into 11 units and 116 chapters, with most units containing 10 or more chapters. Chapters average from three to six pages and are designed to be covered in one or two class periods. The accompanying workbook contains a total of 89 extension or enrichment exercises for use with selected chapters of the text. Together, the two components of this program offer ample material for a yearlong course in cultural geography.

### Intended User Characteristics

Students in grades 7-9 are the intended users of this program. The

publishers have gauged reading according to the Dale Chall readability formula to be at 5th- 6th-grade level. A Fry analysis of this material indicated readability levels ranging from grades 4 to 10, with an average readability of grade 7. Student reading comprehension is emphasized throughout the text by problem statements and key questions at the beginning of each chapter. Paragraphs are numbered to facilitate student location of information. New words and key vocabulary are italicized and defined when first encountered in the text. In addition, a glossary is provided at the end of the text.

### Rationale and General Objectives

The authors of Exploring a Changing World believe that this program will give students a basic understanding of geography and introduce them to the concepts of culture. With this background, students will be able to think intelligently about current events, develop a world sense, correct misconceptions about foreign lands and people, understand cultural similarities and differences, and understand the forces of cultural change and evolution. Six broad skill objectives are also emphasized: to help students read social studies material with understanding; to develop a program of academic abilities in the social studies; to encourage students to read

social studies books other than their textbook; and to develop information acquisition, thinking, and decision-making skills. Specific objectives are provided for each chapter.

### Content

The textbook for Exploring a Changing World is divided into 11 units. Unit 1 emphasizes the teaching of basic map skills. Unit 2 introduces students to the basics of cultural geography: population, race, culture, and cultural regions. Units 3-10 are each organized around a world cultural region: North America, Latin America, Europe, the Soviet Union, North Africa and the Middle East, Africa south of the Sahara, Asia, and the Pacific world. The final unit focuses on global connections and the future. Within each of the region units, chapters progress from an overview of the physical characteristics of the area to relevant aspects of the economy, history, or society of the region. The final chapters in units 3-10 are devoted to case studies of particular countries. A special feature of these final chapters is the use of source materials--books, magazines, or newspapers--to enhance understanding of the culture or region just studied. Each of the 11 units concludes with a bibliography for further student reading.

### Teaching Procedures

Teacher's materials for Exploring a Changing World are contained in a separate teacher's manual, which is divided into two sections. Section one describes the objectives and organization of the program. An overview of the units, chapter organization, and exercise foci is followed by a scope and sequence key for skill development and a selected reading list. The second section contains chapter lesson plans and answers to text questions. For

each chapter, time allowance, objectives, motivation and development strategies, summary and application ideas, and suggested homework assignments are provided.

Separate sections in the back of the teacher's guide correlate the skills taught in this text with those in another Globe Book Company textbook, "Unlocking Social Studies Skills." Also provided are answer keys to unit tests which are available on blackline masters, and a section for notations and updates on textbook material. All chapters are introduced with a specific problem to give the student a purpose for study, and chapters in units 3-11 are also introduced by three questions under the heading, "Reading for a Purpose." Chapter reviews contain at least three of four general types of exercises: reading comprehension questions, skill exercises, review of vital concepts, and independent activities. Activities in the student workbook are designed to provide extra practice or enhance reading, map and globe, and chart and graph skills.

### Evaluative Comments and Suggestions

Exploring A Changing World is a comprehensive but fairly standard cultural geography program that combines geographic knowledge and concepts with information about the economies, governments, and social systems of the major world regions. Realistic treatment is given to the differences between the developed and underdeveloped areas of the world, and the factors accounting for these differences. While the text is well-illustrated with interesting photographs, reading is fairly dry, with little attempt at high interest content or features to spark student interest. Two of the standard chapter review features, however, stress the use of primary source materials and independent activities.

### 33. FUNDAMENTALS OF PSYCHOLOGY

**Authors:** Audrey Haber and Richard P. Runyon  
**Publisher:** Random House  
**Publication Date:** 1983 (3rd edition)  
**Grade Level:** 10-12  
**Materials and Cost:** Text, hardbound, 698 pp, \$26.95; PSI (programmed selfinstruction) study guide, 582 pp, \$6.95; workbook, paperbound, 404 pp, \$7.95; Test Item Files #1 and #2, PSI study guide, and transparency masters available at no cost to instructor  
**Subject Area:** Psychology

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#### Overview

Fundamentals of Psychology provides an "introductory, yearlong course in psychology for secondary students." Content consists of the subject matter, concepts, and themes that are considered fundamentals in a high school psychology course. Starting out with introductory information on what psychology is, the book progresses toward more specific information and covers topics on learning, memory, language and thought process, physiology, sensation and perception, consciousness, motivation, stress, development, intelligence and testing, personality, abnormal behavior, therapy, social psychology, and statistics. Supplements include a teacher's guide, offering a number of experiments, and a student book, focusing on programmed learning, which correspond to chapters in the text.

#### Required or Suggested Time

The text provides sufficient material for an introductory yearlong or semester course in psychology, though no guidance is given on how much time is to be allotted to each of the 16 chapters, most of which range in length from 30 to 50 pages. In a yearlong course, there should be sufficient time to cover the textual mate-

rial, programmed learning units and class demonstrations, and to show some optional films.

#### Intended User Characteristics

Grade level is not specified by the publishers. According to the Fry readability analysis, six selected excerpts ranged from grade 7 to grade 16, averaging out at grade 10. There are a number of aids to readability. Specialized terms are presented in bold type in the text; each term is then defined in the margin near the word. Further, each chapter lists terms for students to remember. Another aid is the glossary at the end of the book. The study guide includes programmed learning units focusing on important terms, concepts, and names. Numerous graphs, figures, illustrations, and photographs offer visual support to the ideas presented. No special teacher training is needed to use the text.

#### Rationale and General Objectives

According to the authors, the purpose of the book is to provide students with a "basic, comprehensive, and balanced introduction to modern society." Furthermore, they hope that students will "gain an appreciation of the scope of psychology so that they will recognize the possible applications

of psychological methods while remaining aware of their limitations." Specific learning objectives are in the PSI (programmed self-instruction) supplementary workbook.

### Content

The text focuses on teaching students the basic subject matter, concepts, and themes that are considered principles in high school psychology courses. Topics covered in the 16 chapters are methods and applications of psychology, learning, remembering and forgetting, language and the thought process, physiological foundations of behavior, sensation and perception, states of consciousness, motivation and emotions, stress and coping, development, moral development, intelligence, personality, abnormal behavior, therapy, and social psychology. An appendix on statistics covers descriptive statistics, the concept of correlation, and inferential statistics.

Supplementary materials include a PSI workbook that contains learning objectives and a set of flash cards, an instructor's edition of the PSI workbook, two test item banks each presenting approximately 2,000 multiple-choice questions, and a set of transparencies.

### Teaching Procedures

Teaching procedures are similar throughout the text. Students read the text using the SQ 3R learning technique (survey, question, read, recite, and review) and then participate in demonstrations/experiments designed to help them understand information covered in the chapter.

Throughout the text, there is extensive use of pictures, photographs, graphs, and charts. Also, there are a number of study aids, including def-

initions of key concepts; over 50 boxed reading sections covering basic topics such as the SQ 3R method, distortions, recognition tests, and contemporary topics such as endorphins, drugs, and anorexia nervosa. To reinforce textual learning, students use the programmed learning study guide.

Teachers supplement the text material, by using the instructor's manual for guidance. For each chapter, teachers read a detailed summary and can then choose from two to five described demonstrations that illustrate concepts presented in the text.

### Evaluative Comments and Suggestions

Coverage of subject matter in psychology is excellent. The authors have included up-to-date, unbiased information to serve as a foundation in psychology. In addition, contemporary issues that would be of interest to students have been included on such topics as anorexia nervosa, sexuality, and aging. An especially strong feature of the materials are the well chosen, interesting experiments that accompany the textual material. It is to the author's credit that they have put theory into practice by choosing the SQ 3R learning technique, since research on using this approach shows that it is effective and lasting.

There are a few shortcomings to the materials. Some students may become bored using the programmed material in the student book. Specific learning objectives are not listed in the text or guides (however, they are listed in the PSI supplementary workbook). Many teachers might have appreciated more guidelines as far as timelines for presenting the material. Teachers will have to make decisions on how much material can be covered in each class period.

## 34. GOVERNMENT IN THE UNITED STATES

**Authors:** Richard C. Remy, Larry Elowitz, and William Berlin  
**Publisher:** Macmillan Publishing Company, Inc.  
**Publication Date:** 1984  
**Grade Level:** 11-12  
**Materials and Cost:** Student text, hardbound, 754 pp, \$16.50; teacher's guide, soft cover, contains blackline masters for skill activities worksheets and tests, 314 pp, \$8.25; tests on spirit masters, \$45.00  
**Subject Area:** U.S. government, civics

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### Overview

Government in the United States offers a full range of content, including information about the foundations of democracy; national, state and local levels of government; influencing government; civil liberties; and comparative government and economic systems. It is organized in such a way that chapters and even lessons within chapters are self-contained so that teachers can pick and choose from among the material available. Two kinds of skills--government and citizenship--are featured throughout the text, affording students with opportunities to learn such things as reading and understanding statistical graphs and charts, analyzing propaganda, serving on a jury, or registering to vote. The teacher's guide provides detailed daily lesson plans and includes skill activities, worksheets, and tests for every chapter on blackline masters. A separate test booklet also accompanies the program.

### Required or Suggested Time

The text can be used as the basis of either a one-year or a one-semester course. Individual chapters consist of self-contained blocks of material. This organization allows teachers to select particular topics and delete others.

### Intended User Characteristics

Government in the United States is appropriate for use in heterogeneous 11th- or 12th-grade classrooms. This writer's Fry readability analysis indicates that most of the text is written at an 11-12 level. Difficult words and terms are defined in context and reviewed at the end of each chapter. In addition, a section in the teacher's guide, entitled "Previewing the Chapter," contains ideas for assisting students to organize and understand the textual material.

### Rationale and General Objectives

There are no general rationale statements provided for these materials. However, the organization and structure of the text make it clear that the authors' intent is to provide comprehensive coverage of major topics of American government. Considerable attention is paid as well to development of government, citizenship, and critical thinking skills. No unit or chapter objectives are provided in the text. However, the teacher's guide contains objectives for each lesson within chapters. These objectives are stated in behavioral terms to facilitate the evaluation task.



## Content

Government in the United States is organized traditionally both in content and structure. Unit 1, "Foundations of American Government," contains chapters dealing with such topics as the purposes and forms of government, the creation of the American system of government, the Constitution, and the federal system. The second unit is concerned with the national legislative branch. The organization of Congress, the powers of Congress, and Congress at work are the focus of the three chapters in the unit. The three chapters in unit 3 deal with the national executive branch and focus on the nature of the American presidency, presidential leadership styles, and the federal bureaucracy. The third national branch, the judicial, is dealt with in unit 4. Unit 5 contains chapters concerned with foreign policy and national defense; the government and business, labor, and agriculture; the government and social policy; and paying for the national government.

Units 6 and 7 each contain two chapters. These units are parallel in structure with one chapter featuring the organization of state or local governments and one featuring state or local governmental activities. The four chapters in unit 8 deal generally with influencing government. Political parties, elections and voting, interest groups, and public opinion are all treated. Unit 9 is concerned with citizenship and civil liberties. One chapter deals with citizenship; the second chapter treats our basic freedoms and the last chapter in this unit focuses on equal justice.

The final unit uses a comparative approach to examine alternative government and economic systems. Governmental systems discussed are those of Great Britain, France, Japan, and the USSR. Capitalism, socialism, and communism are the economic systems described.

## Teaching Procedures

The teacher's guide for Government in the United States contains step-by-step directions for teaching each chapter and lessons within chapters. Separate sections include basic information and suggestions for leading a guided discussion that is designed to prepare the students for dealing with the chapter content. Answers are provided for the chapter review, which contains recall questions as well as those that provide opportunities for students to analyze and evaluate. Objectives, suggestions for starting, directions for teaching, and an appropriate strategy for evaluating are provided as well. The student text also contains suggestions for projects and activities the teacher might wish to assign.

The teacher's guide also contains a skill activity on blackline master that corresponds to the government study skill provided in every chapter in the text. These activity sheets provide opportunities for students to apply what they read about. For example, one activity simulates serving on a jury. The 29 worksheets (also on blackline masters) focus on the factual content of the text rather than on skills. They require students to apply rather than just recall knowledge. The tests in the teacher's guide include sections for reviewing vocabulary, facts, and main ideas. There is also a test for mid-book and one for end-of-book.

## Evaluative Comments and Suggestions

Government in the United States is a traditional American government text. It is factually sound, up to date, and complete. Although more attention is paid to the structure of government, there are excellent sections on political behavior. Students are required to learn about and apply some very important government and citizenship skills. This aspect of the program is supported by the supplementary skill activities and worksheets that are included.

## 35. HISTORY OF THE AMERICAN NATION

**Authors:** John Patrick and Carol Berkin  
**Publishers:** Macmillan Publishing Company  
**Publication Date:** 1984  
**Grade Level:** 7-9  
**Materials and Cost:** Text, hardbound, 802 pp, \$17.50; teacher's manual, paperbound, 352 pp, \$8.75; student workbook, paperbound, 94 pp, \$4.50; student workbook, teacher's edition, paperbound, 94 pp, \$6.00; tests, 74 pp, \$6.00  
**Subject Area:** U.S. history

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### Overview

History of the American Nation is a junior high and senior high school American history text, designed for a two-semester course. The chronological presentation incorporates both political and social history with an emphasis on citizenship analysis. Special text features include color maps, charts, graphs and tables, photo essays, skills exercises, and section and chapter reviews. The teacher's manual contains unit summaries, chapter-by-chapter objectives and bibliographies, daily lesson plans, and worksheets and tests with keys. The student workbook presents exercises and tests, and blackline test masters are available.

### Required or Suggested Time

The text's ten units provide enough material for a two-semester program. Each section is designed to be used as a daily lesson, with a lesson plan in the teacher's manual supporting the text. No special training is needed to use the text.

### Intended User Characteristics

History of the American Nation is intended for junior high school students, grades 7-9. A Fry readability test by this analyst indicated an average reading level of beginning 9th grade. However, reading aids are in-

corporated into the text. Important words and concepts appear in blue type with pronunciation guides (or in italics when used with illustrations) and are clearly defined immediately in the text. Section reviews reinforce learning of new vocabulary. Numerous charts, graphs, and tables provide visual support.

### Rationale and General Objectives

General objectives are not explicitly stated by the publishers; however, they can be inferred from the prefatory material in the teacher's manual. The authors' intent is to present a highly readable chronological approach to American history including both social and political history. Sequence and relationships of events are highlighted; social studies skills are integral. Specific objectives for each chapter and each section are presented in the teacher's guide; these all stress knowledge acquisition.

### Content

The text is well-organized and reinforced with many color illustrations, maps, and special features. Thirty-three chapters are organized into 10 chronological units, with 3-5 sections per chapter. Units I and II discuss America before 1754, beginning with prehistory and moving through exploration and colonization. The remaining

units are divided into time frames of 20-40 years, ending with the early years of Reagan's presidency. The reference section contains an atlas of the United States, North America, and the world; a list of the presidents and vice-presidents of the United States; important dates in U.S. history; and a glossary and index.

Each unit is introduced by a colorful collage of major persons and events of the time span covered. It is divided into 3-5 chapters introduced by a timeline and narrative designed to catch the reader's interest. Chapter goals are also outlined. Each chapter is divided into smaller sections with reviews, and concludes with a chapter summary and review. Each unit also contains a review.

Several special features illustrate the text, including 70 color maps and 22 charts, graphs, and tables. Each chapter contains a full-page exercise in a history study skill such as using maps, reading historical documents, studying statistics, recognizing propaganda, and reading flow charts. Fourteen one-page essays entitled "Landmarks of Liberty" describe historical places and objects such as Mesa Verde, the Statue of Liberty, Williamsburg, and the Alamo. Five two-page essays, "What Life was Like" illuminate the customs and traditions from various periods, including aspects of young persons' lives. "Ideals in the Lives of Americans" are 19 essays focusing on biographies that personalize American ideals. "Sources of American Freedom" provide excerpts from great American documents.

### Teaching Procedures

A number of teaching aids are provided in the text, including section reviews, chapter summaries, chapter reviews, and unit reviews. Special features also include questions and activities, particularly the history study skills.

The teacher's manual provides detailed support, including an introduction to each unit outlining major events and features of the text. It delineates major themes and ideas contained in the unit. The manual also lists objectives for each chapter and provides a chapter chronology, ideas for motivating students, a description of the geographic setting, and an overview of the history study skills page. A bibliography of teacher and student books and audio-visual materials concludes chapter support. A daily lesson plan is given for each section in each chapter. These plans include objectives, suggested activities for motivation, other suggested activities, and good citizenship reinforcement suggestions. Section, chapter, and unit review answers are also included.

The second half of the manual contains 94 one-page worksheets, two to four per chapter. These include activities such as making tables, reading time lines, doing a crossword puzzle, flow charting, and interpreting political cartoons. Thirty-three chapter tests and two semester tests are also included with their answer keys. Tests emphasize matching, multiple choice, putting events in chronological order and short essay questions.

### Evaluative Comments and Suggestions

History of the American Nation is a clearly organized, logical, and readable text. Special features help build social studies skills and widen the horizons of traditional history. Integration of geography and history study skills and continual reinforcement should aid students in learning. Activities are traditional and tied to the text, but should also reinforce learning. Research activities are lacking, although some of the projects in the unit reviews could lead to research if assigned by the teacher.

## 36. HUMAN EXPERIENCE, THE: A WORLD HISTORY

**Authors:** Mounir Farah, Andrea Berens Karls, and Carl Max Kortepeter  
**Publisher:** Charles E. Merrill Publishing Company.  
**Publication Date:** 1985  
**Grade Level:** 9-12  
**Materials and Cost:** Student textbook, hardbound, \$17.85; teacher's annotated edition, \$20.25; activity book, \$5.25; teacher's annotated edition, activity book, \$6.30; teacher's resource book (with binder), \$48.00  
**Subject Area:** World history

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### Overview

The Human Experience: A World History provides materials for a yearlong course in world history from a global perspective. It uses the traditional chronological approach to world history, beginning with the ancient world and ending with the contemporary world. Special features throughout the text focus on cities, science and technology, the arts, and people. Color photographs, paintings, maps, graphs, and charts enhance the text. The teacher's annotated edition of the textbook includes a teacher's guide in front of the book and annotations throughout the text. Other components include a student activity book and a teacher resource book, neither of which was available for review.

### Required or Suggested Time

Adequate material is provided for a yearlong two-semester course in world history. No specific timetables are given per chapter, but the publishers suggest that the 33 chapters (144 sections) have been designed to be covered within 170 and 180 days. This design calls for coverage of one section per daily class meeting. Because sections vary in importance and length, teachers may want to adjust lesson plans to meet student needs and to allow for review and testing.

### Intended User Characteristics

The text is for students in grades 9-12. A Fry readability analysis of six randomly selected passages reveals a reading level of grades 8-12, with a comfortable average of grades 9-10. Reading aids include definitions of important terms, review questions at the end of each section, and a glossary. Activities are not outlined according to varying student abilities, but enough are presented so that teachers can select appropriate assignments. No special teacher training is required to use the text.

### Rationale and General Objectives

The publishers state that The Human Experience provides "a global perspective on the forces and movements that have shaped the world in which we live--by covering eastern and western civilizations." The global view is complemented with an interdisciplinary approach, which "includes elements of geography, sociology, philosophy, political science, economics, and anthropology." Critical thinking skills are stressed. Specific objectives are provided for each unit and for each chapter within the unit.

### Content

Eight units (a total of 33 chapters) cover world history from the ancient world to the middle ages, early modern

times (the Renaissance and Reformation), monarchy to revolution, the rise of modern Europe, imperialism and modernization, the world in conflict, and the contemporary world. A three-page section on prehistory precedes unit 1. This section briefly covers the stone, paleolithic, mesolithic, and neolithic ages. Units are introduced by a timeline, a two-page illustration, and a brief summary of the era under study. Units conclude with summary statements, questions stressing skill development, and suggested activities and readings. Chapters begin with an illustration and relevant quotation. Review questions, which test student comprehension, follow each section within the chapter. Chapters conclude with summary statements, a comprehensive list of vocabulary terms, and questions that review the main ideas, discuss important ideas relevant to the section, and require interpretation of maps and graphs. Special features include "History and Cities," which focuses on a city important to the time period covered; "Science and Technology," which presents inventions and discoveries of the relevant time period; "History and the Arts," which develops cultural themes; and "History and People," which features significant individuals. There are a total of 42 of these features. Numerous photographs, drawings, maps, charts, and graphs enhance the text. In addition to covering specific eras in world history, the text also focuses on the concepts of monarchy, revolution, democracy, totalitarianism, and industrialization.

### Teaching Procedures

Plentiful teaching strategies are presented both in the student textbook and the teacher's annotated edition of the text. Chapter questions on reviewing the main ideas require factual recall on the part of the student. "Dis-

cussing Important Ideas" presents questions to develop students' critical thinking skills. For example, students are asked to consider whether the war between Carthage and Rome was inevitable, if a permanent policy of religious tolerance could have solved India's problems during early modern times, and how consumer demand can influence technological development. Numerous vocabulary lists are provided, and each chapter contains activities on using charts, maps, and graphs. The "Developing Skills" section focuses on interpreting different historical viewpoints, examining primary sources and historical evidence, interpreting statistical data, and locating bias in interpreting facts. Suggested activities for each unit include debate, writing assignments, analyses of paintings, and map making. The teacher's annotated edition includes a section on instructional strategies such as brainstorming, using audiovisual materials, constructing reading guides to test student comprehension, and using games and simulation, debate, and case studies. Then, strategies are presented for introducing the unit, the chapter, and the section. Answers to review and photo questions are provided. A bibliography of books and media for each unit concludes the introductory section to the annotated edition. Annotated information in the textbook itself expands upon the material presented in the text and provides discussion topics.

### Evaluative Comments and Suggestions

The Human Experience: A World History offers a full, comprehensive examination of the subject. The variety of activities, the global approach, and the inclusion of the arts, science and technology, and cities of various eras provide a wide spectrum of the world scene.

## 37. LAND OF LIBERTY

**Authors:** James J. Rawls and Philip Weeks  
**Publisher:** Holt, Rinehart and Winston  
**Publication Date:** 1985  
**Grade Level:** 7-9  
**Materials and Cost:** Student text, hardbound, 768 pp, \$25.04; teacher's annotated edition, hardbound, 864 pp, \$32.16; teacher's resource package, three-ring spiral, 209 pp, \$50.04  
**Subject Area:** U.S. history

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### Overview

Land of Liberty is a chronological survey of United States history designed for a one-year course at the junior high school level. Focus is on economic and political history, with comprehensive coverage of events, dates, and facts. Skills, particularly those related to geography and chronology, critical thinking, and reading are emphasized. Special sections focus on American contributions to technology, famous Americans, and social studies skills. The student text is accompanied by a teacher's annotated edition and a teacher's resource book.

### Required or Suggested Time

The student text has 10 units (34 chapters) covering U.S. history from the age of exploration through the first years of the Reagan administration. A guide in the teacher's edition offers suggestions and a timeline for using this text as the basis for a full year, comprehensive survey course. It is recommended that the class cover about one chapter a week, or approximately one unit per month. A suggested timeline for using this book with a course that ends with the Reconstruction Era is also provided.

### Intended User Characteristics

The publisher reports that Land of Liberty has been written with careful attention to the needs and capabilities

of the student in grades 7-9. Both unit and chapter organizers are provided to enhance reading comprehension. Reading comprehension is checked in section reviews. New vocabulary is boldfaced when it first appears in the text, then offset at the end of the paragraph and defined.

Using the Fry scale, our reviewer found that reading generally averaged at the ninth grade level, with two of the sections sampled reflecting considerably higher readability levels of grades 13 and 16.

### Rationale and General Objectives

Land of Liberty is intended to combine comprehensive coverage of U.S. history with strong skill development in a high interest narrative appealing to the junior high school student. Content emphasizes facts, dates, and events in U.S. history. Knowledge and skill objectives are presented to the student at the beginning of each chapter section. No additional statements of overall goals or unit/chapter objectives are provided in the teacher's edition.

### Content

The text is divided into 34 chapters organized into 10 units of 3-4 chapters each. Each chapter is further subdivided into 2-4 sections. An extensive social studies skills review section introduces the text. Skills covered in

this section include map and geography skills; chronology; using historical information; reading skills such as skimming, vocabulary, and paragraph organization; and study skills. The ten units cover the New World's settlers, creating a republic, the early national period, the Civil War, reconstruction, the age of industry, World War I, the Great Depression and World War II, postwar America from the 1950s through the Johnson administration, and Contemporary America. High interest features in each chapter focus on famous Americans and American contributions to science and technology. The authors make a conscientious effort through the "Famous Americans" sections to highlight the accomplishments of people who should be famous rather than those who necessarily are. Half of the 20 feature sections focus on women. Many of the remaining sections focus on representatives of America's many ethnic groups. While it is certainly worthwhile to recognize these people whose accomplishments have been generally overlooked in the history texts, this reviewer feels that such isolated coverage does not fully compensate for the lack of coverage given to social and ethnic minorities in the mainstream narrative of the text. In general, social history is given scant attention in the text. For example, the focus of immigration in the late 1800s is on why America attracted immigrants rather than any contributions these people made to American society. No mention is made of the new immigration of the 1970s and 1980s.

### Teaching Procedures

Support materials for teachers are provided in a teacher's annotated edition of the student text and a teacher's resource book. A special section of supplementary material introduces the teacher's edition. This section contains information on the field test of the program, a general introduction to the format and skills emphasis of the text, highlights of the text, and a subsection of resource materials. This subsection contains a

choice of enrichment activities for students of varying abilities. The teacher's resource section also contains the answers to section and chapter review exercises. A final section of the teacher's resource section contains a bibliography of books and audio-visual materials and two articles on teaching exceptional children in the mainstreamed classroom.

Within the body of the teacher's edition, highlighted annotations provide background information, discussion questions, suggestions to define and clarify vocabulary, and extra interest ideas to motivate students through extra projects.

The separate teacher's resource book contains reproducible worksheets for each chapter, chapter and unit tests, and answer keys. Worksheets provide a variety of review, skill building, and critical thinking skills activities.

Activities in the student text are of several types. Most focus on factual recall, reading comprehension, and skill development, particularly geography skills, chronology skills, and study skills.

### Evaluative Comments and Suggestions

Land of Liberty is a fairly traditional, fact-based approach to U.S. history. Content emphasizes political and economic history with only slight attention to social developments and trends. Effort to attend to current concerns in social studies content such as women and minorities and history of science are largely confined to special interest insets. While this is better than no treatment whatsoever, it is less satisfactory than a truly integrated approach to history coverage. Several features of this book make it a good basic text: strong skills coverage, particularly basic skills such as reading, geography, and chronology, and numerous aids to reading comprehension.

The textbook was field tested by 95 teachers in 29 states, and was found suitable for 7th and 8th grade students.

## 38. MODERN HISTORY

**Authors:** Carl L. Baker and Kenneth S. Cooper  
**Publisher:** Silver Burdett Company  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Student text, hardbound, 612 pp, \$17.85  
**Subject Area:** Modern world history

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### Overview

Modern History presents material for a yearlong world history course at the secondary level. Five major units, arranged into 26 chapters, provide a chronological framework for tracing the development of civilizations in different parts of the world. Concentrating on a limited number of persons and events in the last 400 years which best serve to explain how the European world came to be what it is today, the text-book emphasizes five areas of growth that characterize modern civilization--scientific knowledge, economic interdependence, democratic ideas, nationalism, and internationalism. Intended to be used without an accompanying teacher's edition, the text incorporates such teaching aids as review questions, suggestions for further reading, photographs and illustrations, and several maps.

### Required or Suggested Time

The text provides sufficient materials for a full year's course, though no guidance is given on how much time is to be allowed for each of the text's 26 chapters, which range in length from 14 to 35 pages.

### Intended User Characteristics

Although the introduction specifies that the textbook is for high school students in grades 9-12, the advanced reading level indicated by a Fry analysis suggests that this text would be most appropriate for advanced 11th

graders and/or 12th graders. The Fry readability, performed on six reading samples, indicates the average reading level to be mid-12th grade. Although no special teacher training is needed to use this text, teachers need to rely on outside resources and activities to supplement this traditional content-oriented text.

### Rationale and General Objectives

By telling a good deal about a few events and a few people in just the last 400 years, the authors hope to make the human story of history and people's ways of living and thinking seem more real. Despite its higher readability level, the authors pride themselves for not writing "down" to high school readers and describe their style as "disarmingly simple, yet appropriately mature in interpretation." The objective of the book is to get readers to recall the events of history so that they can more intelligently anticipate what is likely to occur during the years to come. The book serves as an informative and content-oriented basic text for advanced high school history students.

### Content

Organized into four broad periods of world history, the text presents a chronological history of the modern world. Within each period, major themes are examined. Because the text is organized thematically and chronologically, students can identify



recurring patterns in history while examining events and trends representative of a particular historical period.

Part 1, "An Introduction," defines modern history and reviews earlier events in history that led up to modern history, such as the ancient civilizations of Greece and Rome, the medieval civilization, the Renaissance, the Reformation, and the Protestant Revolution.

Part 2, "The Age of Kings and Nobles," covers the English Revolution, the French reign of Louis XIV, the rivalries between the world's great powers, and the lives of the French people during the century.

Part 3, "The Age of Political Revolution," focuses on the dynamics of revolution, the French Revolution, the era of Napoleon, the revolutionary era in Europe, Louis Napoleon's second empire in France, the unification of Italy, the unification of Germany, the Franco-Prussian War, and the effects of political liberty in Russia and Great Britain.

Part 4, "The Age of Industrial Revolution," deals with the changes in the conditions of life and the rise of social reforms occurring during this era. A look at the development of social conflict in Germany, France, and England is followed by an examination of how the industrial revolution made it possible for European countries to acquire colonies all over the world. The development of alliances between the great powers during times of peace and the events leading up to World War I represent the end of this era.

In the final part, "An Age of Explosive Change," students learn about democracy and dictatorship, the Great Depression, the short interval of peace between World War I and World War II, the aftermath of World War II, the mod-

ernization of Asia and Africa, and the advantages and disadvantages associated with the rapidly accelerating changes in today's world.

While much attention is given to political/military history, a substantial amount of student attention is directed to social/cultural history as well.

### Teaching Procedures

No teacher's edition is supplied with this book. It can be used as a basic text or a supplement to the regular history curriculum. Students learn primarily from reading; studying pictures, charts, illustrations, and maps; and answering review questions at the end of each chapter. In addition, each chapter lists suggested educational resource materials for the teacher to make available to the students (general accounts, biographies, historical fiction). Extensive use of period art and architecture, selections from literature, and personal anecdotes about historical characters emphasize human themes. Teachers will need to develop their own units and activities from the material presented.

### Evaluative Comments and Suggestions

Modern History is a well-organized, well written, standard text offering accurate information and a good balance between political/military and social/cultural history. A potential problem in using this text is the high reading level and difficulty of some of the material.

While there is ample use of captioned photographs, illustrations, and maps, teachers might appreciate the addition of more varied methods of instruction, a teacher's edition, and a timetable for presenting the materials.

39. OPPOSING VIEWPOINTS SERIES. THE VIETNAM WAR: OPPOSING VIEWPOINTS  
[and] CENTRAL AMERICA: OPPOSING VIEWPOINTS

**Editors:** David L. Bender and Bruno Leone, series editors; The Vietnam War, David L. Bender, editor; Central America, Bonnie Szumski, editor

**Publisher:** Greenhaven Press

**Publication Date:** 1984

**Grade Level:** 10-12

**Materials and Cost:** Central America, text, softbound, 244 pp, \$5.95; The Vietnam War, text, softbound, 214 pp, \$5.95

**Subject Area:** U.S. history, world history, political science

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Overview

The Vietnam War: Opposing Viewpoints and Central America: Opposing Viewpoints are two volumes in the Opposing Viewpoints series, a collection of resources examining contemporary social and political issues. The materials in The Vietnam War and Central America present a running debate on the background and issues surrounding United States involvement in these two critical areas. Suitable for use at the high school level, the books reflect a wide range of perspectives.

Because these books were designed to supplement and enrich a textbook presentation of U.S. history or foreign policy, special teacher's materials are not provided. However, each book does contain introductory and explanatory material for students, as well as special skill development sections focusing on critical thinking, problem solving, decision making, and values clarification.

Required or Suggested Time

These two volumes of the Opposing Viewpoints series are each divided into five chapters. The Vietnam War contains a total of 28 readings while Central America contains 30. Because of the opposing viewpoints format, students should read the selections in pairs to obtain both sides of the issue. Each pair of readings represents about

one week of instructional time. It is not necessary to cover every reading in the books.

Intended User Characteristics

These materials are prepared for use in a high school history, current events, political science, or foreign policy course. While the reading is dense, it is interspersed with photographs, political cartoons, and highlighted quotations. A Fry readability analysis indicates the reading level to range from grade 10 to grade 17. Several features, however, aid students in reading, understanding, and analyzing materials.

Rationale and General Objectives

According to the publisher, the purpose of these books is "to present balanced and often difficult-to-find opposing points of view on complex and sensitive issues." The publisher believes that the best way to become informed is to analyze the positions of those regarded as experts on a certain topic as well as a variety of opinions representing both the mainstream of society and those considered radical, reactionary, or of a minority. The books are designed to endorse no particular point of view. Several basic critical thinking skills are emphasized in special activity sections in both books. These include evaluating sources of information, separating fact

and opinion, identifying stereotypes, and recognizing ethnocentrism.

### Content

The Vietnam War: Opposing Viewpoints and Central America: Opposing Viewpoints present a variety of perspectives on issues surrounding U.S. involvement in these two world areas. Both books contain a rationale statement for students on the purpose of an "opposing viewpoints" approach. The Vietnam War contains five chapters which follow the course of United States-Vietnam relations from this country's initial decision to become involved to present-day perspectives on the lessons of that war for the United States. Specific chapters focus on why the United States became involved in Vietnam, why U.S. policy failed, consequences of Vietnam, lessons of the Vietnam experience, and whether Central America could be another Vietnam.

Articles were written by well-known citizens, including John Foster Dulles, John Kennedy, Richard Nixon, George McGovern, and Philip Caputo, as well as lesser known individuals. Questions are provided at the beginning of each selection to guide reading. Each chapter concludes with one of the following reading or thinking skill exercises: recognizing ethnocentric statements, locating scapegoats, distinguishing between fact and opinion, evaluating sources of information, and lessons to be learned from Vietnam. In addition two special skills sections integrated into the reading selections in chapters 1 and 4 provide practice in understanding stereotypes and the ability to empathize.

Central America follows a similar format, each chapter containing opposing viewpoints which focus on key issues underlying the conflict in Central America and the nature and extent of U.S. involvement. The five chapters examine why the United States is involved in Central America, whether U.S. involvement is justified, why Central America is a conflict area, whether Communism is a threat in Central America, and whether peace is

possible in Central America. Among contributors are George Schulz, Ronald Reagan, Carlos Fuentes, Jesse Helms, Thomas O. Enders, Christopher Dodd, and the World Council of Churches. Each chapter concludes with a skill section, which emphasizes the same skills as the Vietnam publication.

### Teaching Procedures

Introductory materials in the Opposing Viewpoints series explain the series rationale, describe the skill emphases of the particular volume, and give a capsule outline of the historical and political context of the situation under consideration. Each section is introduced by several questions which focus the reading but can also serve as checking up, reading comprehension, or discussion questions. While no teaching material or guidance other than what appears in the student text is provided, the straightforward presentation of materials, as well as their controversial nature, should facilitate teacher organization of classroom lecture and discussion. Because students may need additional background information on U.S. foreign policy or regional history, teachers may want to supplement the texts with more basic reading:

### Evaluative Comments and Suggestions

These two volumes offer an unbiased and stimulating vehicle for exploring U.S. policy in two crisis areas. Positions on complicated and sensitive issues are presented in thoroughly researched and easy-to-understand arguments. Through the opposing opinion format, students are challenged to re-evaluate their own positions, form an opinion if they do not yet have one, and defend their ideas. A wide variety of perspectives are presented, including minority opinions, and those possibly considered "fringe opinions." Higher level cognitive skills--critical thinking, problem solving, recognizing bias, and evaluating sources of information--are emphasized throughout. These volumes provide intelligent materials for examining critical contemporary issues.

## 40. PSYCHOLOGY: A WAY TO GROW

**Authors:** Carl R. Green and William R. Sanford  
**Publisher:** Amsco School Publications, Inc.  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** Text, hardbound, 530 pp, \$16.00; paperbound \$12.33  
**Subject Area:** Psychology

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### Overview

Psychology: A Way to Grow is intended for average high school students in a sequential, one-year, introductory psychology course. Traditional topics usually covered in psychology texts such as personality, learning, and social psychology are included, as well as some unusual topics on dreams, parapsychology, and career opportunities. Well organized and written, the text will catch the interest of the students. Suggested activities at the end of each chapter are varied and excellent.

### Required or Suggested Time

Each of the 79 short sections, along with a section check-up review and perhaps an occasionally chosen activity from the end of each chapter, can be used in a class period, although no time allotment is suggested by the authors. This analyst determined that, supplemented by discussion and activities, the text provides enough materials for a one-year course. Each chapter ends with approximately five enrichment activities requiring from one to several class periods.

### Intended User Characteristics

The text is intended for average high school students in an introductory psychology course. According to the Fry readability measurement by this analyst, the text's reading level averages grade 10+, making it suitable for most high school students. Aids

in readability include definitions incorporated within text, which is presented in clear and understandable language. The style of writing and way the information is presented are interesting. Photographs, graphs, and cartoons provide visual support. The information is clearly presented and organized so that no special teacher training is necessary.

### Rationale and General Objectives

According to the authors, the text is designed to help students in an introductory psychology course in two ways. First, the book is designed to provide "a solid foundation in the basic theories, principles, and concepts of psychology." Second, it is intended to help students develop a "greater understanding of their own capacity for growth." It is the author's intent that "students who plan to take additional courses in psychology will have a solid basis on which to build and that all students will be able to benefit from the findings in a field that touches almost every aspect of their daily lives."

### Content

Psychology: A Way to Grow presents traditional topics usually covered in psychology texts, such as personality, learning, and social psychology. In addition, to add interest and depth to the contents, the authors included chapters on such topics as dreams, par-

apsychology, career opportunities, and the troubled personality. Also, a number of contemporary topics such as left brain and right brain, biofeedback, and dying are dealt with.

The text is arranged into 7 major units. Unit I, entitled "The Mind at Work," defines the nature of psychology and provides reasons for studying psychology; examines consciousness; and discusses the roles of the brain and glands in behavior and in vision and other senses. Unit II, "How People Grow," presents two chapters: "The Child Grows Up" and "The Adolescent Searches for Identity." Personality development is the focus of unit III providing the following two chapters: "Freud's Theory of Personality" and "Personality Theory Since Freud." "When Personality is Disturbed" is the title of unit IV containing two chapters: "Understanding the Troubled Personality" and "Helping the Troubled Personality." Unit V, "How People Learn," covers learning, thinking, developing creativity, and psychological testing. Chapters in unit VI, "The Individual and Society," are "Behavior in Groups" and "Sex Roles, Sexism, and Sexuality." Unit VII, "New Directions in Psychology," presents three chapters: "Exploring Unknown Worlds," "Searching for New Ways to Grow," and "Strategies for Coping." The last section, concludes with a short section on "Developing a Beautiful Soul."

### Teaching Procedures

Major teaching strategies consist of reading, discussing, answering questions (either individually or in groups), and participating in activities in or out of class.

Each of the 79 sections contains a reading and a check-up session. Each

chapter concludes with a summary and study aids to see how well students understood the section. Study aids include a listing of key terms, objective and discussion questions, supplemental student activities, and a suggested reading list. After reading each chapter, students review a list of terms used in the reading and answer multiple-choice and discussion questions. Students may also be assigned one of approximately five creative activities.

The teacher should find the well-organized text easy to use. Not only is the writing style appealing, the text also includes interest-provoking cartoons, illustrations, and diagrams. Each chapter starts with a lively "lead-in" that sets the tone for material to come. Other special features describe important experiments, summarize key ideas, and illustrate the people and events that make psychology interesting. Pro and con features involve the reader in a series of debates on controversial issues. Bio-boxes introduce readers to outstanding figures in the field, such as Piaget, Berne, Dyer, and Jung.

### Evaluation

The book is well organized and well written. The content includes traditional topics as well as contemporary topics of interest to students. The style of writing is such that it would catch the interest of students who would find it relevant to their everyday lives. The content is accurate and objective, presenting an unbiased view of psychology. The technical presentation is good, with a variety of illustrations. Suggested activities at the end of each chapter are varied and excellent.

## 41. UNITED STATES HISTORY

**Authors:** Irving F. Ahlquist, George O. Roberts, and others  
**Publisher:** Addison-Wesley Publishing Company, Inc.  
**Publication Date:** 1984  
**Grade Level:** 10-12  
**Materials and Cost:** Student text, hardbound 832 pp, \$18.36; teacher's resource book, a 3-ring binder that includes lesson plans, 90 worksheets, chapter and subsection tests and answer sheets, 506 pp, \$49.92. (If a minimum order of 30 is placed the teacher's resource book is complimentary.)  
**Subject Area:** U.S. history

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### Overview

United States History provides abundant material for a yearlong course in American history. Possessing a 10-11 grade reading level, the text was designed to meet the intellectual and skill abilities of a wide range of students. Especially noteworthy are the variety of special features contained in the text, including heavy emphasis on social studies skills. The 540 illustrations and colorful and exciting maps make the text quite attractive. The teacher's guide is a good resource for lesson plans and alternative ideas.

### Required or Suggested Time

There are no special time requirements or suggestions for using this textbook. As with most U.S. history textbooks, there is abundant material for a yearlong American history course. The text is divided into 10 units and 30 chapters. Each chapter provides approximately one week's work, although there are myriad suggestions for supplementary and enrichment activities which, if undertaken, would take considerably longer to complete. Generally, however, the 30 chapter (30 week) format provides flexibility to present the material, to pursue outside projects, to cover some

material in-depth, and to conduct enrichment activities.

### Intended User Characteristics

According to the Fry readability formula, United States History reads at the 10-11 grade level. The authors suggest that this material may be used with students possessing a broad range of intellectual abilities and skills. Their suggestions for skill-building and activities do address a range of student abilities. The welter of suggestions for skill-building activities and varying strategies for chapter sections, however, may diminish course clarity. Teachers should spend some time with the text to outline exactly what they wish to accomplish (especially with regard to skills, projects, and reports) during the year.

### Rationale and General Objectives

The authors set out to provide a textbook that "serves a wide range of goals and objectives for students." They claim to have written a textbook that allows students of different abilities to "build and exercise skills as well as to obtain essential knowledge of American history." Those essentials center on the uncertainties faced by historical actors as they risked all in establishing the Jamestown colony, in

declaring independence from Great Britain, in creating a Republic under the Constitution, in seceding from the union, and in mundane as well as magnificent causes. Other essentials document American growth from a small, virtually insignificant nation to a world power.

### Content

The 10 units and 30 chapters that comprise United States History cover the full sweep of American history. Units 1 and 2 present prehistory through the 18th century. Units 3, 4, and 5 (and Chapter 17 of Unit 6) deal with the 19th century. Units 6-10 cover the 20th century.

Each chapter opens with a primary source document, which is followed by brief introductory information. A "Read to Find Out" guide prefaces every major chapter section and introduces the main ideas/subjects of that section. The "Section Review" checks on student understanding of these objectives. Each chapter is concluded with a "Summary," a "Chapter Review" of ten questions that most often ask for recall of specific information, and an "Issues and Ideas" section (usually two broad questions) which tend to be synthesis, application, and speculation questions. End-of-chapter exercises also include a "Skills Workshop" through which students are encouraged to develop social studies skills, and "Past and Present," designed to make relevant the issues and controversies of the past.

The student text contains 540 illustrations which, with a few exceptions, are contemporary primary visual documents of the specific period under study. The text has several other noteworthy features. The "American Observers" features portray some aspect of the past as seen through the eyes of a contemporary. Every unit contains a "Critical Issues" section

which highlights an historical issue (e.g., the powers exercised by Lincoln during the Civil War, the TVA, and the role of government in the economy) that continues to be important in contemporary America. A third feature emphasizes such social studies skills as map reading, timelines, graph reading, primary sources, and statistics.

The final part of the text contains a "Resource Center" which includes charts, graphs, and maps that give a broad statistical overview of American growth. The Declaration of Independence, the Constitution, suggested readings, and a glossary of social studies and historical terms are also included.

### Teaching Procedures

The format of the teacher's guide for United States History is exemplary. The guide is an easy-to-use and easy-to-supplement 3-ring binder. Reference information--not included in the student text--is provided in virtually every section introduction. Each lesson (which coincides with a chapter section) is thoroughly structured. The lesson includes a summary, student objectives, and vocabulary review. Then, a basic lesson strategy is outlined in detail, often tied to one of the 90 worksheets (included in the back of the guide). This section is followed by "Supplementary Strategies," which usually includes "Text Reinforcement" and "Extension and Enrichment."

### Evaluative Comments and Suggestions

United States history provides a comprehensive overview of the subject. The variety of strategies, lesson plans, and student projects allow the teacher to create a flexible and rich program. The teacher must plan carefully, however, so that activities and projects cover intended objectives.

## 42. WESTERN CIVILIZATION

**Authors:** Gerson Antell and Walter Harris  
**Publisher:** Amsco School Publications, Inc.  
**Publication Date:** 1983  
**Grade Level:** 10-12  
**Materials and Cost:** Textbook, hardbound, 561 pp, \$16.00; paperbound, \$12.33; answer key, \$0.40  
**Subject Area:** European history

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### Overview

Western Civilization is a high school European history text which presents the history of Western society from a contemporary perspective. Emphasis is placed on cultural history--the history of art, science, and philosophy. The program consists of a single student text; no teacher's guide or supplemental materials are provided. However, individual chapters and units within the text contain review and testing materials, and a teacher answer key is available.

### Required or Suggested Time

Western Civilization is designed as a basal text for a full-year course chronicling the history of Europe from its prehistoric beginnings to the present day. Each of the text's 24 chapters is approximately 20 pages long and subdivided into short readings of 2 to 4 pages suitable for daily assignments.

### Intended User Characteristics

Students in grades 10 through 12 are the intended audience for this book. The Fry graph indicates a carefully controlled average reading level of grade 10. Individual passages registered in grades 10 and 11.

### Rationale and General Objectives

According to the authors, an understanding of the history that

shaped Western society is essential not only for an understanding of the era in which we live but also for responsible citizenship in our global age. Western Civilization is designed to provide such an understanding. While the text deals with all European history, it concentrates on those aspects of the past that contemporary society believes to be the most important: political events as well as cultural and technological developments. While overall skill development is not emphasized in the text, time relationships and the interrelationship between geography and history are treated in map features and review exercises.

### Content

The text presents the history of Europe in a straightforward, chronological narrative. A total of 24 chapters are organized into 8 units spanning the time period from prehistory to the late 20th century. One chapter within each unit generally focuses entirely on cultural developments of the period under consideration. The first unit, "Early Civilizations," examines prehistoric peoples and the civilizations of the Eastern Mediterranean, Greece, and Rome. Unit II considers the early and high Middle Ages, with emphasis on the Franks, the role of the church, and early nation-states. "Modern Times Begin," unit III, focuses on the Renaissance, political and religious upheavals of the 16th century, and the



Age of Exploration. Topics covered in unit IV, "The Age of Absolutism," are the royal powers of France, Prussia, Austria, Russia, and England, and the cultural trends of this period. Unit V, "A Time of Upheaval," discusses the French Revolution, the Napoleonic Era, the Industrial Revolution, and the Romantic Movement in the arts. In unit VI, "Europe at Its Height," four chapters cover political movements of the 1830s and 1840s, the development of modern nation-states, industrialization, and the 19th century advances in science and the arts. "National Rivalries and Global War," unit VII, looks at the rise of imperialism, World War I, the interwar period, and World War II. The final unit, "The Challenge of Change," concentrates on developments in the second half of the 20th century: postwar recovery, contemporary world problems, and trends in culture and technology. Within each chapter of the text, a special one-page inset highlights controversial or critical historical events. For example, separate features focus on Napoleon in exile, the growth of Zionism, the development of popular entertainment, and the nuclear question. Visual aids include 562 black and white photographs and illustrations as well as 47 historical maps to help students relate geographic factors to historical events.

### Teaching Procedures

Western Civilization uses a basic "read and discuss" strategy. While a

teacher's edition is not provided, the student text contains ample review and testing material. Each chapter concludes with a check-up section which contains a brief summary of chapter material and matching and multiple choice exercises. In addition, each unit review consists of a variety of exercises including several of the following: comprehension questions, map or time skill exercises, essay questions emphasizing problem-solving skills, and factual recall exercises focusing on critical historical events or historical figures.

### Evaluative Comments and Suggestions

The strengths of this text are its comprehensive presentation of European history through the 1980s and its extensive coverage of cultural events and developments in Western art, philosophy, and technology. However, its innovative focus on cultural history is undermined by the dry "read and discuss" format and conventional student exercises, both of which emphasize a mastery of factual information rather than skill or concept development. Similarly, the black and white format detracts from the potential value of extensive illustrations and photographs of historical figures, artwork, and architecture. Because the program lacks a teacher's manual or varied student exercises, teachers may need to spend a substantial amount of time planning strategies and activities to enrich and enliven textbook material.

### 43. WORLD GEOGRAPHY: PEOPLE AND PLACES

**Authors:** Francis P. Hunkins and David G. Armstrong  
**Publisher:** Charles E. Merrill Publishing Co.  
**Publication Date:** 1984  
**Grade Level:** 7-10  
**Materials and Cost:** Student text, 596 pp, \$15.75; teacher's annotated edition, 706 pp, \$18.30. Activity book, evaluation program, and reproducible masters also included  
**Subject Area:** Geography

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#### Overview

World Geography: People and Places is a geography text suited for a yearlong course. The book is divided into ten units; some units deal with basic geographic concepts and others with areas of the world. Goals and objectives, as well as assistance in using the text, are provided in a teacher's guide, which is included in an annotated teacher's edition. The book features numerous photographs, maps, and special features. It provides a brief general overview of a great many topics; some teachers may wish to supplement the text with additional explanation and elaboration.

#### Required or Suggested Time

The book is set up to be readily completed in an average school year of about 175 days. Completion would require covering approximately one section, a section plus a special interest feature, or a skill exercise and unit review and unit test per daily class meeting.

#### Intended User Characteristics

The text is best suited for late junior high or early high school. The Fry analysis indicated a ninth-grade reading level.

No specific training or preparation is required of the teacher; the amount necessary is that which would be ex-

pected for the average junior or senior high school geography class.

#### Rationale and General Objectives

According to the guide in the teacher's annotated edition, the text has three main goals: "to help students gain insights into the relationships among people and places as they learn and use significant facts of world geography; to help students sharpen social studies skills; to help students develop an appreciation of geography and its study." More specific (but still general) goals are also provided in the teacher's guide for each of the ten units. In addition, somewhat less general objectives are provided for each individual chapter.

#### Content

The textbook is organized into 28 chapters, which in turn are organized into 10 major content area units. These units include "Foundations of Geography" (with chapters explaining the nature of geography and maps); "Geographic Patterns" (which deals with landscapes, waterways, climate, population, and culture); seven units, each focusing on one of the major geographic regions of the world (e.g., Europe, Latin America, Asia); and a concluding unit, "Earth and the Future" (which focuses on economic development and geographic frontiers).

The authors describe their text as taking "an interdisciplinary approach to the study of the world, drawing on the physical sciences, sociology, anthropology, economics, and history."

In addition to the text material described above, the book contains numerous color photographs, maps, tables and charts; "Special Interest Features" and "Using Geographic Skills Features"; chapter and unit reviews; and an appendix. The special features are generally one- or two-page inserts that highlight a person, place, or thing, or introduce unusual geographic facts. Other features are intended to develop geographic skills and involve using maps, graphs, and charts.

The appendix contains an atlas, which provides a few statistics about various countries, a glossary of geographic terms, and an index which includes a pronunciation guide.

### Teaching Procedures

The teacher's annotated edition, in addition to the 110-page teacher's guide bound into the text, contains short notes to the teacher printed in blue ink on the top of most pages of the student text. These notes suggest points to be emphasized, give more information, indicate relationships with other material, and so forth.

The teacher's guide provides the unit goals and chapter objectives, describes the text material, and tells the teacher how to use the text and its various features. It contains relatively

detailed teaching ideas for each unit and each chapter, as well as answers to the unit and chapter questions and suggested resources. There is also a nine-page section on general teaching methods that describes techniques commonly used in the teaching of world geography, such as brainstorming, case studies, debating, role-playing, and team learning.

A 108-page soft-covered book of reproducible masters provides quizzes for each chapter and for each unit, along with their answers. There is also an "activity book" (not available for review) said to provide "additional analytic practice for the students."

The chapters are organized into sections and subsections that can be covered individually; each section is followed by recall questions for the students.

### Evaluative Comments and Suggestions

World Geography: People and Places is an attractive book that covers typical geographic material. It is oriented more to the overview rather than to the in-depth approach; i.e., a great many topics are introduced but not described or explained in very great detail. This is probably appropriate to its intended purpose and audience, but it also means the teacher may want to do considerable explaining and elaborating. The teacher support materials provide some assistance in this regard.

#### 44. HISTORY AND LIFE: THE WORLD AND ITS PEOPLE

**Authors:** T. Walter Wallbank and others  
**Publisher:** Scott, Foresman and Company  
**Publication Date:** 1984 (rev. ed.)  
**Grade Level:** 9-12  
**Materials and Cost:** Text, hardbound, 786 pp, \$17.68; teacher's annotated edition, hardbound, 950 pp, \$19.22; workbook, paper-bound, 144 pp, \$4.19; teacher's edition of workbook, 144 pp, \$4.92; worksheets on duplicating masters, 36 pp, \$19.00; tests on duplicating masters, 90 pp, \$46.60  
**Subject Area:** World history  
**Originally Reviewed:** Data Book, vol. 8 (1983)

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#### Overview

History and Life: The World and Its People is an attractive, colorful text for secondary world history students. Although the text considers traditional political and military historical data, it includes economic, social, and intellectual history as well. In addition, each chapter contains geographical information and skill-development activities. This text is exemplary in its attempt to balance Western and non-Western history. It is primarily organized chronologically, considering different geographic and cultural areas during each time span.

Both the teacher's edition and the student text suggest a variety of instructional approaches. The wide range of activities provides an opportunity for students at all ability levels to find an appropriate challenge.

#### Major Revisions

The textbock and teacher's edition remains essentially the same. A few

references have been added or deleted from the resource section in the teacher's guide, but no attempt has been made to update references. Photography and illustrations remain the same, although the quality of some has been enhanced. A few paragraphs about the current situation in Poland have been added to the discussion of detente in Chapter 36.

#### Evaluative Comments and Suggestions

History and Life: The World and Its People is a well-written, colorful, and balanced secondary world history text, covering non-Western cultures in greater detail than many texts. It attends to women's roles in world history and supplements political and military history with social, economic, and intellectual approaches. In addition, it attempts to develop both elementary and sophisticated social science skills. Student activities are creative, and directions for teachers are clear.

## 45. HISTORY OF THE UNITED STATES, A

**Authors:** Daniel J. Boorstin and Brooks Mather Kelley  
**Publisher:** Ginn and Company  
**Publication Date:** 1983 (rev. ed.)  
**Grade Level:** 9-12  
**Materials and Cost:** Text, hardbound, 828 pp, \$16.15; teacher's guide, 357 pp, \$9.50; skill activity sheets on blackline masters, \$3.25  
**Subject Area:** U.S. history  
**Originally Reviewed:** Data Book, vol. 6 (1981)

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### Overview

A History of the United States provides comprehensive coverage of events in U.S. history for students at the secondary level. Providing ample materials for a yearlong course, the text focuses most heavily on a chronological presentation of political and military history, but also examines economic, social, and cultural developments. The teacher's guide provides detailed lesson plans for using the text. These lesson plans, along with the chapter review material provided with each of the student text's 35 chapters, provide a wide range of activities in which students can become involved. They include reading, discussion, map work, and a variety of student involvement activities. Numerous role-playing and simulation activities are suggested. In addition, the teaching suggestions for each chapter include at least one activity designed to provide practice in a "basic competency."

Reproducible activity and study skill sheets (not included in the 1981 edition) concentrate on map skills, classification, taking notes, relating cause and effect, constructing and interpreting maps and graphs, working with primary sources, and answering essay questions.

### Major Revisions

Only minor revisions occur in the 1983 A History of the United States.

Instead of concluding with the Carter administration as the 1981 edition did, the text ends with a brief overview of Reagan's first term in office, lightly touching upon the economy, foreign and domestic affairs, and defense policy. Some new photographs have been added. A set of activity and study skill sheets are also new to this edition.

### Evaluative Comments and Suggestions

A History of the United States provides comprehensive, up-to-date coverage of U.S. history suitable for any teacher using the traditional approach of focusing most heavily on political and military history. Both the teacher's guide and the student text provide many suggestions that will help the teacher convey the subject matter in a way that should interest and motivate students. However, the vague treatment of current U.S. foreign policy must be supplemented if students are to understand the complexities of U.S. involvement in and relationship with other countries. Although it may make for more "colorful reading," an attribute noted by the publishers, the cliched approach to world leaders (e.g., "the handsome general Alexander Haig," and "mild-mannered George Schultz") does not inform.

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Original data sheet by Laurel R. Singleton; update by Kay K. Cook.

## 46. HUMAN HERITAGE: A WORLD HISTORY

**Authors:** Miriam Greenblatt, F. Kenneth Cox, and Stanley S. Seaberg

**Publisher:** Charles E. Merrill Publishing Company

**Publication Date:** 1985 (rev. ed.)

**Grade Level:** 6-10

**Materials and Cost:** Text, hardbound, 696 pp, \$16.95; teacher's annotated edition, hardbound, \$19.50; student activity book, paperbound, \$4.35; teacher's edition of activity book, paperbound, \$5.25; evaluation program on duplicating masters, \$12.00

**Subject Area:** World history

**Originally Reviewed:** Data Book, vol. 7 (1982)

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### Overview

Human Heritage: A World History is intended to provide thorough coverage of ancient and medieval history and a less detailed overview of modern history for students in grades 6-10. The text employs a chronological/topical approach. Such key concepts as cultural values, democracy, revolution, and change and continuity are highlighted to help students understand that human ideas and actions are vital elements in history and that people have contributed to our human heritage. The teacher's edition provides objectives, activities, teaching methods, and a general overview of information in each of the text's 40 chapters. The suggested activities are varied enough that some will be applicable to all ability levels and individual class needs. Each unit also includes a special two-page feature which focuses on people or events important in or representative of the historical period discussed.

Each unit concludes with a review section including a summary of main points, suggested reading, review questions, and activities. Additional teaching procedures are suggested at the beginning of each chapter in the well-organized teacher's annotated

edition and at the end of each chapter in the student text.

### Major Revisions

Many portions of the text have been rewritten, not so much for the purpose of adding information, but rather for creating a smooth, readable style. New photographs have been added and maps and charts have been enhanced by color graphics. Great care has been given to color reproductions, and those appearing in the 1985 edition depict greater detail and richness of color than those in the 1981 edition. A brief section on Vietnam has been added to the unit on the 20th century. An 11-page color atlas is appended.

### Evaluative Comments and Suggestions

This text's easy-to-read style and lavish illustrations should help students gain insights into our human heritage, particularly into contributions of the ancient and medieval periods. A noteworthy feature of the text is its attempt to trace developments in the non-Western world which paralleled developments in the Western world. Teachers contemplating adopting this text should, however, realize that the coverage of the modern world is minimal.

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Original data sheet by Diana Beer; update by Kay K. Cook.

## 47. INTRODUCTION TO THE SOCIAL SCIENCES

**Author:** John J. Bonstingl  
**Publisher:** Allyn and Bacon, Inc.  
**Publication Date:** 1985  
**Grade Level:** 7-10  
**Materials and Cost:** Textbook, hardbound, 580 pp, \$16.80; teacher's guide and resource book in three-ring binder, 344 pp, \$49.98  
**Subject Area:** Multidisciplinary social studies  
**Originally Reviewed:** Data Book, vol. 5 (1980)

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### Overview

Introduction to the Social Sciences can be used with students in grades 7-10 as a one-year course introducing the various social science disciplines. A combination of units may be used for a semester course, or separate units may be used to introduce particular disciplines or to serve as the basis for a mini-course. The text includes two skills units--one on developing effective thinking skills and one on developing effective study skills--followed by units on the following disciplines: psychology, sociology, anthropology, geography, history, political science, and economics. A unit on the future concludes the text. The module approach combining readings, experiments, and group activities encourages development of student motivation and interest, as well as knowledge and basic social science skills. The teacher's guide provides teaching instructions, student handouts, examinations, and a resource list of books, multimedia materials, and relevant organizations.

### Major Revisions

The organization of the textbook and teacher's guide remain almost the same, although many portions of the text have been rewritten, and photographs, graphics, and charts have been added and updated. Most of the experiments that accompany each unit remain the same. The revised edition is much more attractive than the original and illustrations are more people oriented.

### Evaluative Comments and Suggestions

Introduction to the Social Sciences is an attractive book that makes the social sciences interesting to secondary level students by providing relevant information and including interesting activities. A major advantage is that separate chapters of the book may be used individually in a number of subject areas. The first two chapters, which focus on thinking and study skills, are applicable to any subject area.

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Original data sheet by Carol Krismann; update by Kay K. Cook.

## 48. MAGRUDER'S AMERICAN GOVERNMENT, 1984

**Author:** William A. McClenaghan  
**Publisher:** Allyn and Bacon, Inc.  
**Publication Date:** 1984 (rev. ed.)  
**Grade Level:** 11-12  
**Materials and Cost:** Text, hardbound, 654 pp, \$15.96; teacher's guide, paperbound, 162 pp, \$10.50; workbook, paperbound black-line masters, \$22.50; tests, paperbound, black-line masters, \$22.50  
**Subject Area:** U.S. government  
**Originally Reviewed:** Data Book, vol. 6 (1981)

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### Overview

Magruder's American Government, 1984 is still characterized by its inclusion of up-to-date information about present developments and changes in the structure and processes of government. The one basic objective of the text is, as it has been since 1917, "to describe, analyze, and explain the American system of government" so that students will achieve the understandings necessary for citizens in a democratic society.

The teacher's guide, textbook, and workbook offer ample materials for a one-year course although suggestions for use in shorter courses are given. Magruder's can best be used by grade 11 and 12 students with average or above-average reading skills. Some background in political science would be helpful to teachers in explaining how the governmental structures described operate and interact in practice.

### Major Revisions

Magruder's 1984 has the same seven-part organization as previous editions: "The Foundations of the American Governmental System," "The Unalien-

able Rights," "The Politics of American Democracy," "Congress: The First Branch," "The Executive Branch: The Presidency and the Bureaucracy," "The Federal Judiciary," and "State and Local Governments." New illustrations have been added and charts have been updated.

The teacher's guide still features the "Micro-Computer Application." Two programs, one designed to show several measures of central tendency and one to show relationships, are outlined and linked to particular portions of the text that present data that students can analyze. The workbook also presents two skeleton programs that will work on any computer using BASIC.

### Evaluative Comments and Suggestions

In many ways, Magruder's is one of the most valuable texts on the market because it contains accurate, up-to-date, factual information. However, unless the teacher is willing and able to assist students in analyzing what they have read, they may become bored and disinterested. Magruder's offers little that contributes to an understanding of why things work as they do, what may be the consequences of specific governmental actions, or how to effect change.



## 49. OUR COMMON HERITAGE: A WORLD HISTORY

**Author:** Daniel Roselle  
**Publisher:** Ginn and Company  
**Publication Date:** 1984 (rev. ed.)  
**Grade Level:** 9-12  
**Materials and Cost:** Text, hardbound, 678 pp, \$16.95; teacher's guide, 304 pp, \$10.20  
**Subject Area:** World history  
**Originally Reviewed:** Data Book, vol. 6 (1981)

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### Overview

Our Common Heritage places increased emphasis on non-Western cultures to accompany the traditional discussion of European and American history. The text provides material for a year-long course in world history for students in grades 9-12. The teacher's guide for this review includes knowledge, skill, and affective objectives for each of the text's ten units. It also includes numerous teaching strategies, some specially designated as being appropriate for use with slower learners. Bibliographies for each unit are also included. The text's reading level is grade 10.

### Major Revisions

The content of Our Common Heritage remains essentially unchanged. Major additions to the textbook include skill development activities at the end of

each chapter. These activities involve students in using primary sources, writing poetry, analyzing a hypothesis, drawing inferences, comparing political philosophies, examining works of art, and finding omissions in the writing of history. A glossary and a nine-page world atlas have been added.

### Evaluative Comments and Suggestions

Teachers looking for a world history text that emphasizes both Western and non-Western cultures will find Our Common Heritage to be a welcome addition to the market. In addition, the authors devote entire chapters to development in the arts and sciences of a certain era and for a specific country. These two important components of history are often ignored or given only cursory treatment in other textbooks. The text would be most effectively used with average or above-average high school students.

## 50. OUR ECONOMY AND HOW IT WORKS

**Author:** Elmer U. Clawson  
**Publisher:** Addison-Wesley Publishing Company, Inc.  
**Publication Date:** 1984 (rev. ed.)  
**Grade Level:** 7-12  
**Materials and Cost:** Text, hardbound, 362 pp, \$11.22; teacher's guide, 312 pp, \$7.32  
**Subject Area:** Economics  
**Originally Reviewed:** Data Book, vol. 5 (1980)

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### Overview

An economics textbook aimed at junior high and high school students, Our Economy and How It Works is designed to demystify economics by interesting students in the economic world in which they live and clarifying their role in that world. To accomplish this goal, the text takes an episode or case study approach, with each study focusing on a particular product or service. Products or services have been chosen for study not only because they illustrate important economic concepts but also because they are products common to students--for example, jeans, paper, bread. Accompanying the student text is a comprehensive teacher's guide which is designed to make junior high teachers feel competent and comfortable about teaching economics. Our Economy was developed at the Center for the Development of Economics Education, University of the Pacific, Stockton, California, with support from the Foundation for Teaching Economics and was extensively field tested before publication.

Through the comprehensive teacher's guide the developer intends to make teachers feel more enthusiastic

about and competent in teaching economics. The teacher is provided detailed instructional strategy suggestions.

### Major Revisions

All charts and graphs have been updated and several new activities have been added. Additions to the written portion of the text reflect the role of the United States in a global economy. Some portions of the book have also been updated, e.g., sections on the social security program and on social welfare. The textbook itself retains its case study approach: the changes from the earlier edition are an enhancement.

### Evaluative Comments and Suggestions

Our Economy and How It Works was pilot tested during the development stage (1976-1979) and field tested after publication (1980-1983). Results of pre- and post-tests, which indicate statistically significant gains in cognitive economic understanding, are published in the teacher's guide. The text is also designed to integrate into civics, government, U.S. history, geography, business, career education, or home economics courses.

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Original data sheet by Sharryl Hawke; update by Kay K. Cook.

## 51. PROUD NATION, A

**Author:** Ernest R. May  
**Publisher:** McDougal, Littell and Company  
**Publication Date:** 1985 (rev. ed.)  
**Grade Level:** 7-8  
**Materials and Cost:** Text, hardbound, 784 pp, \$16.89; teacher's edition, hardbound, 864 pp, \$21.63; workbook, paperbound, \$2.94; activities on duplicating masters, \$51.00; tests on duplicating masters, \$18.50  
**Subject Area:** U.S. history  
**Originally Reviewed:** Data Book, vol. 9 (1984)

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### Overview

A Proud Nation is a junior high/middle school U.S. history text designed for a full-year course. The 12 unit, 35 chapter chronological presentation covers historical periods from before Columbus through Ronald Reagan, encouraging historical analysis and comparison through the use of social studies skills. Special text features include a focus page in each chapter which examines a particular aspect in greater detail and emphasizes a social studies or critical thinking skill, and a unit section which describes famous and not-so-famous American families. Lesson, chapter, and unit reviews emphasize factual recall and application of skills. The teacher's edition provides unit-by-unit and chapter-by-chapter overviews, teaching and activity suggestions, answers to review questions, and mastery tests.

The teacher's edition concludes with a bibliography for each chapter, which lists books, media, and computer software.

### Major Revisions

The format and layout of this new edition of A Proud Nation has been enhanced. The book is larger, contains

more photographs and color graphics, and has a more streamlined appearance to chapter introduction, special sections, and chapter reviews. A lesson on President Reagan's first term has been added, which includes brief treatment of foreign policy. The teacher's section of the teacher's edition is substantially changed. This part represents an emphasis on concepts and skills objectives. The bibliography is a useful addition. The text retains its basic read, answer, discuss approach, with a greater emphasis on social studies concepts and critical thinking skills.

### Evaluative Comments and Suggestions

A Proud Nation is a well-organized, interesting, and readable text, covering the gamut of American history. The coverage is thorough, although the last two chapters examining 1960 to the present are somewhat cursory. Special features and quotations from primary sources add to the interest. The pages are spacious with easily readable type; well-placed maps, photographs, and reproductions add to student understanding. Review questions and activities are thought-provoking. Teacher's notes are thorough although those interspersed throughout the text are in small type that is difficult to read.

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Original data sheet by Carol H. Krismann; update by Kay K. Cook.

## 52. WORLD GEOGRAPHY TODAY

**Authors:** David M. Helgren, Robert J. Sager, and Saul Israel  
**Publisher:** Holt, Rinehart and Winston, Inc.  
**Publication Date:** 1985 (rev. ed.)  
**Grade Level:** 7-12  
**Materials and Cost:** Text, hardbound, 550 pp, \$25.04; teacher's annotated edition, hardbound, 655 pp, \$34.52; teacher's resource book, \$48.00; software study disc (Apple IIe/II+/IIC), price available January 1985  
**Subject Area:** World geography  
**Originally Reviewed:** Data Book, vol. 6 (1981)

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### Overview

World Geography Today can be used best in a yearlong secondary level world geography course. Major units of the text focus on physical and cultural geography, eight world regions, and use of the world's resources. The authors' stated goal is to take an interdisciplinary approach to geography--an approach that "relates physical geography to the economic, political, social, historical, and cultural aspects of human activity." To meet that goal, World Geography Today has been designed to (1) present students with basic knowledge about the world's geographic regions; (2) introduce students to important geographic, economic, and political concepts; and (3) relate knowledge and concepts to events in the rapidly changing global environment. The authors believe that this foundation will help prepare students to confront intelligently such critical global issues as environmental pollution, resource depletion, urbanization, and industrialization.

### Major Revisions

World Geography Today is almost totally revised. While the topics of the ten units have remained the same, chapter titles within units have changed to reflect a global, more so-

phisticated approach to world geography (reading level, however, remains the same, grades 7-9). Numerous color photographs and graphics have been added and color reproduction is of high quality. Many photographs are more people-oriented, a nice approach to depicting activities and characteristics of people of a certain region. Each unit also contains two special sections on geography skills, which cover topics such as population, density maps, map projections, climate maps, tables, bar graphs, and cross-sectional diagrams. A new introductory unit, "Basic Map Skills," provides a review of skills before students begin studying unit topics. Unit objectives have also been rewritten as well as most activities in the student workbook.

### Evaluative Comments and Suggestions

World Geography Today is one of the most attractive geography books on the market. Its treatment of physical and cultural geography of the world's regions and its depiction of these regions in a global context make it a valuable textbook. Activities, however, which mainly focus on question and answer and worksheets are rather dry. General classroom strategies for mainstreamed disabled students are helpful.

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Original data sheet by Kenneth A. Switzer; update by Kay K. Cook.

### 53. AMERICAN PRESIDENCY, THE

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 7-9  
**Materials and Cost:** 2 filmstrips, cassettes, and teacher's guide, \$66  
**Subject Area:** U.S. history, U.S. government

This series presents the presidency "in human terms with which we can all relate." The first filmstrip discusses the historical background and tradition, and the second filmstrip discusses the relationship between president and Congress and the Supreme Court. The teacher's guide contains the filmstrip scripts and provides a variety of followup activities.

### 54. ARAB/ISRAELI

**Publisher:** Prentice-Hall Media  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 2 filmstrips, cassettes, program guide, \$89  
**Subject Area:** World history, area studies

The program offers a forum for both Arab and Israeli positions.

### 55. CASTRO'S REBELLION

**Publisher:** Prentice-Hall Media  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Filmstrip and cassette, \$47  
**Subject Area:** World history

The program describes the guerilla war, led by Fidel Castro, which overthrew Batista's regime in 1959.

## 56. CITIZENSHIP: YOUR VOICE IN AMERICA

**Publisher:** Educational Activities, Inc.  
**Publication Date:** 1984  
**Grade Level:** 7-12 (reading level, grade 5)  
**Materials and Cost:** 20 books (5 of each title), 2 cassettes, 2 filmstrips, 12 activity masters, teacher's guide, \$59  
**Subject Area:** Citizenship education, civics

This program offers a "high interest/low vocabulary" approach that teaches about voting, candidates and issues, and citizen rights and responsibilities. Titles are "Voting--How, What, Why, When," "The Candidates and the Issues," "Rights of a Citizen," and "Rights=Responsibilities."

## 57. CIVIL WAR SERIES

**Publisher:** Coronet Films  
**Publication Date:** 1984 (rev.)  
**Grade Level:** 7-12  
**Materials and Cost:** 16mm films, \$436 each; videocassettes, \$270 each; series of four films, \$1,482; 4 videos, \$918  
**Subject Area:** U.S. history

Four films trace the Civil War from background issues through the postwar period.

## 58. COAL MINING WOMEN

**Publisher:** Appalshop Films  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 16mm film, \$650; videocassette, \$300; rental, \$70  
**Subject Area:** Social studies, women's studies

The film traces the role of women in coalfield struggles and as mine workers.

## 59. DEVELOPMENT DATA BOOK

**Publisher:** World Bank Publications  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Paperbound student book, 16 pp, and paperbound teacher's guide, 40 pp. Classroom sets of 11 student books plus teacher's guide, \$10.00; individual copies of student book or teacher's guide; \$5.00  
**Subject Area:** World history, global education, world geography, economics

Four-color charts, maps, and tables depict social and economic conditions in 125 countries. Fifteen social indicators (e.g., life expectancy, adult literacy rate, population growth rate, GNP, and merchandise exports) are presented. The guide suggests activities geared to various student aptitudes and includes a comprehension test.

## 60. DISARMAMENT: THE QUEST FOR LASTING PEACE

**Publisher:** Human Relations Media  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** 4-part film/cassette series with teacher's guide, \$174  
**Subject Area:** Peace education, social studies

The four titles are "The Policies and Strategies Behind Disarmament," "Unfinished Business: The Quest for Lasting Peace," "The Future of Arms Control," and "Forum for Opinion."

## 61. EDITORIAL FORUM SERIES

**Publisher:** GEM Publications  
**Publication Date:** On-going  
**Grade Level:** 7-12  
**Materials and Cost:** Library kit of 5 tabloid pamphlets, \$10 each; classroom kit of 35 tabloid pamphlets (one title), \$30  
**Subject Area:** U.S. history, world history, civics

Each tabloid contains a selection of editorial comments from leading magazines and newspapers and from reports to congressional committees. Editorial cartoons are also featured. Recent titles are "Space Weapons and Nuclear War," "Crisis Location," "Morality and Nuclear Arms," "Toxic Chemical Wastes," "Homeless People," and "The Soviet Threat: Myth or Reality?"

## 62. EMANCIPATION PROCLAMATION

**Publisher:** Prentice-Hall Media  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Filmstrip/cassette, \$47  
**Subject Area:** U.S. history

The program examines the background and effects of the Emancipation Proclamation.

## 63. FREE TO CHOOSE SERIES

**Publisher:** Britannica Learning Materials  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 3 filmstrips/cassettes and activity guide for each program, \$125  
**Subject Area:** Economics

The three programs, narrated by economist Milton Friedman, include analyses of trade barriers, equality in a free enterprise system, and the free market and business system.

## 64. GLOBAL RESOURCES: CHALLENGES OF INTERDEPENDENCE

**Publisher:** Praeger for the Foreign Policy Association  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Hardbound book, \$39.95; paperbound, \$22.95  
**Subject Area:** Global education

This anthology of more than 50 readings represents a wide variety of disciplines and viewpoints on global interdependence.



## 65. HEADLINE SERIES

**Publisher:** Foreign Policy Association  
**Publication Date:** 1972-1984  
**Grade Level:** 9-12  
**Materials and Cost:** Paperbound books, \$3 each  
**Subject Area:** World history, U.S. history

The current 58 titles examine U.S. foreign relations. The latest titles is "The U.S.S.R. after Brezhnev."

## 66. HISTORICALLY SPEAKING

**Publisher:** Agency for Instructional Television  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** Videocassette, \$180 each; teacher's guide, \$1.45 (quantity discounts available)  
**Subject Area:** World history

Twenty-four 30-minute programs trace the history of the Western world from 1500 to the present.

## 67. HOPI: SONGS OF THE FOURTH WORLD

**Publisher:** New Day Film Co-op, Inc.  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 16mm film, purchase, \$850; rental, \$100; videocassette, inquire for price  
**Subject Area:** U.S. history; American Indian studies

A variety of Hopis speak about the preservation of their life and their philosophy of living in harmony with nature.

## 68. MIDDLE EAST, THE

**Publisher:** National Geographic Educational Services  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** 5 filmstrips with cassettes, \$129.50  
**Subject Area:** World history, area studies

The filmstrips examine roots of present day conflicts and the region's role in the world.

#### 69. NUCLEAR WAR

**Publisher:** Society for Visual Education, Inc.  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** Filmstrip, cassette, teacher information sheet, \$35  
**Subject Area:** Peace education, social studies

The background and strength of current nuclear weapons, the "nuclear winter" theory, SALT, and the political climate between the United States and the USSR are examined. The teacher information sheet suggests a variety of followup activities.

#### 70. PEOPLE OF AMERICA'S WESTERN FRONTIER

**Publisher:** National Geographic Educational Services  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** 3 filmstrips/cassettes and teacher's guide, \$84.95  
**Subject Area:** U.S. history

Series titles are "Opportunity and Fortune," "The Indian Resistance," and "Frontier Justice: Lawmen and Outlaws."

#### 71. SOCIAL STUDIES WORKTEXTS: YOUR RIGHTS AND THE LAW and YOUR GOVERNMENT

**Publisher:** Fearon Education  
**Publication Date:** 1984  
**Grade Level:** 7-12 (reading level, grades 4-5)  
**Materials and Cost:** Worktext, class set of 10 copies, \$39 each title; 20 copies (10 of each set), \$75  
**Subject Area:** Law-related education, citizenship education, civics

Easy-to-read textbooks can be used for short units or for one- or two-semester courses. Students examine basic legal rights, the Bill of Rights, and federal, state, and local government.

## 72. SPACESHIP EARTH

**Publisher:** Hawkhill Associates, Inc.  
**Publication Date:** 1984-85 (rev. ed.)  
**Grade Level:** 9-12  
**Materials and Cost:** 6 sound filmstrips, guides, \$169 for set or \$39 each; videocassettes, purchase, \$69 each; rental/copy \$26  
**Subject Area:** Social studies, humanities

The six-part series explores the universe, ecology, living things, the cell, atoms and molecules, and human awareness.

## 73. TOMORROW CAME LATER (A JOURNEY OF CONSCIENCE)

**Publisher:** Centron Films & Video  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** 16mm film, \$1,195; videocassette, \$229  
**Subject Area:** World history

The film documents an account of a woman's journey back to the Nazi concentration camp where she was imprisoned as a girl and where her family died.

## 74. YOU, ME, AND TECHNOLOGY

**Publisher:** Agency for Instructional Television  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** 2 videocassettes, \$115 each; teacher's guide, \$1.95; handbook, \$1.35; quantity discounts for guide and handbook  
**Subject Area:** Social studies, science and society

The two 20-minute programs explore how the interactions of technology and society affect individuals.

75. WOMEN'S VOICES: THE GENDER GAP

**Publisher:** New Day Film Co-op, Inc.  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 16mm film, purchase, \$250; rental, \$50; videocassette, inquire for price  
**Subject Area:** Women's studies

The program interweaves interviews with women, statistics about the gender gap, and the nationally syndicated cartoon character, "Sylvia."

76. WORLD WAR I SERIES (2nd ed.)

**Publisher:** Coronet Films  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** 3 16mm films, \$276-\$346; 3 videocassettes, \$195-\$242 each; complete series films, \$769; video, \$538  
**Subject Area:** World history

Three films trace World War I from background tensions through the politics of peacemaking.

## ANALYSES OF TEACHER RESOURCE MATERIALS

Entry No.	Title	Page No.
<b><u>New Analyses</u></b>		
77	Accidental Nuclear War: The Growing Peril. Part 1 and Part 2	85
78	Citizenship and the Critical Role of the Social Studies	85
79	Close Up Special Focus: U.S.-Soviet Relations	86
80	Consumer Power: Classroom Strategies for Consumer Education	87
81	Creative Conflict Solving for Kids	87
82	Crossroads: Quality of Life In a Nuclear World. A High School Social Studies Curriculum	88
83	Economics of Energy: A Teaching Kit. Grades 7-12	88
84	Food First Curriculum: An Integrated Curriculum for Grade 6	89
85	Imaging Ideas: A Select List of Films and Videotapes	89
86	Latin American History: A Teaching Atlas	90
87	Law in the Classroom. Activities and Resources. Revised	90
88	Lifegames: Activity-C ntered Learning for Early Childhood Education in Economics	91
89	Manual on Nonviolence for Children, A	92
90	Master Curriculum Guide in Economics. A Framework for Teaching the Basic Concepts. Second Edition	92
91	NCSS Peace Studies Project: An Interim Report	93
92	Of Codes and Crowns: The Development of Law. Student Book. Law-In-Social Studies Series	93
93	Of Codes and Crowns: The Development of Law. Instructor's Manual. Law-In-Social Studies Series	94
94	Our World, Its Diverse Peoples. Sixth Grade	94
95	Perspectives	95
96	Perspectives: A Teaching Guide to Concepts of Peace	96
97	Philosophy for Children: An Approach to Critical Thinking	96
98	Promoting World Understanding through Literature, K-8	97

<b>Entry No.</b>	<b>Title</b>	<b>Page No.</b>
99	<b>Students, Structures, Spaces: Activities in the Built Environment</b>	97
100	<b>Teaching the Excitement of Politics in America</b>	98
101	<b>Turning Mirrors into Windows: Teaching the Best Short Films</b>	99
102	<b>Using Children's Books in Social Studies: Early Childhood through Primary Grades</b>	99

**77. ACCIDENTAL NUCLEAR WAR: THE GROWING PERIL. PART 1 AND PART 2**

**Editor:** Alan Newcombe  
**Publisher:** Peace Research Institute  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** Paperbound books, 206 pp, \$10.00 for both; \$7.00 if payment sent with order (also available from EDRS, ED 245 957, MF-\$0.97 plus postage)  
**Subject Area:** Science education

Two volumes designed to increase awareness of accidental nuclear war dangers are presented. The first of five sections in volume 1 proposes that although accidental war is preventable, the current arms race and secrecy about accidents and false alarms increase the possibility of an accidental war. Section 2 posits that decreased decision-making time also increases the possibility of error. Section 3 deals with information-related accidents such as strategic warning system problems, lengthy command chains, and communication chaos due to electromagnetic pulse. Section 4 gives examples of accidents and illnesses that affect the capabilities of national leaders, problems of weapon handlers, proliferation perils, implications of escalating small wars, and ways in which terrorists could trigger nuclear war. Section 5 focuses on accidents involving new weapons. Section 6 in volume 2 examines both the value of and the dangers of satellite usage. Section 7 discusses the probability of an accidental nuclear war and the final section outlines prevention needs, including increased public awareness, improved hot lines, better crisis control communication between nations, accidental war assessment centers, long term goals for world peace, and action taking. Appendices outline problems of U.S. strategic warning systems, nations technically capable of detonating a nuclear device, the balance of nuclear forces, and possible areas for error in weapon technology. A glossary concludes the document. (LH)

**78. CITIZENSHIP AND THE CRITICAL ROLE OF THE SOCIAL STUDIES**

**Authors:** Walter Parker and John Jarolimek  
**Publishers:** Social Science Education Consortium, Inc., ERIC Clearinghouse for Social Studies/Social Science Education, and National Council for the Social Studies  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** Paperbound book, 58 pp, \$5.95 plus postage (also available from EDRS, ED 244 880, MF-\$0.97/PC-\$5.65 plus postage)  
**Subject Area:** Social studies, citizenship education

Designed as a tool to help social studies educators promote their discipline, this volume outlines the critical role of social studies in the K-12 curriculum and the part social studies educators must take in assuring that this role is understood and accepted by parents, school boards, and legislators. Material is divided into four chapters. Chapter 1 outlines the essential role that social studies plays in the general school curriculum by cultivating "democratic" citizens. Chapter 2 defines the special nature of a democratic citizen as one who participates in social, political, and economic processes. The authors suggest that the development of such citizens through active, participatory learning experiences is one of the most potent contributions of a comprehensive social studies program. Examples of community-based and school-based social studies programs are provided. Chapter 3 reviews the research on political socialization, which supports the claim that a strong social studies curriculum is needed in each of the 13 years of formal schooling. The final chapter outlines the role of the social studies teacher in advocating the social studies. Specific techniques for promoting social studies education by working with local media, promoting instruction of the Constitution, recognizing student achievement, building social studies networks, and promoting social studies to parents are discussed. (LP)

#### 79. CLOSE UP SPECIAL FOCUS: U.S.-SOVIET RELATIONS

Author: Jacqueline Hess  
Publisher: Close Up Foundation  
Publication Date: 1983  
Grade Level: 9-12  
Materials and Cost: Booklet, 60 pp, \$6.00, curriculum guide, \$3.50 (also available from EDRS, ED 243 766, MF-\$0.97 plus postage)  
Subject Area: Political science, social studies

Designed to accompany a four-part video series, this high school unit on U.S.-Soviet relations focuses on each nation's world view, political system, and ideologies. A student handbook and teacher's curriculum guide are included. The student handbook is divided into four chapters. Chapter 1 examines the political and economic system of each country as well as geographic influences on each nation's foreign policy. Chapter 2 puts the current U.S.-Soviet relationship into perspective by examining its evolution. The American-Soviet arms race is highlighted in chapter 3. The final chapter focuses on future relations between the two superpowers. Each chapter contains a section of ideas to guide student reading, a reading selection, excerpts from relevant speeches or news articles, and a chapter summary. The teacher's curriculum guide describes each chapter of the student handbook and the relationship of this written information to the video series. Also included are suggestions for using video materials in the classroom and specific strategies for teaching and expanding the student readings. Procedures for student simulations and activities such as a debate and a futures wheel are described. (LP)



## 80. CONSUMER POWER: CLASSROOM STRATEGIES FOR CONSUMER EDUCATION

**Authors:** Susan Abate and Nancy Farrell Lucia  
**Publisher:** Scott, Foresman and Company  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** Paperbound book, 162 pp, \$14.95  
**Subject Area:** Consumer education

Nine units feature consumer activities for junior high and senior high school students. Each unit is divided into four areas: teaching strategies, teacher resources, background information for teachers, and student activities. In unit 1, "Decision Making," students complete a consumer attitude inventory and examine Maslow's hierarchy of needs, needs versus wants, the value of purchases, and using resources to achieve goals. Unit 2 activities on banking include comparisons of a local bank with a savings and loan institution, a survey of local savings plans, and worksheets on writing a check and balancing a bank account. In unit 3, "Wise Buying," students analyze advertising techniques, warranties, and guarantees. Unit 4, "Credit," focuses on different ways of making purchases, reading a credit charge card bill, and figuring out interest rates. Unit 5, "Contracts," provides students with specialized vocabulary and reproduces several types of contracts. Unit 6, "Buying a Car," gives students information on how to be "car experts." Students also comparison shop for a car. Unit 7, "Insurance," discusses all types of insurance policies and introduces students to "car insurance lingo." Life insurance is also examined. Unit 8 is on consumer rights. Students are introduced to common consumer "rip-offs" and to consumer agencies. The final unit is entitled "Living on Your Own." Students learn about renting apartments, grocery shopping, budgeting for fixed and flexible expenses, and job searching. (KC)

## 81. CREATIVE CONFLICT SOLVING FOR KIDS

**Authors:** Fran Schmidt and Alice Friedman  
**Publisher:** Grace Contrino Abrams Foundation  
**Publication Date:** 1983  
**Grade Level:** K-6  
**Materials and Cost:** Paperbound book, 52 pp, \$8.00 (also available from EDRS, ED 244 882, MF-\$0.97 plus postage)  
**Subject Area:** Affective education

A two-part unit introduces elementary students to conflict situations and conflict resolution techniques. Part 1, student materials, contains pre- and post-tests and 27 exercises in which students examine emotions, love and friendship, frustration, learned behavior, basic needs, and different ways to resolve conflicts. Activities include

word scrambles, puzzles, games, simulations, writing assignments, problem solving, and question-answer exercises. Part 2, a teacher's guide, contains overall unit objectives and concepts as well as teaching suggestions, vocabulary, and extension activities for each of the student exercises. Pen and ink drawings of five conflict situations with which elementary students can identify conclude the unit. (LP)

## 82. CROSSROADS: QUALITY OF LIFE IN A NUCLEAR WORLD. A HIGH SCHOOL SOCIAL STUDIES CURRICULUM

**Authors:** Dan French and others  
**Publisher:** Jobs with Peace National Network  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** Paperbound unit of study, 87 pp, \$4.00 per unit, \$10.00 per set of three units in English, science, and social studies (also available from EDRS, ED 240 046, MF-\$0.97 plus postage)  
**Subject Area:** Peace education, social studies

One of a set of high school curricula on nuclear issues, this ten-day social studies unit helps students understand the interrelationship of economics, the arms race, military spending, and the threat of nuclear war. Activities such as role plays, discussion, brainstorming, and problem solving develop students' abilities to evaluate issues and information in order to make educated decisions. Topics covered in the ten lessons are conflict and resolution, war and negotiation, countries currently at war, effects of a nuclear explosion, Hiroshima, perceptions of the Soviet Union, national security, tax allocation, military spending and the economy, and the quality of life. In a culminating activity, students are encouraged to express their feelings and explore ways they can affect society. Each lesson includes a plan sheet, readings, student activities, worksheets, and a homework assignment. (LP)

## 83. ECONOMICS OF ENERGY: A TEACHING KIT. GRADES 7-12

**Authors:** George Horwich and others  
**Publisher:** Joint Council on Economic Education  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** Paperbound handbook, 92 pp, \$5.00 (also available from EDRS, ED 236 102, MF \$0.97 plus postage)  
**Subject Areas:** Economics education, environmental education, consumer education

In this six-part handbook, secondary school teachers and students are provided with information and concepts needed to analyze the

energy situation from an economic perspective. Part 1 begins with an economic analysis of the U.S. energy situation. It includes charts, graphs, and readings on energy use before 1970, consequences of oil supply restrictions by the Organization of Petroleum Exporting Countries and the American response to them, government regulation of the petroleum market, the effects of higher energy prices and price control on inflation, and the government's energy policy. Teaching strategies are presented in part 2. Scarcity, supply and demand, data analysis, energy source comparisons, effects of prices on market behavior and energy consumption, and conservation economics are treated in 11 lessons combining handouts, simulations, role plays, and discussion. Part 3 is a reading on energy supply and demand for advanced students. Part 4 consists of two sets of pre- and post-tests with answer keys. Part 5 is an annotated catalog of curriculum guidelines, background readings, and teaching units. (LP)

#### 84. FOOD FIRST CURRICULUM: AN INTEGRATED CURRICULUM FOR GRADE 6

**Author:** Laurie Rubin  
**Publisher:** Institute for Food and Development Policy  
**Publication Date:** 1984  
**Grade Level:** 6  
**Materials and Cost:** 3-hole punch paperbound guide, \$12  
**Subject Area:** Global education. social studies

This unit of 35 lesson is designed to help sixth-grade students become aware of the reasons for world hunger and to work toward solving the problem through means other than charity. Individual lessons examine diversity in the world, where food comes from, how we get our food, why people are hungry, hunger in the United States, and what can be done. A description of each activity, appropriate curriculum areas, objectives, materials needed, and procedures are provided. Students are involved in keeping journals, solving puzzles cooperatively, planning a group breakfast, visiting types of farms, making comparisons of foods at supermarkets, preparing graphs comparing hunger to population density, examining hunger among different age groups, and conducting surveys. The document concludes with a resource guide that lists appropriate books, games, posters, records, and audiovisuals. (KC)

#### 35. IMAGING IDEAS: A SELECT LIST OF FILMS AND VIDEOTAPES

**Publisher:** National Federation of State Humanities Councils  
**Publication Date:** 1984  
**Grade Level:** 4-12  
**Materials and Cost:** Paperbound book, \$4.00  
**Subject Area:** U.S. history, women's studies, ethnic studies

The catalog lists over 55 films and videotapes funded by state humanities councils. Thematic approaches to films are: American biography, the American West, American life, immigration/ethnic cultures, the populist hero, public issues, rural America, women's experience, and work and society. Each entry gives the address of the funding source and price and/or rental charge of the film/videocassette. A critique of each film makes clear how the orientation, "or in some cases, limitation in the treatment of the subject may call for presentation of supplemental information." Critiques were developed by a six-member panel. (KC)

#### 86. LATIN AMERICAN HISTORY: A TEACHING ATLAS

**Authors:** Cathryn L. Lombardi and John V. Lombardi  
(with K. Lynn Stoner)

**Publisher:** University of Wisconsin Press, Ltd.

**Publication Date:** 1983

**Grade Level:** 11-12

**Materials and Cost:** Paperbound book, 144 pp, \$6.95;  
hardbound, \$22.50

**Subject Area:** Latin American studies

This collection of maps emphasizes themes and topics for Latin American studies. Although intended for college undergraduate courses, the collection is also appropriate for upper grades in high school. Following a series of maps that depict physical features of Latin American countries, the atlas is arranged into 12 parts that depict Latin America from the colonial period to the modern period. Specific maps of the colonial period portray the Iberian background; the Amerindian background; discovery and conquest; the colonial governments; trade, resources, and competition; and the independence of Spanish America. Maps of the modern period portray Latin American boundaries, international relations, countries, population, economics, and society during various eras. (KC)

#### 87. LAW IN THE CLASSROOM. ACTIVITIES AND RESOURCES. REVISED

**Author:** Mary Jane Turner and Lynn Parisi

**Publishers:** Social Science Education Consortium, Inc.,  
and ERIC Clearinghouse for Social  
Studies/Social Science Education

**Publication Date:** 1984

**Grade Level:** K-12

**Materials and Cost:** Spiralbound book, 484 pp, \$24.95 plus  
postage and handling (also available from  
EDRS, ED 247 190, MF-\$1.17/PC-\$33.65 plus  
postage)

**Subject Area:** Law-related education

This K-12 handbook is designed for law and justice professionals who serve as resource persons and for classroom teachers working with resource persons. The book is arranged in four parts. The introduction provides an overview, explains the use of the handbook, presents background for the teacher on using community resources, and offers practical teaching tips for resource persons. Part 2 explains a variety of strategies designed to involve students actively in the learning process. Strategies include case studies, mock trials, moot courts, pro se courts, brainstorming, dilemmas, games, police activities, and field trips. Classroom procedures, instructions for implementation, and several law-related activities targeted for various grade levels are outlined for each strategy. Part 3 contains activities for specific law-related content areas. Activities focus on introducing students to law, individual rights, criminal law, civil law, and civil court procedure. The sections on individual law and civil law are subdivided into categories of freedom of speech, freedom of press, freedom of religion, search and seizure, family law, consumer law, property law, environmental law, and torts. The activities in parts 2 and 3 include 78 reproducible student handouts. Part 4 suggests additional resources, including state and national law-related education programs, multimedia resources, games and software, print materials, and ERIC resources. (LP)

#### 88. LIFEGAMES: ACTIVITY-CENTERED LEARNING FOR EARLY CHILDHOOD EDUCATION IN ECONOMICS

Author: Saul Z. Barr  
Publisher: Addison-Wesley Publishing Co.  
Publication Date: 1985  
Grade Level: K-3  
Materials and Cost: Paperbound book, 172 pp, \$15  
Subject Area: Economics, consumer education

Lifegames introduces young children to the study of economics by providing 80 self-contained lessons with accompanying blackline masters designed to fit easily into the K-3 social studies curriculum. Building on basic math skills, the lessons introduce students to goods and services, specialization and jobs, resources, and money and banking. Main themes of the activities include business and government services, durable versus nondurable goods, value of a good or service, math skills in comparison shopping, how parents earn a living, skills and training for careers, matching jobs with interest and ability, land use, land resources, factors of production in building a house, U.S. currency, barter, supply and demand, and wages and expenses.

While these concepts may seem lofty for the K-3 mind, the activities are mostly "hands-on." For example, in learning about production, students set up an assembly line to manufacture a paperweight. To learn about job specialization, children pack crayons into boxes. Other activities involve students in applying for classroom "jobs," viewing slides of building projects, drawing pictures of how they use the land, turning the classroom into a cafeteria, examining a bicycle to determine the resources used in production, and participating

in a bartering game. Each lesson provides objectives, a description of the activity, instructions for getting started, followup discussion questions, and a list of materials needed. (KC)

#### 89. MANUAL ON NONVIOLENCE AND CHILDREN, A

**Editor:** Stephanie Judson  
**Publisher:** New Society Publishers  
**Publication Date:** 1984  
**Grade Level:** Preschool-12  
**Materials and Cost:** Clothbound book, 160 pp, \$24.95  
**Subject Area:** Affective education

Divided into two parts, this manual is "designed to help children and adults establish an atmosphere in which they can resolve their problems and conflicts nonviolently." The editor stresses that non-violence is not to be associated with passivity; rather, nonviolence suggests an active way, but not an aggressive way, of dealing with problems. Part I presents a series of essays and activities focusing on the following topics: affirmation, sharing, conflict resolution, competition and community, meeting facilitation, parent support groups, and books for young people. Part II discusses and presents cooperative games for children and adults. Games are categorized according to name games, opening-up activities, physical contact games, values clarification activities, and "attention out" activities, which help children change their focus of attention. Techniques for inventing one's own games and for changing traditional competitive games are also included. The section concludes with activities for preschoolers. (KC)

#### 90. MASTER CURRICULUM GUIDE IN ECONOMICS. A FRAMEWORK FOR TEACHING THE BASIC CONCEPTS. SECOND EDITION

**Authors:** Philip Saunders and others  
**Publisher:** Joint Council on Economic Education  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** Paperbound book, 71 pp, \$5.00  
**Subject Area:** Economics

Intended for curriculum developers, this revised framework presents a set of basic concepts for teaching K-12 economics. The revision reflects the change and development which the field of economics has undergone and includes improvements suggested by users of the first edition. The purpose of teaching economics is to impart a general understanding of how our economy works and to improve economic decision making by students through the use of an orderly, reasoned approach. The first three chapters provide a brief introduction to the

publication, discuss the elements of economic understanding, and list and describe the basic economic concepts. Chapter 4 discusses the broad social goals that seem most important in the United States today, the problem of trade-offs among goals, and the role of self-interest and personal values. Chapter 5 illustrates the use of a decision-making model to two economic issues involving public policy. The concluding chapter discusses the grade placement of the economic concepts. (RM)

91. NCSS PEACE STUDIES PROJECT: AN INTERIM REPORT

**Author:** Michael Ferber  
**Publisher:** National Council for the Social Studies  
**Publication Date:** 1983  
**Grade Level:** K-12  
**Materials and Cost:** Paperbound report, 6 pp, \$1.00 (also available from EDRS, ED 235 109, MF-\$0.97 plus postage)  
**Subject Area:** Peace education

This preliminary report of a National Council for the Social Studies (NCSS) project briefly assesses teaching materials related to peace and nuclear warfare. Covering elementary, secondary, and higher education, the materials discussed present a variety of activities, decision-making approaches, and analytical assessments of policies of many countries. Topics include crucial decisions of the nuclear age, history of weaponry, and imagining alternative futures. In addition to the specific curricula mentioned, four general resource guides published by national organizations are noted. Finally, several sources are listed which concentrate on the USSR and the Cold War. (KC)

92. OF CODES AND CROWNS: THE DEVELOPMENT OF LAW. STUDENT BOOK. LAW-IN-SOCIAL STUDIES SERIES

**Authors:** Coral Su'er and Marshall Croddy  
**Publisher:** Constitutional Rights Foundation  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** Student booklet, 96 pp, \$4.50 (also available from EDRS, ED 238 765, MF-\$0.97 plus postage)  
**Subject Area:** Law-related education, archaeology, anthropology

Intended to supplement secondary level world history courses, this booklet will help students understand the history of and need for rules and laws. There are five units. In the first unit, students examine evidence from anthropology and archaeology which shows how rules developed in prehistoric cultures. The second unit deals with the Code

of Hammurabi and helps students understand Mesopotamian ideas about justice and law. Justice and making rules work are the major topics of unit 3. The fourth unit treats legal processes. Examined are the ways of enforcing and making judgments under the law in England during the Middle Ages. The need for authority is the focus of the concluding unit, which contains stories set in the 14th-century Renaissance in Italy. Students are involved in many different kinds of activities. For example, they analyze case studies, read and discuss fictional short stories, study time lines, give brief oral reports, write endings to stories, and participate in mock trials. (RM)

**93. OF CODES AND CROWNS: THE DEVELOPMENT OF LAW.  
INSTRUCTOR'S MANUAL. LAW-IN-SOCIAL STUDIES SERIES**

**Authors:** Coral Suter and Marshall Croddy  
**Publisher:** Constitutional Rights Foundation  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** Softbound teacher's guide, 129 pp, \$12.50 (also available from EDRS, ED 238 764, MF-\$0.97 plus postage)  
**Subject Area:** Law-related education, archaeology, anthropology

Instructions are provided for using an accompanying student text. The materials are designed to supplement secondary world history textbooks. Content focuses on the development of law from the prehistoric period to the Renaissance in Italy. The teacher's guide begins by providing a general overview of the student booklet. For each unit, the guide presents an overview, outlines specific goals and objectives, discusses needed teacher preparation, and then presents the text of the student booklet. Interspersed throughout the text are teaching suggestions, including questions to ask, learning activities, facts students might be interested to know, topics to explore, and answers to student booklet questions. (RM)

**94. OUR WORLD, ITS DIVERSE PEOPLES. SIXTH GRADE**

**Publisher:** Rialto Unified School District, California  
**Publication Date:** 1983  
**Grade Level:** 6  
**Materials and Cost:** Paperbound book, 97 pp, \$6.00 (also available from EDRS, ED 245 964, MF-\$0.97 plus postage)  
**Subject Area:** Geography, social studies, economics education, multicultural education

A sixth-grade social studies curriculum provides a context for a comparative study of individuals and societies. Material is divided into



14 sections. An introduction (section 1) outlines course rationale and a proposed time schedule. Sections 2 through 5 contain objectives, activities, and resources for the study of geography, culture, government, and economy and technology. The remaining sections outline related social studies units required in California. Section 6 is a mini-unit on drug awareness. Section 7 consists of vocabulary and student background material for a camp experience in the San Bernardino Mountains. Sections 8 through 14 contain the following optional units to be used in the curriculum as time permits: adaptation, anthropology, technology, earth forces and geology, wildlife problems and protection, and the ecosystem. For each unit, teacher introductory material, student activities, and resources are provided. (LP)

## 95. PERSPECTIVES

**Editor:** Patricia Bandy  
**Publisher:** Close Up Foundation  
**Publication Date:** 1984  
**Grade Level:** 7-12  
**Materials and Cost:** Softbound student handbook, 247 pp, \$8.00; quantity discounts available (also available from EDRS, ED 243 764, MF-\$0.97 plus postage)  
**Subject Area:** U.S. government, U.S. history, political science

Designed to encourage informed and critical thinking on contemporary political issues and processes, the articles, case studies, and activities in this student handbook can be incorporated into secondary school social studies units on government or current events. Eight chapters cover the presidency, the federal bureaucracy, the Congress, the Supreme Court, the judiciary branch of government, special interest groups, the media, the electoral process, and federalism. Within each chapter, articles written by Republicans and Democrats, liberals and conservatives, and public officials and private citizens convey a balanced picture of America's diverse political environment. A case study in each chapter illustrates how the major political actors and institutions operate. Topics covered include the controversy at the Environmental Protection Agency, the desegregation of public schools, media coverage of the Vietnam War, and President Reagan's budget and tax battles with Congress. (LP)

## 96. PERSPECTIVES: A TEACHING GUIDE TO CONCEPTS OF PEACE

**Publisher:** Educators for Social Responsibility  
**Publication Date:** 1983  
**Grade Level:** K-12  
**Materials and Cost:** Softbound activity sourcebook, 396 pp, \$12.95 (also available from EDRS, ED 240 023, MF-\$0.97/ PC-\$21.00 plus postage)  
**Subject Area:** Peace education

The purpose of this activity sourcebook is to help students in K-12 classes examine the concept of peace and the means and structures by which it is preserved. Designed to complement a program on nuclear issues, over 100 activities in this volume examine peace within the context of personal, social, and international experience and consider obstacles to peace such as prejudice, stereotyping, aggression, and ethnocentrism. Material is divided into three sections. An overview contains background readings for teachers, as well as articles on extending the program to include parents and community. Section 2 contains materials for the K-6 classroom. Divided into subsections, activities focus on defining peace, encouraging cooperative behavior, resolving conflict, and studying famous and fictional peacemakers. Materials for grades 7-12 are provided in section 3. Activities in five subsections examine differing perspectives of peace; peace at the community, national, and international levels; the attraction of violence; obstacles to peace; images of the enemy; methods of conflict resolution; notable peace makers and social activists; and options for the future. (LP)

## 97. PHILOSOPHY FOR CHILDREN: AN APPROACH TO CRITICAL THINKING

**Author:** Tony W. Johnson  
**Publisher:** Phi Delta Kappa Educational Foundation  
**Publication Date:** 1984  
**Grade Level:** K-8  
**Materials and Cost:** Paperbound book, 41 pp, \$0.75 (also available from EDRS, ED 242 629, MF-\$0.97/ PC-\$3.90 plus postage)  
**Subject Area:** Philosophy, social studies, ethical instruction

This document describes curricula and resources designed to foster and expand the philosophical thinking of elementary and middle school students. The booklet begins with excerpts from and a discussion of Matthew Lipman's novel "Harry Stottlemeier's Discovery," written to help elementary and middle school students discover both formal and informal rules of thought. Subsequent chapters describe the successes and problems of the Institute for the Advancement of Philosophy for Children (IAPC) programs, established by Lipman and his associates.

The Institute develops curricula designed to expand reasoning skills, beginning in early childhood education with reasoning skills in ethics, language arts, and social studies. It also conducts workshops to prepare teachers and teacher trainers in the use of the materials. Also discussed in the booklet are the foundations of philosophy for children and the significance of dialogue in teaching philosophy to children.  
(RM)

**98. PROMOTING WORLD UNDERSTANDING THROUGH LITERATURE, K-8**

**Authors:** Mary C. Austin and Esther C. Jenkins  
**Publisher:** Libraries Unlimited, Inc.  
**Publication Date:** 1983  
**Grade Level:** K-8  
**Materials and Cost:** Hardbound book, 277 pp, \$22.50  
**Subject Area:** Ethnic studies, multicultural education

The books listed in this publication were selected for their capacity to encourage understanding of Afro-American, Native North American, and Mexican-American cultures. Preceding the list of books categorized by culture, the first chapter discusses processes for planning a multiethnic literature program. The chapters dealing with the individual cultures consist of an overview of each culture and a discussion of that culture's literature for children. An annotated bibliography includes tales, myths, picture books, fiction, nonfiction, biography, and poetry and songs. An additional non-annotated list, an annotated list for adults, and a section on historical highlights are also provided. The concluding chapter describes methods for encouraging children's responses to literature. It points out conditions that foster response, criteria for literature-related activities, strategies designed to facilitate response, and methods for evaluating a multiethnic literature program.  
(KC)

**99. STUDENTS, STRUCTURES, SPACES: ACTIVITIES IN THE BUILT ENVIRONMENT**

**Authors:** Aase Eriksen and Marjorie Wintermute  
**Publisher:** Addison-Wesley Publishing Company  
**Publication Date:** 1983  
**Grade Level:** K-6  
**Materials and Cost:** Spiralbound book, 197 pp, \$16.95  
**Subject Area:** Community studies, environmental education, urban studies

The "built" environment is the focus for these activities, which stress becoming aware of one's surroundings, understanding the function and impact of the environment, and, when necessary, taking action

to better satisfy environmental needs. The authors state that the long-range objective is "to make better future citizens, capable of making informed environmental decisions to improve the community."

A total of 30 activities are grouped according to 5 topics: tuning into the environment, the community where you live, people spaces, structure and space, and useful tools and techniques. Objectives of the activities are to increase visual perception and observation; to understand the process for observing, recording, and analyzing information about the built environment; to understand spatial relationships; to develop a sense of structure and the strength of construction members; and to learn about architectural tools and techniques.

Students are involved in evaluating their feelings about the environment, creating shapes by connecting dots, correlating music to certain types of architecture, sketching elements of the built environment, making texture rubbings, creating space bubbles which define personal and public space, making cardboard structures, and laying out a grid. For each topic, the theme, activities, curriculum areas, location of the activities, rationale, extension activities, and bibliography are included. Most lessons describe the theme, learning objectives, time, materials, and preparation needed for the activity, and closure activities. (KC)

#### 100. TEACHING THE EXCITEMENT OF POLITICS IN AMERICA

**Publisher:** Taft Institute for Two-Party Government  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** Paperbound book, 110 pp, \$12.00 plus postage and handling; discount available for 20 or more copies  
**Subject Area:** Political science, civics, citizenship education

Lesson plans, most of which were developed by 32 award-winning Taft Seminar participants, are divided into eight chapters: political parties; politics (language, concepts, and ideas); government in school; government in the community; presidential politics; the political process; government simulations; and the media. The topics of specific lesson plans include two-party government, a brief history of American political parties, teaching concepts of government to kindergarten children, government in the United States and the Soviet Union, a political campaign simulation for high school students, rules for a student body election, student involvement in local politics, understanding the electoral process, students and the political process, a model congress, a mini-United Nations, and following candidates in the media. In addition to an outline of the activities, each lesson includes necessary handouts and, in some cases, a bibliography. (KC)

## 101. TURNING MIRRORS INTO WINDOWS: TEACHING THE BEST SHORT FILMS

**Author:** Marian Bue  
**Publisher:** Libraries Unlimited, Inc.  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** Hardbound book, 305 pp., \$21.50  
**Subject Area:** Social studies

The book was written with the belief that film is a powerful classroom tool. The author promotes effective interdisciplinary use of film by educators. The first section presents detailed study guides of 30 films. Each guide suggests appropriate curriculum areas, summarizes the plot line, and details activities which will prepare students to understand the film and help them retrospectively explore the film. Lists of print and nonprint resources conclude each guide. The second section of the book provides in-depth reviews of an additional 78 films and the third section briefly annotates over 100 more titles. Lists of film producers and distributors and college and university rental departments are also included. (KC)

## 102. USING CHILDREN'S BOOKS IN SOCIAL STUDIES: EARLY CHILDHOOD THROUGH PRIMARY GRADES

**Author:** Joan E. Schreiber  
**Publisher:** National Council for the Social Studies  
**Publication Date:** 1984  
**Grade Level:** primary-3  
**Materials and Cost:** Softbound book, 49 pp, \$10.25 (also available from EDRS, ED 241 404, MF-\$0.97 plus postage)  
**Subject Area:** Social studies, humanistic education, cross-cultural studies

Arranged in three parts, this booklet provides teachers at the early childhood and primary grade levels with guidelines for using children's literature in social studies instruction. Chapter 1 emphasizes the significant role that reading books can play in developing a child's self-concept by examining similarities and differences among children and among cultures, examining peer group and family interactions, considering careers, dealing with change, and establishing a framework for history study. The relationship between children's literature and social studies skills development is treated in chapter 2. Examples of ways in which reading books lend themselves to map skill development and skits are provided. The major portion of this booklet is a bibliography, contained in chapter 3. Over 350 children's books, compiled on the basis of student, teacher, and social studies needs are listed on the following topics: careers, changes, feelings, geography, history and biography, interdependence, relationships, rules, similarities and differences, and world cultures. (LP)

## ANALYSES OF ERIC DOCUMENTS

Entry No.	Title	Page No.
<u>New Analyses</u>		
103	Achieving Sex Equity through Social Studies in the District of Columbia Public Schools. A Competency-Based Curriculum Guide	103
104	American Problems: A Law-Related Education Course (A High School One-Semester Course)	104
105	Bibliography of Available Sex Equity Resources	104
106	Black History Month, 1984	105
107	Building from Strength II	105
108	"The Down-Trodden Slave of the Needle," or, The Study of American Women, 1840-1910, through the Writing of a Dime Novel	106
109	Economic Education. Curriculum Guide. Kindergarten-12. Revised Edition	107
110	Gaming and Simulations in Economics	107
111	The Global Citizenship Concept: Preparing Students for International Cooperation and Diverse Cultural Experiencing through a Continuous-Integrated-Sequential Program of Awareness and Exposure to the Global Human Community	108
112	Global Economics for Middle and Secondary School Students	108
113	Interactive Computer Programs for Geographic Education	109
114	Holocaust and Genocide: A Search for Conscience	110
115	Law and Me: A Resource Guide for Social Studies Teachers in Milwaukee Public Middle Schools	110
116	Law and Me: A Resource Guide for Social Studies Teachers in Milwaukee Public High Schools	111
117	Multicultural Education: Suggested Classroom Activities	111
118	Newspaper Activities for Young Consumers	112
119	World Hunger: Learning to Meet the Challenge	113
120	Oral History: A Look at the Literature for Secondary Teachers	113
121	Peace Education: A Bibliography Focusing on Young Children	114

<b>Entry No.</b>	<b>Title</b>	<b>Page No.</b>
122	<b>Resources for Elementary Social Studies</b>	114
123	<b>Selecting Women's Biographies for the Social Studies</b>	115
124	<b>Sociology. Grades 11 and 12. Revised</b>	115
125	<b>Three Cultures: The Hopi Indians of the Southwest Desert, the Indians of the Northwest Pacific Coast, and the People of Midwest, U.S.A. An Anthropological Unit</b>	116
126	<b>What Are the Characteristics of a Friend? A Resource Unit for Elementary Social Studies</b>	116
127	<b>World History</b>	117

## ERIC RESOURCES

The resources below are cited in the ERIC (Educational Resources Information Center) system. Each resource is identified by a six-digit ED number. Abstracts of and descriptive information about all ERIC documents are published in Resources in Education (RIE). This information is also accessible through three major on-line computer searching systems: DIALOG, ORBIT, AND BRS.

Most, but not all, ERIC documents are available for viewing in microfiche (MF) at libraries that subscribe to the ERIC collection. Microfiche and/or paper copies of these documents can also be purchased from the ERIC Document Reproduction Service (EDRS), Box 190, Arlington, VA 22210. For price information, consult a current issue of RIE or write EDRS.

### 103. ACHIEVING SEX EQUITY THROUGH SOCIAL STUDIES IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS. A COMPETENCY BASED CURRICULUM GUIDE

ED 242 655

**Authors:** Carolyn Dudley-Smith and others  
**Publication Date:** 1984  
**Grade Level:** K-6  
**Materials and Cost:** 114 pp; EDRS price: MF-\$0.97/PC-\$9.14, plus postage  
**Subject Area:** Social studies, career education, vocational education

A series of social studies units and activities for achieving sex equity and fostering a nontraditional career orientation among elementary students is provided. Directions for using the guide and a list of objectives for the primary and intermediate grades precede two substantive sections. Section 1 contains three units for grades K through 3 on sex role evaluation, career aspirations, and sex fairness. Section 2 contains the following units for grades 4 through 6: growing up female and male in America, exclusion, and sex fairness in vocational education. (LP)



**104. AMERICAN PROBLEMS: A LAW-RELATED EDUCATION COURSE (A HIGH SCHOOL ONE-SEMESTER COURSE)**

ED 238 790

**Publisher:** Hawaii State Department of Education  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** 171 pp; EDRS price: MF-\$0.97/PC-\$12.65, plus postage  
**Subject Area:** U.S. history, law-related education

The guide is designed for a one-semester high school course focusing on American problems. Objectives are to help students develop a practical understanding of law, acquire an appreciation of the principles of our laws, and participate in the legal system. The guide is arranged in three major units. Following a course outline and list of student materials, Unit I contains four lessons dealing with the nature of law. Unit II includes lessons on the causes of crime, crimes against people, crimes against property, and controversial crimes. The four lessons in the final unit examine the following aspects of the criminal justice system: pre-arrest and pre-trial, trial, sentencing, and juvenile justice. Learning activities take a variety of forms, including role plays and simulations, news analyses, news reporting, field trips, and interviews. Each unit includes the following components: an overview, concepts, generalizations, learning objectives, vocabulary, activities, readings, worksheets, appendices, and student materials. (LP)

**105. BIBLIOGRAPHY OF AVAILABLE SEX EQUITY RESOURCES**

ED 240 021

**Publisher:** Illinois State Board of Education  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** 34 pp; EDRS price: MF-\$0.97/PC-\$3.90, plus postage  
**Subject Area:** Women's studies, career education, social studies, interdisciplinary subjects

Designed for elementary and secondary teachers and administrators, this annotated bibliography cites over 200 sex equity resources available from the Illinois State Board of Education Media Resource Center. Print and media materials are divided into 20 categories, including athletics, counseling, early childhood education, employment, fine arts, staff development, language arts, science and math, stereotyping, social studies, vocational education, and women's studies. Within each category, items are arranged alphabetically by

title. Selections falling into more than one category are included only once by cross-reference at the end of other appropriate sections. A separate listing of audiovisual materials includes audiocassettes, 16mm films, filmstrips, slide/cassette tape packages, and videos. (LP)

#### 106. BLACK HISTORY MONTH, 1984

ED 245 945

**Publisher:** Detroit Public Schools  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** 82 pp; EDRS price: MF-\$0.97/PC-\$7.40, plus postage  
**Subject Area:** Black history

Activities and resources used in observance of Black History Month (February 1984) are presented. Following specific suggestions for school and individual observance of Black History Month, the guide presents an annotated chronology of the Black experience in Detroit, 1736-1870. Programs and fliers of scheduled activities include announcements of museum exhibits, specially broadcast television and radio programs, Afro-American museum exhibits, an organization for research and preservation of Afro-American family history, a month-long series in the "Detroit Free Press," a school district theatrical performance, a Detroit Symphony Orchestra production entitled "Classical Roots," a high school music production, and a Detroit Historical Department exhibit. Illustrated Afro-American biographical materials are followed by a section on student information resources. The document concludes with a list of film and filmstrip titles related to Black history. The guide can be used as a model in other states. (LH)

#### 107. BUILDING FROM STRENGTH II

ED 245 990

**Authors:** Lorraine Clarkson and others  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** 128 pp; EDRS price: MF-\$0.97/PC-\$10.90, plus postage  
**Subject Area:** Geography

This two-dimensional, action-oriented curriculum model for teaching geography at the secondary school level provides a rationale for implementing a student-structured, process-oriented curriculum. Two diagrammed models, which are general enough to represent any learning

process, illustrate the ideas developed in the rationale and accompany each of the 16 activities presented in the handbook. The first activity uses the classroom as a source of data. These data are later mapped and graphed by students. The concept of culture contact is introduced in activity 2. Activities examine the environment of Canada's native people, use classification and data identification skills, deal with natural and unequal resources, focus on foreign ownership, and help students form an image of the nature of the country or region in which they live. The final activity uses newspapers to teach about cities, towns, and villages. Although some activities focus primarily on the study of Canada, many can be used in any geography or social science lesson. (LH)

108. "THE DOWN-TRODDEN SLAVE OF THE NEEDLE," OR, THE STUDY OF AMERICAN WOMEN, 1840-1910, THROUGH THE WRITING OF A DIME NOVEL

ED 239 949

Author: George W. Chilcoat  
Publication Date: 1983  
Grade Level: 9-12  
Materials and Cost: 14 pp; EDRS price: MF-\$0.97/PC-\$2.15, plus postage  
Subject Area: Women's studies; social studies

Arranged into four parts, the paper offers practical and motivating techniques for using the dime novel in high school classrooms, particularly in the study of women's history. The first part of the paper describes the historical background of the dime novel that was originally intended to entertain the reading public with fast-paced action, high adventure, and uplifting stories. The second part of the paper discusses the use of the dime novel in the classroom and lists 63 themes related to women's involvement in the years 1845-1910 that can be used as a catalyst for discussion. Part 3 presents procedures for using the dime novel in the classroom, including introducing the history of the dime novel and providing specific guidelines for completing the assignment; holding student conferences to assess progress; and conducting and concluding the follow-up activities. The last part of the document includes a student handout for writing a dime novel which directs students in the effective use of characterization and plot outline as well as a graphic display and instructions for the completion of an illustrated title page. (LH)

**109. ECONOMIC EDUCATION. CURRICULUM GUIDE.  
KINDERGARTEN-12. REVISED EDITION**

**ED 235 110**

**Publishers:** Oklahoma Council on Economic Education and others

**Publication Date:** 1983

**Grade Level:** K-12

**Materials and Cost:** 219 pp; EDRS price: MF-\$0.97/PC-\$16.15, plus postage

**Subject Area:** Economics education, consumer education, U.S. government, U.S. history, geography, citizenship education

The document offers practical and motivating techniques for helping students achieve economic literacy. The activities are designed to develop competency for effective citizenship as a consumer, a worker making occupational choices, and a voter on socioeconomic issues. The material in the elementary section discusses economic wants, scarcity and the need for decision making, production, the need for an economic system, consumption, the role of money, the market economy of the United States, the economic role of the government in the American economy, economic growth and price stability, and the United States and the world economy. The material in the secondary section discusses American government and history, basic business, consumer economics, geography, Oklahoma history, and career decisions. The sequence of material at both levels encourages the spiraling of economics education learning while integrating related subject areas. (LH)

**110. GAMING AND SIMULATIONS IN ECONOMICS**

**ED 240 036**

**Author:** Lawrence R. Dale

**Publication Date:** 1983

**Grade Level:** 9-12+

**Materials and Cost:** 38 pp; EDRS price: MF-\$0.97/PC-\$3.90, plus postage

**Subject Area:** Economics education

Economics teachers at the secondary and postsecondary level are provided with an overview and general recommendations for effective use of games and simulations. Material is divided into two sections. In section 1, a description of card games, board games, activities, and puzzles is followed by a discussion of the advantages of each of these types of games and the suggested procedure for using games in the classroom. Teachers are also provided with directions for designing

their own board games, and a sample game which familiarizes intermediate grade and junior high school students with various types of taxes. Section 2 contains an evaluation of role-playing and simulation activities as well as materials for conducting a world poverty simulation in high school or university classrooms. (LP)

**111. THE GLOBAL CITIZENSHIP CONCEPT: PREPARING STUDENTS FOR INTERNATIONAL COOPERATION AND DIVERSE CULTURAL EXPERIENCING THROUGH A CONTINUOUS-INTEGRATED-SEQUENTIAL PROGRAM OF AWARENESS AND EXPOSURE TO THE GLOBAL HUMAN COMMUNITY**

ED 242 633

**Author:** Richard Peters  
**Publication Date:** 1984  
**Grade Level:** K-12  
**Materials and Cost:** 24 pp; EDRS price: MF-\$0.97/PC-\$2.15, plus postage  
**Subject Area:** Citizenship education, humanistic education, global education

A global approach to citizenship education, the Human and Environmental Learning Program (HELP), is presented in two sections. Section 1 outlines philosophy and rationale for the program, which integrates environmental education, global studies, and social studies. The objective is to expose students to global problems and future crises. Instructional strategies recommended for such a course include audiovisual materials, cultural studies, current events, field trips, guest speakers, and experiential learning. Section 2 contains a sample unit on global environments/pollution. A list of seven activities using a variety of the instructional strategies outlined in section 1 is followed by a discussion of the role of the teacher. The importance of the teacher's knowledge of environmental education, cultural studies, and historical timeliness is emphasized, as is the need for continuing professional education to insure these teacher competencies. A list of resources and summary remarks concludes the paper. (LP)

**112. GLOBAL ECONOMICS FOR MIDDLE AND SECONDARY SCHOOL STUDENTS**

ED 245 987

**Editor:** Suzanne S. Eddinger  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** 131 pp; EDRS price: MF-\$0.97/PC-\$10.90, plus postage  
**Subject Area:** Economics education, global education

Intended to help teachers introduce concepts related to global economics, this book provides 16 detailed lesson plans for students of varying abilities from middle school through high school. Lessons 1-3 teach students about imports and substitutes, unequal resources, scarcity, interdependence, and trade. Lesson 4 provides activities for learning about a production possibilities curve, cost of production, and opportunity costs. A simulation game of free trade is provided in lesson 5 and lesson 6 teaches about absolute and comparative advantage and specialization. In lesson 7, students debate the case for expanded world trade vs. protectionism. Lessons 8-16 provide instruction about trade dilemmas in competitive and controlled markets, multinational corporations, communication problems in international trade, international trade in the state, international trade in the local community, international finance and exchange rates, international monetary systems, socioeconomic changes affecting farmers, and career opportunities in the international field. (LH)

### 113. INTERACTIVE COMPUTER PROGRAMS FOR GEOGRAPHIC EDUCATION

ED 244 848

**Author:** Cheryl A. Lougeay  
**Publication Date:** 1983  
**Grade Level:** 4-12+  
**Materials and Cost:** 26 pp; EDRS price: MF-\$0.97/PC-\$3.90, plus postage  
**Subject Area:** Geography

Examples of computer programs illustrate how instructors can introduce students to geographic concepts and models while creating a thinking environment in the classroom. The programs are designed to assist students in computational tasks and to provide both graphic and numeric output which will be stimulating. One program, suitable for use at any grade level, charts population growth rates of the United States and other countries. It is a good example of interactive programming in that it provides adequate instructions and questions to lead students into the exercise, all instructions and questions are displayed on the screen, error checks are built into the program, and the program allows a wide variety of inputs. A second program, on solar calculations, contains two significant interactive aspects: questions and student responses are displayed and several input options are available. (LP)

## 114. HOLOCAUST AND GENOCIDE: A SEARCH FOR CONSCIENCE

ED 241 452

**Editor:** Harry Furman  
**Publication Date:** 1983  
**Grade Level:** 7-12  
**Materials and Cost:** 240 pp; EDRS price: MF-\$0.97/PC-\$17.90, plus postage  
**Subject Area:** Social studies, humanistic education

A collection of readings and activities on the Holocaust for secondary students is coordinated with a teacher's curriculum guide. Material is divided into units covering the nature of human behavior, views of prejudice and genocide, the rise of Nazi Germany, Nazi persecution and mass murder, resistance to the Nazis, and related issues of conscience and moral responsibility. Each unit contains 10 or more reading selections which include songs, personal accounts, essays, short stories, and examples of propaganda. Each reading is accompanied by a series of discussion questions or supplementary activities and relevant vocabulary. Artwork of the period is also included. (LP)

## 115. LAW AND ME: A RESOURCE GUIDE FOR SOCIAL STUDIES TEACHERS IN MILWAUKEE PUBLIC MIDDLE SCHOOLS

ED 231 720

**Authors:** Robert Donegan and others  
**Publication Date:** 1983  
**Grade Level:** 5-9  
**Materials and Cost:** 142 pp; EDRS price: MF-\$0.97/PC-\$10.90, plus postage  
**Subject Area:** Law-related education, social studies

Five units on legal education for junior high school social studies courses in Milwaukee schools are presented. Unit 1 focuses on the nature of law in a democratic society. Hypothetical situations examine the formation of society and laws, the pervasive nature of law in everyday life, the protection of air quality, consumer protection, the Bill of Rights, and landmark civil rights cases. Unit 2 consists solely of transparency masters which outline the structure of the American legal system. Charts trace a bill through the legislative process and outline pretrial and trial procedures. In Unit 3, students make value judgments about hypothetical situations, examine the magnitude of juvenile crime in Milwaukee and Wisconsin and the public and private costs of shoplifting, and participate in a "You Are the Judge" activity concerning juvenile violations. In Unit 4, students compile data from local newspapers on types of crimes committed and draw conclusions

from several charts reprinted from the annual report of the Milwaukee police department. Unit 5 summarizes the major points of the four preceding units. Background readings for teachers outline the need for law in society, how the law develops and works, the Bill of Rights, and individual civil liberties. A chart identifying subject areas in which legal concepts can be incorporated is included. (KC)

**116. LAW AND ME: A RESOURCE GUIDE FOR SOCIAL STUDIES TEACHERS IN MILWAUKEE PUBLIC HIGH SCHOOLS**

ED 231 721

**Authors:** Robert Donegan and others  
**Publication Date:** 1983  
**Grade Level:** 9-12  
**Materials and Cost:** 152 pp; EDRS price: MF-\$0.97/PC \$12.65, plus postage  
**Subject Area:** Law-related education, social studies

Four units on legal education for high school social studies courses in Milwaukee schools are presented. Unit 1 briefly considers the nature of law in a democratic society. Using fictional situations, group activities, and diagrams, students examine the social contract, the pervasive nature of law in everyday life, and the sources of laws. In Unit 2, the goals of law in a free society are explored through activities that focus on air pollution, consumer rights, civil liberties, and the Bill of Rights. Unit 3 consists solely of transparency masters which outline the structure of the American legal system. Charts trace a bill through the legislative process and outline pretrial and trial procedures. In Unit 4, students compile data from local newspapers on types of crime committed and draw conclusions from several charts reprinted from the annual report of the Milwaukee police department. Students also debate capital punishment and simulate a conference on keeping order and a parole board. (KC)

**117. MULTICULTURAL EDUCATION: SUGGESTED CLASSROOM ACTIVITIES**

ED 231 728

**Editor:** John M. Chapman  
**Publication Date:** 1983  
**Grade Level:** K-9  
**Materials and Cost:** 501 pp; EDRS price: MF-\$1.17/PC-\$27.15, plus postage  
**Subject Area:** Multicultural education



Learning activities, objectives, and resource materials for multicultural education in grades K-9 are presented. The document consists of six parts in addition to the introduction (Part 1). Part 2 includes a definition of multicultural education and curriculum goals and student goals approved by the Michigan State Board of Education. Part 3 provides over 200 pages of learning activities classified by the following objectives: (1) developing a positive self-image through understanding one's own and other cultures; (2) understanding various ethnic groups; (3) appreciating individual and cultural differences; (4) preparing for productive participation in one or more cultures; (5) desiring to contribute to a culturally diverse world; (6) respecting the freedom and dignity of individuals in a complex world; and (7) recognizing a spectrum of career choices and culturally evolved lifestyles. Parts 4 and 5 list relevant books and other Michigan resources and Part 6 suggests procedures to strengthen multicultural education. (KC)

## 118. NEWSPAPER ACTIVITIES FOR YOUNG CONSUMERS

ED 246 002

Author: Tess Greenup  
Publication Date: 1983  
Grade Level: 4-7  
Materials and Cost: 17 pp; EDRS price: MF-\$0.97/PC-\$2.15, plus postage  
Subject Area: Consumer education

Designed for intermediate and junior high level students, the handbook gives 11 lessons using newspaper activities for teaching consumer education. The activities help students (1) define consumer education terms and distinguish between wants and needs; (2) define the term "caveat emptor" and understand the concept of consumer responsibility; (3) explain why laws are necessary for consumer and seller protection; (4) explain how the Pure Food and Drug Act came into being and possible needs for revision; (5) explain three laws regulating labels; (6) define consumer-related terms; (7) create a classroom newsletter to reflect consumer knowledge; (8) recognize the importance of correctly interpreting information in advertising; (9) recognize and explain different appeals used in advertising; (10) explain the difference between advertisements that use "puffing" and dishonest advertisements; and (11) explain the work of the Federal Trade Commission, identifying two laws controlling advertising. For each stated objective, there are activities involving the clipping of display and classified advertisements for question answering, story writing, label analysis, interviewing, and student advertisement writing. (LH)

## 119. WORLD HUNGER: LEARNING TO MEET THE CHALLENGE

ED 245 984

**Authors:** Joy Carrol and Patrick Regan  
**Publication Date:** 1983  
**Grade Level:** K-12  
**Materials and Cost:** 155 pp; EDRS price: MF-\$0.97/PC-\$12.65, plus postage  
**Subject Area:** Social studies, global education

This elementary and secondary level world hunger curriculum guide is designed both to educate teachers and students in the basics of world hunger, and to guide them in organizing student groups to take action that will combat hunger. A background information section is presented in part 1, which describes who and where the hungry are, what it is like to be hungry, why we have hunger, what is being done and what needs to be done to eliminate hunger, and how people can become involved. Part 2 contains a series of elementary level classroom teaching strategies for special school events and holidays. The final part presents a series of secondary level lesson plans in each of the five subject areas: social studies, language arts, health/nutrition, the visual arts, and the sciences. Following these lesson plans are suggestions for extending the classroom activities into class-action projects, evaluation strategies, and a list of over 60 films, books, and organizations to contact. (LH)

## 120. ORAL HISTORY: A LOOK AT THE LITERATURE FOR SECONDARY TEACHERS

ED 244 856

**Author:** Preston E. Pierce  
**Publication Date:** 1984  
**Grade Level:** 9-12  
**Materials and Cost:** 28 pp; EDRS price: MF-\$0.97/PC-\$3.90, plus postage  
**Subject Area:** Oral history, local history

Intended for secondary school teachers, the bibliographic essay lists publications on oral history available in the United States and Canada. The first section deals with access to the literature through Library of Congress subject headings, indexes (e.g., "Reader's Guide to Periodical Literature"), general bibliographies, an abstract review, and periodicals. The second section describes resources concerned with cognitive development and learning theory, the interpretation of oral history within a cultural context, ethics in the use of oral history, and the use of oral history to study the contributions of society's forgotten people. Publications which critique the oral history method and its

application and oral history production manuals are described in sections three and four. Secondary classroom applications and Foxfire projects are presented in two sections. The essay concludes with a description of oral history directors and indexes. (RM)

## 121. PEACE EDUCATION: A BIBLIOGRAPHY FOCUSING ON YOUNG CHILDREN

ED 244 868

**Author:** Rosmarie Greiner  
**Publication Date:** 1984  
**Grade Level:** Preschool-6  
**Materials and Cost:** 20 pp; EDRS price: MF-\$0.97, plus postage; PC not available  
**Subject Area:** Peace education

Organized around six components, this bibliography lists over 190 field-tested resources about peace education for young children. A short description introduces each of the following components: self-awareness, awareness of others, conflict resolution, love of nature, global awareness, and imagination. Although the bibliography includes some materials published as early as 1954, most were published in the 1970s and 1980s. Author, publisher, publication date, intended age audience, and a brief annotation are provided for each title. Appendices list books for children ages 6-12, books for adults, and curriculum resources. (LH)

## 122. RESOURCES FOR ELEMENTARY SOCIAL STUDIES

ED 238 770

**Publisher:** Maryland State Department of Education  
**Publication Date:** 1983  
**Grade Level:** K-8  
**Materials and Cost:** 67 pp; EDRS price: MF-\$0.97/PC-\$5.65, plus postage  
**Subject Area:** Social studies

Arranged in two sections, this annotated bibliography cites over 500 resources for use in Maryland K-8 social studies programs. Part 1 contains an alphabetical listing of instructional materials, including books, filmstrips, cassettes and records, and kits. Part 2 contains a cross-reference of all entries from part 1, listed according to Maryland state social studies goals and subgoals. Following a definition of each goal, relevant materials are listed with grade references and page citations from section 1. (LP)

### 123. SELECTING WOMEN'S BIOGRAPHIES FOR THE SOCIAL STUDIES

ED 242 654

**Author:** Sandra Styer  
**Publication Date:** 1983  
**Grade Level:** K-6  
**Materials and Cost:** 44 pp; EDRS price: MF-\$0.97/PC-\$3.90, plus postage  
**Subject Area:** Social studies, women's studies

To assist elementary teachers committed to integrating women's studies into social studies, criteria which should be met are discussed and illustrations from biographies are provided. Examples of what to consider when selecting biographies follow. In a sexist biography, heroines portray attitudes, beliefs, and behaviors learned as a result of being socialized in a sexist society. Repeated references are made to the heroines' physical appearances, suggesting that the heroines are quite unlike or superior to most women. In contrast, in a nonsexist biography, the descriptive background information is free of sexist judgments and interpretations. All characters are portrayed without sexism, women who have functioned as role models for the heroines are recognized, relationships with other women which have been a source of reciprocal support and power are depicted, and career success and personal happiness are not portrayed as mutually exclusive. (RM)

### 124. SOCIOLOGY. GRADES 11 AND 12. REVISED

ED 245 962

**Publisher:** Hamilton Township School, New Jersey  
**Publication Date:** 1983  
**Grade Level:** 11-12  
**Materials and Cost:** 71 pp; EDRS price: MF-\$0.97/PC-\$5.65, plus postage  
**Subject Area:** Sociology, social studies

The first part of the guide includes information on equal educational opportunity policies; general outcomes and process goals; guidelines for selecting areas of study, scope and sequence, and learner/teacher materials; level outcomes and module content; the philosophy behind an interdisciplinary life skills social studies curriculum; a board of education philosophy of education; specific K-12 program goals; interrelated themes and goals; standard grading policy; secondary grading and reporting policies; and a social studies K-12 skills array. The second part of the guide focuses on an 11th- and 12th-grade sociology curriculum, giving a course description, information on scope and sequence, and information on objectives, strategies, resources, and evaluation in chart format. Unit topics include an analysis of sociology methods, the meaning and nature of culture, marriage and the family, crime and deviance, education, and religion. (LH)

**125. THREE CULTURES: THE HOPI INDIANS OF THE SOUTHWEST DESERT, THE INDIANS OF THE NORTHWEST PACIFIC COAST, AND THE PEOPLE OF MIDWEST U.S.A. AN ANTHROPOLOGICAL UNIT**

**ED 239 940**

**Author:** Mary Lee Marksberry  
**Publication Date:** 1983  
**Grade Level:** 5-7  
**Materials and Cost:** 325 pp; EDRS price: MF-\$0.97/PC-\$23.15, plus postage  
**Subject Area:** Anthropology

Intended to acquaint fifth-, sixth-, and seventh-grade children with the concept of culture, this anthropology unit focuses on two groups of American Indians and on non-Indian families living in the Midwest. Objectives are to help students understand the behavior of the Pacific Northwest Indians, the Hopi Indians of the Southwest, and the Midwest families by studying about their social organization, homes, villages, work, games, sports, food, dress, religious beliefs and practices, societies, dances, ceremonies, myths, art forms, and the natural vegetation and resources of the areas in which they live. Unit activities are many and varied. For example, students read and discuss books, view films, do library research, write reports, make topical outlines, make bulletin boards, give oral reports, and participate in classroom discussions. (RM)

**126. WHAT ARE THE CHARACTERISTICS OF A FRIEND? A RESOURCE UNIT FOR ELEMENTARY SOCIAL STUDIES**

**ED 242 619**

**Author:** Mary E. Haas  
**Publication Date:** 1983  
**Grade Level:** K-12  
**Materials and Cost:** 10 pp; EDRS price: MF-\$0.97/PC-\$2.15, plus postage  
**Subject Area:** Social studies

The purpose of this unit is to help elementary students make new friends among their classmates outside the classroom. The underlying rationale is that primary students especially can benefit from the study of the characteristics of friends because they need to learn how to interact with other children, to assist in overcoming the egocentric nature of the preoperational stage. Social studies concepts encountered during the study are friendship, trust, cooperation, values, self-concept, and loyalty. The unit can serve as an introduction to such closely-related concepts studied in elementary social studies as culture, cultural differences, stereotypes, discrimination, ethnic

groups, pluralism, race, and prejudice. The unit begins by listing knowledge, skills, and affective objectives. Twelve instructional activities for primary and intermediate level students are described. Examples of activities include having students interview a classmate and use the interview information to introduce the student to the class, reading and discussing stories, and playing the guessing game "Who is being described?" (RM)

## 127. WORLD HISTORY

ED 242 614

**Authors:** Simine Heise and others  
**Publication Date:** 1983  
**Grade Level:** 9  
**Materials and Cost:** 54 pp; EDRS price: MF-\$0.97/PC-\$5.65, plus postage  
**Subject Area:** World history

A detailed outline summarizes a ninth-grade course in world history adaptable to average and honors classes. Material is divided into five parts. A list of 33 course goals precedes a list of 150 objectives, grouped under appropriate goal headings. The bulk of the document consists of a content outline which cites major and minor topics covered in the course. These include prehistoric man; early civilizations; developments in Asia, the Middle East, and Europe; European history; the Industrial Revolution; modern Europe; "isms"; post-World War II independence movements; Latin America; and future trends. The remainder of the booklet consists of a list of audiovisual materials and a planning calendar. (LP)

## AUTHOR/EDITOR/DEVELOPER INDEX

- |                             |                            |
|-----------------------------|----------------------------|
| Abate, Susan--80            | Elowitz, Larry--34         |
| Abraham, Henry--31          | Eriksen, Aase--99          |
| Ahlquist, Irving F.--41     | Erikson, Roy--3            |
| Antell, Gerson--42          | Farah, Mounir--36          |
| Armento, Beverly Jeanne--3  | Ferber, Michael--91        |
| Armstrong, David G.--43     | French, Dan--82            |
| Austin, Mary C.--98         | Furman, Harry--114         |
| Baker, Carl L.--38          | Garcia, Jesus--3           |
| Bandy, Patricia--95         | Graff, Henry F.--24        |
| Barr, Saul Z.--88           | Green, Carl R.--40         |
| Becker, Laura L.--25        | Green, Robert P., Jr.--25  |
| Bender, David L.--39        | Greenblatt, Miriam--26, 46 |
| Berkin, Carol--35           | Greenup, Tess--118         |
| Berlin, William--34         | Greiner, Rosemary--121     |
| Bonstingl, John J.--47      | Haas, Mary E.--126         |
| Boorstin, Daniel J.--45     | Haber, Audrey--33          |
| Bowes, John S.--26          | Hamill, Mary Lou--28       |
| Brenneke, Judith Staley--28 | Harris, Walter--42         |
| Bue, Marian--101            | Heise, Simine--127         |
| Carrol, Joy--119            | Helgren, David M.--52      |
| Chapman, John M.--117       | Hess, Jacqueline--79       |
| Chilcoat, George W.--108    | Horwich, George--83        |
| Clark, J. R.--30            | Hunkins, Francis P.--43    |
| Clarkson, Lorraine--107     | Israel, Saul--52           |
| Clawson, Elmer U.--50       | Jarolimek, John--78        |
| Cooper, Kenneth S.--38      | Johnson, Tony W.--97       |
| Coriello, Robert E.--25     | Jordan, Winthrop D.--26    |
| Cox, F. Kenneth--46         | Judson, Stephanie--89      |
| Croddy, Marshall--92, 93    | Karls, Andrea Berens--36   |
| Dale, Lawrence R.--110      | Kelley, Brooks Mather--45  |
| Donegan, Robert--115, 116   | Kortepeter, Carl Max--36   |
| Dudley-Smith, Carolyn--103  | Leone, Bruno--39           |
| Eddinger, Suzanne S.--112   |                            |

---

Note: All numbers are entry numbers, not page numbers.

Lombardi, Cathryn L.--86  
 Lombardi, John V.--86  
 Lougeay, Cheryl A.--113  
 Lucia, Nancy Farrell--80  
 Marksberry, Mary Lee--125  
 May, Ernest R.--51  
 McClenaghan, William A.--48  
 Newcombe, Alan--77  
 O'Connor, John R.--32  
 Parisi, Lynn--87  
 Parker, Walter--78  
 Patrick, John--35  
 Peters, Richard--112  
 Pfeffer, Irwin--31  
 Pierce, Preston E.--120  
 Rawls, James J.--37  
 Regan, Patrick--119  
 Remy, Richard C.--34  
 Roberts, George O.--41

Roselle, Daniel--49  
 Rubin, Laurie--84  
 Rudman, Herbert C.--3  
 Runyon, Richard P.--33  
 Sager, Robert J.--52  
 Sanford, William R.--40  
 Saunders, Philip--90  
 Schmidt, Fran--81  
 Schreiber, Joan E.--102  
 Schwartz, Meirin--32  
 Seaberg, Stanley S.--46  
 Soe, Christian--27  
 Styer, Sandra--123  
 Suter, Coral--92, 93  
 Szumski, Bonnie--39  
 Turner, Mary Jane--87  
 Wallbank, T. Walter--44  
 Weeks, Philip--37  
 Wilson, J. Holton--30  
 Wintermute, Marjorie--99

#### GRADE LEVEL INDEX

Early childhood--1, 2, 3, 6, 7, 10, 11, 12, 13, 78, 81, 87, 88, 89, 90, 91, 96,  
 97, 98, 99, 100, 101, 102, 103, 105, 106, 109, 111, 117, 119, 121, 122, 123,  
 126

4-6--1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21,  
 22, 23, 29, 46, 78, 81, 84, 85, 87, 89, 90, 91, 94, 96, 97, 98, 99, 100, 101,  
 103, 105, 106, 109, 113, 115, 117, 118, 119, 121, 122, 123, 125, 126

7-9--2, 4, 5, 7, 8, 9, 10, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 26, 28, 29, 30,  
 31, 32, 35, 36, 37, 38, 40, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55,  
 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74,  
 75, 76, 77, 78, 79, 80, 82, 83, 85, 87, 89, 90, 91, 92, 93, 95, 96, 97, 98,  
 100, 101, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116,  
 117, 118, 119, 120, 122, 125, 126, 127

10-12--7, 14, 19, 24, 25, 26, 27, 28, 30, 33, 34, 36, 38, 39, 40, 41, 42, 43, 44,  
 45, 46, 47, 48, 49, 50, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65,  
 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 82, 83, 85, 86,  
 87, 89, 90, 91, 92, 93, 95, 96, 100, 101, 104, 105, 107, 108, 109, 110,  
 111, 112, 113, 114, 116, 119, 120, 124, 126

Note: All numbers are entry numbers, not page numbers.



## PUBLISHER INDEX

- |   |  |
|---|--|
| Addison-Wesley Publishing Co., Inc.--<br>41, 50, 88, 99       | Institute for Food and Development<br>Policy--84                 |
| Agency for Instructional Television--<br>4, 5, 4, 66, 74      | Jobs With Peace National Network--82                             |
| Alarion Press--14   | Joint Council on Economic Education--83,<br>90                   |
| Allyn and Bacon, Inc.--47                                     | Laidlaw Brothers--3  |
| Amsco School Publication<br>31, 40, 42                        | Libraries Unlimited, Inc.--98, 101                               |
| Appalshop Films--58   | Macmillan Publishing Co., Inc.--34, 35                           |
| Britannica Learning Materials--63                             | McDougal, Littell and Co.--26, 51                                |
| Centron Films & Video--73                                     | Merrill, Charles E. Publishing Co.--25,<br>36, 43, 46            |
| Children's Press--7   | Milton Bradley Company--12                                       |
| Close Up Foundation--79, 95                                   | National Council for the Social Studies--<br>78, 91, 102         |
| Cobblestone Publishing, Inc.--11                              | National Federation of State Humanities<br>Councils--85          |
| Constitutional Rights Foundation--9, 93                       | National Geographic Educational<br>Services--19, 23, 68, 70      |
| Coronet Films--6, 57, 76                                      | New Day Film Co-op, Inc.--67, 75                                 |
| Dushkin Publishing Group, Inc.--27                            | New Society Publishers--89                                       |
| Educational Activities, Inc.--56                              | Nystrom--13  |
| Educators For Social Responsibility--<br>96                   | Peace Research Institute--77                                     |
| EMC Publishing--28  | Phi Delta Kappa Educational Foundation--<br>97                   |
| Eye Gate Media--  | Prentice-Hall Media--54, 55, 62                                  |
| Fearon Education--71  | Random House--33   |
| Foreign Policy Association--64, 65                            | Rialto Unified School Districts--94                              |
| GEM Publications--61  | Scott, Foresman and Company--44, 80                              |
| Ginn and Company--29, 45, 49                                  | Silver Burdett Co.--38   |
| Globe Book Co., Inc.--32                                      | Social Science Education Consortium,<br>Inc.--78, 87             |
| Grace Contrino Abrams<br>Peace Education Foundation, Inc.--81 | Society for Visual Education, Inc.--8,<br>15, 18, 20, 22, 53, 69 |
| Greenhaven Press--39  | South-Western Publishing Co.--30                                 |
| Harcourt Brace Jovanovich, Inc.--1                            | Taft Institute for Two-Party--100                                |
| Hawkhill Associates, Inc.--72                                 | University of Wisconsin Press, Ltd.--86                          |
| Heath, D. C. and Company--2                                   | Walt Disney Educational Media Co.--10,<br>16                     |
| Holt, Rinehart and Winston, Inc.--37,<br>52                   |  |
| Houghton Mifflin Co.--24                                      |  |
| Human Relations Media--60                                     |  |

**Note:** All numbers are entry numbers, not page numbers.

## SUBJECT AREA INDEX

- Affective education--81, 89, 97,  
102, 111, 114
- American Indian studies--67
- Anthropology--11, 92, 93, 125
- Archaeology--92, 93
- Area studies--54, 68, 86
- Black history--106
- Career Education--103, 105
- Castro, Fidel--55
- China--8
- Citizenship education--6, 9, 16  
56, 71, 78, 100, 109, 111
- Civics--34, 56, 61, 71, 100
- Community studies--99
- Consumer education--28, 80, 83,  
88, 109, 118
- Current events--5, 61
- Economics education--15, 28, 30, 50,  
63, 83, 88, 90, 94, 109, 110, 111
- Environmental education--83, 99
- Ethnic studies--98
- Films--101
- Geography--4, 7, 10, 12, 13, 17, 29,  
32, 43, 52, 94, 107, 109, 115
- Global education--59, 64, 84, 111,  
112, 119
- Holocaust--73, 114
- Humanities--14, 72
- Interdisciplinary social studies--1,  
2, 3, 47
- Japan--15
- King, Martin Luther, Jr.--18
- Latin American studies--86
- Law-related education--9, 71, 87, 92,  
93, 104, 115, 116
- Local history--120
- Middle East--54, 68
- Multicultural education--4, 29, 94,  
98, 117
- Nuclear war education--69
- Oral history--120
- Peace education--20, 60, 69, 77, 82,  
91, 96, 121
- Philosophy--97
- Political science--27, 39, 79, 95,  
100
- Psychology--33, 40
- Science-related social issues-74
- Sociology-124
- Soviet Union--20, 79
- Statue of Liberty--22
- Urban studies--99
- U.S. government--34, 48, 53, 95
- U.S. history--7, 18, 19, 21, 22, 23,  
24, 25, 26, 31, 35, 37, 39, 41,  
45, 51, 53, 57, 61, 62, 65, 67,  
70, 85, 95, 104, 109
- Women's studies--58, 75, 85, 105,  
108, 123
- World history--5, 7, 8, 14, 20, 36,  
38, 39, 42, 44, 46, 49, 54, 55,  
59, 61, 65, 66, 68, 73, 76, 127

Note: All numbers are entry numbers, not page numbers.

## LIST OF PUBLISHERS' ADDRESSES

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- Centron Films & Video**  
65 East South Water Street  
Chicago, IL 60601
- Children's Press**  
1224 West Van Buren Street  
Chicago, IL 60607
- Close Up Foundation**  
1235 Jefferson Davis Highway  
Arlington, VA 22202
- Cobblestone Publishing, Inc.**  
20 Grove Street  
Peterborough, NH 03458
- Constitutional Rights Foundation**  
1510 Cotner Avenue  
Los Angeles, CA 90025
- Coronet Films**  
65 East South Water Street  
Chicago, IL 60601
- Dushkin Publishing Group, Inc.**  
Sluice Dock  
Guilford, CT 06437
- Educational Activities, Inc.**  
P.O. Box 392  
Freeport, NY 11520
- Educators for Social Responsibility**  
23 Garden Street  
Cambridge, MA 02138
- EMC Publishing**  
Changing Times Education Service  
300 York Avenue  
St. Paul, MN 55101
- Fearon Education**  
A Division of Pitman Learning, Inc.  
19 Davis Drive  
Belmont, CA 94002
- Foreign Policy Association**  
205 Lexington Avenue  
New York, NY 10016
- GEM Publications**  
411 Mallalieu Drive  
Hudson, WI 54016
- Ginn & Company**  
191 Spring Street  
Lexington, MA 02173
- Globe Book Co., Inc.**  
50 West 23rd Street  
New York, NY 10010
- Grace Contrino Abrams**  
Peace Education Foundation, Inc.  
Box 19-1153  
Miami Beach, FL 33119
- Greenhaven Press**  
577 Shoreview Park Road  
St. Paul, MN 55112
- Harcourt Brace Jovanovich, Inc.**  
1250 Sixth Avenue  
San Diego, CA 92101
- Hawkhill Associates, Inc.**  
125 East Gilman Street  
Madison, WI 53703
- Heath, D. C., and Company**  
125 Spring Street  
Lexington, MA 02173

Holt, Rinehart and Winston, Inc.  
383 Madison Avenue  
New York, NY 10017

Houghton Mifflin Co.  
Two Park Street  
Boston, MA 02108

Human Relations Media  
175 Tompkins Avenue  
Pleasantville, NY 10570

Institute for Food and  
Development Policy  
1885 Mission Street  
San Francisco, CA 94103-3584

Jobs With Peace National Network  
76 Summer Street  
Boston, MA 02110

Joint Council on Economic Education  
1212 Avenue of Americas  
New York, NY 10036

Laidlaw Brothers  
Thatcher and Madison  
River Forest, IL 60305

Libraries Unlimited, Inc.  
P.O. Box 263  
Littleton, CO 80160

Macmillan Publishing Co., Inc.  
866 Third Avenue  
New York, NY 10022

McDougal, Littell & Co.  
P.O. Box 1667  
Evanston, IL 60204

Merrill, Charles E., Publishing Co.  
1300 Alum Creek Drive  
Columbus, OH 43216

Milton Bradley Company  
Educational Division  
443 Shaker Road  
East Longmeadow, MA 01028

National Council for the Social Studies  
3501 Newark Street, N.W.  
Washington, DC 20016

National Federation of State Humanities  
Councils  
12 South 6th Street, Suite 527  
Minneapolis, MN 55402

National Geographic  
Educational Services  
Washington, DC 20036

New Day Film Co-op, Inc.  
22 Riverview Drive  
Wayne, NJ 07470-3191

New Society Publishers  
4722 Baltimore Avenue  
Philadelphia, PA 19143

Nystrom  
3333 Elston Avenue  
Chicago, IL 60618

Peace Research Institute  
25 Dundana Avenue  
Dundas, Ontario L9H 4E5  
Canada

Phi Delta Kappa Educational Foundation  
P.O. Box 789  
Bloomington, IN 47402

Prentice-Hall Media  
150 White Plains Road  
Tarrytown, NY 10591

Random House, Inc.  
400 Hahn Road  
Westminster, MD 21157

Rialto Unified School Districts  
182 East Walnut Avenue  
Rialto, CA 92376

Scott, Foresman & Co.  
1900 East Lake Avenue  
Glenview, IL 60025

Silver Burdett Co.  
250 James Street  
Morristown, NJ 07960-1918

Social Science Education Consortium, Inc.  
855 Broadway  
Boulder, CO 80302

**Society for Visual Education, Inc.**  
1345 Diversey Parkway  
Chicago, IL 60614

**South-Western Publishing Co.**  
5101 Madison Road  
Cincinnati, OH 45227

**Taft Institute for Two-Party  
Government**  
420 Lexington Avenue  
New York, NY 10170

**University of Wisconsin Press, Ltd.**  
114 North Murray Street  
Madison, WI 53715

**Walt Disney Educational Media Co.**  
500 South Buena Vista Street  
Burbank, CA 91521

**Weekly Reader Skills Books**  
1250 Fairwood Avenue  
P.O. Box 16618  
Columbus, OH 43216

**World Bank Publications**  
P.O. Box 37525  
Washington, DC 20013