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Social Studies for the Middle School



Ronald G. Helms Ph.D.

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Social Studies for the Middle School

Ronald G. Helms, Ph.D

Professor



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INTRODUCTION



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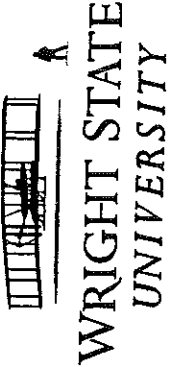
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	93-0695	What is Water? (Que Es El Agua) (SP)
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(**) = Out Of Stock Item
(SP) = Spanish
(B&W) = Black & White
(G/S) = Grade School
(M/S) = Middle School

Priceless Moments: CAHOKIA

Ronald G. Helms
Kettering City Schools

Prelude:

Kitty, Vince, Kelly & Jenny have just graduated. In working with them for six years, I always realized that they were a very special group of young adults. Each has selected a different university now; they will be in several different states, but they will somehow manage to keep in touch. They will write, they will continue to phone, they will discover Internet. I am looking forward to hearing about their continued progress.

These students represent the upper 3% of their schools; several are National Merit Scholars. These young people have not always had an easy time with public education. In spite of their intelligence, creativity, and curiosity, many teachers have labeled them as difficult and challenging students. Perhaps they have been --- I hope they will continue to be.

An essential component of the gifted curriculum in the Kettering city schools is the **Future Problem Solving Program**. This six step method offers opportunity for research, creativity, and critical thinking. We have been fortunate in Kettering to achieve State Championships for the past eight years. Kitty, Vince, Kelly & Jenny were very good; and they were hungry for a victory. As freshmen this group experienced many, many demands for their time. Future problem solving at this grade is a co-curricula activity.

While each student maintained a commitment to the program, we were experiencing some difficulty in defining a time period for the prerequisite 3 hour review and writing time.

The solution to this problem almost paralleled the thinking involved in problem solving. After several conferences my team had selected precisely the time period which all educators cherish --- Friday afternoon. If we were to compete this year, it would have to be from 3:00 pm --- 6:00 pm on Fridays! My wife was less than thrilled. Social engagements must be rescheduled. Long getaway weekends would have to wait.

The team had little doubt that they would qualify for the state championship bowl to be held in Solon, Ohio. Our teams did exceptionally well this year, winning 3 of the top 5 places including the coveted state championship. Now on to St. Louis and Washington University to compete in the **International Future Problem Solving Conference!**

The Moment:

The expedition to St. Louis would occur following the close of the school year; we would be together in a college dorm for five days. While team competition and other program activities would require some time, we would have a good deal of free time for local activities. Each student was asked to review the data on St. Louis and select a prized activity. Kelly was first. "It would be sooooo cool to have dinner in a **revolving restaurant**." The kids all agreed to pack special clothes, and we were to spend three hours one evening savoring this experience. Of course, Kitty dictated proper restaurant dining etiquette.

Vince specified that a visit to the **St. Louis Arch** was mandatory. We must first preview the film on the construction of the Arch in order to fully appreciate our experience. Everyone concurred that Vince had made a fine selection.

As usual Jenny could not decide; she really had two desires: riverboat dining and the **St. Louis Zoo**. Being an avid zoo buff, I opted for the zoo and granted Jenny her wish of river boat dining. The Zoo is truly outstanding. I would rate it as one of our best. We were joined by Jenny's family for the riverboat excursion. Jenny had selected the **Burger King Riverboat**. We certainly did not do too much damage to the expense account with this experience.

Now for Kitty's choice. In my other life, I am a social studies teacher. My wife and I have traveled extensively in the U.S. and Europe --- I know geography (so I thought). Kitty absolutely insisted on visiting **CAHOKIA**. In fact Kitty had already convinced the others that **CAHOKIA** was a must see, even to the exclusion of some other visitations. Further, Kitty demanded at least four hours for her choice.

In recent years, I always tell this **CAHOKIA** story. "OK, Kitty we'll visit **CAHOKIA**, but what and where is **CAHOKIA**?" In a look of utter astonishment, Kitty seemed to stare at me forever; "Boy, Dr. Helms, you sure are dumb. Everybody knows about **CAHOKIA**."

Kitty had spent several summers volunteering at the local archaeological dig in Dayton, Sunwatch Village. Indeed Kitty had selected archaeology as her Ph.D. area of studies. Further, Kitty, as usual, was correct --- I should have known about **CAHOKIA** (perhaps I once had).

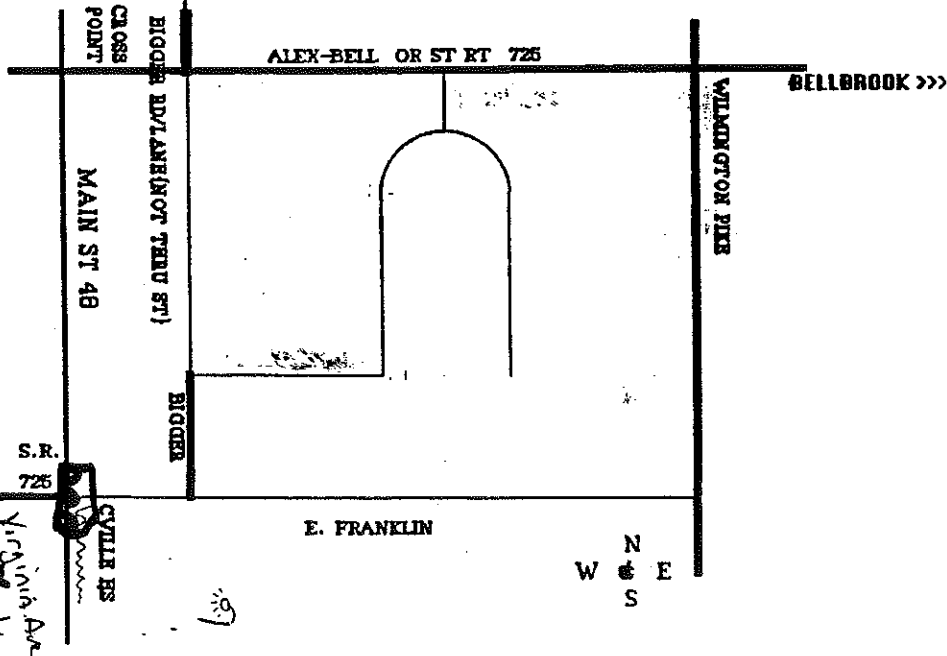
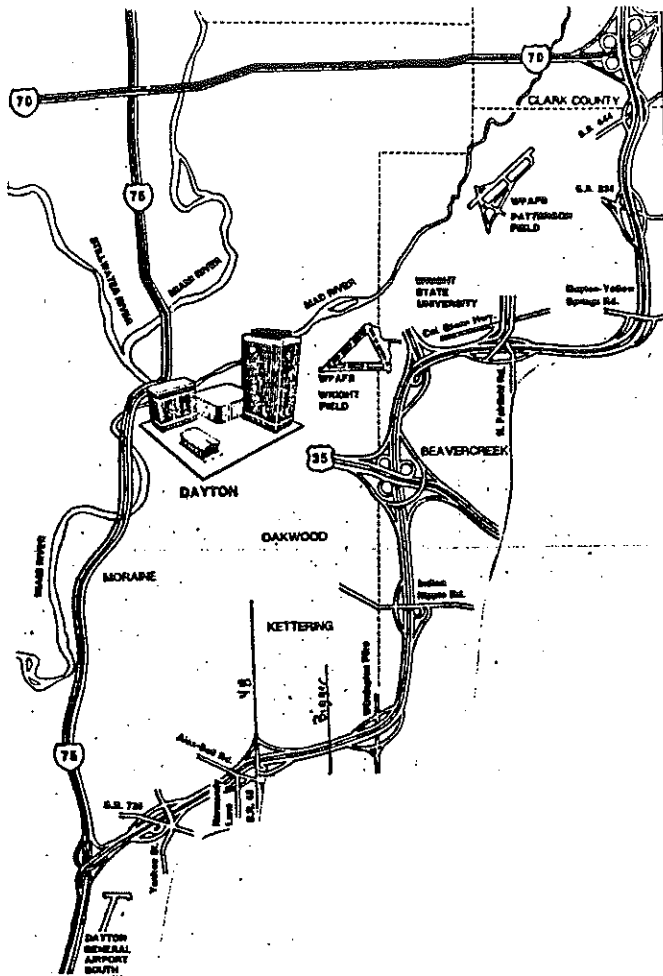
CAHOKIA is the largest group of prehistoric mounds in America, north of Mexico. The site is on between 3-4 square mile near the Mississippi River. The oldest culture is C. A.D. 800-1200. We all were thoroughly delighted to tour the museum, view the film, and explore the many mounds in the area.

Conclusion:

This was the last opportunity to work with this set of students. Jenny and Vince returned to Fairmont High School to continue **Future Problem Solving competition**. Their new teams have continued to achieve state championships.

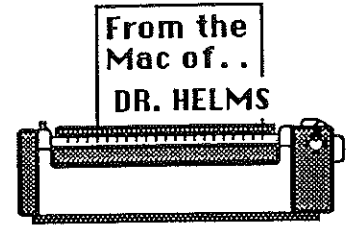
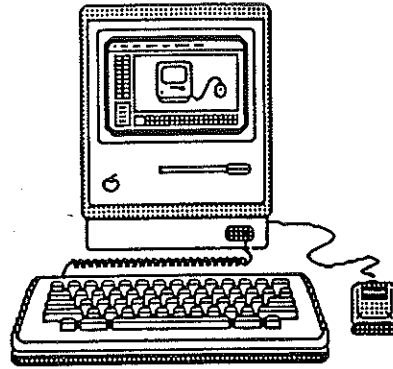
Kelly moved to Alaska, but will return for a bachelors at the University of Dayton. Kitty moved to Oregon, and will continue collegiate studies in North Carolina. Both Jenny and Kelly have expressed an interest in becoming adult evaluators for the **Ohio Future Problem Solving Program**.

My sense is that this is not the end of this story. There will be many other chapters to write about these amazing young adults.



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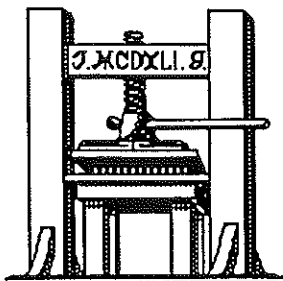
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TEN QUESTIONS ON BEING LOST IN AMERICA

1. HOW MANY NATIONS ARE CURRENTLY MEMBERS OF THE U.N. ?
2. IDENTIFY THE U.S. NATIONAL PARK WHICH HOSTS THE LARGEST NUMBER OF ANNUAL VISITORS.
3. IDENTIFY THE INTERSTATE HIGHWAY TO TRAVEL FROM CINCINNATI TO CLEVELAND.
4. HOW MANY MILES FROM THE EARTH TO THE MOON?
5. WHAT IS THE CAPITAL OF IDAHO?
6. WHAT TIME IS IT NOW IN PORTLAND, OREGON?
7. HOW MANY MILES FROM DAYTON TO COLUMBUS?
8. HOW MANY INCHES IN ONE MILE?
9. PROPERLY SPELL THE STATE ABBREVIATED CT.
10. WHAT IS THE PRODUCT OF $4 \frac{1}{2} \times 6$?



A Current Events Checkup

1. Name the educator who died aboard the Challenger.
2. Name the American colonel involved in the Iranian arms scandal.
3. Site of the Soviet nuclear reactor explosion.
4. Country hosting PLO --- Israeli peace talks in 1993.
5. Major celebration in New York city in 1986.
6. New associate justice of the Supreme Court.
7. What natural disaster damaged Florida in August, 1992.
8. What natural disaster threatened the Outer Banks in August, 1991. In August 1993.
9. Why is Croatia in the news.
10. Who is David Duke.
11. Who said "the bombing begins in five minutes."
12. Recent film about attorneys.
13. Island nation invaded by the U.S. during Reagan presidency.
14. What natural disaster threatened the Midwest in summer 1993.
15. Prime Minister of Great Britain.
16. Syrian leader.
17. Important event in Moscow in August, 1991.
18. Current Russian leader.
19. Canadian prime minister.
20. Speaker of the U.S. House.
21. Senate majority leader.
22. What recent film explored the plight of American Indians following the Civil War.
23. What recent film featured a variety of dinosaurs.
24. Egyptian leader who seized the suez canal in 1957.
25. During the Six Day War, Israel seized the Golan Heights from.
26. E.E.C. stands for what.
27. O.P.E.C. stands for what.
28. Chief justice of the U.S. Supreme Court.
29. Female justices of the U.S. Supreme Court.
30. Location of Mt. Hood.
31. Location of Banff.
32. Number one selling automobile in the U.S.
33. Leader of Libya.
34. Which U.S. president ordered the boycott of the Moscow Olympics.
35. Israeli prime minister.
36. The headquarters of the World Court is called.
37. F.O.P. stands for what.
38. Libya has a coast on what sea.
39. M.A.D.D. stands for what.
40. Which state holds the first presidential primary.
41. Current leader in Egypt.
42. "Dark Castle" and "Pipeline" are titles from what entertainment.
43. City and country to host the current winter olympics.
44. City and country to host the current summer olympics.
45. The Islamic word "Jihad" translates into what English phrase.
46. What arabic numeral has no representation by roman numerals
47. Name the galaxy in which we live.
48. N.A.A.C.P. is the acronym for what.
49. Supreme Court case which permits legal abortions.
50. Name of Polish labor union.



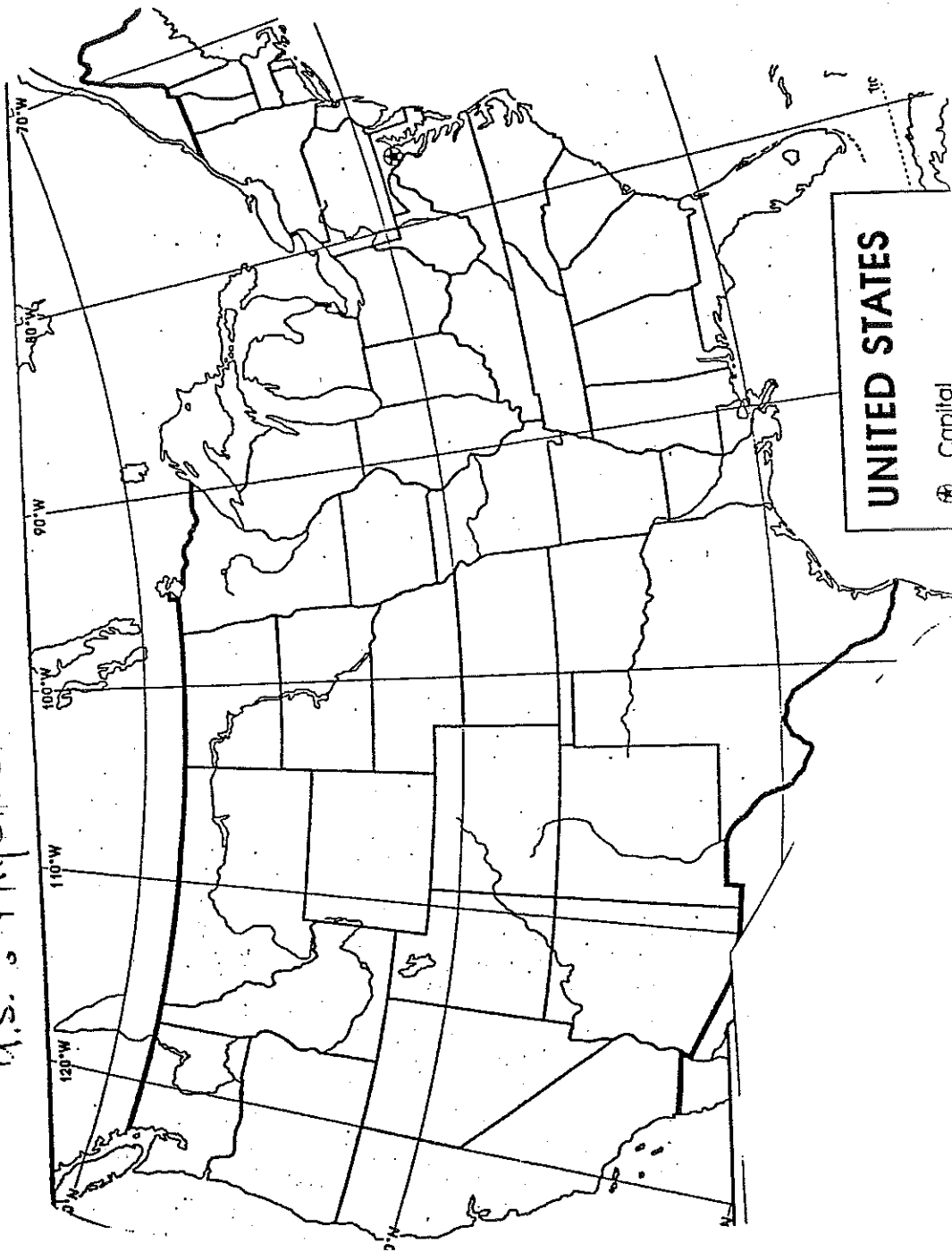
TRAVEL DESTINATIONS

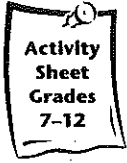
Acadia NP
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Mountains
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Bar Harbor
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Boston
Boulder
Brown Co. IN
Canaan Valley
Canyon de Shelly
Cape Fear
Cape Hatteras
Carmel
Champlain Lake
Charleston - 2
Chesapeake Bay
Columbia Icefields
Columbia River
Des Moines
Door County
Duck N.C.
Duluth
Durango
Everglades NP
Gander
Gatlinburg
Grand Canyon NP
Grand Tetons NP
Great Smoky Mts.
Hilton Head
Houston

Jasper NP
Key West
Lake Erie
Larch Valley
Leadville
Lexington
Little Rock
Mad River Mt. {ski}
Mammoth Cave NP
Mesa Verde NP
Miami
Milwaukee
Minneapolis
Montpelier
Mount Hood
Mount Rainier
Mount Rushmore
Nag's Head
New Orleans
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Perfect North {ski}
Philmont {Boy
Scouts}
Pike's Peak
Pontchartrain Lake
Port Clinton
Portland - 2
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Quebec City
Quetico
Redwoods NP
Reno
Rocky Mountain NP

Saginaw
San Francisco
San Juan Is.
Sante Fe
Sault Ste Marie
Savannah
Seattle
Seven Springs {ski}
Shenandoah NP
Snowshoe {ski}
St. Lawrence River
Stowe
Strait of Juan de
Fuca
Tahoe Lake
Taos
Toronto
Tulsa
Upper Peninsula
Vail
Victoria
Washington, D.C.
White River
Yellowstone NP
Youghiogheny River
Zion NP

U.S. & Physical Map





An Introduction to Maps and Globes

Student name: _____

Introduction

This activity introduces you to different types of maps and their uses, the process of plotting locations on a map, the differences between maps and globes, and some old decorative globes.



You're now going to look at different types of maps and the ways they're used. Go to this site to look at different types of maps.

Mapmaker

URL: <http://loki.ur.utk.edu/ut2kids/maps/map.html>

1. Match the landscape features in the left column with the type of map listed in the right column.

- | | |
|--------------|--|
| a. Political | The distribution of all the people in the United States who own tractors |
| b. Physical | Highway 65 in Indiana |
| c. Road | The town of Carlisle, Pennsylvania |
| d. Thematic | The direction that the latest blizzard is traveling |
| e. Weather | Missouri River |





Now go to this site and select three news stories with maps.

Maps in the News

URL: <http://www.delorme.com/newsmaps/>

2. Write a one-sentence summary for each news event, and explain how the map helps you understand what happened.

3. Now create a thematic map illustrating a recent news story. Fill in a blank map, or draw your own. Make sure the map indicates the location of the major events plus any additional information to help a reader understand the news story. Use colors, symbols, and drawings to make your map interesting. Write a summary of the story to go along with your map, and present your map and story to the class. (Look at the pirate map on the Mapmaker site for an indication of how a map can be illustrated. Then make yours better than that one!)



Return to the Mapmaker site, and read the definitions to learn about map projections.

4. At the section on projections, look at the world as represented by each projection. Compare the sizes of Greenland and South America in each. For each projection type, check the land mass that appears to be bigger.

Type of Projection	Greenland	South America
Equal-area		
Conformal (Mercator)		
Compromise		
Azimuthal		

5. According to *Goode's World Atlas*, Greenland is about 840 square miles and South America is about 6,883 square miles in total land area. Which map projection distorts the true sizes of these land masses the most? (Did you know that this projection is also the most commonly used in the maps you see every day?)



Activity Sheet An Introduction to Maps and Globes

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6. According to the Mapmaker site, why does this type of map exist if it's so distorting?



Now you are going to create four maps of different areas of the earth. For help, go to this site, and read the "How-To" page.

OMC Input Form

URL: http://www.aquarius.geomar.de/omc/make_map.html

7. Now, one at a time, create a map for each of the following four places. Type in the coordinates (latitude and longitude) on the screen, and make sure you've selected "draw political boundaries" and "draw topography" to get more detail on your maps. For map projection, select either Mercator or Equidistant Cylindrical Projection. Then, create a map for each set of coordinates listed below in the chart. Then identify the land mass or area of the world in the space in the table below.

North	South	East	West	Name of area
11	-60	-33	-82	
-8	-50	180	111	
70	36	40	-11	
26.5	12	-5	-85	

8. Using the atlas as a guide, plot the boundaries of your home state or country. How accurate is your map the first time you try?



9. If there's time, try plotting one of the maps above using the different projections. (You can see examples of the projections by selecting "map projections.") How does your map look different using the following projections?

a. Mercator _____

b. Equidistant Cylindrical _____

c. Polar Stereographic _____

d. Lambert Azimuthal Equal-Area _____

e. Orthographic _____



Now you're going to explore the differences between using flat maps and globes.

10. Airplane pilots flying across the world need to know the fastest route to get from place to place. On a blank world map, draw lines showing how you think a pilot would fly:

- a. from New York to London
- b. from Chicago to Tokyo
- c. from Sydney, Australia to Buenos Aires, Argentina

11. Now look at a globe, and use your finger to trace the shortest route for each of these trips. This is most likely to be closest to a pilot's route. Is this route the same as the one you drew on your map? Why or why not?



Activity Sheet · An Introduction to Maps and Globes

.....
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12. Based on what you now know about how the earth looks on flat maps, what would you tell someone who asked you what the main difference is between a map and a globe? (Don't simply say "a globe is a ball and a map is flat. . . .")



Now you'll be looking at some old globes at this site to see how globes can be art forms as well as provide geographical information. On the site, click on number 47 to see an ancient globe, and click on number 48 to see a medieval globe.

Great Globe Gallery

URL: <http://hum.amu.edu.pl/~zbcw/glob/glob1.htm>

13. What differences do you notice between these globes and the one in your classroom?



WEB SITE FACT SHEET

Name: _____

The Amsterdam Channel

A. Location Visited on Tram Tour: _____

Response _____

B. Location Visited on Tram Tour: _____

Response _____

C. Location Visited on Tram Tour: _____

Response _____

D. What you saw on the 3-D Tour

- 1.
- 2.
- 3.
- 4.

Welcome to the White House

A. President	Party	Inauguration Date	Years Served
--------------	-------	-------------------	--------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Name of Room 1: _____
Furnishings: _____

Name of Room 2: _____
Furnishings: _____

Virtually Hawaii

A. Web Quiz Score _____

B. Facts learned about Kilauea volcano _____

San Francisco Exploritorium

A. Cafe Wall Illusion Fact: _____

B. Post Card Facts: _____

Smithsonian Institute

A. Exhibit 1: _____
Description: _____

B. Exhibit 2: _____
Description: _____

C. Exhibit 3: _____
Description: _____

D. Item Picture

Why should it be in the Smithsonian?

GLOBAL EDUCATION



LOOKING FROM FAR AND ABOVE, FROM OUR HIGH PLACES OF SAFETY IN THE DEVELOPED CIVILIZATION, IT IS EASY TO SEE ALL THE CRUDITY AND IRRELEVANCE OF MAGIC. BUT WITHOUT ITS POWER AND GUIDANCE EARLY MAN COULD NOT HAVE MASTERED HIS PRACTICAL DIFFICULTIES AS HE HAS DONE. NOR COULD MAN HAVE ADVANCED TO THE HIGHER STAGES OF CIVILIZATION.



Conclusion
We have attempted to briefly report on the status of the CBE movement in the social studies and to raise testing issues, too long only in the ken of measurement specialists, which directly relate to the instructional utility of the tests used in the CBE movement. We hope that the dialogue of which we speak begins and testing/instructional issues be confronted collectively. It is only through this dialogue that we can keep criterion-referenced testing from becoming the imperfect panacea for CBE programs.

NOTES

1. Dimingo, Carl. *Basic Testing Programs Used in Major School Systems Throughout the United States in the School Year 1977-78*. Akron Public Schools, 1978.

CULTURAL INCIDENT

The following incident might be useful in the study of another culture.
... The brisk northerly breeze soon cleared the hillside of the early morning haze where we were encamped with the Yenohep. The rustling of the trees and the shrill bird calls were joined by the sounds of the Yenoheps preparing the morning meal. Glowing embers from the previous night were refueled and fanned into cooking fires. Although we had on occasion shared bits of their food, this was to be our first full meal with them. We could not afford to offend our hosts, yet our senses were apprehensive concerning the forthcoming assault on our gustatory sensibilities.

One of the group, apparently the cook, placed a large flat cooking utensil over the coals and proceeded to prepare the first of several foods. First, flat sliced chunks of meat from a scavenging animal were placed in the utensil and were soon sizzling and awash in its own fat. Next, a number of embryos of unborn fowl, each covered with a slimy, dripping mucus, were also placed in the same utensil to cook.

These two "delicacies," together with a dark and heavy pungent brew made from the pulverized seeds of some unknown plant cooking on an adjacent fire, reminded us that it would take all our will power to avoid offending these people during the course of the meal.

The much dreaded moment had come, the call was made inviting all to partake of the meal. "Come and get it/Bacon and eggs and coffee for breakfast."

*M.P. Rotides, *Life Among the Yenohep*. Ransack Publications, Inc., Oxford, 1978.

ALPHABET GAME

Divide the class into two teams with each team in turn naming a city of the United States in alphabetical order. For example, the first player on the first team might name Atlanta, the first player from the second team then names Boston and so on. There should be a time limit for each student to think of an appropriate city. When a player can not respond, the opposite player from the other team may respond. Once the alphabet has been completed the team with the most correct responses is the winner. You may wish to play through the alphabet twice before deciding on the winning team. Any team coaching one of their members might be penalized one point for each such incident. The game can be altered by using countries, animals, personalities, etc., instead of cities.

WORLD CITIZEN QUIZ

Directions: Circle the letter which best completes the statement or answers the question.
Part I.

1. There are currently about ____ nations on the planet Earth:
a. 48 b. 81 c. 114 d. 160
2. The human population of planet Earth now exceeds ____ persons.
a. 700M b. 2.5B c. 5B d. 12B
3. What percentage of humanity lives north of the equator?
a. 35% b. 50% c. 75% d. 90%
4. What percentage of the Earth's population lives in less-developed countries?
a. 20% b. 50% c. 75% d. 90%
5. Approximately ____ of the world's population lives in cities.
a. 20% b. 40% c. 60% d. 80%
6. ____ million humans in the world survive on 30 cents or less per day, a level termed "absolute poverty."
a. 50 b. 200 c. 500 d. 800
7. Every 60 seconds ____ people are dying in our world as a consequence of hunger and hunger-related disease.
a. 7 b. 15 c. 24 d. 40
8. Global military expenditures in 1985 of ____ exceeded the income of the poorest half of humanity.
a. \$850M b. \$940B c. \$4T d. \$16T
9. For about ____ per year, the world could provide family planning to all who want it.
a. \$4B b. \$25B c. \$200B d. \$1T
10. Which of the following most efficiently converts energy?
a. wind generator b. automobile engine c. liquid fuel rocket d. diesel engine
11. Approximately ____ of the Earth's surface is covered with seas.
a. 70% b. 55% c. 40% d. 25%
12. Of the world's 100 largest business corporations, over ____ are multinational corporations (businesses that operate in many countries).
a. 10% b. 25% c. 50% d. 75%
13. Today, a human can circle the world ____ times faster than possible 450 years ago on Magellan's voyage.
a. 500 b. 1,000 c. 12,000 d. 17,000
14. ____ people in the world do not have an adequate basic diet of food.
a. 46M b. 103M c. 500M d. 930M
15. Of all the world's scientists and technical experts, between ____ are engaged in research and development for military purposes.
a. 5-15% b. 25-50% c. 69-75% d. 80-90%
16. About ____ of the world's housing has been classified as substandard.
a. 90% b. 75% c. 50% d. 20%

17. If current global population growth rates are maintained, the number of people in the world will _____ by the year 2000.
- a. remain about the same due to new birth control practices b. increase by 15%
 c. double itself d. increase by 50%
18. In 1900, only 1% of the planet's total human population had their basic physical needs met (enough food, adequate shelter, etc.). By 1980, the percentage of "haves" (those enjoying physical success) reached _____.
- a. 10% b. 35% c. 50% d. 75%
19. Among the nations of the world, the United States in population ranks:
- a. 1 b. 2 c. 3 d. 4
20. The continent which has the lowest population growth is:
- a. Africa b. Asia c. Europe d. North America
21. Which of the following world religions has the largest number of adherents:
- a. Buddhism b. Christian c. Hindu d. Muslim
22. Nirvana is fundamental to:
- a. Buddhists b. Hindus c. Muslims d. Taoists
23. The largest trading partner of the United States in both exports and imports is:
- a. Canada b. Japan c. Saudi Arabia d. West Germany
24. "The Red Army" terrorist organization has its home base in:
- a. France b. Italy c. Japan d. Philippines
25. Walvis Bay is located in:
- a. Canada b. Greenland c. Antarctica d. Africa
26. Consider the total consumption in the United States of each of the following minerals: asbestos, antimony, nickel, petroleum. Which mineral do we need to import the least of, percentage wise, to meet our domestic needs?
- a. Asbestos b. antimony c. nickel d. petroleum
27. Most countries of the world have a lower CNP than the largest corporations in the United States.
- a. true b. false
28. Islam is anti-Christian.
- a. true b. false
29. Japan's leading import is _____.
30. The corporate headquarters for Coca-Cola is _____.
- 31-36. Identify the home countries of the following parent corporations:
31. Libbey _____
32. Volvo _____
33. Baskin-Robbins _____
34. Pepsodent _____
35. Nestle _____
36. Magnavox _____

BODY RITUAL AMONG THE NACIREMA

THE MAGICAL BELIEFS AND PRACTICES of a group of people known as the Nacirema are interesting because they are so unusual. The Nacirema have many magical beliefs, but the most interesting are those about their own bodies and how they should be cared for.

The Nacirema are a group of people who live in the territory north of the Tarahumare people of Mexico. No one knows much about their origin, but traditional legends say they came from the east. Their customs have been studied for many years, yet their culture is still poorly understood.

The Nacirema have a highly developed market economy. They live in a rich natural habitat. The people devote much of their time to economic activity. However, a large amount of money and a great deal of time each day are spent on ceremonies. The subject of these ceremonies is the human body. The Nacirema are extremely concerned about the health and appearance of their bodies. They believe that certain rituals and ceremonies must be practiced to maintain and improve the condition of their bodies. Though it is not unusual for people to be concerned about their own bodies, the rituals practiced by the Nacirema are unusual and extremely time consuming.

The main belief of the Nacirema appears to be that the human body is ugly and that the only way to prevent it from growing weak and diseased is to practice powerful rituals devoted to this purpose. Every household has one or more shrines devoted to this goal. The more powerful people in the society have several ritual shrine rooms in their houses. In fact, the wealth of the owners of the houses is often measured in terms of the number of such ritual shrine rooms in a house. The shrine rooms of the more wealthy people are walled with stone. Poorer families imitate the rich by applying pottery plaques to their shrine room walls.

While almost every family has at least one shrine in the home, the ritual ceremonies associated with it are not family ceremonies but are private and secret. The rites are normally discussed only with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to make friends with the natives and they allowed me to examine the shrine rooms. Though they were reluctant to talk about them, they finally described the rituals to me.

The most important part of a shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. The natives get the charms and potions from specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with generous gifts. However, the medicine men do not provide the curing potions for their clients, but decide what the ingredients should be and write them down in an ancient and secret language. This writing is understood only by the medicine men and the herbalists who, for another gift, provide the required charm.

The charm is not thrown away after it has served its purpose, but is placed in the charm box of the household shrine. Since the people believe that a new magical material must be obtained each time a new problem arises, and since the real or imagined problems and diseases of the people are many, the charm box is usually full to overflowing.

The packets and containers of magical materials are so numerous that the people often forget what their purposes were and fear to use them again. While the natives are very vague on this point, we commonly assume that the reason for keeping all the old magical materials is that their presence in the charm box—before which the body rituals are conducted—will in some way protect the worshipper.

Beneath the charm box is a small basin. Each day every member of the family, one after another, enters the shrine room, bows his head before the charm box, mixes different sorts of holy water in the basin, and conducts a brief ceremony of ritual cleansing. The holy waters come from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

The Nacirema have another kind of specialist whose name is best translated as "holy-mouth-man." The Nacirema have an almost extreme horror and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Several times each day, the natives rub the insides of their mouths with a small bundle of hog bristles. Those who neglect the ritual are forced to visit the holy mouth man who, as punishment, digs holes in their teeth with sharp instruments. Though small children must be forced to undergo this punishment when they neglect the mouth ritual, adults willingly accept it. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. I observed that those nearing marriageable age even decorate their teeth with strips of metal which are believed to improve their appearance.

The medicine men have a special temple, or *latipsoh*, in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed in this temple. The maidens who conduct the ceremonies move quickly about the temple chambers wearing special costumes and headdresses. No matter how ill the native may be, or how serious the emergency, the guardians of many temples will not admit a client who cannot give a rich gift to the temple.

The people willingly go to the *latipsoh* even though they fear it. In fact, I observed that many people who went to the *latipsoh* for a cure died during the curing ceremonies, which appear to be very harsh. One curing ceremony which takes place in this temple involves allowing the medicine men to cut out and throw away parts of their bodies. The Nacirema believe that this ceremony will remove the evil from their bodies and improve their health. The medicine men who conduct these ceremonies own a large collection of special knives which the client is never allowed to see. The Nacirema also allow the maidens of the temple to place sharp wires in their bodies and to remove small amounts of their blood in order to cure them.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens they have imposed upon themselves. ■

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Automobile: Nation of Origin

- | | |
|--|--|
| <input type="checkbox"/> Buick Century _____
<input type="checkbox"/> Buick Regal _____
<input type="checkbox"/> Cadillac Allante _____

<input type="checkbox"/> Chevrolet Lumina _____
<input type="checkbox"/> Chevrolet pick up _____

<input type="checkbox"/> Chrysler Concorde _____
<input type="checkbox"/> Chrysler LeBaron _____
<input type="checkbox"/> Dodge Caravan _____
<input type="checkbox"/> Dodge Colt _____
<input type="checkbox"/> Dodge Intrepid _____
<input type="checkbox"/> Dodge Monaco _____
<input type="checkbox"/> Dodge Ram 50 _____
<input type="checkbox"/> Dodge Ram Charger _____
<input type="checkbox"/> Dodge Shadow convertible _____
<input type="checkbox"/> Dodge Spirit _____
<input type="checkbox"/> Dodge Stealth _____

<input type="checkbox"/> Eagle Vision _____
<input type="checkbox"/> Eagle Premier _____
<input type="checkbox"/> Eagle Summit _____
<input type="checkbox"/> Eagle Talon _____

<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford Escort _____
<input type="checkbox"/> Ford Festiva _____
<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford pick up _____
<input type="checkbox"/> Ford Probe _____
<input type="checkbox"/> Ford Taurus SHO _____
<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford Tempo _____

<input type="checkbox"/> Geo Metro _____
<input type="checkbox"/> Geo Metro controvertible _____
<input type="checkbox"/> Geo Prism _____
<input type="checkbox"/> Geo Storm _____
<input type="checkbox"/> Geo Tracker _____

<input type="checkbox"/> Honda Accord _____
<input type="checkbox"/> Honda Civic 3 door _____
<input type="checkbox"/> Honda Civic 4 door _____

<input type="checkbox"/> Hyundai Sonata _____ | <input type="checkbox"/> Isuzu pick up _____
<input type="checkbox"/> Isuzu Rodeo _____

<input type="checkbox"/> Jeep Wrangler _____

<input type="checkbox"/> Mazda 626 _____
<input type="checkbox"/> Mazda MX-6 _____
<input type="checkbox"/> Mazda Navajo _____

<input type="checkbox"/> Mercury Capri _____
<input type="checkbox"/> Mercury Grand Marquis _____
<input type="checkbox"/> Mercury Topaz _____
<input type="checkbox"/> Mercury Tracer _____
<input type="checkbox"/> Mercury Villager _____

<input type="checkbox"/> Mitsubishi Eclipse _____
<input type="checkbox"/> Mitsubishi Mirage _____
<input type="checkbox"/> Nissan pick up _____

<input type="checkbox"/> Nissan Quest _____
<input type="checkbox"/> Nissan Sentra _____

<input type="checkbox"/> Plymouth Acclaim _____
<input type="checkbox"/> Plymouth Colt _____
<input type="checkbox"/> Plymouth Laser _____
<input type="checkbox"/> Plymouth Voyager _____

<input type="checkbox"/> Pontiac LeMans _____
<input type="checkbox"/> Subaru Legacy _____
<input type="checkbox"/> Suzuki Sidekick _____
<input type="checkbox"/> Suzuki Swift _____

<input type="checkbox"/> Toyota Camry _____
<input type="checkbox"/> Toyota Corolla _____
<input type="checkbox"/> Toyota pick up _____

<input type="checkbox"/> Volvo 740/940 Wagon _____

<input type="checkbox"/> VW Golf _____
<input type="checkbox"/> VW Jetta _____ |
|--|--|

LAW STUDIES



WHAT IF ???

Director:

Jonah:

Mom:

Dad:

Marsha:

Bear:

Crossing Guard:

Judge:

Prosecuting Attorney:

Defense Attorney:

Jurors:

"A Test"

THE LAW

1. The American Constitution is modeled along the lines of the British Constitution.
A. True B. False
2. Which of the following states does not provide for at least 10 years of mandatory education:
A. Kansas B. Arkansas
C. Delaware D. Mississippi
E. Georgia
3. Students have the right to express their opinion on any subject while they are in school.
A. True B. False
4. Except for the "clear and present danger," students may invite any speaker to their club meetings regardless of how controversial the speaker is.
A. True B. False
5. It is legal for schools to prohibit students from handing out literature, including "underground newspapers" on school premises.
A. True B. False
6. A crime carrying a potential penalty of no more than imprisonment for one year is:
A. Misdemeanor B. Felony
C. Either depending on the crime
7. The power or authority of a court:
A. Jurisprudence B. Injunction
C. Prima Facie D. Jurisdiction
E. Venue
8. _____ can be any of various unrelated types of wrong doings against individuals, for which the remedy is money damages.
A. Mistrial B. Torts
C. Criminal Action D. Chattel
E. Due Process of Law

9. In Connecticut, it is against the law to sell pickles, when dropped twelve inches and collapse in their own juice.
- A. True B. False
10. It is illegal in Chillicothe, Ohio to place tombstones on the sidewalks.
- A. True B. False
11. In Cleveland, Ohio, it is illegal to get married in a bathing suit.
- A. True B. False
12. It is illegal to take a French poodle to an opera house in Chicago.
- A. True B. False
13. In Marshalltown, Iowa it is illegal for a horse to eat a fire hydrant.
- A. True B. False
14. A teacher may be fired or disciplined for out-of-class speech critical of school officials.
- A. True B. False
15. Teachers have a constitutional right to communicate with other teachers through faculty mailboxes or school bulletin boards.
- A. True B. False
16. A teacher may be discharged or disciplined for engaging in peaceful civil rights activity during his off-duty time.
- A. True B. False
17. A state or school board may restrict the right of a teacher to campaign against his school board or superintendent.
- A. True B. False
18. A teacher is constitutionally protected from adverse action by school authorities because they disapprove of the way he lives his private life.
- A. True B. False

19. A lawyer's first step in dissolution of marriage proceedings is often to try to reconciliation.
A. True B. False
20. Only a grand jury can convict a murderer.
A. True B. False
21. An accident victim's dying words are part of his will.
A. True B. False
22. Your secrets are safe with your lawyer, since no court can compel him to reveal them.
A. True B. False
23. The bar association maintains district ethics committees to hear complaints against lawyers.
A. True B. False
24. Any intelligent person can appear in court as an attorney for another.
A. True B. False
25. A curfew law may be imposed on known trouble-makers in a city.
A. True B. False
26. Parents are entitled to their children's earnings.
A. True B. False

Analyzing and Interpreting

The Fair Housing Act of 1968 makes it illegal for a landlord renting more than four units to refuse tenants on the basis of race, religion, or national origin. Read each of the situations below. If you think it involves a violation of the Fair Housing Act, write "Violation" in the space provided. If you think it does not, write "No Violation."

27. Benny Wolcott was a black student at the State University. He needed to find a place to live. He found a large apartment building that suited his needs perfectly. The landlord refused to rent to him on the grounds that he didn't rent to students. _____

28. Mrs. Hudson decided to rent out the one spare room in her house to a student. She placed an ad in the school paper. Jim Chu answered the ad. Mrs. Hudson told him she was sorry, but that she wanted to rent only to Caucasians. _____
29. Steve was a former member of a religious commune. His head was still shaved in the style of the other members. However, he had decided to leave the commune. He enrolled in school and went looking for an apartment. He found an apartment in a large "singles" apartment complex. The landlord refused to rent to him on the grounds that he didn't want any of "those weirdo religious nuts" hanging around his apartments. _____
30. A teacher should know the law in order to teach about it.
A. True B. False
31. A lawyer should know the law in order to practice it.
A. True B. False

1988-89 FUTURE PROBLEM SOLVING PROGRAM
SECOND PRACTICE PROBLEM

YOUTH AND THE LAW

A little over a hundred years ago in 1899 the Juvenile Court System was begun in Chicago. Within the next two decades every state adopted a similar system, thereby removing children from the adult courts. The main purpose of the Juvenile Courts was to keep youngsters (many of whose crimes would not have been considered crimes had they been committed by adults) out of adult prisons and away from hardened criminals. It was also hoped that an understanding and caring judge might act as a substitute parent, especially for youngsters who lacked direction from the home. Such a judge would issue sentences that both punished (if necessary) and helped the young offenders.

During the 1960s there were a number of important court decisions that increased the rights of juveniles. Because of those decisions, young people were granted most of the legal rights of adults, such as the right to be represented by a lawyer. Many of these rights had been withheld when juveniles were removed from adult justice systems. Several laws were also passed during the 1960s to protect children and youth from adults who might hurt them.

During the 1980s and 1990s there were some very violent and brutal crimes committed by young people, some as young as nine and ten years old. The media, especially television, covered these crimes in great detail. Citizens were shocked and angered. Many felt that children who committed such terrible crimes should be punished the same as adults. Clearly they wanted to be protected from these young criminals. They demanded and got laws that created stiffer penalties for juveniles who committed violent crimes. For example, almost all of the states and provinces passed laws lowering the age at which youngsters can be tried as adults, some to as low as eleven years of age. Several states also passed laws making the death sentence legal for juveniles convicted of the most brutal crimes.

During the same time period, however, there was also a very strong movement to protect children. A number of laws expanding the rights of children were passed during the mid-1990s. For example, one such law prohibits parents from spanking or hitting their children. Parents found guilty of breaking this law must pay fines and risk the possible loss of their children. Another example is a law that allows children to divorce their parents. Such divorces are only granted in extreme cases of physical or mental abuse. Parents divorced by their children are required to make monthly child-support payments to the government, who then turns the money over to the agency or family caring for the child. These payments are required until the child reaches his/her 18th birthday.

It is now the year 2008. As in times past, parents and other adults continue to be concerned about children and youth. Some think that we need to do more to protect children's rights. Others think that protecting society from juvenile crime should be the main goal. Everyone seems to have an opinion, but no-one really knows what to do about the law as it applies to children and youth.

Use your problem solving skills to examine the situation and to offer a best solution.

My police ride along was the most exciting assignment that I have ever had. I know that is hard for you to believe because papers are so fun to write! At 11:00 on Friday March 31, 1995 I began my adventure with officer Frandton. Anxiety hit me when the dispatcher warned me about his driving and she was right. We were late for a meeting at Beyer's Inn, a local bar. Upon arrival, officer Frandton and I met up with the K-9 officer named Don. Throughout the night, he was usually our back up or vice versa. The bar check was routine. Both officers and I went in, walked around and talked to the employees to ask if there were any problems. Everything checked out and we were off. We returned to the bar quite frequently later on that night to watch for drunk drivers. Our next exciting event was a high speed chase with a corvette. No, actually, the officer was suspicious of the car and we followed her and pulled the young lady over. She was very upset when she got out of the car. Being pulled over was not on her schedule. Routine checks were done on her licence plate and driver's licence. Everything was alright and she was not drunk. She proceeded to tell the officers about how she was upset because the IRS froze her bank account and her husband had served her divorce papers that week. They let her go and the officer informed me that she owned an escort service and she did not pay all of her taxes and that is why her bank account was frozen. This was too funny. Our next expedition was as back-up mission on I-75. One of the other

officers had stopped a little old lady for speeding. After that we check out temp plates on a crappy car at the BP station by the mall. Officer Frandton was big on temp plates. It was all like a game to him. One of the biggest things that I learned is that police officers can pull you over for almost any reason what so ever. Unexpectedly we were called over to a house near Grove Bell for a suspected break in. The alarm on the house was set off. Just as the officers were beginning to enter the house, the owner told them that it was an accident. Eventhough she called the security system office, they neglected to call the police and tell them that it was an accident.

The next few hours was the most fun. When we pulled in to Beyer's Inn for another bar check, a car backed up into a truck right in front of us. The officer got out of the cruiser and advised the people involved in the accident. It was obvious that both parties were totally trashed. Neither party was charged with DUI or anything, they were just required to find an alternate way home. After that incident, the officers went into the bar again but I chose to stay in the car. I watched the people leaving the bar and witnessed one driver stumbling across the road to her car in the Bob Evan's parking lot. She got into the driver's seat and I began to worry. Fortunately she and her boyfriend were waiting until the cops left before they pulled out. Unfortunately for them I told the officer what I had seen and he went over to check out the situation. He

told me that I just saved that girl from having a DUI. The car checked out as well as her licence that her boyfriend's. The guy said he was okay to drive so the officer let them leave as long as the man was driving.

Our next expedition was following a semi caring used cars to make sure they were not stolen. That was fun. Then we stopped one more person along 725. We also pulled over a suspicious van in downtown Miamisburg. At one point we talked to the West Carrollton police and the officer said that they had an abduction that night. Scarry! I really enjoyed my ride along once I finally had a time set up. I learned how boring it can be at times and how frightening it can be to work at night. I have a great respect for anyone who can stay that alert that late at night. Although his driving was scary, I felt safe, especially when the dog was with us.

NO VEHICLES IN THE PARK

The town of Beaurifica has established a lovely park in the city. The city council wishes to preserve some elements of nature, undisturbed by city noise, traffic, pollution and crowding. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park, the following sign has been posted:

NO VEHICLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the attached cases, keeping in mind the letter of the law as well as the intent of the law.

1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.
2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.
3. Two police cars are chasing a suspected bank robber. If one cuts through the park, he can get in front of the suspect's car and trap him between the patrol cars.
4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.
5. Some of the children who visit the park want to ride their bicycles there.
6. Mrs. Thomas wants to take her baby to the park in his baby buggy.
7. A monument to the town's citizens who died in the Vietnam War is being constructed. A tank, donated by the government, is to be placed beside the monument.
8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

A DAY IN THE LIFE OF TOM PHILLIPS

Tom Phillips is thirteen years old. He lives at 2893 Sycamore Street, Sweet Gum, Ohio, with his family, a mother and father, a brother, and a dog. Today was a school day, so Tom got up when his mother called him at 7:00 a.m. He washed his face with Dial soap, brushed his teeth with Crest toothpaste, and then got dressed for school.

Soon Tom came to the kitchen. He turned on the radio and sat down to eat a breakfast of orange juice, a bowl of Cheerios, toast, and a quart of milk. When he finished eating, Tom attached a leash to his dog's collar and took the dog for a walk around the block.

Returning to his house, Tom heard the sound of the school bus. He grabbed his books and ran to meet the bus which had stopped in front of his house, its red lights flashing. Tom boarded the bus and greeted the bus driver with a friendly smile. Another day of school was about to begin.

LOCAL GOVERNMENTS

LOCAL GOVERNMENT
PRE TEST

1. A new ordinance reads: "Anyone who throws trash on the street must pay a fine of \$100." What group probably passed this ordinance?
 - a. A state senate
 - b. A city council
 - c. A city department of sanitation
 - d. A county department of public works
2. What is one major difference between a mayor and a city manager?
 - a. A city manager is more powerful than a mayor
 - b. A mayor is more powerful than a manager
 - c. A manager can vote on city laws but a mayor cannot
 - d. A mayor is chosen by the people
3. What is the most common way of raising money to build a new public school?
 - a. Raising the city's property tax
 - b. Raising the state sales tax
 - c. Borrowing money by selling bonds
 - d. Asking for contributions
4. Mary Schmitt was elected to office. She is responsible for seeing that all city ordinances are enforced. What position does Mary hold?
 - a. Mayor
 - b. City manager
 - c. City council member
 - d. Commissioner of Sanitation
5. How many city councils make ordinances?
 - a. All
 - b. Some
 - c. None
6. How many cities exist because of a charter granted them by their state?
 - a. All
 - b. Some
 - c. None
7. Suppose you lived in Camden, New Jersey, on the east side of the Delaware River. Philadelphia, Pennsylvania, is across the river on the west side. What antipollution law would probably help most to clean up the river that flows past your home?
 - a. One passed by the city of Camden
 - b. One passed by the city of Philadelphia
 - c. One passed by the state of New Jersey
 - d. One passed by the U.S. Congress
- speech by a mayor. Explain what is wrong with each statement.
 1. People in minority groups complain about job discrimination. But this is a private matter. State and city laws can do nothing.
 2. People complain about poor police protection. But the governor controls our police force.
 3. People complain about high taxes. But these taxes go to the state. The city is not allowed to collect taxes of its own.
 4. I wish the city government could do more for poor people. But the U.S. Congress controls how much aid a city can give.
 5. Finally, many citizens say they want a new mayor. Well, the governor appointed me to this job; only he can remove me.
9. Which of the following problems is considered most important by the nation's mayors?
 - a. Working with the local Chamber of Commerce
 - b. Working with housing problems
 - c. Meeting organized protest groups
 - d. Working on city beautification
10. Of the above which is considered least important by the nation's mayors.
11. Which was the first American City to operate under a city manager form of government?
 - a. Dayton
 - b. Chicago
 - c. New York
 - d. Los Angeles
12. What level of government do people have the greatest voice?
 - a. National
 - b. State
 - c. Local
13. At what level of government are the greatest number of laws passed?
 - a. National
 - b. State
 - c. Local
14. Who is the Mayor of your city? _____
15. Who is the City Manager of your city? _____
16. What does C.D.C. stand for? _____

17. About what percent of the Municipal revenue comes from the property tax?

- a. 10%
- b. 25%
- c. 40%
- d. 65%

18. What department in the city government is responsible for land use?

- a. Streets
- b. Parks and Recreation
- c. Planning
- d. Finance

19. Who appoints the various city commissioners in your city? _____

20. What is a variance code? _____

21. What is a zoning ordinance? _____

22. What does the city technology agent do? _____

23. Is the rat a significant menace in your city?

- a. Yes
- b. No

24. Given a period of two years, how many rats can be produced starting with two adult rats?

- a. 100
- b. 1,000
- c. 100,000
- d. 1,000,000

25. Which department has the largest part of the city budget?

- a. Personnel
- b. Law enforcement
- c. Finance
- d. Parks and Recreation

26. Which of the following is not a requirement to be a police officer?

- a. 21 years old
- b. College degree
- c. Psychological exam
- d. Polygraph exam

27. Approximately what percent of the residents normally vote in local elections (elections that are not connected with state or local elections)? _____

28. The city manager is an elected official?

- a. Yes
- b. No

29. The city manager can veto laws passed by the city council?

- a. Yes
- b. No

30. The city manager helps make laws in your city?

- a. Yes
- b. No

31. The police chief is an appointed official in your city?

- a. Yes
- b. No

32. Municipal court judges are elected.

- a. Yes
- b. No

Reading Documents

Name: _____

Write down the clues that you detect in each primary document.

1. Who created the document? What do you know about the author?
2. Why was this document created?
3. What is the expertise of the person who created the document?
4. Who is the audience?
5. Was this intended for the public or was it meant to be private?
6. When was the document created? Was the document created immediately or later? What was the context?
7. What topics does the document address?
8. What does this document add to our knowledge of the subject?
9. Transcribe any revealing, suggestive, or insightful passages.
10. Where is the original document kept?
11. Why did this document survive and how has it been used or kept?

Reading Images

Name: _____

Write down the visual clues that you detect in your image.

12. What type of image is this? (photograph, print, drawing, painting, illustration)
13. What is written down about the image?
14. What is the subject of the image?
15. What can you learn about the subject from the image?
16. Where is the image set? What is the location represented?
17. What is showing inside the image and what is just outside the frame of the image?
18. Who is in the image?
19. List all the details that you observe in the image.
20. Who do you think made this image?
21. Why was this image made?
22. When do you think this image was made?

Reading Objects

Name: _____

Answer the following questions:

1. What is the size and shape of the object?
2. What material or materials is it made of?
3. What are the parts of the object?
4. How are parts of the object put together?
5. What are the colors of the object?
6. How is it decorated?
7. What markings or words do you see on the object?
8. Is the object hot or cold?
9. Is it dry or wet?
10. What is the condition of the object?
11. What is the object?
12. How was it made?
13. What do you learn from the markings on the object?
14. Does it say who made it or where it was made?
15. How is the object used?

Architectural Scavenger Hunt Name: _____

Find five of the following building styles. Write the address for each building that you find. Write down the letter for the type of building that you find.

Feature	Style	Type
---------	-------	------

Log building
Address:

Central Chimney
Address:

Side Hallway
Address:

I House
Address:

Upright and Wing
Address:

Saltbox
Address:

Federal
Address:

Greek Revival
Address:

Gothic Revival
Address:

Romanesque
Address:

Italianate
Address:

Wood Shingles
Address:

Bungalow
Address:

Ranch
Address:

Split Level
Address:

Type of Building (put the letter for the type of building on the scavenger hunt form)

- A. Residence
- B. Farming
- C. Recreation
- D. Factory
- E. Military
- F. Government
- G. Office
- H. Store/Retail
- I. Education
- J. Religious
- K. Transportation
- L. Hotel
- M. Restaurant

Historic Building Inventory

Date: _____

Prepared by: _____

Address or Location
City or Village

Style or Design
Building Type

Present Use of the Building:

Materials: (circle one)

Brick Wood Stone Stucco Concrete Metal

How tall is the building?

Number of stories (circle one)

1 1 1/2 2 2 1/2 3 More

How many windows do you see in front and how are the windows placed? (circle one)

6 over 6 4 over 4 2 over 2 Other

Where is the chimney?

Center One End Both Ends Behind In Front

Have there been additions or changes to the building?

Is there a basement?

Are there dormer windows?

What other features do you see?

What is the condition of the building?

What do you know about the history of this building?

Describe the setting and outbuildings.

Draw a site plan. Add a north arrow if you can.

Attach a photograph or drawing of the building.

Name _____

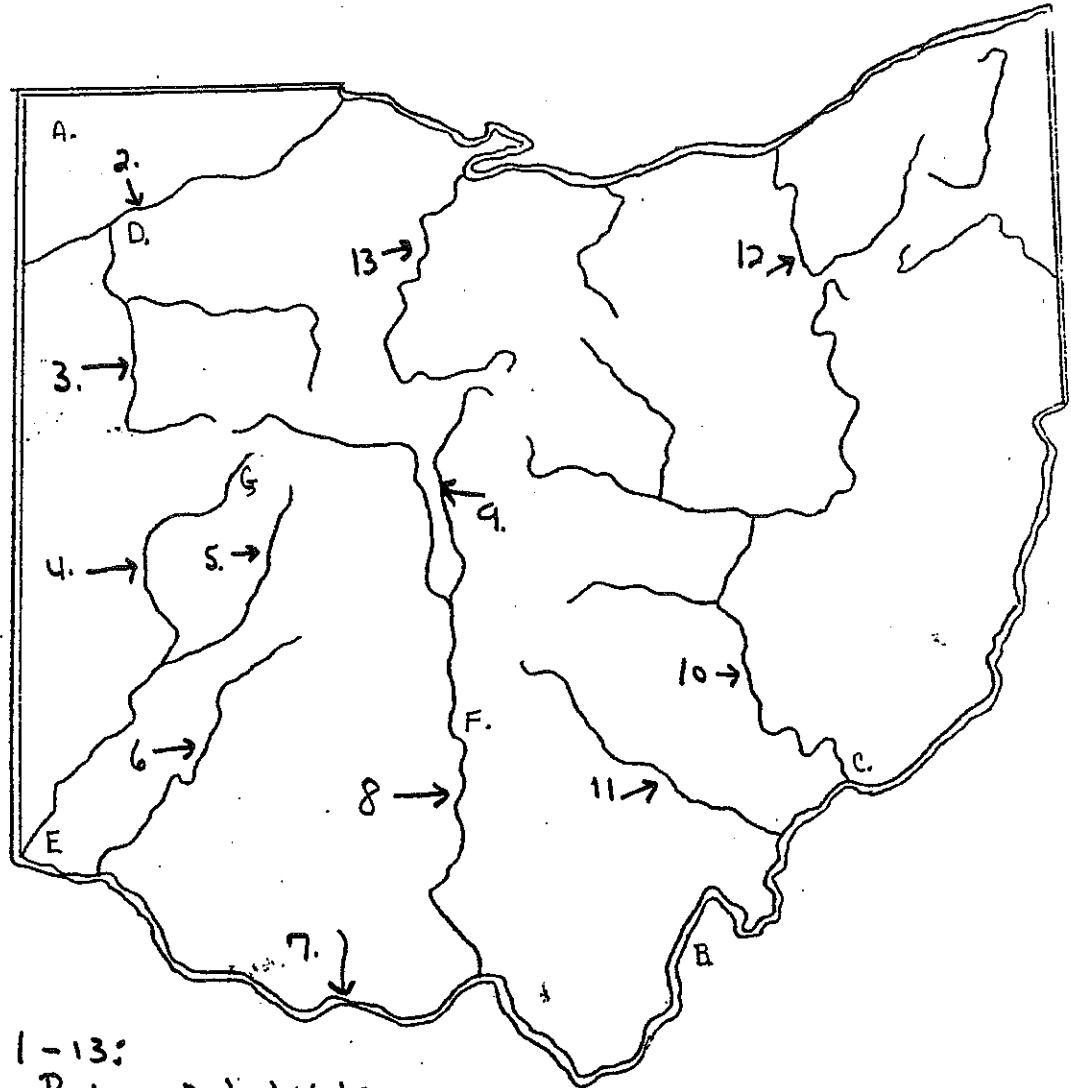
43 ACTIVITY MASTER: Experiences in Ohio Local Government

EXPERIENCES IN OHIO LOCAL GOVERNMENT

Prepare a 2-3 page written or typed report in outline form and a 3-5 minute oral presentation on one of the following realistic and practical experiences involving local government. Please attach to your written report any pertinent documents which you obtained.

1. Secure a zone change
2. Secure a zoning variance
3. Run for precinct committeeman
4. Challenge your property-tax statement
5. Obtain food stamps
6. Apply for welfare
7. Secure a room in county nursing home
8. Place a referendum on ballot objecting to trustee's decision on zone change
9. Place on ballot referendum to cease liquor sales in your precinct
10. Change status of your township to city
11. Secure explanation of disposition of your property tax dollar
12. Initiate annexation proceedings to annex contiguous township
13. Initiate proceedings to resist annexation attempt by contiguous city
14. Get a septic-tank permit
15. Obtain a marriage license
16. Run for city council
17. Get a car back after it has been impounded
18. Issue a consumer complaint
19. Get a building permit
20. Use the claims court
21. Obtain a vendor's license
22. Settle an estate when no will was left
23. Obtain information about disaster services
24. Declare bankruptcy
25. Adopt a child
26. Trace the owners of a particular piece of property
27. Obtain free mental and dental care
28. Obtain a divorce
29. Register a complaint against a police officer
30. Determine the boundaries of a piece of property
31. Post bond
32. Condemn a building
33. Secure a passport

Test: Simon Kenton's Ohio



1-13:
Rivers and Water

A-G: Forts and locations

Genealogical Chart

<p>1. Your Names</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Where Married:</p>	<p>2. Your Father's Names</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>	<p>3. Your Mother's Names</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>	<p>4. Name of Your Father's Father</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>
<p>5. Name of Your Father's Mother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>	<p>6. Name of Your Mother's Father</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>	<p>7. Name of Your Mother's Mother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p> <p>Where Died:</p>	<p>8. Name of Your Great Grandfather</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>
<p>9. Name of Your Great Grandmother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>10. Name of Your Great Grandfather</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>11. Name of Your Great Grandmother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>12. Name of Your Great Grandfather</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>
<p>13. Name of Your Great Grandmother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>14. Name of Your Great Grandfather</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>15. Name of Your Great Grandmother</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>	<p>16. Name of Your Great Grandfather</p> <p>Date Born:</p> <p>Where Born:</p> <p>Date Married:</p> <p>Date Died:</p>

POST-TEST

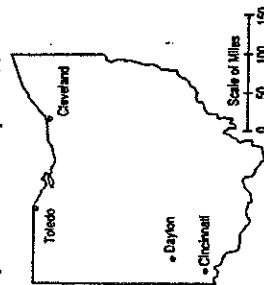
Now that you have had an opportunity to read the various test-taking strategies and content chapters in this book, you should be just about ready to take the test. Before you do, you should take this post-test to measure your progress. To help you find in which areas you may still need help, use the Diagnostic Evaluation Sheet at the end of the test. Good luck on this post-test!

NINTH GRADE PROFICIENCY TEST IN CITIZENSHIP

Directions: This practice test has 50 multiple choice questions. You must answer all of them.

- Which source of information would be most helpful in finding the distance between Columbus and Cleveland?
 A an encyclopedia
 B a newspaper
 C a dictionary
 D an atlas
- The term "judicial review" means that
 A the states and the federal government share power
 B the Supreme Court can determine whether laws are constitutional
 C Congress can review the President's appointments to the Supreme Court
 D the President has the power to review the decisions of the Supreme Court
- According to the map, the distance from the city of Cleveland to Toledo is
 A under 10 miles
 B about 125 miles
 C exactly 200 miles
 D over 1000 miles
- The United States Constitution is best described as a
 A statement of rules and procedures for government to follow
 B list of customs which must be followed by religious leaders
 C guarantee that all citizens will enjoy prosperity
 D justification for rebellion against Great Britain
- The Seventeenth Amendment to the U.S. Constitution changed the method of electing U.S. Senators from election by state legislatures to direct election by the people. This change was important because it
 A increased the Senate's power
 B gave the President more power
 C increased the number of Senators
 D gave more power to the people

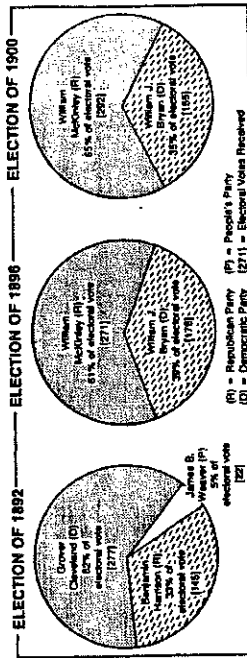
Use the map below to answer question 3



- The primary purpose of the Declaration of Independence was to
 A establish the basic law in the Northwest territory
 B guarantee human rights for all Americans
 C provide a plan for rule by an absolute monarchy
 D justify why the American colonists broke away from Great Britain
- Which is NOT a major feature of an economy based on capitalism?
 A private property ownership is encouraged
 B businessmen seek to make profits
 C all economic decisions are made by the government
 D a variety of consumer goods exists
- The main function of the U.S. Congress is to
 A enforce laws of the Supreme Court
 B set standards for states in meeting their local problems
 C judge that laws are constitutional
 D make national laws for the people

- Which statement about taxes is most correct?
 A Governments impose taxes for a number of different reasons.
 B Sales taxes are based on a person's level of income.
 C Only the federal government can tax.
 D Property taxes are paid by corporations on their profits.
- The Preamble to the U.S. Constitution provides
 A an outline of the government's organization
 B protection to people against abuses of the government
 C the major goals of the national government
 D ways to amend the Constitution
- The best evidence that a nation is ruled by a dictator is that
 A a system of criminal courts ensures fair and speedy trials
 B the people have a right to vote
 C all political power is in the hands of one person
 D the legislature is divided into two houses

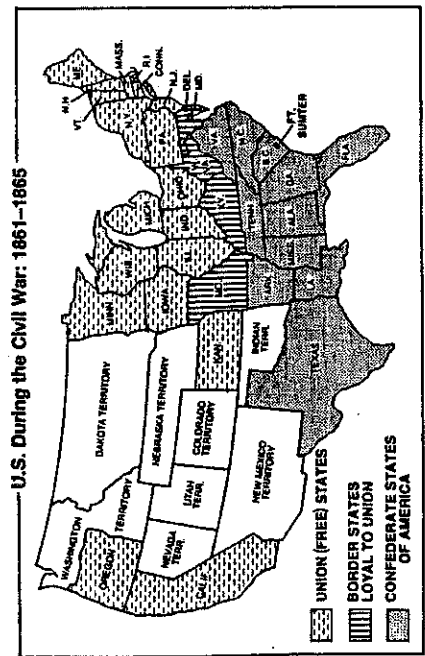
Use the pie charts below to answer question 12



- According to the pie chart, which statement is correct?
 A The Democratic Party won the election of 1892.
 B The Republican Party lost the election of 1900.
 C Benjamin Harrison received 176 electoral votes in 1892.
 D The Republicans received all of the electoral vote in 1896.
- The main reason for a political party to hold a primary election is to
 A meet constitutional requirements
 B give citizens control over the selection of candidates
 C make sure that candidates tell the truth
 D reduce the role of the federal government in elections

- 14 The most effective way citizens in a representative democracy such as the U.S. can legally show disapproval of an elected official is to
- refuse to talk to the official
 - overthrow the government
 - refuse to re-elect the official
 - say bad things about the official
- 15 The major reason for dividing power among three branches of the federal government was
- to protect the constitutional rights of racial minorities
 - to guarantee that no one branch became too powerful
 - to make government more efficient
 - to reduce the role of the courts
- 16 A federal system of government is based on
- citizen participation in free elections
 - the election of a President
 - a division of powers between state and national governments
 - the rights of the accused
- 17 Which statement regarding political parties is FALSE?
- They must be led by males.
 - They help unite Americans.
 - They provide candidates for elections.
 - They help to bring certain issues before the public.

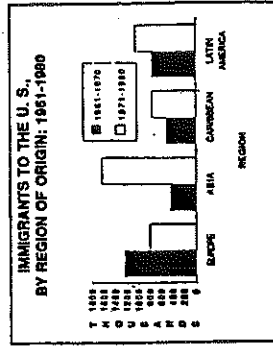
- 18 • be a U.S. citizen
• be 18 years of age
• be an Ohio resident for 1 year
• be registered with the Board of Elections
- These qualifications are necessary for a person to
- vote in an Ohio election
 - serve in the U.S. armed forces
 - own a radio station in Ohio
 - go to a public school
- 19 In which of the following are the steps in the law-making process in correct chronological order?
- The President vetoes a bill, a bill is introduced, a conference committee meets to agree on a compromise bill
 - The President signs the bill, a conference committee meets to agree on a compromise bill, the Senate votes to approve the bill
 - The Senate and House approve the bill, the President signs the bill, the bill becomes law
 - The President vetoes a bill, a conference committee meets to agree on a compromise bill, the Senate votes to approve the bill
- Use the map below to answer question 20 appearing on the next page



- 20 According to the map, which statement about Ohio during the Civil War is correct?
- It was part of the Confederate States.
 - It was part of the Dakota Territory.
 - It was a border state.
 - It was a free state.
- 21 What is meant by the expression "the bill was vetoed"?
- the President refused to sign it
 - the bill was never approved by either House of Congress
 - it became the law of the land
 - the President was fired from office
- 22 In an outline, one of these entries is the main topic, and the other three are subtopics. Which is the main topic?
- types of government
 - representative democracy
 - monarchy
 - dictatorship
- 23 The following government officials are popularly elected EXCEPT for
- U.S. Representatives
 - the Mayor of Cleveland
 - U.S. Senators
 - Justices on the U.S. Supreme Court
- 24 Presidents, governors, and mayors are similar in that they all
- make laws
 - enforce laws
 - judge laws
 - make treaties
- 25 The expression "due process of law" refers to the
- right of the Supreme Court to examine the constitutionality of laws
 - power of the police to arrest anyone who looks suspicious
 - procedure followed in Congress before a bill becomes a law
 - protections given to citizens against unfair actions by the government
- 26 Which group or person is NOT involved in the law-making process?
- a state governor
 - congressional committees
 - a state judge
 - a state legislature

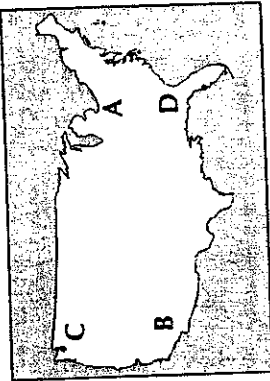
- 27 The purpose of most amendments to the U.S. Constitution has been to
- guarantee individual civil and political rights
 - balance the functioning of the checks and balances system
 - strengthen the authority of state governments
 - expand the power of the President
- 28 In Ohio, citizens enjoy the privilege of "stiff-rage." This means citizens
- are required to serve in the military
 - must serve on a jury
 - have the right to vote
 - should serve in the government
- 29 The topic of "scarcity" would most likely be found in a book dealing with
- economics
 - government
 - culture
 - history

Use the graph below to answer question 30

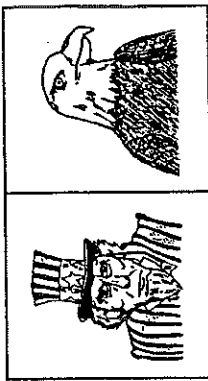


- 30 From which region did immigration to the United States decrease?
- Europe
 - Asia
 - Caribbean
 - Latin America
- 31 Ethnic and cultural diversity in the United States is best illustrated by the
- lowering of the voting age to 18
 - sale of foreign-language newspapers in many U.S. cities
 - decrease in job opportunities in the suburbs
 - increase in donations to political parties

Use the map below to answer questions 39 and 40



Use the symbols below to answer question 46



32 Which action could legally override a ruling of the U.S. Supreme Court?

- A the passage of a state law
- B a presidential veto
- C an amendment to the Constitution
- D passage of a congressional law

33 The right to have a lawyer represent you at a criminal trial best illustrates our right to

- A freedom of speech
- B equal opportunity
- C checks and balances
- D due process of law

34 The United States sells manufactured goods to underdeveloped nations and purchases raw materials from these nations. This fact illustrates

- A world taxation
- B global interdependence
- C economic pooling
- D growing socialism

35 The words "... to the republic for which it stands, one nation ..." are found in the

- A Declaration of Independence
- B Star Spangled Banner
- C U.S. Constitution
- D Pledge of Allegiance

36 The topics "freedom of speech" and "due process" would most likely be discussed in an essay dealing with the

- A idea of federalism
- B Bill of Rights
- C checks and balances system
- D power of judicial review

37 Which is a basic characteristic of an absolute monarchy?

- A all power is held by a king or queen
- B there is an elected legislature
- C people's liberties are guaranteed in a written constitution
- D there are many political parties

38 Which is a characteristic of both democracy and capitalism?

- A a low standard of living
- B equality among groups in society
- C very limited competition
- D considerable individual choice

43 The purpose of the initiative and referendum is to provide citizens with opportunities to

- A gain greater control of their governments
- B control campaign spending by candidates
- C increase voter turnout during an election
- D reduce government spending on elections

44 Which document was written first?

- A Declaration of Independence
- B Northwest Ordinance of 1787
- C Bill of Rights
- D U.S. Constitution

45 Which act is NOT typical of a participatory democracy?

- A voting in an election
- B playing a musical instrument
- C attending a political rally
- D writing to a government official

46 The symbols shown above are used to represent the

- A United States
- B Bill of Rights
- C State of Ohio
- D Governor of Ohio

47 Which action most increased the opportunity for public participation in the political process?

- A passage of amendments increasing voter rights
- B raising the poll tax
- C creating a new national holiday
- D appointment of a new member to the Supreme Court

48 Which act is NOT typical of a participatory democracy?

- A voting in an election
- B playing a musical instrument
- C attending a political rally
- D writing to a government official

49 Citizen A: Smoking is dangerous to one's health. Many studies show that smoking increases the risk of heart disease and lung cancer. Taxpayers then have to pay bills to treat people suffering from diseases caused by smoking.

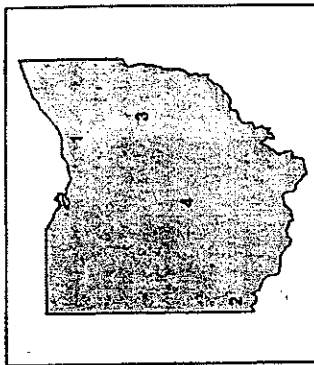
Citizen B: Smoking is not dangerous. Everyone knows the statistics in these reports are just made up. I am going to continue smoking.

Which statement is NOT accurate?

- A Citizen B uses an unsupported generalization.
- B Citizen A uses facts that can be verified.
- C Citizen B uses facts that can be verified.
- D Citizens A and B express opinions.

50 You are angry that several potholes on the street near your home have not been repaired. Which would be the most effective action to take in order to get them repaired?

- A write a letter of complaint to the President of the United States
- B keep a diary recording the times you have been angry at city officials
- C complain to your younger brothers and sisters
- D write a letter of complaint to the Mayor's office



48 What number on the map represents the capital of Ohio?

- A Number 1
- B Number 2
- C Number 3
- D Number 4

SOCIAL STUDIES PROJECTS



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The Social Studies Project

- I. Select any social studies subject; identify a *unit of study*. Design an **independent research project** for student investigation. This assignment should range from 5-10 days. The format should conform to one 8.5 by 11 sheet of paper (see **Helms, Ohio: The Heart of it All** as a model).

The following **criteria** should be clearly mandated:

- specify data to be investigated
- specify the scope of the written/typed report
- provide sample layout materials (incorporate on assignment sheet); *however, during your teaching experience, be prepared to provide a sample student document.*
- specify evaluation criteria

- II. Provide a second page which specifies the curricula rationale (see **Helms, Ohio: The Heart of it All** as a model). This page should offer the following information:

- formulate an introductory statement
- specify student **objectives**
- specify goals (see **Helms, Ohio: The Heart of it All** as a model). Select from these skills --- it is not necessary to duplicate the complete list.
- specify student **resources** for this project

The Marriage Project

2 to 3 class periods

The object of this lesson is to have students write a schedule for a family for a week (Mon thru Sun)

This project began as a sociology project for my 9th grade social science survey class. It would also work as an activity in late 20th century US History -- especially the stresses on people trying to manage their families and careers.

I recommend that you write the information needed on the board rather than handing it out - having students copy the information seems to add to the stress!

I'd also like to add that there are many assumptions here, from the structure of the family to the number of kids to the types of activities they engage in.

First: Announce that some students may wish to marry for the next project. Students will be making a schedule of activities for the entire family, using the rules that follow the individual schedules below. Let them know that single parents are OK, but the experience is enhanced if two people work together. In sociology, I used this project to show how a family aided the socialization of children. (My class came up with possible marriage alternatives: single parent living with grandparent, two single parents sharing a household, divorce with joint custody, etc) Let the students come up with these alternatives, try to stay out!

You have 3 children A,B,C (the first family decision is to give them different names) Here are their schedules for the week:

Child A

5 year old female

goes to kindergarten from 12-3 in afternoon

parent carpools A to school with 3 other children on Tue and Wed

parent scheduled to work in A's classroom on Mon 12-3

A attends storytime at local library 11-11:45 on Tues

A's friends over at house on Mon and Tue 10-12

A's friends at house after school Tue Wed and Fri

attends kite flying contest in city park on Sat 9 - 11

Child B

10 year old male

attends 5th grade from 9-2:30

catches bus outside house at 8:30

Attends baseball practice on Tue and Thur from 4:30-6:30

B has science fair project due on Fri

(must spend 8 hrs Mon thru Thurs working on project)

has friends over on any 3 days of week

must do research at library (1 1/2 hrs), Wed

needs to clean room (1 hr)

you need to take him shopping for new shoes this week

Child C

15 year old female

9th grade high school student

attends school 8-3

catches bus at 7:30

drama rehearsal Mon 4:30-6:30

tech rehearsal on Tue 3 - 6

1st dress rehearsal Wed 3-6

2nd dress rehearsal Thur 3-6

Performance Fri 7:30-9:30

(must attend all rehearsals!)

Cast party Sat 8-11 at director's home

homework (2 hrs /day)

big math test on Fri

softball practice Mon thru Fri 3-5

bake cookies for cast party

Recycle club meeting, Mon 8-9pm

need to buy some props for costume

Parent D

drives to work

leaves house 8:30, returns 5:30

lunch hour 12-1

meeting with boss, Wed 7am

out of town, Thur, 8am to 8:30pm

needs 4 hrs/week of quiet time at home to do office work

volunteered at public library Sat, 11- 1

Parent E

drives to work

works 10-2 any two days Mon thru Fri

Home School Club meeting, Thurs 7:30-8:30

needs 6 hrs/week of quiet time to do office work at home

House duties

create dinner menu for week

go shopping for food (2 days)

food prep/cleanup

Laundry (wash/dry 5 loads @1 hr each)

laundry sort/put away

clean kitchen (mop, counters, etc)

clean bathroom

clean parent bedroom

take out garbage (3 days)

yard work (total 6 hrs/week)

-repair fence

-trim trees

-pull weeds

-plant flowers

-start garden

Rules for creating a schedule

1. The goal is to eat dinner together each night (remember, its a goal, not a duty)
2. The 5 year old can never be left home alone
3. The 10 year old can be a "latchkey child" for no more than an hour a day
4. House duties can be done by anyone, but be reasonable, 5 yr old doesn't repair fence for example.

Note:If you can't do something for a child, you must write what the activity is, why it can't be done (remember, you're explaining it to a child who really wants to do these things!) You have to remind your children what they have to do, they forget sometimes.

IMPORTANT: If you are going to be a single parent, you **MUST** be parent D

To the teacher: make up additional rule if you need them. Try to get the students to work in "real time", ie, make sure that they know what they'll be doing on Tuesday before it arrives.

Create crises! On the second day of the project suddenly announce that the 10 year old's teacher has just called for a parent conference on Wed or Thurs to discuss the child's behavior in class. On the last day, tell them the 5 year old woke up saying "I don't feel good" and can't go to school on Friday.

After the project, debriefing should center in the following areas:

How DID you manage time?

Was any child activity left out?

Did you depend on people outside the immediate family for anything? Who?

What for? Why?

Did spouse(s) have time to play with children?

What was the quality of family interactions?

If couples married, which spouse took (or was given) role E? Why?

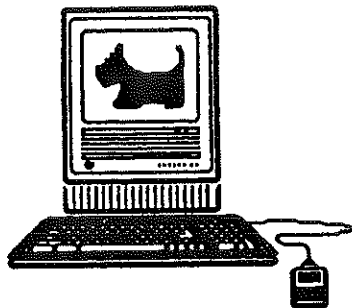
Who stayed home when child A got sick? Why?

(For these last questions, note that the parent roles are gender neutral.

Did students socialize along "traditional" sex roles?)

This project is a great deal of fun! You just need to wind it up and let it go! Let me know if you do this!

--TimK21



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Fax: 513 297 2022

Project Hyperstudio

Name:

----- of 300 points

Prepare a **Hyperstudio stack** to illustrate your **LRP**. (Save your stack to your own diskette --- use save as function).

- 5 points --- Title Card
- 50 points --- 15- 20 information cards. May include the following: IRP letter, survey, graphs, illustrations, original art work
- 50 points --- Informational text fields --- Scroll able & non-scroll able
- 45 points --- 1-4 graphic items per card --- original or clip art (Graphics may be imported from Hyperstudio, Hard Drive Clip Art, selected CD-ROM. Art Roundup may be used). Be sure to review Clip Art Files from HyperStudio
- 25 points --- **Buttons:** (hidden, rectangle, shadow, icon,....Next card, play a sound, play animation, play quick time, Magic Buttons).
- 25 points --- Background ---- color, borders, lines per card
- 50 points --- 1 planning page per card
- Optional ---Selected sounds may be added to cards

Skills: develop HS stacks, use paint tools, use clip art, load background, add text items, add graphic items, create buttons to link stacks, use edit functions(copy, paste, delete,), save stacks, present stacks.



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Project Hyperstudio II

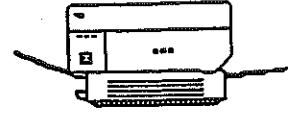
Prepare a **Hyperstudio stack** to illustrate your project.

- Title card**
- 20-40 information cards. May include original art work, text, clip art, sound, animation, quick time movies, and buttons.
- Informational text fields --- scroll able and nonscroll able text
- 1-4 **graphic** items per columns --- original or clip art. **Graphics** may be imported from HS stacks, hard drive, CD ROM,
- Buttons** --- hidden, rectangle, icon, shadow, magic, play animation, quick time movies, sound,
- Background** ---- color, borders,

Skills: develop Hyperstudio stacks, use paint tools, use clip art, load background, add text items, link cards, use edit functions,



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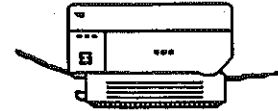
INDEPENDENT RESEARCH PROJECT

Written report: all data is to be included in 8.5 x 11 inch format. The subject must be a real-life problem.

- 10 1. Title page: use software to generate artwork
 - 5 2. Table of contents.
 - 50 3. Summary: 2 - 5 pages.
 - 50 4. Letters: include copies of your information request as well as written responses --- minimum of five letters.
 - 30 5. Interview: 1-3 pages. Write in question-answer format- 10???.
 - 20 6. Student H.O.: 1-5 pages --- examples: charts, graphs, activity sheets(each IRP must have 2 - 4 student activities)
 - 20 7. Survey: at least ten questions. survey at least 10 people. Must survey adults, h.s. students, or college students. (cannot survey j.h.s. students)
 - 20 8. Survey report: 1-3 pages --- use computer software to generate graphs.
 - 30 9. A-V summary: 1 page--- must us at least two forms of a-v.
 - 10 10. Vocabulary page --- at least 10 terms
 - 35 11. Bibliography: at least 10 sources --- three of which must be primary documents. include interview.
 - 20 12. Presentation: good eye contact, speak clearly, well organized, interest, and enthusiasm.
- of 300 points



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Centerville, OH 45459



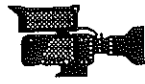
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Prodigy: FHNP25A
Fax: 513 297 2022

INDEPENDENT RESEARCH PROJECT: Short Version

Written report: all data is to be included in 8.5 x 11
inch format. The subject must be a real-life problem.

- 20 1. **Title page:** use software to generate artwork
- 10 2. Table of contents.
- 20 3. **Summary:** 2 - 5 pages.
- 20 4. **Letter:** include copies of your information request as well as written responses.
- 20 5. **Survey:** at least ten questions. survey at least 10 people. Must survey adults, h.s. students, or college students. (cannot survey j.h.s. students)
- 20 6. **Survey report:** 1-3 pages --- use computer software to generate graphs.
- 20 7. **A-V summary:** 1 page--- must us at least two forms of a-v.
- 20 8. **Vocabulary page** --- at least 10 terms.
- 20 9. **Bibliography:** at least 5 sources.
- 20 10. **Presentation:** good eye contact, speak clearly, well organized, interest, and enthusiasm.

___ of 190 points



Video Production: Script

To: KMS/VBMS Faculty
From: R. Helms
Re: **Video Productions**
Winter, 1995

Audio Sequence:

- Dialogue
- Music
- Sound effects
- Voice overs

Imports:

- Graphic Imports
- Hyperstudio Imports
- Scanning Imports

Parameters:

- 15 --- 20 minute production
- Positive, upbeat
- Edit*/control** student verbal/nonverbal input
- Edit*(delete)** any negative comments concerning administrators, teachers, parents, school, peers,

Possible uses:

- Educational access channel
- KMS/VBMS Orientations
- Parent's viewing
- Elementary schools

Video Sequence:

Action scenes

- Prologue
- a.m. arrivals
- lockers
- a.m. announcements
- classes/students/teachers
- hallways
- KAL Center
- team meetings
- lunch room
- P.E.
- music
- art
- flex time
- channel one
- special events
- proficiency tests
- library
- co-curricular activities
- student comments***
- assemblies
- athletics
- graphics imports
- bus departure
-
- epilogue



Video Production: Script

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Teacher Consent:

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Students must request teacher permission to film classroom activities. If filming is not appropriate at a given time, advise students to proceed to a different area.

INDEPENDENT RESEARCH PROJECT

AUTOMATION
SPACE TRAVEL
INTERNATIONAL TRAVEL
REHABILITATING CRIMINALS
COMPETITION/CO-OPERATION
IMMUNIZATION AGAINST DISEASE
HYPNOSIS & PSYCHIC ENERGY
ALTERNATIVE ENERGY SOURCES
SOLAR ENERGY
MENTAL STRESS
CHANGING SEX ROLES
JOB MOBILITY
COOLING OF THE EARTH
JOBS FOR ALL
WATER SHORTAGE

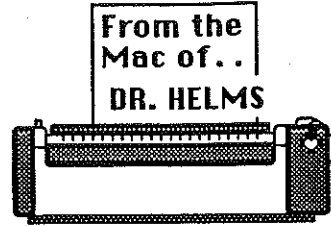
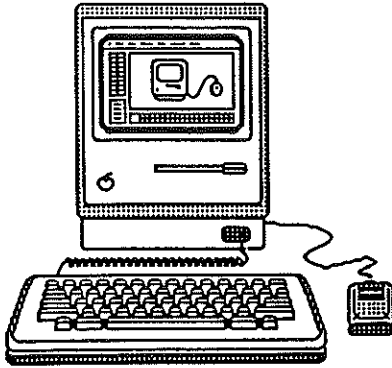
WORLD HUNGER
ROBOTICS
INFORMATION SOCIETY
SPACE COLONIZATION
INVENTION & HIGH TECHNOLOGY
MENTAL HEALTH REFORMS
MEDICAL CARE
PRISONS
ELECTRONIC GAMES
LASERS
GENETIC ENGINEERING
INSURANCE CRISES
HUMAN RELATIONS
SCHOOLS & EDUCATION
RELIGIOUS CONFLICT

GUN CONTROL
EUTHANASIA
ARMS PRODUCTION

FUTURE TRANSPORTATION
REJECTING AUTHORITY
STAR WARS
OCEAN FARMING
HYDROPONICS
ENERGY CONSUMPTION
ARTIFICIAL INTELLIGENCE
G/C/T
PERSONAL COMPUTERS
CHILD ABUSE
THE TWO BRAINS
ENDANGERED SPECIES
RUSTBELT
SUNBELT
UFO'S

OVERPOPULATION
PET OVERPOPULATION
UNDERWATER COLONIZATION
SENIOR CITIZENS
NUCLEAR WAR
CHEMICAL WARFARE
TELEVISION
T.V. & VIOLENCE
INVASION OF PRIVACY
GOVERNMENT BUREAUCRACY
INCREASING I.Q.
MALPRACTICE
ECOLOGY
RACE PREJUDICE
LOW COST HOUSING

FBI - CIA
CAPITAL PUNISHMENT
ARMS LIMITATION



7123 W. VON DETTE CR. CENTERVILLE, OHIO 45459

BOOK REVIEW GUIDE

I. IDENTIFICATION (1/4 PAGE)

TITLE
AUTHOR OR EDITOR
PUBLISHER AND DATE OF PUBLICATION
NUMBER OF PAGES
AWARDS

II. AUTHOR DATA (1/4 PAGE)

EDUCATION, QUALIFICATIONS, GENERAL BIOGRAPHY

III. CONTENT (2-3 PAGES)

TYPE OF BOOK (FICTION, NON-FICTION, SCIENCE, HISTORY)
INDICATION OF TIME AND PLACE OF STORY
MAIN THESIS
SUMMARY

IV. EVALUATION (1/2) PAGE

STUDENT EVALUATION OF BOOK, STYLE, AUTHOR,



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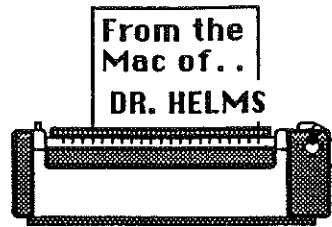
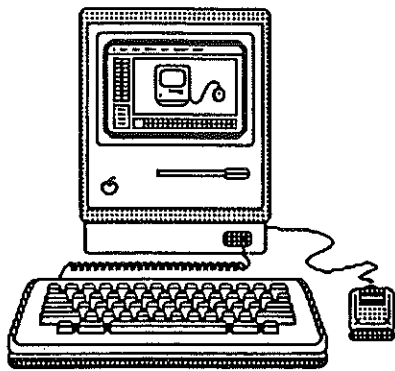
Independent Research Projects



Technological Resources



- IRP--- Regular Version**
- IRP--- Short Version**
- Global Geography**
- Ohio --- The Heart of it All**
- On Line: Prodigy ---**
American Academic Encyclopedia
Mobil Travel Guide
Education Bulletin Boards
- CD ROM:**
World Atlas
& USA atlas
- Mac Hard Drive:** Applications
World Atlas
Hyper Atlas
- Library: TOM, Jr.**
- Laser Discs:** Selected
Software programs from
SOITA and Kettering
- Hyperstudio** Stacks
interfaced with VHS to offer
VHS playback



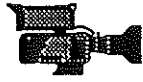
7123 W. VON DETTE CR. CENTERVILLE, OHIO 45459

ASSIGNMENT: POLITICAL CARTOONS

REQUIREMENTS: COLLECT TEN POLITICAL CARTOONS (THREE MAY BE HUMOROUS). BUILD A FILE FOLDER WHICH HAS ONE CARTOON PER PAGE, THE DATE OF THE CARTOON AND AN ANALYSIS OF THE CARTOON.

SOME QUESTIONS TO ASSIST IN ANALYSIS:

1. WHAT SYMBOLISM HAS THE CARTOONIST USED?
2. WHAT IMPACT MAY THE CARTOON HAVE ON PUBLIC OPINION?
3. DOES THE CARTOON CAUSE YOU TO FEEL ANY STRONG EMOTION?
4. WHAT ARE THE CARTOONIST'S FEELINGS ABOUT THE SUBJECT?
5. WHAT ARE YOUR THOUGHTS ABOUT THE APPROPRIATENESS OF "MAKING FUN" OF LEADERS OF THE USA AND OF THE WORLD?



Video Production: Script

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- Sound effects
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- library
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Re: Video Productions --- 2nd M-E-M-O

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Technological Resources

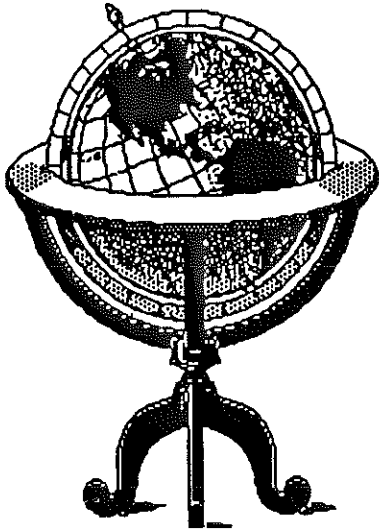
- On Line: **Prodigy** --- American Academic Encyclopedia
- CD ROM: **World Atlas**
- Mac Hard Drive: Applications
World Atlas
Hyper Atlas
- VHS: Selected **National Geographic** Specials
- Laser Discs: Selected National Documentaries

Global Geography Project: Nation _____

(Submitted report is to conform to an 8 1/2 x 11 format)

- ___ 10 points **Cover Page**
- ___ 40 points **Data Base** (layout as a one page table)

Nation	Total Area	Population	Population Density
Capital City	Major Exports	Major Imports	Religions
Languages	Literacy Rate	Climatic Data	
Environmental Problems	GNP	Per Capita \$\$\$	
Economy	Government Form	Transportation	
Multinational Corporations	Energy Consumption		
Ethnic Divisions	Technology	Military	Entertainment
Recreation	Health Care	Human Rights	
- ___ 10 points **Poster**
- ___ 10 points **Time Line**
- ___ 10 points **Model**
- ___ 20 points **National Map:** rivers, lakes, landforms, deserts, major cities, political units,
- ___ 10 points **Society/Culture:** 1/2 --- 1 page
- ___ 10 points **Tourist Attractions:** 5 with 1 paragraph description
- ___ 10 points **Vocabulary Terms:** 5 with definitions
- ___ 10 points **Political --- Economic Review:** 1/2 --- 1 page
- ___ 20 points **5 photos:** 1 paragraph summary
- ___ 20 points **1 News Magazine** Photocopy & 1/2 --- 1 page summary
- ___ 20 points **Oral Presentation**
- ___ of 200 points



FROM THE MAC OF
RONALD G. HELMS

7123 W. VON DETTE CR.
CENTERVILLE, OH. 45459

THE INTERNATIONAL COMPENDIUM

ASSIGNMENT:

WORK IN GROUPS OF 2-4 TO EDIT AN INTERNATIONAL COMPENDIUM

TITLE PAGE
CREDITS PAGE
FOREWORD
CONTENTS
ETHNIC ASSOCIATIONS

SPORTS -- RECREATION
PROFESSIONALS
AUTOMOBILES! CULTURAL OBJECTS
RETAIL OUTLETS
EDUCATIONAL ASSOCIATIONS

RELIGIOUS ORGANIZATIONS
RESOURCE PEOPLE
RESTAURANTS
TRAVEL
OTHER



Ohio Studies Project

Call 1-800-BUCKEYE to request a student resource packet

Plan a 7- 10 day tour of Ohio; you may not exceed the speed limit, and you may drive/tour a maximum of 14 hours per day.

Geographic objectives: _____ of 230 Points

- | | |
|---|---|
| <input type="checkbox"/> 10 historical sites | <input type="checkbox"/> 5 state parks |
| <input type="checkbox"/> Lake Erie | <input type="checkbox"/> Buckeye or Indian Lake |
| <input type="checkbox"/> Columbus | <input type="checkbox"/> 5 major cities |
| <input type="checkbox"/> the Ohio River | <input type="checkbox"/> Pymatuning Lake |
| <input type="checkbox"/> Mad River Ski Resort | <input type="checkbox"/> Marietta |

Written report:

- 10 cover/title page
- 5 table of contents
- 10 8.5 * 11 inch map of Ohio; indicate cities, historical sites, state parks,
- 10 8.5 * 11 inch map of Ohio; indicate interstates, state routes, major cities
- 30 day-by-day itinerary:

Day #1	Dayton & Cincinnati	Miles	Route	\$\$\$
9:00 - 9:45	Dayton Art Institute	---	---	\$
10:00 - 10:45	Wright Brothers Museum	---	---	\$
11:00 - 11:40	Patterson Homestead	---	---	\$
noon - 2:00	U.S. Air Force Museum & lunch	---	---	\$
2:00 - 3:00	en route to Cincinnati	62	I-75	
3:10 - 5:00	Cincinnati Art Museum	---	---	\$
5:00 - 6:10	dinner @ Xeno's	---	---	\$
6:30 - 8:00	Museum of Natural History	---	---	\$
8:30 -	Westin Hotel	---	---	\$

{one paragraph description of each site, city, photo,....}

- 60 visit Columbus & 5 major cities --- 4 sites per city
- 50 ten historical sites
- 25 five state parks
- 10 other points of interest & descriptions ---
Mad River Ski, Lake Erie, Ohio River,
- 20 ten pictures, photos, or drawings

Grading will be based on neatness, completeness, originality, and accuracy.

Student Objectives: Ohio Geography Project

Given the following materials, students will **analyze** documents and **synthesize** a written geographic tour of Ohio. Students will also **evaluate** site selections. (Bloom's Taxonomy)

- AAA map of Ohio
- 8.5" *11" Ohio road map
- 8.5" *11" Ohio sites map
- "The Seven Wonders of Ohio," Ohio Magazine
- The Ohio Almanac
- Ameritec Travel Pages of Ohio
- AAA Tour Book Ohio
- Travel Historic Ohio

OBJECTIVES:

The student will:

1. Design a title page for the Ohio geography project.
2. Construct a 8.5*11" road map of Ohio.
3. Construct a 8.5*11" historical sites map of Ohio.
4. List a day-by-day itinerary for the Ohio project.
5. Locate ten historic sites and write descriptions.
6. Locate five state parks and write descriptions.
7. Locate five major cities and write descriptions.
8. Locate five other points of interests and write descriptions.
9. Select ten pictures, photos, or drawings for this project.
10. Present the Ohio Geography Project in a final written report.

Goals: The Ohio Geography Project

1. Thinking Skills:

Students will learn to apply thinking skills as they analyze and synthesize the data in the Ohio geography project.

2. Creativity Skills:

Divergent, flexible, and innovative thinking are part of the Ohio geography project.

3. Research Skills:

Students will develop skills of obtaining, analyzing, and synthesizing a variety of resources.

4. Teamwork Skills:

Futurists suggest that teamwork is a very important skill. Students will have the opportunity to do some assignments as part of an academic team.

5. Oral and Written Communications Skills:

Students will develop their abilities to communicate ideas in both written and oral presentations.

6. Skills of Self-direction:

Students will learn to rely on themselves at various stages of project development. Students will gain confidence in their ability to produce quality work on their own.

7. Process Skills:

analyzing
applying
budgeting time
clarifying
classifying
comparing
comprehending
consolidating
concluding

cooperating
creating
deciding
discussing
elaborating
evaluating
listening
observing
organizing

reading
researching
scheduling
solving
speaking
synthesizing
understanding
writing

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1. Thinking Skills:

Students will learn to apply thinking skills as they analyze and synthesize the data in the Ohio geography project.

2. Creativity Skills:

Divergent, flexible, and innovative thinking are part of the Ohio geography project.

3. Research Skills:

Students will develop skills of obtaining, analyzing, and synthesizing a variety of resources.

4. Teamwork Skills:

Futurists suggest that teamwork is a very important skill. Students will have the opportunity to do some assignments as part of an academic team.

5. Oral and Written Communications Skills:

Students will develop their abilities to communicate ideas in both written and oral presentations.

6. Skills of Self-direction:

Students will learn to rely on themselves at various stages of project development. Students will gain confidence in their ability to produce quality work on their own.

7. Process Skills:

analyzing
applying
budgeting time
clarifying
classifying
comparing
comprehending
consolidating
concluding

cooperating
creating
deciding
discussing
elaborating
evaluating
listening
observing
organizing

reading
researching
scheduling
solving
speaking
synthesizing
understanding
writing

Resources: The Ohio Geography Project

Cashdollar, Pat, ed., The Ohio Almanac, Dayton, Ohio: Kids Come in Special Flavors Pub. Co. 1980.

Hawley, Marcy, ed., "the Seven Wonders of Ohio," Ohio Magazine, April, 1988, 21-27, 71.

Hochstetter, Nancy, ed., Travel Historic Ohio, Madison, Wisconsin: Guide Press Co., 1986.

Ohio Road Map, Falls Church, Virginia: AAA Pub. Co., 1990.

Travel Pages Ohio, Dayton, Ohio: Ameritec Pub. Co., 1988.

Yankelevitz, Harold L., AAA Ohio Tour Book, Falls Church, Virginia: AAA Pub. Co., 1990.

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AAA Campbook, Greatlakes - 1993.

Folzenlogen, Robert; Hiking Ohio - Scenic Trails of the Buckeye State, Glendale, Ohio, 1990.

Laycock, George and Ellen, The Ohio Valley, Doubleday and Co., Inc, 1983.

McCraig, Barbara and Margie; Ohio State Parks and Forests, Ohio Department of Natural Resources, 1987.

Will, Robin; The Beauty of Ohio, Portland, Oregon, 1990.

A Guide to Historic Houses in Ohio - Open to the Public, by the National Society of the Colonial Dames of America in the State of Ohio. Defiance, Ohio, 1984.

The Smithsonian Guide To Historic America- The Great Lake States, New York, 1989.

1993 Mobile Travel Guide, Great Lakes, New York, 1990.

Ohio, September, 1991, November, 1991, January, 1992, March, 1992, December, 1993, January, 1994, March, 1994.

Ohio - The Heart of it All, Get Away Planner, 1984.

Ohio Pass, State of Ohio Travel Planner, 1991-1992.



Tour Ohio: Data Base

Ohio Cities: [See AAA Tourbook] Akron, Athens, Canton, Chillicothe,

Cleveland, Columbus, Dayton, Hamilton, Lancaster, Lorain, Lima, Mansfield, Marietta, Marion, Middletown, Newark, Portsmouth, Sandusky, Springfield, Toledo, Warren, Wooster, Youngstown, Warren

Ohio Historical Locations: [See AAA Tourbook] Adena, Ohio Caverns, Ohio Historical Center & Village, Roscoe Village, Schoenbrunn, Serpent Mound, Zoar Village, Ohio Caverns, Amish Farm, Sauder Farm, Stan Hywet Hall, Gnadenhutzen, Fort Ancient, Miamisburg Mound, Sunwatch, Leo Petroglyph, Buckeye Furnace, Bear's Mill, Drama --- Tecumseh, Buckeye Scenic Railroad, Hocking Valley Scenic Railroad, Pioneer Village, German Village, B & B Riverboats, The Valley Gem Riverboat, Hopewell Culture .

Write one paragraph on each city, city site, state park, and other sites

See Prodigy: Mobil Travel Guide or CD ROM

Cities (AAA Tourbook)

Columbus

site #1 _____
site #2 _____
site #3 _____
site #4 _____

City #1 _____

site #1 _____
site #2 _____
site #3 _____
site #4 _____

City #2 _____

site #1 _____
site #2 _____
site #3 _____
site #4 _____

City #3 _____

site #1 _____
site #2 _____
site #3 _____
site #4 _____

City #4 _____

site #1 _____
site #2 _____
site #3 _____
site #4 _____

City #5 _____

site #1 _____
site #2 _____
site #3 _____
site #4 _____

State Parks (Ohio Almanac or Ohio Getaway Planner)

Park #1 _____

Park #2 _____

Park #3 _____

Park #4 _____

Park #5 _____

Historical Sites (AAA Tourbook)

These sites may not be used as city sites or state park sites

site #1 _____

site #2 _____

site #3 _____

site #4 _____

site #5 _____

site #6 _____

site #7 _____

site #8 _____

site #9 _____

site #10 _____

Other Sites

Mad River Ski Mt.

Ohio River

Lake Erie

Other _____



Ohio Almanac & Ohio: A Photographic Celebration

Ohio Almanac

p. 147: Ohio State Parks

- Review Ohio State Parks
- Select any 5 Ohio State Parks --- summarize one paragraph about each park: location, unique offerings, facilities

p. 165: Ohio Loop Tours

- Review 5 loop tours
- List 20 possible sites for your Ohio tour. Write one sentence on each of these sites

p. 389: Ohio Metropolitan Profiles

- Review Ohio cities
- List 7 Ohio cities --- summarize one paragraph about each
- List 7 sites per city

Ohio: A Photographic Celebration

- ___ what is the Ohio state bird
- ___ where is Portside
- ___ where is Marblehead
- ___ where was Grant born
- ___ where is P & G headquarters
- ___ where is Trumbull county courthouse
- ___ where is Cedar Falls
- ___ where is Wildwood Manor House
- ___ where is the Armstrong Museum
- ___ where is the Pro Football Hall of Fame
- ___ where is the Great Lakes Historical Museum
- ___ where is Quaker Square Hotel
- ___ where are Ohio Caverns
- ___ where is Fountain Square
- ___ where is Riverfront Stadium
- ___ where is a WWII B-29 Superfortress
- ___ where is Great Serpent Mound
- ___ where is the pumpkin show
- ___ which city is on the Scioto River
- ___ which city is on the Miami River
- ___ which city is on the Maumee River
- ___ where is Capitol Square
- ___ where is Ohio Center Mall
- ___ where is Franklin Park Conservatory
- ___ where is the Ohio Village
- ___ where is Kingwood Center
- ___ where is the Ohio River Museum

Ohio Planner: Data Base

Ohio Regions: NE, NW, CENTRAL, SE, SW

List 20 State Parks (4 per Region)

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

#6 _____

#7 _____

#8 _____

#9 _____

#10 _____

#11 _____

#12 _____

#13 _____

#14 _____

#15 _____

#16 _____

#17 _____

#18 _____

#19 _____

#20 _____

List 3 Historical Railroad Rides

#1 _____

#2 _____

#3 _____

List 5 Boat Rides

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

List 5 Ski Resorts

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____



Ohio Planner: Data Base

Ohio Regions: NE, NW, CENTRAL, SE, SW

List 6 Zoos & 2 Aquariums

- #1 _____
- #2 _____
- #3 _____
- #4 _____
- #5 _____
- #6 _____

- #1 _____
- #2 _____

List 10 Amish Communities

- #1 _____
- #2 _____
- #3 _____
- #4 _____
- #5 _____
- #6 _____
- #7 _____
- #8 _____
- #9 _____
- #10 _____

List 20 Historical Sites (4 per Region)

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

List 8 Restored Communities (2 from 4 Regions)

- #1 _____
- #2 _____
- #3 _____
- #4 _____
- #5 _____
- #6 _____
- #7 _____
- #8 _____

List 10 Natural Wonders

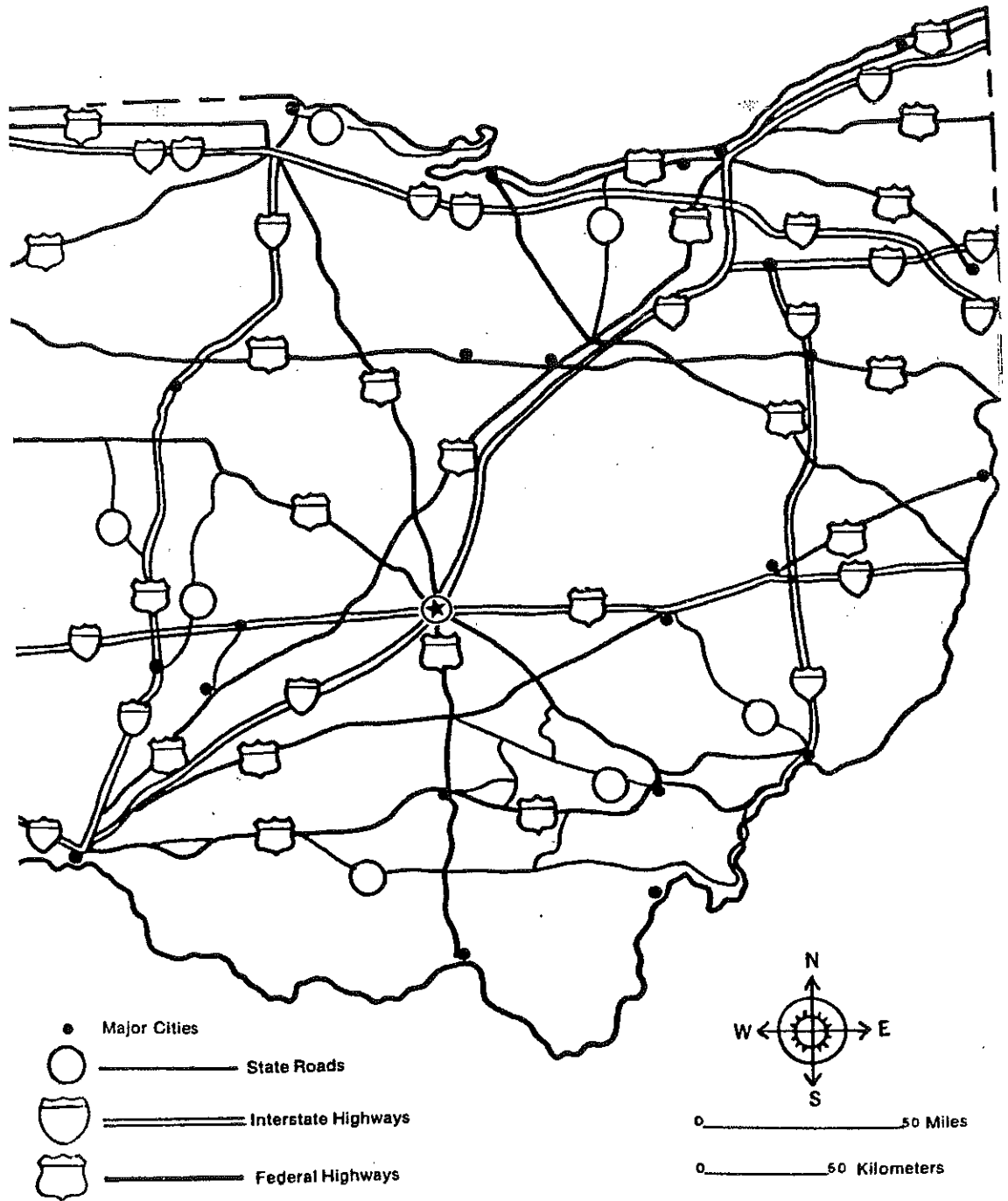
- #1 _____
- #2 _____
- #3 _____
- #4 _____
- #5 _____
- #6 _____
- #7 _____
- #8 _____
- #9 _____
- #10 _____

I T I N E R A R Y

DAY	TIME	ACTIVITY	MILES	ROUTE	AMT SPENT
1	5:00AM - 5:30AM	Breakfast at home			
	6:00AM - 6:45AM	Enroute to VOA	40	I-75	
	7:00AM - 8:00AM	Visit VOA			
	8:00AM - 9:00AM	Enroute to Cincinnati	20	I-75	
	9:00AM - 12:15PM	Visit Cincinnati Zoo			\$27.50
	12:15PM - 12:45PM	Lunch at Zoo			\$30.00
	1:00PM - 1:45PM	John Hauck House			\$8.00
	2:00PM - 3:00PM	Taft Museum			\$8.00
	3:15PM - 4:30PM	Krohn Conservatory			
	4:30PM - 5:00PM	View Ohio River/Eden Park			
	5:15PM - 6:30PM	Dinner: David's Buffet			\$45.00
7:00PM	Holiday Inn			\$85.00	
		MILEAGE SUBTOTAL -->	60	COST SUBTOTAL -->	\$203.50
2	6:00AM - 6:30AM	Breakfast: Hotel			\$30.00
	7:00AM - 8:30AM	Enroute to Hillsboro	40	SR 50	
	8:30AM - 9:15AM	Tour Rocky Fork St. Pk.			
	9:15AM - 10:00AM	Enroute to Chillicothe	35	SR 50	
	10:00AM - 11:00AM	Visit Adena Mound			\$16.00
	11:00AM - 1:00PM	Lunch: Fox Farm Inn			\$40.00
	1:30PM - 2:30PM	Visit Ross County Museum			
	3:00PM - 5:30PM	Set-up camp, REST!			
	6:00PM - 7:30PM	Dinner at Tecumseh!			\$32.00
	8:00PM - 11:00PM	See Tecumseh!			\$44.00
11:00PM	Lake Hill Campground			\$16.00	
		MILEAGE SUBTOTAL -->	75	COST SUBTOTAL -->	\$178.00
3	7:00AM - 8:30AM	Breakfast: Campsite, break camp			
	9:00AM - 10:00AM	Enroute to Columbus	46	US 23	
	10:00AM - 11:30AM	Visit COSI			\$20.00
	11:30AM - 12:15PM	Lunch: Wendy's			\$20.00
	12:30PM - 2:30PM	Ohio Historical Center			\$16.00
	2:30PM - 3:30PM	Columbus Museum of Art			\$2.00
	4:00PM - 5:00PM	Olentangy Indian Caverns			\$29.00
	5:30PM - 6:30PM	Dinner: Bob Evan's Farms			\$40.00
	7:00PM	Holiday Inn/Worthington			\$100.00
			MILEAGE SUBTOTAL -->	46	COST SUBTOTAL -->
4	7:00AM - 8:00AM	Breakfast: Hotel			\$30.00
	8:00AM - 8:20AM	Enroute to Westerville	15	I-270,I-71,SR 3	
	8:20AM - 9:00AM	Visit Otterbein College			
	9:00AM - 9:30AM	Enroute to Delaware	25	SR 3,SR 37	
	9:30AM - 10:30AM	Visit Ohio Wesleyan			
	10:30AM - 11:30AM	Enroute to Bellefontaine	40	SR 37,SR 347,SR 33	
	11:30AM - 12:15PM	Lunch: Mad River Ski Resort			\$30.00
	12:15PM - 12:45PM	Enroute to Wapakoneta	25	SR 33	
		See Indian Lake State Park			
	12:45PM - 2:45PM	Neil Armstrong Museum			\$16.00
2:45PM - 4:45PM	Enroute to Toledo	90	I-75		
5:00PM - 6:30PM	The Old Spaghetti Warehouse			\$40.00	

	7:30PM	Toledo Hilton					\$100.00
			MILEAGE SUBTOTAL -->	195	COST SUBTOTAL -->		\$216.00
5	7:30AM - 9:00AM	Breakfast: Bob Evan's, check-out					
	9:00AM - 9:45AM	Wildwood Manor					\$20.00
	9:45AM - 10:30AM	Ft. Meigs State Memorial					\$14.00
	10:30AM - 12:15PM	Willis B. Boyer					\$20.00
	12:30PM - 1:30PM	Lunch: Arby's					
	2:00PM - 3:30PM	Toledo Botannical Gardens					
	3:30PM - 4:45PM	Enroute to Lakeside, view Lake Erie	50		SR 2,SR 163		\$15.00
	5:00PM - 6:00PM	Picnic on beach of Lake Erie					
	6:00PM	Stay in Lakeside (friend's house)					
			MILEAGE SUBTOTAL -->	50	COST SUBTOTAL -->		\$69.00
6	7:30AM - 8:30AM	Breakfast at friend's house					\$15.00
	8:30AM - 10:00AM	Kelley's Island					\$31.20
	10:00AM - 11:30AM	Enroute to Cleveland	65		SR 2,I-90		\$20.00
	11:30AM - 12:15PM	Lunch: Taco Bell					
	12:15PM - 1:00PM	NASA-Lewis Space Center					\$7.00
	1:00PM - 1:45PM	Cleveland Health Education Museum					
	1:45PM - 3:00PM	Dittrick Museum of Medical History					
	3:00PM - 4:30PM	Visit Oldest Stone House Museum					\$75.00
	4:30PM - 6:00PM	Shop at Dillards & May Co.					\$30.00
	6:00PM - 7:30PM	Dinner: Old Country Buffet					
	7:30PM - 8:30PM	Enroute to Pymantuning	43				\$100.00
	8:30PM	Stay in Lodge					
			MILEAGE SUBTOTAL -->	108	COST SUBTOTAL -->		\$278.20
7	7:30AM - 8:00AM	Breakfast: Lodge, Check-out					\$20.00
	8:00AM - 9:00AM	Enroute to Youngstown	40		SR 85,SR 11		
	9:00AM - 9:45AM	Visit Mill Creek Park					
	9:45AM - 10:30AM	Visit Peacock Haven/Educ. Museum					
	10:30AM - 11:30AM	Ford Nature Center					
	11:30AM - 1:00PM	Lunch: The Moonraker Restaurant					\$45.00
	1:00PM - 2:00PM	Visit the Arms Museum					\$5.00
	2:00PM - 4:30PM	Enroute to Marietta	162		I-76,I-77		
	4:30PM - 6:00PM	Dinner: Hotel					\$40.00
	6:00PM	Best Western/Marietta					\$75.00
			MILEAGE SUBTOTAL -->	202	COST SUBTOTAL -->		\$185.00
8	8:00AM - 9:30AM	Breakfast: Hotel, Check-out					\$40.00
	9:30AM - 11:00AM	Visit Campus Martius					\$16.00
	11:00AM - 12:15PM	Visit Mound Cemetery					
	12:15PM - 1:00PM	Lunch: Subway					\$25.00
	1:00PM - 1:45PM	Visit Fenton Art Glass Co.					\$25.00
	1:45PM - 2:45PM	Ride on the Valley Gem					
	2:45PM - 4:30PM	Enroute to Salt Fork State Park	65		I-77		
	4:30PM - 5:15PM	Visit Salt Fork State Park					
	5:15PM - 6:15PM	Eat at Salt Fork State Part					\$40.00
	6:15PM - 8:15PM	Boating on Salt Fork Lake					
	8:30PM	Check into Salt Fork Lodge					
			MILEAGE SUBTOTAL -->	65	COST SUBTOTAL -->		\$146.00
9	8:00AM - 10:00AM	Breakfast: Lodge, Check-out					

	10:00AM - 11:15AM	Enroute to Coshocton	40	I-77,SR-36	
	11:15AM - 12:15PM	Visit Roscoe Village			\$18.00
	12:15PM - 12:45PM	Lunch: McDonald's			\$25.00
	12:45PM - 1:30PM	Enroute to Sugarcreek	25	SR 36,SR 93	
	1:30PM - 5:00PM	Visit Amish Country, and shop			
	5:00PM - 6:00PM	Dinner: Amish Country			\$40.00
	6:30PM	Best Western/Valley Inn			\$90.00
		MILEAGE SUBTOTAL -->	65	COST SUBTOTAL -->	\$173.00
10	7:00PM - 8:30PM	Breakfast: Hotel, Check-out			\$40.00
	8:30AM - 12:30PM	Enroute to Dayton	185	I-70,I-77	
	12:30PM - 1:30PM	Lunch: Wendy's			\$25.00
	1:30PM - 2:15PM	SunWatch			\$14.00
	2:15PM - 3:00PM	Dayton Museum of Natural History			\$9.00
	3:00PM - 3:30PM	Patterson Homestead			
	3:30PM - 5:00PM	Carillon Park			\$4.00
	5:00PM - 6:00PM	Dinner: Bill Knapp's			\$45.00
	6:00PM	HOME!			
		MILEAGE SUBTOTAL -->	185	COST SUBTOTAL -->	\$137.00
		TOTAL MILEAGE -->	1051	TOTAL COST -->	\$1,812.70







Social Studies Skills and Methods Standard

Students demonstrate the ability to collect, organize, evaluate and synthesize information from multiple sources and draw conclusions from this information about social studies issues. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real world settings.

Grade 11	Grade 12
<p>Political and Economic Decisions Eleventh graders complete an in-depth study of the United States government and economy. All seven standards contribute to the students' understanding of the political and economic systems of the United States.</p>	<p>Preparing for Citizenship The twelfth grade social studies course serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. This course requires students to demonstrate skills necessary for active, effective citizenship.</p>
<p><i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p>	

Obtaining Information	
BENCHMARK	
1. Obtain information from public records and other resources related to a public policy issue.	
Grade-Level Indicators	
11	12
1. Identify a current public policy issue and arguments relative to the issue.	1. Obtain information from public records and other resources related to a public policy issue and evaluate the information derived.
2. Choose and support criteria by which arguments will be judged.	
3. Identify advocacy groups and obtain public policy information put forth by these organizations.	
4. Adjust research question or topic based on information obtained while conducting research.	

T

<i>Thinking and Organizing</i>	
BENCHMARK	
2. Critique data and information to determine the adequacy of support for conclusions.	
Grade-Level Indicators	
11	12
5. Choose a position on an issue and develop a rationale for that position.	2. Identify an action plan for presenting a position to the appropriate decision-making body.
6. Critique the conclusions drawn from survey and research data by questioning: <ul style="list-style-type: none"> a. sample size b. demographics c. sponsoring organization d. logic of the conclusions reached 	
	3. Research an issue or topic by gathering, recording, evaluating and interpreting survey data.

<i>Communicating Information</i>	
BENCHMARK	
3. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.	
Grade-Level Indicators	
11	12
7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).	4. Develop a research project and make formal presentations to the class and/or community members using: <ul style="list-style-type: none"> a. key terms b. support for main ideas c. examples d. statistics and other evidence e. visual aids f. formal citation of sources
	5. Respond to questions and feedback about presentations knowledgeably and civilly.

<i>Working Together to Solve Problems and Make Decisions</i>	
BENCHMARK	
4. Work in groups to analyze an issue and make decisions.	
Grade-Level Indicators	
11	12
8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.	6. Use recognized strategies to build consensus within a group, including: <ul style="list-style-type: none"> a. finding points of agreement b. identifying points individuals are willing to concede c. making sure that all voices are heard d. attempting to understand the view of others
	7. Engage in group work on issues-analysis and decision-making: <ul style="list-style-type: none"> a. identify a problem or dilemma b. analyze the interests, values and points of view c. identify causes of the problem or dilemma d. propose alternative solutions e. formulate a position or course of action f. evaluate the consequences of the action taken

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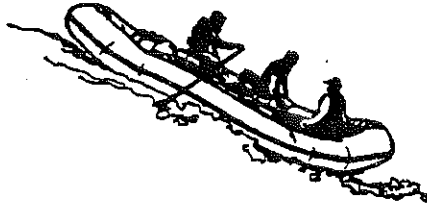
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Tentative Activities:



Social Studies and Language Arts

White Water Expedition

The Little Miami River

Wednesday, September 22, 1993
 3:30 p.m. Arrival
 6:00 p.m. Pick-Up



Social Studies and Language Arts

Fiddler on the Roof

Playhouse South
 27 N. Main Street
 Centerville, OH 439-E060

Sunday, October 24, 1993

1994 WATERLOO EXPEDITION

1-12-94 D-R-A-F-T C-O-P-Y

Friday, May 27, 1994

Depart VB @ 7:40 am
 Depart KJH @ 8:00 am
 Arrive Waterloo, Ontario @ about 4-5:30 pm

Sunday, May 29, 1994

Depart Waterloo @ 9:30 am
 Arrive KJH (Central Unit) @ around 6:00pm for parent pickup

SKI MAD RIVER MOUNTAIN

MONDAY JANUARY 31, 1994 (final draft)

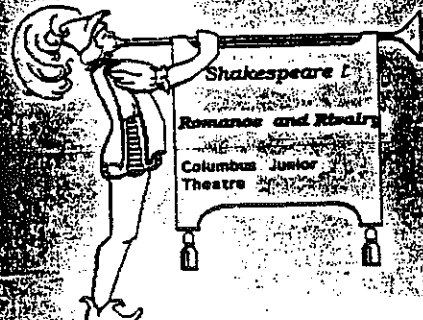


Limit: first 40 students with documents

Lv. VB @ 2:20 pm
 Lv. KJH @ 2:40 pm
 Dinner --- Brown Bag or Mad River Cafe

SKI 4:00 pm --- 8:00 pm

October 20, 1993 10:00 am-11:00am Vandellia Butler High School
 Cost: Tickets are \$5.00 The KARES Support Group is paying \$3.00 of the cost to attend this presentation so your share is \$2.00. Please pay in advance or bring your money on the 20th.





Waterloo Visit 1996:

{ July 3, 4, 5, 6, 7 }

\$ = personal expense

☐ Wednesday, 7-3-96

ETA 5:00 pm
Small Group Dinners in Centerville Homes
(modified Progressive)

☐ Thursday, 7-4-96

9:00 - 9:30 am arrive CHS for Parade
10:00 am Parade
\$ Lunch @ Street Fair
Noon - 2:00 pm Committee lunch and
combined meeting at Firehall
3:15 pm --- 5:30 pm R & R @ hotel

6:30 pm Pool Party Dinner:
Deer Run Club House

(will require Waterloo Bus)

9:00 pm Stadium --- Fireworks

☐ Friday, 7-5-96

9:15 -- 10:15 am Mary Higgins Gardens
(will require Waterloo Bus)
11:00 am --- 2:00 pm Wright State University
11:00 -- 11:30 am CaTS Tour -- Mendy & Ron
11:30 -- 12:30 X-Windows lab -- Mendy,
Ron & WWW { Netscape }

\$ 12:45 -- 2:00 p.m. Luncheon @ WSU
Room 156 A & B Student Union

2:15 -- 4:15 The Mall at Fairfield Commons

4:15 Depart for Hampton Inn

5:30 Depart for dinner

\$ Dinner at Valley Vineyards in
Morrow, OH (will require Waterloo Bus)

☐ Saturday, 7-6-96

am options:
golf/tennis { Reservations -- Al }

Jeffersonville Outlet Shopping

(will require Waterloo Bus)

USAF Museum

6:45 pm cocktails @ Yankee Trace

(will require Waterloo Bus)

7:30 pm dinner @ Yankee Trace

Program --- Mayor Beals,, gifts

Dance music by _____

☐ Sunday, 7-7-96

8:30 am Brunch --- Benham's Grove

(will require Waterloo Bus)

Fellowship & Interaction

- ☐ Guests: 32 --- 38 Canadian Civic Leaders
50 Centerville Civic Leaders
16 Association members

☐ Committees

- ✓ Chair --- Ron
- ✓ Wright State University --- Ron
- ✓ Wright State University Lunch --- Ron
- ✓ Budget & reports --- Ron
- ✓ Hampton Inn --- Ron
- ✓ Phone, FAX, e.mail Waterloo --- Ron, Cindy
- Programs --- Ron, Cindy
- Gifts, g. bags, stadium --- Pierre, Cindy, Sandy
- PR/Communications --- Pierre & John
- Small group dinners --- Cindy & Joanna
- Committees Lunch --- Mary, Suzie, Cindy, Sandy
- ✓ Yankee Trace --- Joanna, Ron, Nancy, Suzie, Cindy
- Brunch --- Nancy, Ferne, Shirley, Ray, Margaret
- ✓ Council Liaison --- Marilyn & Ron
- Deer Run Dinner --- Mary, Al, John, Suzie, Bob
- ✓ Valley Vineyards --- Ron, Cindy
- ✓ Parade --- Joanna & Cindy
- Bus guides --- Ray, Bob, Al, Pierre, Ron
- Stadium Fireworks --- Sandy, Cindy
- Golf/Tennis reservations --- Al
- ✓ Mary Higgins Gardens --- Cindy
- ✓ Jeffersonville --- Joanna, Suzie, Ferne, Margaret
- USAF Museum --- Ray, Pierre, John, Bob, Al
- Letter to association members & others --- Pierre

☐ Actions:

- ✓ Letter to council & mayor 1/96,
- List of Canadian civic leaders 6/96
- Meet w Mayor --- review budget 2/96
- ✓ Reserve Hampton Inn 7/95
- ✓ Reserve Yankee Trace 7/95
- ✓ Meet w Yankee Trace 11/95 -- 7/96
- ✓ Inform Council & City Government 1/96
- Match Canadians with Centerville
hosts for Progressive Dinners 6/96
- ✓ Reserve Valley Vineyards --- 11/95
- ✓ Reserve Benham's Grove --- 7/95
- ✓ Reserve Wright State University --- 12/95
- ✓ Reserve Wright State U. lunch --- 12/95
- ✓ Reserve Mary Higgins --- 10/95
- Transportation for hotel guests 6/96
- Arrange small group dinners 6/96
- Committee Lunch menu 2/96
- Brunch menu 5/96
- Pool Party Dinner menu 5/96
- ✓ Gift exchange 10/95
- ✓ Prepare budget; monitor expenses 10/95
- Prepare "goodie bags" 5/96
- Tour guides for bus trips 2/96
- Letter to association members & others 6/96



Monitor phone calls & questions



RESOURCES FOR THE SOCIAL STUDIES

GENERAL CATALOG: *SOCIAL STUDIES SCHOOL SERVICE AND ZENGER VIDEO*
10,000 CULVER BLVD., DEPT. 14 P.O. BOX 802 CULVER CITY, CA. 90231-0802

SOCIAL SCIENCE EDUCATION CONSORTIUM 3300 MITCHELL SUITE 240 BOULDER CO 80301

NATIONAL ISSUES FORUM 100 COMMONS CENTERVILLE OH 45459

FOREIGN POLICY ASSOCIATION PO BOX 6525 ITHACA NY 14851

N.C.S.S. 3501 NEWARK ST., N.W., WASHINGTON, D.C. 20016

O.C.S.S. 2100 38TH ST, NW CANTON, OH 44709

OPPOSING VIEWPOINTS PO BOX 289009 SAN DIEGO, CA 92198

LEARNING CONNECTIONS 3450 PENROSE PL SUITE 110 BOULDER CO 80301

TOM SNYDER 80 COOLIDGE HILL RD WATERTOWN MA 02172

QUIZ BOWL MATERIALS

VIS ED. QUESTION CARDS, 581 W, LEFFEL LANE, SPRINGFIELD, OH. 45501 \$4.00 PER SET

EDUCATIONAL PUBLISHERS, BOX 117, READING, MASS. 01867 \$35.00 YR.

CREATIVE EDUCATIONAL SERVICES, P.O. BOX 30501, SANTA BARBARA, CA. 93130 \$55.00
PER YEAR \$400.00 FOR BUZZER SET

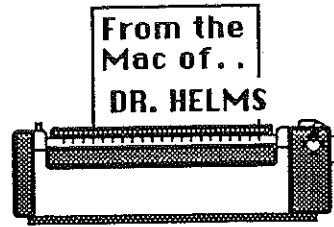
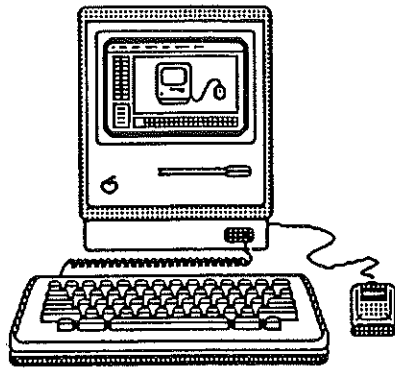
JOHN CAMPBELL QUIZ BOWL QUESTIONS & WEEKLY QUIZ BOWL QUESTIONS, PATRICK
PRESS, BOX 5189, COLUMBUS, GA. 31906 SEVERAL QUIZ BOOKS

CROSS EDUCATIONAL SOFTWARE, 1802 TRENTON STREET, P.O. BOX 1536, RUSTON, LA.

RELIEF TECHNIC MAPS, P.O. BOX 91 MORRISTOWN, PA.



ASSIGNMENTS



7123 W. VON DETTE CR. CENTERVILLE, OHIO 45459

LESSON PLAN

SUBJECT _____

PERIODS _____

UNIT: _____

DATE _____

GENERAL GOAL:

CONCEPTS: LIST 1 - 5

SPECIFIC OBJECTIVES:

- 1.
- 2.
- 3.

ACTIVITIES:

CONCEPT PREASSESSMENT
VALUES CLARIFICATION
*****A-V MATERIALS
SIMULATIONS
READINGS
SOFTWARE
STUDENT PROJECTS

EVALUATION:

Textbook Evaluation COMMUNITIES

1. Establishment of Need: The book in question is titled Communities Large and Small by Barbara R. Reque, published by D.C. Heath and Company of Lexington, Massachusetts, in 1987. This is the second edition of the book. The need was based upon the Social Studies' Department request for a course concerning various communities. This course was necessary to enlighten students to other aspects of communities. We are teaching in a small rural community, and it is our concern that these students are growing up narrow minded, and this text would help broaden their horizons of the real world. This is the book that the committee wanted, because it includes many different communities, excellent illustrations, many teacher resources and it is easy to understand.
2. Procedures for Evaluation: First: The Social Studies Department elected a core group to evaluate five selected books. After intensive study of these books the committee selected the book that best fit their criterion. The publishing company was checked for quality and reputation. It should also be noted that this book is also used in several other school systems and comes highly recommended. Upon reviewing the table of contents, as well as the teacher supplements, the committee found this to be by far the best possible choice.
3. Committee Recommendations: The committee recommends that the school system purchase this book due to the following reasons: (1) The teacher resource book has excellent guidelines with supported worksheets, maps and family activity sheets. (2) The teacher's guide book builds on all of the learning domains: cognitive, affective and psychomotor. It also includes follow-up and enrichment activities that could be useful across the curriculum. (3) The textbook is well illustrated, is easy reading, includes multi-cultural education, develops a good vocabulary and contains guided reading outlines. (4) The three resources accent each other wonderfully to develop a well rounded curriculum.
4. Rationale for Recommendations: The textbook committee recommends this book for many reasons. The easy to read text with bold print and highlighted vocabulary helps the student to learn. The text is age appropriate, and the pictures include children of the same age. The short, logical units build upon prior knowledge, to promote an overall outlook of communities and the world today. To reinforce what students have learned, at the end of each chapter are Chapter Reviews and Challenges to help promote critical thinking and problem solving skills.
5. Basic Information and Projected Costs: This textbook takes a step-by-step approach to the wide array of communities that exist around the world. It begins with general concepts and builds upon them to create an overall picture of modern times. There are many opportunities throughout the book to include outside resources and activities. This book proves to be versatile and useful to those using it. Costs are unavailable at this time.

COMMUNITIES

1. Buggy, JoAnne. Our Communities. Follett Publishing Co., Chicago. 1983

Covers facts, concepts, and skills of various communities. Contains index as well as complete glossary of highlighted text words.

2. HBJ Social Studies-Communities. Hartcourt Brace Govanovich, Publishers, Orlando. 1985.

Covers the United States, its history and neighbors as well as the world past and present. Features several maps and illustrations.

3. King, Frederick M., et al. Understanding Communities. Laidlaw Brothers Publishers, River Forest, IL. 1983.

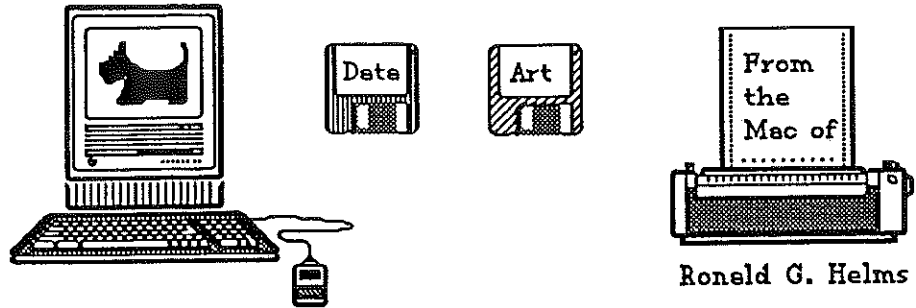
Examines the different people, needs and kinds of communities that exist. Contains graphs and maps as well as an index and a glossary.

4. Reque, Barbara R. Communities Large and Small. D.C. Heath & Co., Lexington, Massachusetts. 1987.

Covers different regions and cities throughout the U.S. as well as other countries. It includes different environments as well as capital cities. There are various maps, charts and diagrams.

5. Thomas, Elanor and Beattie, Sara. In Communities. Ginn and Co., Lexington, Massachusetts. 1983.

Discusses people and their heritage. Looks at communities from large cities to farms. There are many pictures, a few maps, and an index.



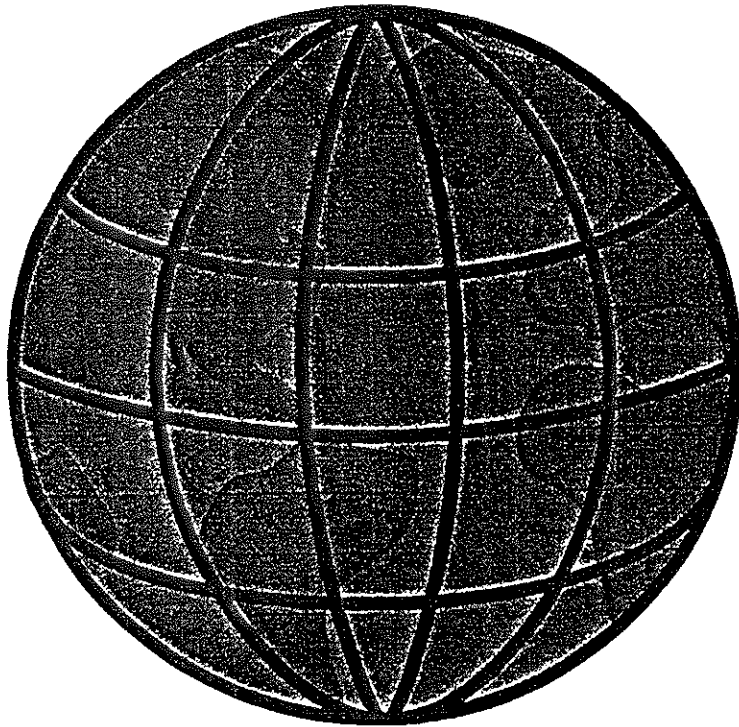
7123 W. Von Dette Cr. Centerville, Ohio 45459

ASSIGNMENT: BUDGET PREPARATION

The assignment is to recommend for purchase supplemental materials for any social studies course which you may be teaching. Current funding is not an issue. Please recommend all of the following categories. List items by category and not by priority.

- Four V.H.S. Tapes
 - Two enrichment reading books
{fiction or non-fiction}
 - Two computer programs {software}
 - Two games and/or simulations
 - Two teaching-learning supplemental booklets
critical thinking
subject matter
review materials
 - Three learning activities
reproducible lessons
posters
transparencies
student booklets
skills
puzzles
multimedia kits
- maps
globes
cartoons
charts
atlas
documents

SUPPLEMENTAL BUDGET PREPARATION



**Tammy Osborne
ED 417-01
Dr. Helms
4-26-98**

Below you will find a list of supplemental social studies materials, that I am suggesting for purchase. These materials will be beneficial to me as I teach social studies in the primary grades.

VIDEO TAPES

1. AMERICAN HEROES AND LEGENDS (Set 1) \$ 75.50

This set of 8 videocassettes will provide my students a visual way to study about American folktales and legends. Each folktale/legend is told by an award-winning actor, and stimulates the imagination with colorful animation and music performed by well-known performers.

2. HOLIDAYS FOR CHILDREN \$479.20

This set of 16 videocassettes will provide my students a look at their own cultural heritage as well as the heritage of others. Each video has a mix of songs, stories, dances, puppet shows, and holiday crafts for a variety of holidays around the world.

3. BIG BIRD IN CHINA \$ 12.98

This video will provide my students with a look at China with the help from a beloved friend, Big Bird. This mysterious adventure will lead them from the Chinese schools to Monkey King, a mischievous Chinese children's hero.

4. STORY CIRCLE \$ 71.00

This set of 3 videocassettes will enable my students to hear simple stories told by a professional storyteller. Stories from Jewish Tradition, Africa, and Latin America will be told.

ENRICHMENT BOOKS

1. PEOPLE AND THEIR ENVIRONMENT \$ 59.70

This set of 6 hardback books will be beneficial to my students while learning about people and their surroundings. This set will look at these areas: arctic, mountains, river valley, desert, rain forest, and savanna. The realistic photographs in the book will enable the children to visualize these areas.

2. THE DAY GOGO WENT TO VOTE \$ 14.95

This book can be used when studying South Africa. The students will be able to hear about a young girl's great-grandmother's journey to vote in the first democratic election.

COMPUTER PROGRAMS

1. KIDSCULTURE

\$ 45.00

This easy-to-navigate interactive program enables the students to explore the geography and people of eight regions. Students will be able to hear stories, listen to music, hear spoken language, learn fun facts, and enter the studio to work on craft activities.

2. WHERE IN THE WORLD IS CARMEN SANDIEGO? Junior Detective Edition.

\$ 159.95

This lab pack of 5 CD-ROMS for Mac/Windows, book, and guide will focus on the basics of world geography. The students will have visual clues that will require them to use critical thinking skills throughout the search.

GAMES AND SIMULATIONS

1. SOCIAL STUDIES TRIVIAL PURSUIT

\$ 12.99

This game will quiz the students' knowledge of American culture. During the game, questions about community, geography, history, and people will be covered.

2. KID TOWN

\$ 44.00

This simulation involves the entire class including the teacher. The students will take on roles of workers and consumer and the teacher will take on the role of mayor. The students will work in cooperative learning groups that will name the town, set up stores, and services. The students will be able to practice reading, math and art skills as they study the community.

TEACHING AND LEARNING SUPPLEMENTAL BOOKS

1. INTERNET FOR KIDS

\$ 12.95

This book contains 90 self-directed exercises for students. Each exercise provides a Web address and a brief description to be found. This will give the students hands on experience with technology.

2. A FIRST ATLAS

\$ 12.95

This atlas contains more than 75 color photographs that the students will be able to look at while exploring the world's countries, people, and customs. It, also, will enhance the students ability to acquire knowledge from a resource, other than their textbook.

LEARNING ACTIVITIES

1. LITERATURE-BASED MULTICULTURAL ACTIVITIES: An integrated approach \$ 15.95

These reproducible activities, gives the students an opportunity to learn about culture through literature. Activities for stories from 25 cultures is available.

2. OUR GLOBAL VILLAGE \$139.00

This set of 21 activity books exposes the students to cultural diversity. These books look at daily life, foods, language, art, festivals, and games in other nations. Each book describes the country and its history.

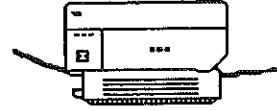
3. EASY ART PROJECTS THAT TEACH GLOBAL AWARENESS \$ 8.95

These hands-on activities introduce the students to various cultures through clothing, language, holidays, and geography.

TOTAL BUDGET \$1,165.07



Ronald G. Helms
7123 W. Von Dette Circle
Centerville, OH 45459



513-433-2611
Internet: rhelms@desire.wright.edu.
Prodigy: FHNP25A
Fax: 513 297 2022

The Social Studies Project

- I. Select any social studies subject; identify a *unit* of study. Design an **independent research project** for student investigation. This assignment should range from 5-10 days. The format should conform to one 8.5 by 11 sheet of paper (see **Helms, Ohio: The Heart of it All** as a model).

The following **criteria** should be clearly mandated:

- specify data to be investigated
- specify the scope of the written/typed report
- provide sample layout materials (incorporate on assignment sheet); *however, during your teaching experience, be prepared to provide a sample student document.*
- specify evaluation criteria

- III. Provide a second page which specifies the curricula rationale (see **Helms, Ohio: The Heart of it All** as a model). This page should offer the following information:

- formulate an introductory statement
- specify student **objectives**
- specify goals (see **Helms, Ohio: The Heart of it All** as a model). Select from these skills --- it is not necessary to duplicate the complete list.
- specify student **resources** for this project



WRIGHT STATE
UNIVERSITY

3640 Colonel Glenn
Dayton, OH 45435-1

**Social Studies Technology Project -- Power Point & WWW
A Social Studies Lesson**

- All slides are to be designed for a specific social studies unit/lesson at a defined grade level.
- Maintain a consistent background. Use graphics with each slide (appropriate to the lesson. Link the URLs.
- **Lesson:** List 5 Web sites(URLs) addresses and Title of site -- hyperlink the URL. List five activities

• This project will require 20 - 30 PPT slides

Choose an age appropriate lesson to present to your students.

Required Slides:

- Title slide and Author and course
- Unit/Grade level/lesson
- Objective(s)
- Materials needed
- Web Site(s)
- Student Activities
- Presentation slides

Try to find graphic/animation from the WWW. Hyperlink the URL for the graphic.

For example, a lesson might be developed on any of the following:

- Community helpers or proficiency tests lessons
- Whales or any species
- Pioneers or Native Americans
- Ohio or State Parks or Ohio Travel
- Dayton
- Your community
- Famous people
- My world or World Travel
- Holidays
- Countries or travel
- Civilizations
- Historical period
- Transportation
- Work

Social Studies Technology Project -- Power Point & WWW

1. -- 7. Ohio Social Studies Strands (6/7)

I. -- X. NCSS Strands (10)

- Create 1 title slide and 1 table of contents slide --
 - Title, grade, SS unit/lesson, and author.
- Create 2-4 slides for each of the 6/7 Ohio Strands.
- All slides are to be designed for a specific social studies unit/lesson at a defined grade level.
- Maintain a consistent background. Use graphics with each slide (appropriate to the strand. Link the URLs.
- **6/7 Strands:** List 5 Web sites (URLs) addresses and Title of site -- hyperlink the URL. List five activities for each of the 6/7 Strands. This project will require 20 - 30 PPT slides.

1. American Heritage & People in Societies --

II. TIME, CONTINUITY, AND CHANGE --

2. People in Societies - I. CULTURE

**3. World Interactions -- III. PEOPLE, PLACES, AND ENVIRONMENTS --
IX. GLOBAL CONNECTIONS**

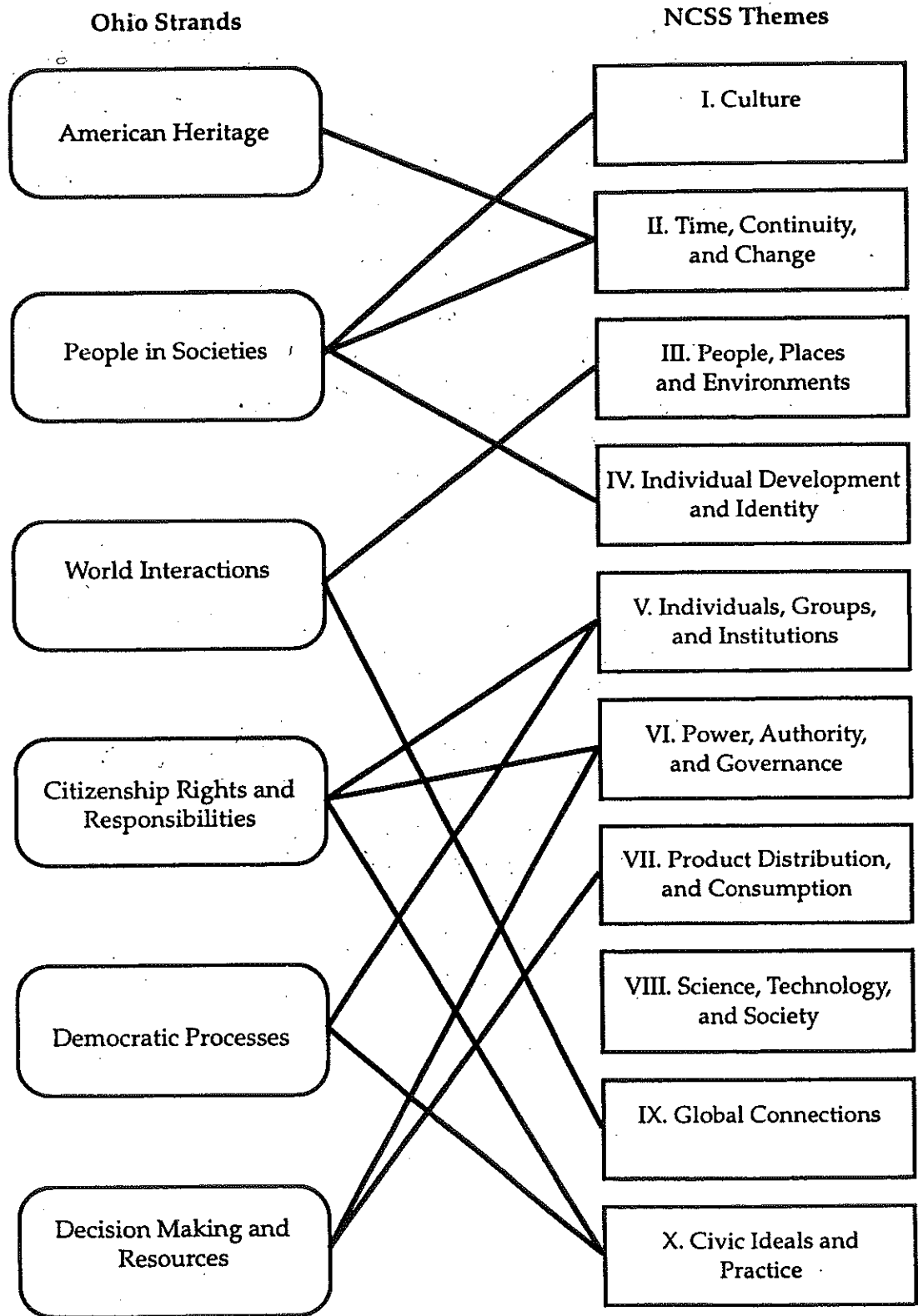
**4. Citizenship Rights and Responsibilities -- VI. POWER,
AUTHORITY, AND GOVERNANCE -- X. CIVIC IDEALS AND PRACTICES**

**5. Democratic Processes -- V. INDIVIDUALS, GROUPS, AND
INSTITUTIONS
X. CIVIC IDEALS AND PRACTICES**

**6. Decision Making and Resources -- VI. POWER, AUTHORITY, AND
GOVERNANCE -- VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

**7. VIII. SCIENCE, TECHNOLOGY, AND SOCIETY -- No direct
Ohio Theme**

Comparison of State and National Models



RESOURCE UNIT



Ronald G. Helms
7123 W. Von Dette Circle
Centerville, OH 45459

O 513-873-3231
O 513-873-4472
H 513-433-2611

rhelms@paladin.wright.edu
rhelms@erinet.com
Savant III@aol.com
FAX: 513-873-3301



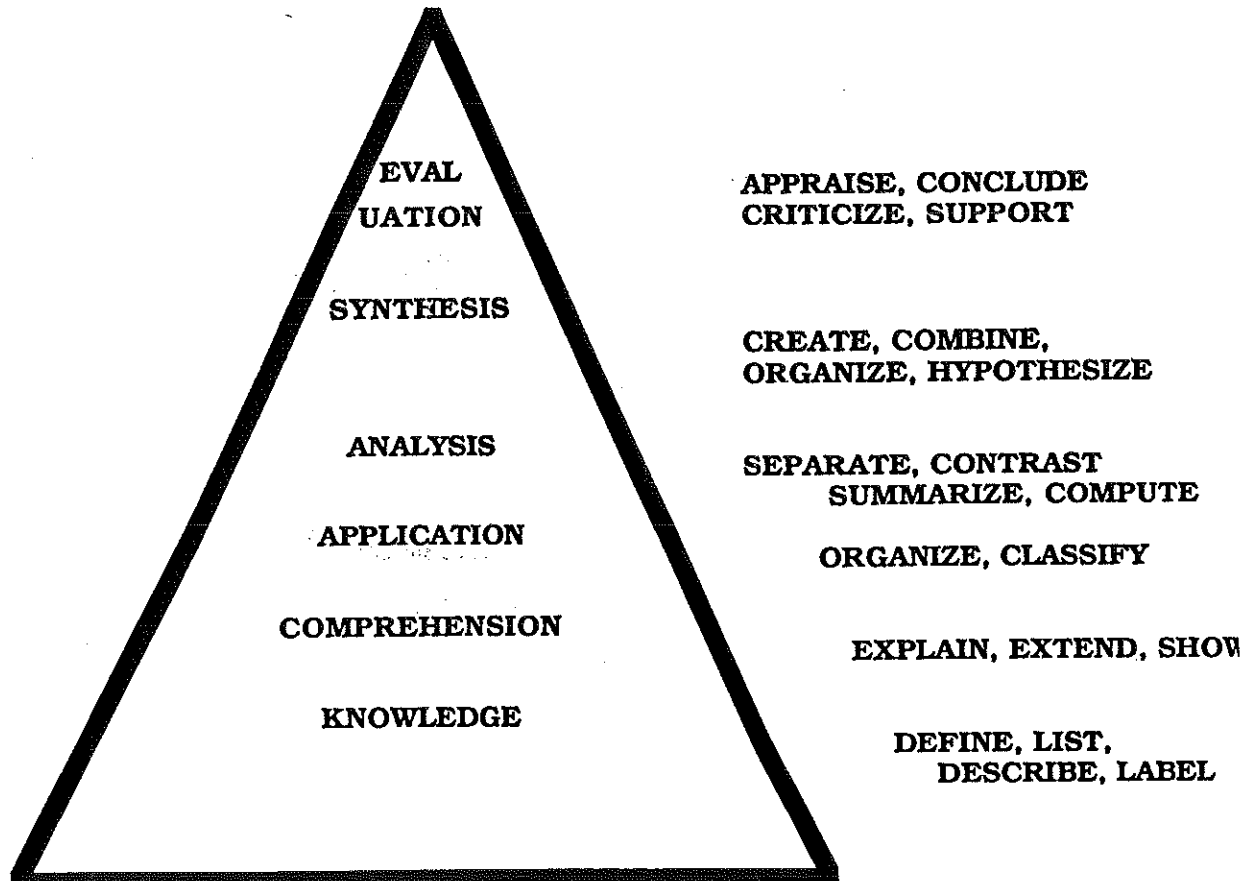
RESOURCE UNIT EVALUATION

- Introduction** **10 points**
 - a. general theme
 - b. identifies who, what, when, where, how long
- Content** **10 points**
 - a. good summary of subject matter
 - b. appropriate concepts/vocabulary
- Objectives** **10 points**
 - a. cognitive objectives
 - b. affective objectives
- Activities** **10 points**
 - a. introduction
 - b. development
 - c. culminating activities
- Evaluation** **20 points**

sample test items provided

 - a. **5** multiple choice questions
 - b. **2** other objective questions
 - c. **2** short essay questions
- Instructional resources {all annotated}** **40 points**
 - a. teacher references **{4-6}**
 - b. student references **{10-15}**
 - c. at least **20** media references from **8** a-v categories

BLOOM'S TAXONOMY



BLOOM'S LEARNING TAXONOMY

LEVEL	VERB		PRODUCT	
Knowledge and Comprehension	Research Identify Listen Discover Re-state Clarify	Observe Locate Make Ask Interpret Define	filmstrips films models tapes books people events	records diagrams magazine newspapers radio TV
Application	List Teach Sketch Interview Experiment Stimulate	Construct Paint Manipulate Record Report	diary puzzle photographs diorama scrapbook mobile illustration	collection diagram sculpture map stitchery model
Analysis	Classify Separate Dissect Advertise	Categorize Compare Contrast Survey	graph questionnaire report chart	survey commercial family tree mobile puzzles crossword puzzles
Synthesis	Combine Compose Predict Estimate Create Imagine	Invent Hypothesize Role-play Infer Produce Write	story-poem pantomime news article advertisement invention magazine new color machine new product	play song cartoon structure TV-radio show recipe smell or taste new game puppet show
Evaluation	Evaluate Debate Decide Editorialize Recommend	Judge Discuss Choose	commendation group discussion news item survey value	letter panel court trial conclusion self-evaluation

appt	differentiates	lists	relates
adjusts	discusses	locates	reviews
alters	divides	makes	searches
applies	draws	measures	selects
arranges	draws	orders	separates
asks	evaluates	organizes	shares
assesses	exchanges	orients	shows
assesses	explains	outlines	sifts
assesses	expresses	participates	solves
assesses	extrapolates	places	states
assesses	formulates	points	suggests
assesses	frames	postpones	summarizes
assesses	gathers	predicts	tabulates
assesses	generalizes	probes	talks
assesses	identifies	projects	tests
assesses	illustrates	questions	traces
assesses	indexes	reads	transcribes
assesses	infers	reads	translates
assesses	initiates	recommends	uses
assesses	joins	records	voices
assesses	listens	regulates	writes

APPENDIX D

Illustrative Verbs

Illustrative Verbs for Stating General Instructional Objectives

Analyze	Compute	Interpret	Perform	Translate
Apply	Create	Know	Recognize	Understand
Appreciate	Demonstrate	Listen	Speak	Use
Comprehend	Evaluate	Locate	Think	Write

Illustrative Verbs for Stating Specific Learning Outcomes⁴

"Creative" Behaviors

Alter	Paraphrase	Reconstruct	Rephrase	Rewrite
Ask	Predict	Regroup	Restate	Simplify
Change	Question	Rename	Restructure	Synthesize
Design	Rearrange	Reorganize	Retell	Systematize
Generalize	Recombine	Reorder	Revise	Vary
Modify				

Complex, Logical, Judgmental Behaviors

Analyze	Conclude	Deduce	Formulate	Plan
Appraise	Contrast	Defend	Generate	Structure
Combine	Criticize	Evaluate	Induce	Substitute
Compare	Decide	Explain	Infer	

General Appearance, Health, and Safety Behaviors

Button	Dress	Fasten	Taste	Unzip
Clean	Drink	Fill	Tie	Wait
Clear	Eat	Go	Unbutton	Wash
Close	Eliminate	Lace	Uncover	Wear
Comb	Empty	Stop	Untie	Zip
Cover				

Miscellaneous

Aim	Erase	Lead	Relate	Stake
Attempt	Expand	Lend	Repeat	Start
Attend	Extend	Let	Return	Stock
Begin	Feel	Light	Ride	Store
Bring	Finish	Make	Rip	Strike
Buy	Fit	Mend	Save	Suggest
Come	Fix	Miss	Scratch	Supply
Complete	Flip	Offer	Send	Support
Consider	Get	Open	Serve	Switch
Correct	Give	Pack	Sew	Take
Crease	Grind	Pay	Share	Tear
Crush	Guide	Peel	Sharpen	Touch
Designate	Hand	Pin	Shoot	Try
Determine	Hang	Position	Shorten	Twist
Develop	Hold	Present	Shovel	Type
Discover	Hook	Produce	Shut	Use
Distribute	Hunt	Propose	Signify	Vote
Do	Include	Provide	Slip	Watch
Drop	Inform	Put	Slide	Weave

Choose	Detect	Identify	Match	Place
Collect	Differentiate	Indicate	Omit	Point
Define	Discriminate	Isolate	Order	Select
Describe	Distinguish	List	Pick	Separate

Social Behaviors

Accept	Communicate	Discuss	Invite	Praise
Agree	Compliment	Excuse	Join	React
Aid	Contribute	Forgive	Laugh	Smile
Allow	Cooperate	Greet	Meet	Talk
Answer	Dance	Help	Participate	Thank
Argue	Disagree	Interact	Permit	Volunteer

Language Behaviors

Abbreviate	Edit	Punctuate	Speak	Tell
Accent	Hyphenate	Read	Spell	Translate
Alphabetize	Indent	Recite	State	Verbalize
Articulate	Outline	Say	Summarize	Whisper
Call	Print	Sign	Syllabify	Write
Capitalize	Pronounce			

"Study" Behaviors

Arrange	Compile	Itemize	Mark	Record
Categorize	Copy	Label	Name	Reproduce
Chart	Diagram	Locate	Note	Search
Cite	Find	Look	Organize	Sort
Circle	Follow	Map	Quote	Underline

Grasp	Kick	Pull	Skip	Swim
Grip	Knock	Push	Somersault	Swing
Hit	Lift	Run	Stand	Throw
Hop	March	Skate	Step	Toss
Jump	Pitch	Ski	Stretch	Walk

Arts Behaviors

Assemble	Dot	Illustrate	Press	Stamp
Blend	Draw	Melt	Roll	Stick
Brush	Drill	Mix	Rub	Stir
Build	Fold	Mold	Sand	Trace
Carve	Form	Nail	Saw	Trim
Color	Frame	Paint	Sculpt	Varnish
Construct	Hammer	Paste	Shake	Wipe
Cut	Handle	Pat	Sketch	Wrap
Dab	Heat	Four	Smooth	

Drama Behaviors

Act	Display	Express	Pass	Show
Clasp	Emil	Leave	Perform	Sit
Cross	Enter	Move	Proceed	Start
Direct	Exit	Pantomime	Respond	Turn

Mathematical Behaviors

Add	Derive	Group	Number	Square
Bisect	Divide	Integrate	Plot	Subtract
Calculate	Estimate	Interpolate	Prove	Tabulate
Check	Extrapolate	Measure	Reduce	Tally
Compute	Extract	Multiply	Solve	Verify
Count	Graph			

Laboratory Science Behaviors

Apply	Demonstrate	Keep	Prepare	Specify
Calibrate	Dissect	Lengthen	Remove	Straighten
Conduct	Feed	Limit	Replace	Time
Connect	Grow	Manipulate	Report	Transfer
Convert	Increase	Operate	Reset	Weigh
Decrease	Insert	Plant	Set	

Social Studies

CONCEPTS

deficit spending	majority		Management
depression	market	dictatorship	marriage
diminishing returns	medium of exchange	discrimination	minority
division of labor	minority group	due process	model
economic efficiency	monetary policy	economic growth	monetary system
economic system	monopoly	education	mores
emigration	multiplier	employment	nationalism
environment	natural resource	equality	norms
ethnic group	objectivity	ethnocentrism	oligarchy
evolution	open shop	executive	opportunity
export	output	family	perception
fascism	pluralism	fiscal policy	political party
folkways	population	frame of reference	power
freedom	prediction	general welfare	prejudice
geographic mobility	present-mindedness	gross national product	primary group
group cohesion	primary needs	human dignity	primary source
hypothesis	privacy	ideology	producer
immigration	progress	imperialism	propaganda
implied power	prosperity	import	rationality
indoctrination	recession	industrialization	reference group
inflation	region	influence	religion
input	revolution	institution	role
interaction	sanctions	interdependence	savings
interest	scale	interest (pressure) group	scapegoat
judiciary	scarcity	justice	science
labor	scientific method	law	secondary group
leadership	secondary needs	learning	secondary source
legislature	the self	liberal	site
	situation		social class
	social concern		social control

Resource Unit

ED 608

Sara Sheridan

Kim Hale

Robert Bell

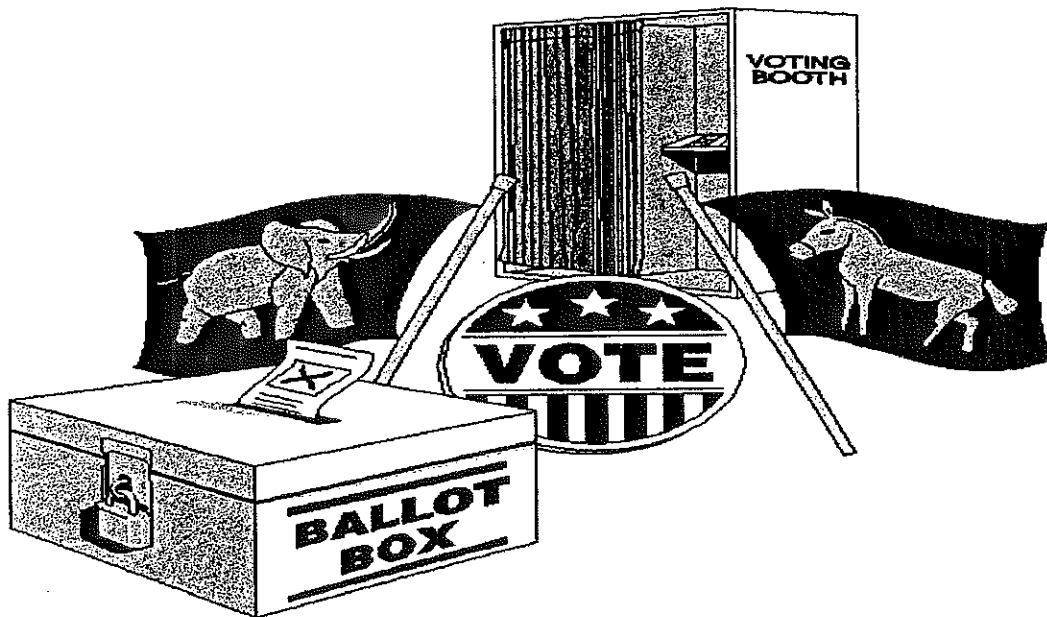


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Media References	14

Because we live in a democracy, it is our right, as well as, our responsibility to vote in our country's elections. "But, my vote doesn't make a difference, and registering is too hard". These are two of several myths about voting. This resource unit will address these two fallacies and more and with the presidential election drawing near, there is no better time to discuss voting then now.

The following is a seven day resource unit on voting that will be presented to sixth graders at Five Points Elementary. This unit will begin on the Wednesday before election day because on Day 5 (which is election Tuesday) the students will hold an in-class election.

The students will participate in several in-class activities, simulations, videos and computer software activities. The knowledge gained will be used to analyze the current presidential candidates and their campaigns. However, it should be noted that this unit can be adapted to any election year. For example, if it is not a presidential election year, the students can analyze state senators or local issues. The main purpose of the unit is for the students to become enthusiastic about voting and want to participate when they become 18 years old.

1. Democracy

On the first day the unit will be introduced and students will be provided with an outline. The topic "democracy" will begin with a brainstorming activity. The teacher will discuss democracy in general, but then specifically talk about how democracy effects the elections.

2. Voting

On the second day, the students will learn about the voting process, the importance of voting and also about the many different ways they can vote. The students will participate in a game that demonstrates different ways to vote. Other resources may be included to enhance learning and interest, as time permits.

3. Registration

On the third day of the unit, the students will learn about the registration process and the qualifications a person needs in order to vote. Students will learn how to fill out a registration card and will participate in a "mock" registration activity. They will also learn the importance of a polling place, registrar and roster. Additional exercises and activities from resources may be used as desired.

4. Presidential Candidates

On day four, the two main presidential candidates will be discussed. Then, the students will rotate in groups among election web sites and Campaigns, Candidates and the Presidency(CD ROM). From these, the students will learn about the presidential candidates and campaigns. For homework, the students are to list the issues supported by each presidential candidate and be prepared to vote for one of them.

5. Participating

On the fifth day, homework will be review and discussed. The students will learn about the amendments and acts the guarantee the right to vote. A video, Why Bother Voting?, will be shown. The teacher will review the important points of the video. Finally, the students will cast their presidential vote on a HyperCard presentation called The Voting Machine. Election results will be posted tomorrow.

6. Simulation

On the sixth day, one full day of class simulation will allow students to apply the concepts of voting, candidates, platforms and campaigns. On the Campaign Trail is a challenging computer-driven election simulation. The software captures the true spirit of a presidential campaign by placing the students in the position of a third party candidate running for the high office. A great "hands-on" preparation for tomorrow's TEST.

7. Evaluation

On the final day of the unit, a comprehensive test will be given over this unit. Participation in the simulation is 10% of the test grade. The test will consist of multiple choice questions, objective questions and short essay questions.

Concepts

democracy	voting
government	voter responsibilities
representation	voter qualifications
political party	registration
Republican	registration card
Bob Dole	registrar
Jack Kemp	roster
Democrat	ballot
Bill Clinton	voting machine
Al Gore	polling place
elections	secretly
suffrage	candidates
Declaration of Independence	campaign
Civil Rights Act	campaign issues
Bill of Rights	debate
15th Amendment	popular vote
19th Amendment	electoral vote
26th Amendment	

Given the opportunity and the correct materials, the student will be able to:

1. Give a definition of democracy.
2. Name the two major political parties.
3. Identify the symbols for each major political party.
4. Name the Republican presidential candidate.
5. Name the Republican vice presidential candidate.
6. Name the Democrat presidential candidate.
7. Name the Democrat vice presidential candidate.
8. List at least five campaign issues for each presidential candidate.
9. Explain what the 15th Amendment guaranteed.
10. Explain what the 19th Amendment guaranteed.
11. Explain what the 26th Amendment guaranteed.
12. Explain what women's suffrage was.
13. Explain what the Civil Rights Acts guarantee in terms of voting.
14. Identify what the qualifications of a voter are.
15. Identify what the responsibilities of a voter are.
16. Explain what a registrar is.
17. Identify a registration card.
18. Identify the parts of a registration card.
19. Explain the importance of registering to vote.
20. Explain what a polling place is.

21. Explain what voting means.
22. Name five ways people can vote.
23. Identify one way people can vote secretly.
24. Explain why it is important to learn about voting.
25. Identify events that they might be asked to vote in.
26. Define a popular vote is.
27. Define an electoral vote is.
28. Identify the difference between a popular and an electoral vote.
29. Explain the electoral collage.

Day 1: Democracy

Introduction:

The teacher will introduce the unit and briefly talk about the activities that will occur over the next seven days. An outline with this information will be distributed to the students. Next, the the teacher will lead a discussion on democracy.

Outcome:

The students are introduced to the unit. They also learn about democracy and the role that it plays in the elections.

Development:

Minimal resources are needed. The class does not need to be set up. After an introduction of the unit, the class will brainstorm. The teacher will ask the students what they think of when they hear the word "democracy". The teacher will write the thoughts on the chalkboard and incorporate them into a discussion on democracy, focusing particularly on its association with the upcoming election.

Day 2: Voting

Introduction:

Students will be introduced to the many different ways to vote by playing a game called "Your Opinion".

Outcome:

The students develop their decision making skills by learning how to vote in many different ways.

Development:

The teacher will say to the students: "There are many different ways to vote. When we vote for the President of The United States, we vote secretly. Sometimes we vote by raising one hand. Today, we are going to vote in some fun ways." The students will sit in a circle. The teacher will demonstrate 5 ways the students can vote such as:

- strongly agree - wave both hands in the air
- agree - raise your hand
- disagree - put your thumb down
- strongly disagree - thumbs down, stomp feet
- no opinion - fold arms across chest

The teacher will present, in rapid-fire sequence, statements appropriate to the age and interests of the students. For example, school should be year round. I like broccoli. I wish I could fly. Math is my favorite subject. I like to read. Computers are fun. After the game, the following questions would be appropriate to ask: How was this type of voting different from other voting you've done? Did you like voting this way? Why? Did your friends vote the same way as you did? Does this matter? Are there times when a vote should be private? When?

- Day 3: Registration

Introduction:

Students will be introduced to the importance of registering and the qualifications that a person needs in order to register to vote. They will make registration cards and roll play a registering process.

Outcome:

Students learn how the registration process works by participating in a "mock" registration process.

Development:

The students will be asked if they have ever had sign up for something like soccer or swimming where there were certain rules which determined the class they would be in. The teacher will explain that there are also rules about who can register to vote and it is the job of the registrar to be sure that each person who registers to vote is qualified. There will be 3 registration sites set up around the classroom. The class will be divided into 3 groups. One student will be chosen from each group to act as registrar. Each registrar will be provided with a pencil, roster and a set of cards.

- Day 4: Presidential Candidates

Introduction:

The teacher will exhibit photos from Cartoons of Presidential Elections and explain each one. The teacher will briefly talk about the two main presidential candidates. Students will rotate between election web sites and Campaigns, Candidates, and the Presidency (CD ROM).

Outcome:

The students learn about the presidential candidates and the issues that each candidate is supporting. They also learn the role that a campaign plays in promoting each candidate.

Development:

The class will meet in the computer lab. Before the class meets, the teacher will locate some election web sites and also set up the software that will be viewed. After the introduction, the students will rotate in groups to the different computer stations. For homework, the students will list the issues that each candidate is supporting. They can use the web sites seen in class or watch the news, and read periodicals. Based on their findings, the students need to decide which candidate they would vote for.

- **Day 5: Participating**

Introduction:

The teacher will begin by asking the students what they found from the homework. The teacher will lead the discussion of the Amendments and Acts that guarantee the right to vote. The class will watch a video titled Why Bother Voting?. The teacher will summarize the video. Next, the students will cast their vote for the presidency using The Voting Machine. The results will be shared tomorrow.

Outcome:

The students learn about the Amendments and Acts that protect voting rights. They will also learn the importance in voting and participate in a class election.

Development:

The teacher will show the video in the classroom. After the video, students will vote on a HyperCard presentation at a computer in the back of the class. The computer will have a barrier around it for privacy.

- **Day 6: Simulation**

Introduction:

The students will participate in one full day of class simulation. The teacher will say, "How would you like to be the next president of the United States? Today's your chance!!! On the Campaign Trail is a true-to-life simulation of what running for president is all about."

Outcome:

The students will learn how to put together a campaign and experience running for an elected office.

Development:

The class will meet in the computer lab. The interactive computer software allows all students to take a role in the presidential election process. Students assume the role of a bold third party candidate running for presidency. The simulation send the students on a whirlwind cross-country campaign tour to drum up voter support. Participants must develop a campaign that will appeal to voters and get their party's nominee elected president.

- **Day 7: Evaluation**

Students will be evaluated on their comprehension of the material presented during the unit. See the evaluation on the next page.

UNIT TEST - VOTING

NAME: _____

Multiple Choice (5 points each)

Read each question and the available answers carefully. Circle the letter corresponding to the best answer for each question.

1. My name is Patrick Ewing. I was born in Hawaii and am 35 years old. I arrived in the state of Ohio today, one week before the upcoming presidential election. Will I be able to cast my vote for President in my *new* home state?
 - a) yes, as long as you register to vote in Ohio first
 - b) no, you were not born in the continental United States
 - c) yes, you are over 18 years old, so go ahead and vote
 - d) no, you have not lived in Ohio for 30 days prior to the election
 - e) none of the above

2. If President Clinton receives _____ electoral votes or more he will retain his position as President of the United States for another _____ years.
 - a) 270, 4
 - b) 280, 6
 - c) 290, 6
 - d) 300, 4

3. Elections for federal, state, and county officials are held on the first Tuesday after the first Monday in the month of _____ in even numbered years.
 - a) January
 - b) February
 - c) November
 - d) December

4. The two major parties on the U.S. political scene are the _____ and the _____.
 - a) Democrats, Socialists
 - b) Democrats, Republicans
 - c) Socialists, Libertarian
 - d) Reform, Libertarian

5. A person who meets the qualifications for voting must _____ at least 30 days before the election.
- a) join the electoral college
 - b) campaign
 - c) register
 - d) study the political issues

True/False (7 points each)

Read each question, then circle the letter corresponding to True or False. *Three* points will be given for a correct True or False answer, and *four* points will be given for a correct written response to why the statement is true or false.

1. (3 Points) My name is Chris Berman. I am 33 years old and have lived in the United States for 10 years. I was born in Canada, but my parents were U.S. citizens. I have been active in politics my entire adult life, and now I would like to serve my country by running for President of the United States. I am qualified, as specified in the U.S. Constitution, to be president.

- a) True
- b) False

(4 Points) WHY? _____

2. (3 Points) If Bob Dole wins the popular vote in his run for president, then according to the U.S. Constitution he must also receive the majority of the electoral votes.

- a) True
- b) False

(4 Points) WHY? _____

Short Essay (10 points each)

Read each question carefully, then write a short (no more than one page) essay that answers the question as completely as possible. Use your own paper.

1. Explain the concepts and relationship between the *popular* vote and the *electoral* vote.
2. Explain what the Civil Rights Act guarantees in terms of voting.

Politics On the Net. Paperback book. William Mann. Que Publishing, 1995

A guide to politics and elections on the Internet. A guide and tutorial that targets political resources on the Net and gives readers detailed instructions showing the best way to access each resource.

Principles of American Democracy. Loose-leaf curriculum model. California Department of Education, 1994.

286-page course manual for teachers covering democracy in America. The teacher-developed curriculum provides teaching ideas, activities, documents, and annotated reading lists on all areas of U.S. government. The presidency, state and local government elections are addressed. Three-hole punched for ease reproduction and handling.

Electing a President: The Process. VHS videocassette. Rainbow, 1993.

Traces the evolution of presidential elections from Washington to Clinton. Topics include president eligibility requirements, the electoral college, primaries, conventions, and debates. Examines several memorable contests. Teacher guide accompanies the videocassette.

The 1996 Presidential Election Kit. VHS videocassettes, posters, and resource guide. Knowledge Unlimited, 1995

A complete unit on the presidential election process. Includes videocassettes packed with reference information on the current election, posters for tracking the results of the 96 election, and a 52-page teacher resource guide. The teacher guide contains questions and answers about the election, a comprehensive glossary, and reproducible activity sheets.

State and Local Government. Worktext and activity book. Quercus, 1987.

64-page worktext and coordinated 48-page activity book for children with limited reading ability. Designed with brief sections and vocabulary lists to teach children about the organization and workings (i.e. elections) of a typical state government. Follow-up exercises encourage students to become active in community/public affairs.

Democracy for Young Americans. Activity book. Good Apple, 1993

Contains 62 activities that cover the basic tenants of democracy. Hypothetical situations followed by pertinent background information are used to cover the history of American democracy and the election process. Tests and answers keys provided. 108-page book is made for ease of reproduction.

Basic Skills: Government. Activity book. Center for Learning, 1990

Book contains reproducible exercises on local, state, national, and international governmental structures. Emphasis on modern gubernatorial campaigns, types of elections, debates, and voter characteristics and responsibilities. Education enriched through comparisons of various nations electoral systems.

You Are The President. Hardback book. Nathan Aaseng. The Oliver Press, 1994

Book contains a series of challenge questions designed to make students weigh options, plot strategies, and make risky decisions about all aspects of a president's life. Students' decisions are then compared to the decisions by the great presidents.

The Evolving Presidential Campaign 1948 - 1996. Study packet. Highsmith, 1995

Timely curriculum unit helps students grasp how Americans elect their president. Introduces theme such as TV's impact, fund raising, voters, opinion polling, and the role of primaries. Contains class projects: a mock election, a mock debate, and a classroom talk radio show.

Hail to the Candidate. Paperback book. Keith Melder. Smithsonian Press, 1992

A 212-page reference book celebrating 200 years of presidential campaigns. Fully illustrated volume shows the devices used to capture voter attention from Washington to Bush. Captures the essence of the election and campaigning.

The World Almanac of Presidential Campaign. Eileen Shields-West. World Almanac, 1992

A compendium of facts, anecdotes, and scandals in the history of presidential campaigns. Studies the impact of negative campaigning on the voting public. Compares today's voting rates to rates in our country's past.

Votes. Student Guide. Interact, 1992

A student-centered simulation of organizing and running a political campaign. Topics include candidates, campaign staffs, and voter responsibilities. Committees of students must decide how to best use campaign funds and volunteer help. Their efforts are evaluated by Citizen Representative, then translated into popular or electoral votes. An entire class project.

America's Third-Party Presidential Candidates. Hardback book. Nathan Aaseng. Oliver Press, 1995

Examines the emergence of third party presidential candidates. Introduces a viable alternative to our two-party dominated system. Documents the history of third parties from 1792 - 1992.

Electing the President: Inside Government. Hardback book. Barbara S. Feinberg. Twenty-First Century Books, 1995.

Overview of all the steps involved in electing a president, including primary process, national conventions, campaigns, electoral college voting, and the current push for election reforms. Packed with illustrative historical examples.

The 30-Second President. VHS videocassette. CEL/BDM, 1984

An Emmy award winning documentary of political advertisements on television. Specific coverage of presidential elections. Top ad execs analyze the effects this country's most memorable commercials had on that "one-day sale" held in America on a Tuesday in November.

Cartoons of Presidential Elections. Photo aids. Documentary Photo Aids.

A collection of political cartoons that scrutinize presidential elections as far back as 1836. Cartoons often penetrate the confusion and disguises associated with modern presidential campaigns and elections.

American Government Posters. 10 laminated posters. Cambridge, 1994

Informative and colorful posters suitable for bulletin board display. Themes include citizen action, political parties, and elections (local, state, federal).

The U.S. Government and How It Works. Transparency Set. AEVAC.

A step-by-step demonstration of the functions of the U.S. political system. Accompanied by a concise, informative teacher's guide.

Our Town Meeting: A Lesson In Civic Responsibility. Computer Software. Apple, 1987

A computer simulation that puts students in a variety of civic roles. Students learn about enhancing a town's civic image without bankrupting the treasury. Election of quality candidates is a key element. One computer can be used with the entire class.

American Government Cards. Set of 1000 study cards. Visual Education Association.

This set of 1000 cards helps students to understand the basic principles, institutions, and processes of American politics. Covers all relevant topics including voting and the election process. Each card has a series of questions with explanatory answers on the reverse.

American Government Poster Set. Posters. Giant Photos Inc. 1993

Full color posters present textual information on presidents of the United States from Washington to Clinton.

Teaching Presidential Elections, 1996. Activity booklet. Close-Up Foundation. 1995.

Provides 11 activities and four handouts to help students understand the importance of citizen involvement in the presidential election process. Through simulations, role playing, discussion, brainstorming, and opinion sampling, students follow the nominating steps, distinguish between electoral and popular voting, identify key factors that determine winners and losers, evaluate qualifications of candidates, and assess election's impact on themselves and other levels of government.

American Government. Laserdisc. CEL, 1994.

Covers two main areas: Parties and Campaigns and The Presidency. Disc is organized into 40 segments (60 minutes) of interactive full-motion video. Content includes clips from televised election night dramas and an in-depth analysis of Election 1992. Disc is accompanied by 35-page guide containing thought questions, classroom exercises, reading lists, and biographical data.

Election Process Posters. Posters. Perfection Form, 1988.

Poster provide students insight into the process of electing a president of the United States. Posters focus on important elements in modern campaigns. Topics include: television coverage, fundraising, secret ballots, the electoral college, polls, and the nominating conventions.

Campaigns, Candidates, and the Presidency. CD-ROM Software. Compton's NewMedia, 1995.

In-depth analysis of the issues, events, and outcomes of every presidential campaign from Washington to Clinton. Impressive collection of multimedia (rare photographs, video and audio clips, artwork, and pictures of vintage campaign memorabilia), the CD contains narrated montages of the elections and terms of office. Includes a presidential trivia game that lets students make their own run for the high office.

The Voting Machine. HyperCard Presentation. Career Publishing.

Transfers a computer into an official balloting machine for school elections. Menu driven and very easy to operate, the program allows the user to prepare ballots, collect votes, and tally results. Includes an extensive guide, 300 *I voted today* labels, and three wall charts.

Political Party Posters. Posters. Perfection Form, 1988.

Eight full-color posters that highlight political parties in America. Displays the contributions of such parties as the Whigs, Federalists, Democrats, Republicans, and others.

On the Campaign Trail. Computer Software. Apple, 1992.

Challenging simulation in which students assume the role of a bold third party candidate running for the presidency. Sends students on a whirlwind cross-country campaign tour to drum up support. Reaction by voters may induce them to modify their stands. Can they please all the people all the time? Subjects include the workings of the Electoral College, differences between liberals and conservatives, campaign strategies, special interest groups, defense, social reform, and foreign policy issues. Only one computer is needed for the entire class. Includes 30 student reference books.

First Vote. VHS Videocassette. People for the American Way, 1990.

A stimulating and informative collage of on-the-street interviews of teen opinion, and historical news footage focusing on the political responsibilities of today's youth. Intended as a nonpartisan catalyst for the discussion of youth voter registration and all forms of political participation. Discussion of the recent trends in decreasing voter turnout among young people. Contains six lessons designed to illustrate the importance of voting in a democracy.

Your Vote. VHS Videocassette. The Taft Institute/The Learning Channel, 1995.

History of two centuries of voting rights in America. Focuses on the struggles of minorities, women, and 18-year-olds to gain suffrage. Contains comments by many young voters that underscore the importance of taking an active role in the political process. Includes a poster containing discussion questions.

Why Bother Voting? VHS Videocassette. PBS, 1992.

Targets political apathy among young people. Blends humor, music, and eye-catching graphics with historical and political facts to send students the message that voting *does* make a difference. Entertaining use of popular TV and film clips to reinforce the importance of taking part in the decision-making process.

The Electoral College: America's Way of Choosing a President. Activity book. Thoughtworks, 1992.

A reproducible guide includes activities, graphs, charts, political cartoons, and background information about the U.S. electoral process. Includes questions and answers and resources for further study.

Electors. Simulation and student guide. Interact, 1992.

Students role-play the two major political parties' nominees and the chairpersons of each state's electors. Candidates learn how to distribute campaign funds and choose vice-presidential candidates. Includes a teacher guided debriefing session where students discuss the advantages and disadvantages of the Electoral College. Entire class project included.

After the People Vote. Paperback book. Walter Berns. AEI Press, 1992.

The definitive guide of the workings, origin, and evolution of the Electoral College. Answers student "what if" questions about elections. Covers case studies of three disputed elections (1800, 1824, 1876). Six appendixes give comprehensive background materials.

AFFECTIVE EDUCATION

DO WE NEED MORAL EDUCATION?

by

Ronald G. Helms

Reprinted from the "Ohio Council for the Social Studies Review", Spring, 1974.

Today we often hear that people are behaving as they do because of a breakdown in moral values. Some people assume that a lack of religious upbringing is central to the plight of our misguided society. Others reason that our value crises stems from future shock, erosion of family life, cosmopolitan effects of mass media, revolution in science and technology, and the complexity of ecological problems.

While we are not certain about all the causes of increasing violence, drug use, and sexual promiscuity in contemporary American society, we are advised by leaders in the field of moral education that many people are beset with moral confusion. We are advised that many people, young and old, are unaware of their moral responsibilities to themselves and to other people.

But how did we reach this state of moral confusion? Let us review some historical origins of traditional value systems and see how the systems have broken down.

Throughout most of history the direction of cultural development was often determined by military power, by a church-state authoritarianism, or by some other type of entrenched body which defined institutions and interpreted the value system. The individualization, industrialization, and increasing population of the twentieth century have tended to diversify culture as well as value systems.

In the past Americans were largely concerned with the inculcation of the puritan ethic. In the past we accepted the dual tenets that "fear is the mother of morality" and that "morality is the rationalization of self-interest". In contrast, today we are attempting to eliminate fear from the life of the child; today we often insist that morality should not be limited to self-interest.

In a time in which morals were viewed as God-given, immutable, and absolute, the morality of children and adults could be assumed to be synonymous. In the past we were in relative agreement as to the content of these absolute morals, and the institutions of home, church, and school were much in agreement in the task of transmitting the culture values to the youth. Today we find that, although these institutions are still very much concerned with teaching morality, the teachings have become more pluralistic. Each institution inculcates in children values which may be widely divergent from the values instilled by other institutions. This diversity in values training has resulted in a peoples harried by confusion and anomie.

Thus, we have eliminated the absolute aspect of morality, the three institutions are no longer in complete concurrence, and we have eliminated fear as the basis of morality. Yet, our society need not remain in this state of uncertainty.

Although this moral dilemma readily evidences negative implications for society, there exist positive implications as well. For example, people may be forced to reflect upon moral issues and thus discover and admit limitations in their own moral reasoning. After a number of peoples begin to realize that their framework of values is indeed unsteady, it is hoped that a portion of these will determine that the value system should be bolstered.

Since we often look to youth for flexibility and to educators for guidance, perhaps a logical approach to a stable, rational system of morals is the development of moral education within the existing school curriculum. Educators must face this situation and accept their responsibility for providing a method of early moral development.

We should at the outset distinguish between moral education and moralistic education. Moralistic education refers to past and ongoing practices of instilling, inculcating, and indoctrinating a common set of values within children. Moral education as we will use the term refers to a process of state-to-stage development--a continual process which is learned rather than reached automatically. Moralistic education is based upon absolute answers and thus may involve passive acceptance; whereas the process of moral education can be stimulated and enriched by presenting children with moral dilemmas. Theoretically, through the latter process, the child can be assisted toward more mature moral reasoning and a better resolution of moral problems.

In times past the traditional school curriculum utilized fables and similar moralistic "lessons" to inculcate "right" conduct. The child was trained to recite righteous precepts in the belief that recitation would lead to practice. The school, church, and family utilized sermonizing as a method of instilling morality. Although this moralization did seem to work, we might ask, was the instilling practice itself moral? Moralization might seem to guarantee a standard of behavior, but is standardization moral?

As some people recognize that moralistic education may indeed have a constraining effect upon the spirit of the individual, they propose that the school system abandon all training dealing with morals. However, we must recognize that so long as educators maintain that their role is one of guidance and leadership, valueless teaching will not be possible and therefore a morality-free school cannot exist.

If we conclude that values will permeate the curriculum, then surely values education should be based upon the twin concepts of individual moral autonomy and justice.

The overriding goal of moral education is that each person will be able to independently define his own value structure. Moral educators would agree that this is the most important function of the curriculum. The new morality would emphasize the establishment of a system of justice which would promote the well-being of the person as an individual.

This stress on independence and autonomy should not be a focal point of confusion. We are not advocating the removal of fear in order to substitute the pleasure principle. While we would not advance a codification of values, we would agree that a new "planless code" or a libertine situation would not be any more beneficial.

It is not standardization which we seek, but justice. People must be able to, in their own frame of reference, differentiate between their values. Teachers must be prepared to recognize that children come to school with different focal points in regard to moral development. And so, in twelve years of schooling--even in a traditional curriculum--they will not graduate at the same level. Of course, teachers will also be at varying levels of moral development.

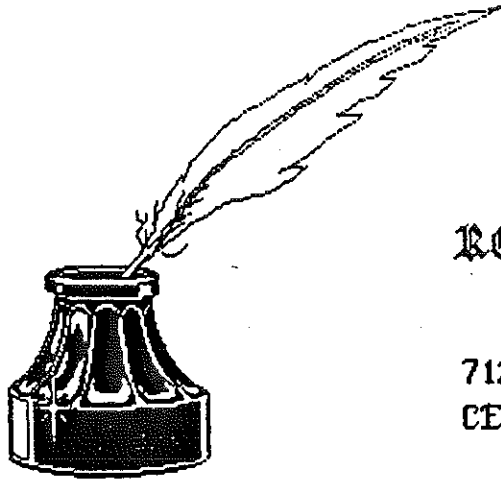
Justice, the second of our twin concepts in values education, has in the past been derived from arbitrary authority.

Individuals have either been unwilling to define justice for themselves or else they have not been equipped to do so. For definition we have in the past turned to authority, to models, to special revelation, to faith, or to parental dictate rather than to rely upon our own moral reasoning. Teachers today must function to give students alternatives to the above ready references. Before educators can presume to institute a curriculum centering upon the concept of justice, we must recognize that justice cannot be taught in an unjust school. As educators we need to recognize the injustices of our system. The school is most certainly a legal institution; however, a legal system is not always a moral system. Our only claim to moral superiority is through our commitment to justice.

For the complicated task of assisting students in moral development, there must be some framework of approach. A school cannot hope to teach about values or morals simply by offering one elective in the senior year; the curriculum K-12 must reflect a commitment to moral development. Moral education must be integrated with reflection, inquiry, and citizenship skills. Teachers must develop additional cognitive skills. Administrators will need to value the systematic research efforts of scholars in the field. Finally, schools as social institutions must serve as microcosmic models of a just society.

REPUBLICAN OR DEMOCRAT

1. JOBS
 - ENACT A \$12 BILLION ANTI-RECESSION PROGRAM-PROVIDE AT LEAST 800,000 NEW JOBS.
 - SHIFT THE EMPHASIS FROM THE FEDERAL GOVERNMENT TO PRIVATE BUSINESS.
2. TAXES
 - SUPPORT A CONSTITUTIONAL AMENDMENT THAT WOULD REQUIRE A BALANCED BUDGET
 - INCREASE TAXES
3. WOMEN
 - OPPOSE E.R.A.
 - SUPPORT E.R.A.
4. WELFARE
 - SUPPORT FULL FUNDING FOR FOODSTAMPS.
 - CUT THE FOODSTAMP PROGRAM.
5. DEFENSE
 - ACCELERATE PRODUCTION OF M.X. MISSILES.
 - NEGOTIATE ARMS TREATY.
6. LABOR
 - OPPOSE CUTTING MINIMUM WAGE FOR YOUTH.
 - REDUCE MINIMUM WAGES FOR YOUTH.
7. HEALTH
 - FAVOR NATIONAL HEALTH PROGRAM.
 - REJECT NATIONAL HEALTH PROGRAM.
8. SOCIAL SECURITY
 - MAINTAIN A FULL PROGRAM.
 - RAISE AGE TO RECEIVE BENEFITS.
9. EDUCATION
 - CUT AID TO COLLEGE STUDENTS.
 - SUPPORT AID TO COLLEGE STUDENTS.
10. ENVIRONMENT
 - DO NOT SACRIFICE ENVIRONMENT QUALITY.
 - DESIGN WAYS FOR PRIVATE ENTERPRISE TO ESTABLISH BUSINESSES IN NATIONAL PARKS AND FORESTS.
11. CRIME
 - SUPPORT ASSISTANCE FEDERAL TO VICTIMS OF CRIME.
 - PUSH FOR THE DEATH PENALTY FOR CERTAIN FEDERAL CRIMES.
12. CIVIL RIGHTS
 - EASE REGULATIONS WHICH OUTLINE AFFIRMATIVE-ACTION GOALS.
 - SUPPORT AFFIRMATIVE-ACTION GOALS.
13. ABORTION
 - SUPPORT CONSTITUTIONAL AMENDMENT BANNING ABORTION.
 - SUPPORT A WOMEN'S RIGHT TO CHOOSE.
14. NUCLEAR POWER
 - "RETIRE" NUCLEAR POWER PLANTS.
 - SUPPORT INCREASED NUCLEAR POWER.
15. UNEMPLOYMENT
 - MOST AMERICANS ARE VERY WELL OFF.
 - TOO MANY AMERICANS ARE OUT-OF-WORK.



FROM THE MAC OF

RONALD G. HELMS

7123 W VON DETTE CR.
CENTERVILLE, OH 45459

F.P.S.#2 CHANGING FAMILY STRUCTURES

RANK ORDER THE FOLLOWING FUTURE FAMILY
POSSIBILITIES. RANK FROM 1 - 10. 1 IS THE MOST DESIRED;
10 IS THE LEAST DESIRED.

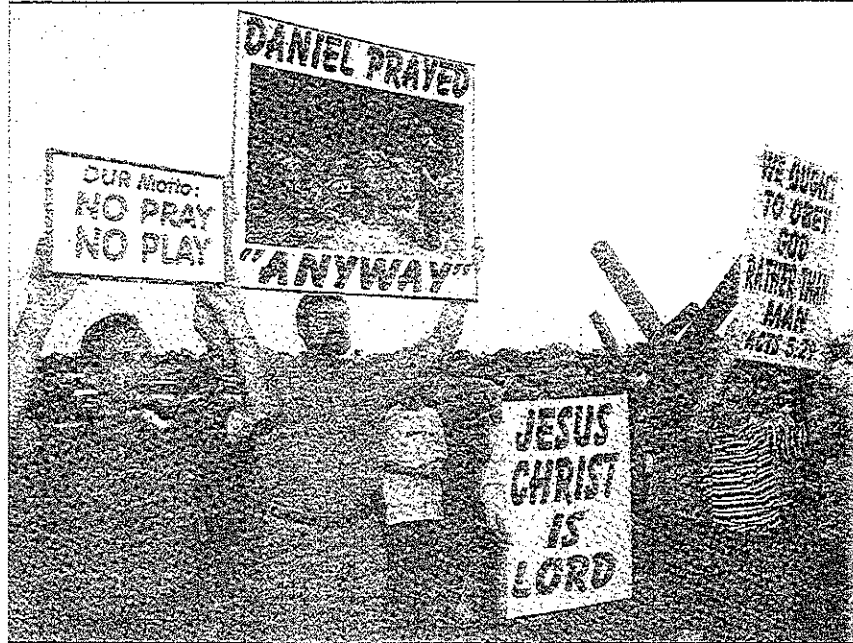
- PROFESSIONAL PARENTS
- SURROGATE MOTHERHOOD
- LATCHKEY CHILDREN
- NUCLEAR FAMILY - FATHER WORKING; MOM AT HOME
- NUCLEAR FAMILY - BOTH PARENTS WORK
- SERIAL MONOGAMY
- SUPERMOM
- PROGRAM CHILD'S I.Q., LOOKS, PERSONALITY TRAITS
- COMMUNAL LIVING (SEVERAL MALES AND FEMALES LIVE
TOGETHER AND JOINTLY RAISE
CHILDREN)
- MALE & FEMALE LIVING TOGETHER, UNMARRIED
(WITH OR W/O CHILDREN)

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- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

The BILL OF RIGHTS IN ACTION

Should Students Have the Right to Lead Prayers at Public School Events?

The U.S. Supreme Court has ruled that adults who lead religious exercises in the classroom or at school events violate the establishment clause of the First Amendment. But what if a student leads a prayer at a graduation or even a football game?



Outside the stadium in Santa Fe, Texas, people carry signs showing their support for student-led prayer before high school football games. (AP/Wide World Photo)

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Religion and high school football are strong traditions in Santa Fe, Texas. Both traditions combined in the fall of 1999 when Santa Fe High School senior Marian Lynn Ward used the press box microphone at the school's football stadium to say a brief pregame prayer. After asking God to watch over those present and to inspire good sportsmanship, Marian ended by saying, "In Jesus' name I pray. Amen." The 4,000 students and adults in the stands enthusiastically cheered the 17-year-old Santa Fe student.

The previous spring, the student body at Santa Fe High had elected Marian to deliver an "invocation and/or message" of her choice at each of the football home games. This was in line with a school board policy. That policy was challenged in a case that eventually reached the U.S. Supreme Court. The court had never before decided a case of a student-led prayer at a school event.

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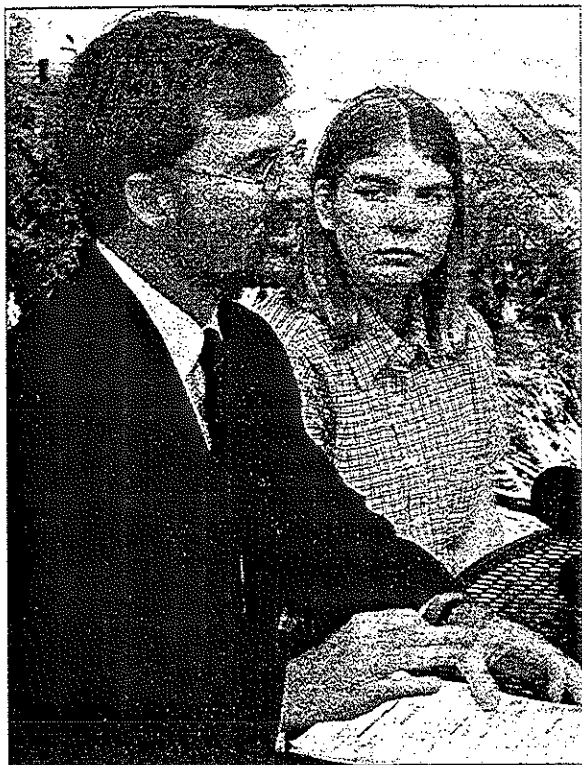
Religious Tolerance

This *Bill of Rights in Action* looks at issues of religious tolerance. The first article examines a case recently decided by the U.S. Supreme Court on student-led prayers at school events. The second article explores the persecution suffered by members of the Mormon religion during the 19th century. The final article looks at Martin Luther and the rise of Protestantism in Europe.

U.S. Government: Should Students Have The Right to Lead Prayers at Public School Events?

U.S. History: The Persecution of the Mormons

World History: Luther Sparks the Protestant Reformation



Marian Ward, the student who led Santa Fe High School's pregame prayer, discusses the Supreme Court case on student-led prayer with her lawyer Kelly Coghlan, left. (AP/Wide World Photo)

The Church, The State, and the Public Schools

The First Amendment of the Bill of Rights says two things about religion. It prohibits Congress from passing any laws that would establish an officially approved religion; and it guarantees that individuals may exercise their own religious beliefs. (The two clauses are known as the establishment clause and free-exercise clause.) Due to the 14th Amendment, state and local governments, including agencies like the public schools, are also bound by these First Amendment clauses.

The creators of the First Amendment knew from first-hand experience that establishing an official religion was dangerous, because government could use its power to force people to worship in a certain way. During colonial times, religious groups like the Baptists and Quakers were often persecuted in communities where they were in the minority.

Religion, especially as practiced by the Christian majority, has always had an important influence in American society. Official state-supported Christian churches were eventually "disestablished" after the adoption of the Bill of Rights. But Christian religious practices remained a part of public life in many states. For example, mandatory daily prayers, Bible readings, and similar devotional exercises were common in public schools.

But starting in the 1960s, the U.S. Supreme Court began to abolish adult-led prayers in the public schools. The Supreme Court ruled that such practices established a government-approved religion, in most cases Christianity, which violated the establishment clause of the First Amendment. To avoid this situation, public schools had to appear strictly neutral and neither endorse nor oppose religion.

Some argued that prayers should continue in schools, and those students who did not want to participate in them could remain silent or be excused. But the Supreme Court pointed out that this would brand the non-participating students as outsiders and subject them to ridicule and harassment by their peers.

Over the next few decades, the Supreme Court generally continued to restrict the role of religion in the public schools. An exception was a decision in 1990 involving a high school that refused to permit a Christian club to form. The high court ruled that students could voluntarily meet outside of instructional time to exercise their right of religious speech. [*Westside Community Schools v. Mergens*, 496 U.S. 226 (1990)]

Two years later, though, the Supreme Court held that a public school inviting a clergyman to give an invocation and benediction at a graduation ceremony violated the establishment clause. The court found that because school graduations are such important events in the lives of young people, students are really compelled to attend them. In such a setting, the court concluded, students should not be forced to participate in a religious exercise that might violate their beliefs. [*Lee v. Weisman*, 505 U.S. 577 (1992)]

Student-Led Prayer

Santa Fe is a heavily Baptist community of about 8,000 people on the Gulf Coast of Texas. In April 1995, a Catholic and a Mormon family both sued the Santa Fe public school district for failing to stop per-

sistent religious practices in the schools. The federal district court allowed the two plaintiff families to file their lawsuit under the assumed name "Jane Doe" because of allegations of intimidation by school authorities.

The plaintiffs objected to teachers promoting their religious views in the classroom, school administrators permitting Bibles to be distributed on the campuses, and a long history of Christian prayers at graduations and athletic events. The federal district court found incidents in which students and even some teachers harassed those who did not accept the Bibles and did not participate in prayers at school events.

I The creators of the First Amendment knew from first-hand experience that establishing an official religion was dangerous.

By fall 1995, the school board had developed a policy covering pregame ceremonies at home varsity football games:

The board has chosen to permit students to deliver a brief "invocation and/or message to be delivered during the pregame ceremonies of home varsity football games to solemnize the event, to promote good sportsmanship and student safety, and to establish the appropriate environment for the competition."

The policy went on to describe a procedure for two special student elections each spring. One would decide in a secret ballot whether the majority of Santa Fe High students wanted a pregame "invocation and/or message." The second vote, also by secret ballot, would choose a student volunteer to deliver it. The student who was chosen, like Marian Lynn Ward in 1999, could then decide what to say, as long as this was "consistent with the goals and purposes of the policy."

The federal district court ordered that only non-sectarian prayers were permitted. On appeal, the U.S. circuit court decided that the policy was unconstitutional. The school board appealed to the U.S. Supreme Court.

When this case reached the Supreme Court in March 2000, the justices agreed to decide the following issue: "Whether [the school board] policy permitting student-led, student initiated prayer at football games violated the Establishment Clause." The attorneys for the Santa Fe Independent School District made these main points in their written brief to the Supreme Court:

1. The school board policy does not violate the establishment clause because the decisions whether to have a pregame "invocation and/or message," who will deliver it, and what the student will say is entirely in the hands of students exercising their First Amendment rights.
2. The school board policy is neutral and does not endorse any religion.
3. The student-led "invocation and/or message" could be a prayer, if the student chooses, or, it could be a non-religious statement that conforms to the stated purposes of the school board policy.
4. The school board policy has non-religious purposes such as promoting student free speech and good sportsmanship.
5. The "invocation and/or message" is delivered by a student at a sports event outside of school hours before a mix of students and adults who are attending voluntarily.

The attorneys for the anonymous Catholic and Mormon families made these main points in their written brief to the Supreme Court:

1. The school board policy does violate the establishment clause because using the word "invocation" plus the long tradition of pregame Christian prayers at Santa Fe High football games clearly show a school endorsement of the community's dominant religion.
2. The two-part election procedure in the school board policy leaves little doubt that the views of the religious majority (mainly Baptists) will be imposed on those who hold different beliefs.
3. The school is not neutral and uninvolved since the student-led prayer can only be delivered during the school's pregame ceremony, over the school stadium's public address system, before a crowd assembled on school property for a school-sponsored event.
4. Football team members, band members, and cheerleaders must attend the school's football games. If any of them chose not participate in the pregame student-led prayer, they could be harassed by others both at the game and later on at school.
5. The school board policy is a sham designed to make sure that the longstanding practice of Christian prayers remains an official Santa Fe High School tradition.

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A C T I V I T Y

For Discussion and Writing

1. What is the establishment clause? What is its purpose?
2. Do you think the establishment clause is important? Explain.
3. What do you think are the strongest arguments on each side in the student-led prayer case?

For Further Reading

Levy, Leonard W. *The Establishment Clause, Religion and the First Amendment*. New York: Macmillan Pub., 1986.

“Santa Fe Independent School District v. Jane Doe et al., Briefs for Petitioners and Respondents” (October 1999 Term). Findlaw. Online. Available Supreme.findlaw.com/Supreme_Court/briefs/index.html.

School Prayers

In this activity, students will role play members of the U.S. Supreme Court and decide the student-led prayer case. The court will decide this issue: **Does the school board policy permitting student-led, student-initiated prayer at football games violate the establishment clause?**

1. Form groups of three. Assign one person in each group the role of attorney for the school district, attorney for the Catholic and Mormon families, or justice of the Supreme Court.
2. Regroup so that all school district attorneys are together, attorneys for the families are together, and justices of the Supreme Court are together. The attorneys should develop arguments for their side and the justices should create questions to ask both sides.
3. Next return to the original groups of three. The justice in each group should allow each side to speak and can ask questions of each side.
4. Finally, each justice should stand, vote, and explain his or her reasons to the whole class.

Santa Fe Independent School District v. Jane Doe et al.

On June 19, 2000, the U.S. Supreme Court, by a 6–3 majority, decided that the Santa Fe school district’s policy violated the establishment clause. Writing for the majority, Justice John Paul Stevens held that the use of the words “invocation” and “to solemnize the event” in the school board policy left no doubt that a student would lead a school-authorized public prayer. Justice Stevens went on to condemn the board-approved student voting procedure, which guaranteed that students belonging to minority religious faiths “will be effectively silenced” and put “at the mercy of the majority.” Such an election, Justice Stevens concluded, “encourages divisiveness along religious lines in a public school setting.” [*Santa Fe Independent School District v. Jane Doe et al.*, 99–62 (2000)]

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The Persecution of the Mormons

During the 19th century, the newly formed Mormon religion encountered significant persecution.

In 1820, Joseph Smith experienced what he later described as a vision of God and Jesus who told Smith that he would become the means for restoring the true Christian church. A while later, Smith told of being visited by an angel who led him to a spot near his home in western New York, where he unearthed a set of golden plates with strange writing on them.

With divine guidance, Smith said that he was able to translate the golden plates into English. In 1830, he published what he believed to be the new revealed word of God, *The Book of Mormon*, named after an ancient prophet.

Following additional visions and revelations, Joseph Smith came to believe that he was a prophet, empowered by God to restore "the only true and living church." Smith and a few others organized the Church of Christ in 1830. Several years later, Smith changed the name to the Church of Jesus Christ of Latter-Day Saints. Most people began calling the new religion the Mormon Church or simply, the Mormons.



Portrait of Joseph Smith, the founder of the Mormon Church. (*The Church of Jesus Christ of Latter-Day Saints*)

During the 1800s, the Mormons attracted many converts. But Mormon beliefs, although Christian, differed and even contradicted many of the Protestant beliefs of most Americans. Wherever Mormons gathered together to establish their "Kingdom of God," non-Mormons became suspicious, fearful, hostile, and sometimes even violent. This resulted in persecution against the Mormons. It also got them involved in an enormous struggle with the federal government over the relationship of church and state and the Mormon religious practice of polygamy.

The Persecution Begins

Brigham Young, a carpenter and cabinetmaker, read *The Book of Mormon* shortly after

Joseph Smith published it, and he became an enthusiastic member of the new Mormon Church. In 1833, Young moved his family to Kirtland, Ohio, where Smith had decided to gather several hundred of the Mormon faithful to establish the "Kingdom of God."

Impressed with Young's deep belief, Smith and other church leaders selected him to become one of the Twelve Apostles of the Mormon Church. Following Christian beliefs about the original 12 apostles of Christ, Young and the others became missionaries.

Returning from a mission in 1836, Young was dismayed when he learned that the Mormon community had split over the attempt by

Joseph Smith to direct the community's political and financial affairs. In the winter of 1837-38, the majority of church members, including Brigham Young, followed Joseph Smith to Missouri, where he had previously organized a secondary Mormon colony. Four years earlier, Missouri mobs, fearful of the colonists' growing political and economic power, had attacked Mormon businesses. After Smith and the others from Ohio joined the Missouri colonists, fears of Mormon bloc voting and a "take over" again produced mob violence.

Escalating violence between Mormon and non-Mormon settlers finally prompted the governor of Missouri to issue this order: "The Mormons must be treated as enemies and must be exterminated or driven from the state, if necessary for the public good." Joseph Smith and some other Mormon leaders were imprisoned as hostages until the colonists left the state. Brigham Young avoided arrest and organized an exodus across the Mississippi River to Illinois during the winter and spring of 1838-39.

Released from jail by Missouri officials, Joseph Smith again took charge of the Mormon community, now numbering several thousand. The Mormons established a new "Kingdom of God," which they named Nauvoo, meaning "beautiful place." The Illinois state government, seeking to expand its tax base, at first

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welcomed the Latter-Day Saints. The state legislature granted Nauvoo a liberal charter, permitting the city its own court system and militia, called the Nauvoo Legion.

By the mid-1840s, Nauvoo rivaled Chicago as the largest city in Illinois. Thousands of immigrants from Britain, the result of Brigham Young's missionary work there, flocked to Nauvoo.

At this time, Joseph Smith had a further revelation that it was God's will to restore the Old Testament practice of multiple marriages (a husband marrying more than one wife). Smith at first limited multiple marriages, also commonly called polygamy, to church leaders. Later it was allowed among other spiritually and economically qualified church members.

In 1844, Smith created the Council of Fifty that became "the Municipal department of the Kingdom of God set up on the Earth, and from which all Law emanates." The members of the Council of Fifty and the leaders of the Mormon Church were identical. Thus, the Nauvoo government took the form of a theocracy, a unified church and state.

The rapid development of Nauvoo's economic and political power, along with rumors about strange Mormon religious rituals, greatly unsettled other Illinois residents. They particularly resented the Mormon practice of voting in elections as a bloc at the direction of Joseph Smith. Then in 1844, Smith decided to run for president of the United States. This combining of religion and politics further inflamed public opinion in Illinois. Nor did all Mormons in Nauvoo approve of Joseph Smith's political activities.

A dissenting newspaper in Nauvoo accused Smith of crowning himself king. In response, he and members of the Council of Fifty destroyed the paper's printing press. State authorities jailed Smith and several others for inciting a riot. The governor sent a state militia to guard Smith against mob violence. But the militia itself



While in jail, Mormon-leader Joseph Smith was murdered by a lynch mob. (Bettmann/CORBIS)

became a lynch mob and shot Smith to death in his jail cell on June 27, 1844.

After debating who should replace Joseph Smith as prophet and president of the Mormon Church, an emergency assembly of the Latter-Day Saints selected Brigham Young. But soon vigilantes began to burn the homes and farms of the Mormon settlers in a determined effort to drive them out of Illinois.

Brigham Young and the other church leaders realized that they could not remain in Nauvoo under such dangerous conditions. They then led an epic migration of 16,000 Mormons to the Great Salt Lake Valley in the western wilderness.

The Question of Utah

At Salt Lake City in 1848, Brigham Young and the other leaders of the Mormon Church organized "The State of Deseret." The Mormon people elected Young as their governor and other church leaders to additional government posts. The Council of Fifty remained as the law-making body.

In 1850, Deseret along with California applied for admission to the Union as new states. Suspicious of the Mormons, Congress denied statehood to Deseret but made it a U.S. territory with a new name: Utah. President Millard Fillmore appointed Brigham Young the territorial governor.

When Washington sent federal judges and other officials to Utah, the Mormons often refused to cooperate with them. In addition, church leaders selected all the candidates for the new territorial legislature.

Back in Washington, many members of Congress thought that the Mormons did not respect federal authority or U.S. law. Adding to this perception, Brigham Young remarked that he would not surrender his office as governor if the president chose not to reappoint him. Also at this time, Protestant ministers everywhere were condemning Mormon polygamy as immoral.

In 1854, Young's term as territorial governor ended, and he was not reappointed. After several years delay, newly elected President James Buchanan appointed a new governor of the Utah territory in 1857. But relations between the federal government and the Mormons had become so poisoned that Buchanan was persuaded a state of rebellion existed in Utah. He therefore sent a federal military force of 2,500 soldiers to forcibly install the new governor.

Still acting as governor, with the Missouri and Illinois persecutions in his mind, Brigham Young declared martial law in Utah. He issued a proclamation preparing the Mormon people "to repel any and all such threatened invasion." He also mobilized the Nauvoo Legion to harass the invading federal army by destroying supply wagons and capturing horses.

When the army entered the Utah territory, Young ordered the complete evacuation of Salt Lake City. He even considered setting it on fire. Things remained at a stalemate until June 1858, when the Mormon leaders agreed to submit to federal authority if the army would camp outside Salt Lake City and not harm the people. The federal government agreed, and President Buchanan also pardoned all Mormon "seditions and treasons."

The Attack on Mormon Polygamy

Led by Republicans who labeled slavery and polygamy the "twin relics of barbarism," Congress outlawed multiple marriages in 1862. Brigham Young and other Mormon leaders were charged under this law. But convictions were difficult to get because few marriage records existed and a wife could not testify against her husband under Utah territorial law. Moreover, most juries consisted of Mormons who, if not polygamists themselves, sympathized with the accused.

In 1879, two years after Brigham Young died, the U.S. Supreme Court was called on to decide whether the First Amendment's guarantee of freedom of religion protected the practice of polygamy. The justices drew a line between religious belief and action. The court cited a letter written by Thomas Jefferson to James Madison shortly after the adoption of the Bill of Rights. Both men were highly instrumental in getting the Bill of Rights adopted. Jefferson wrote about the First Amendment:

Believing with you that religion is a matter which lies solely between man and his God; that

he owes account to none other for his faith or his worship; that the legislative powers of the government reach actions only, and not opinions, — I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should "make no law respecting an establishment of religion or prohibiting the free exercise thereof," thus building a wall of separation between church and State. Adhering to this expression of the supreme will of the nation in behalf of the rights of conscience, I shall see with sincere satisfaction the progress of those sentiments which tend to restore man to all his natural rights, convinced he has no natural right in opposition to his social duties.

The court continued: "Coming as this does from an acknowledged leader of the advocates of the measure, it may be accepted almost as an authoritative declaration of the scope and effect of the amendment thus secured. Congress was deprived of all legislative power over mere opinion, but was left free to reach actions which were in violation of social duties or subversive of good order." The court found that "polygamy has always been odious [disgusting] among the northern and western nations of Europe" and had long been a common law crime. The court's unanimous opinion concluded that the First Amendment did not protect the practice. [*Reynolds v. United States*, 98 U.S. 145 (1879)]

In 1882 and 1887, Congress passed laws to force the Mormon Church to abandon its support of multiple marriages (which never involved more than 20 percent of adult males). These laws did other things as well. They barred polygamists from jury service, voting, or holding office. They allowed evidence of a defendant's reputation to secure a conviction for polygamy. They permitted a wife to testify against her husband. They revoked the right of women to vote (which had been established in 1870 by the Utah territorial legislature). Finally, they took away the territorial charter of the Mormon Church, which allowed the federal government to confiscate its property and turn it over to the public schools.

Altogether, more than 1,000 Mormon men were convicted, fined, and imprisoned for being married to more than one wife.

Mormon leaders understood that if they continued to resist the anti-polygamy laws, Utah would never

become a state. Therefore, in 1890, the president of the Mormon Church issued a "Manifesto" calling for the Latter-Day Saints "to refrain from contracting any marriage forbidden by the law of the land." This, and assurances separating the church from the state, finally removed congressional objections to statehood, and led to the admission of Utah into the Union as the 45th state in 1896.

For Discussion and Writing

1. What were some of the problems Mormons encountered in the 19th century. Why do you think they encountered these problems?
2. What is a theocracy? In what ways did the Mormons establish theocracies in Nauvoo and the Territory of Utah? Do you think theocracies are a good or bad idea for the United States? Why?
3. Do you think Congress was right to outlaw polygamy in the Utah territory, or, do you think this was a violation of freedom of religion under the First Amendment? Explain.

For Further Reading

Arrington, Leonard J. *Brigham Young: American Moses*. New York: Alfred A. Knopf, 1985.

Firmage, Edwin Brown and Mangrum, Richard Collin. *Zion in the Courts*. Urbana, Ill.: University of Illinois Press, 1988.

A C T I V I T Y

Free Exercise of Religion

The First Amendment to the U.S. Constitution guarantees the free exercise of religion. As you have read, the U.S. Supreme Court in *Reynolds v. United States* decided that people who practice polygamy as part of their religion are not protected by the First Amendment. The Supreme Court has made several other decisions on whether a religious practice is protected by the First Amendment. In this activity, students look up some of these Supreme Court decisions and report back to the class.

1. Divide the class into small groups. Assign each group one of the cases below.
2. Each group should:
 - a. Find, read, and discuss the case. The Internet has each of the cases (www.FindLaw.com) or research them at your public library.

- b. Write a summary of the case. It should include the facts of the case, the issue, the decision of the court, the court's reasoning, and what the dissenting justices said. (The issue of each case is the same: Is this practice protected by the free exercise clause of the First Amendment?)
- c. Prepare to report on the case to the class. Include in your presentation how each of you think the case should have been decided and why.

3. Have the groups report and discuss each decision.

Cases

Employment Division v. Smith 485 U.S. 660 (1988). Drug and alcohol counselors, who were also members of the Native American Church, were discharged because they took the hallucinogenic drug peyote as part of a religious ceremony. They were denied unemployment compensation by the Oregon Employment Division because they had been discharged for "work-connected misconduct."

Goldman v. Weinberger, 475 U.S. 503 (1986) The Air Force ordered Captain Goldman, an orthodox Jewish rabbi, not to wear his yarmulke, a religious skullcap, while in uniform.

United States v. Lee, 455 U.S. 252 (1982). A member of the Amish religion refused to pay Social Security taxes because doing so violated his faith.

Thomas v. Review Board of Indiana Employment Security Division, 450 U.S. 707 (1981). A Jehovah's Witness was denied unemployment benefits because he quit a job requiring him to manufacture weapons of war, which was against his faith.

Wisconsin v. Yoder, 406 U.S. 205 (1972). Members of the Amish religion were convicted of violating Wisconsin's compulsory school-attendance law because they refused to send their children to high school, which was against their religion.

Sherbert v. Verner 374 U.S. 398 (1963). A Seventh-Day Adventist was denied unemployment benefits because she refused to work any job on a Saturday, the Sabbath day of her faith.

West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943). Jehovah's Witnesses, objected to a West Virginia law requiring all students to take part in the flag salute, which was against their religion.

Luther Sparks the Protestant Reformation

By challenging the authority of the Roman Catholic pope in 1517, Martin Luther brought about the end of Christian unity in Western Europe. The resulting Protestant Reformation changed the course of Western civilization.

For about 1,000 years, Christians in Western Europe all belonged to the Catholic Church centered in Rome. They observed the sacraments, confessed their sins to priests, prayed to the saints, made donations to the church, and did other religious acts (called "works") to assure their place in heaven. The pope, as head of the Catholic Church, was the spiritual leader. His views on religious doctrine were regarded as final.

At the beginning of the 16th century, the power of kings was increasing in most Western European countries. But the middle of Europe was fragmented into many German principalities, duchies, and cities, known collectively as the Holy Roman Empire. The Holy Roman emperor attempted to impose his authority over them, but the Germans remained largely independent.

The Roman Catholic Church was a major political and even a military power in Western Europe. Popes used this power to defend and expand the church's influence and wealth. Catholic kings could usually protect their people from ambitious popes. But many Germans, living under weak local rulers and an ineffective emperor, believed that the church took advantage of them.

Germans bitterly complained that unending church fees, dues, taxes, tithes, and payments to support numerous clergymen impoverished



Martin Luther, a German priest, started the Protestant Reformation by openly criticizing practices of the Catholic Church. (Perry-Castañeda Library, University of Texas at Austin)

the common people while enriching Rome. Those who could not pay their debts to the church were threatened with excommunication. This meant the church would refuse them the sacraments and other "works" necessary for saving their souls. The prospect of excommunication terrified believers.

The German people also resented the church's practice of appointing foreigners as their priests, bishops, and other church officials. These clergymen had the right to collect fees from the people while being exempt from the government taxes everyone else had to pay. Many Germans felt that the clergy seemed more interested in the privileges and the wealth of their office than attending to the spiritual needs of the people.

Despite their many grievances against the Roman Catholic Church, few people dared to speak out for fear of being excommunicated or even burned at the stake as a heretic. Yet, in 1517, an obscure German priest and university professor named Martin Luther stood up alone against the church and pope. Europe and the world would never be the same again.

Luther Challenges the Pope's Authority

Martin Luther was born in 1483 in what is now northern Germany. After surviving a lightning strike, he decided to devote his life to God. He joined a monastery, studied to become a Catholic priest, and went on to earn a doctor of theology degree, vowing to remain true to the teachings of the church. In 1513, Luther was appointed a professor of the Bible at the University of Wittenberg, not far from his birthplace. He also preached sermons at the Wittenberg town church.

After hearing a Catholic's confession of sins, a priest will often direct the person to complete some devotional act called penance. The penance depends on the seriousness of the sin and might range from saying special

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prayers to making a pilgrimage to a distant holy shrine. Another form of penance in the 16th century was the indulgence, a certificate from a bishop or the pope who forgave a person's sins. The person secured an indulgence by making a donation to the church. Popes and other church officials encouraged the sale of indulgences to raise money for many purposes. Over time, people came to believe that they could literally buy their way into heaven with indulgences. It was even possible to purchase them for the dead.

In spring 1517, a representative of Pope Leo X began selling indulgences in the Wittenberg area after the local archbishop had agreed to split the revenue with the pope. Pope Leo was anxious to raise money to finish construction of St. Peter's Basilica in Rome.

"Works" like indulgences had long troubled Martin Luther. His close reading of the scriptures (the Bible, especially the New Testament) led him to conclude that a person could only be saved by personal faith in Jesus Christ and the grace of God. Luther considered indulgences, praying to saints, pilgrimages, and many other such "works" as worthless and a fraud inflicted on the people by the church.

On October 31, 1517, Luther wrote a letter to the archbishop protesting the sale of indulgences. This letter also included Luther's famous "Ninety-Five Theses" that spelled out his criticisms of other church practices. Luther argued that nothing in the Bible granted the pope authority to free a person of his sins in life or after death. Only God could do this, he wrote. A legend grew that Luther personally nailed the "Ninety-Five Theses" to the door of the Wittenberg church. But this dramatic scene probably never happened.



Martin Luther and some colleagues read through Luther's translation of the Bible into German. (Bettmann/CORBIS)

After receiving Luther's shocking letter, the archbishop promptly sent it to Pope Leo. Before the pope could react, however, Luther's "Ninety-Five Theses" became a sensation among the German people. They were stunned that Luther challenged the idea that the pope had the authority to forgive people's sins.

Pope Leo summoned Luther to Rome to answer for his heresy. But an important German noble, Frederick the Wise of Saxony, intervened and called for Luther to appear before German judges. Pope Leo and Frederick then worked out a compromise. In October 1518, a representative of the pope examined Luther, but on

German soil. He screamed at Luther to renounce his heresy. Luther refused to back down, saying he could not renounce his conscience, which was based on the scriptures, the word of God.

"I Will Not Recant Anything"

About 70 years before in 1450, a German goldsmith named Johann Gutenberg had introduced movable-type printing to Europe. By the early 1500s, printers were mass-producing written works, even the church's indulgences. Starting in 1520, Luther took full advantage of this new technology and published a steady stream of his writings, mainly in the form of pamphlets criticizing the church. He became the most published author of the 16th century.

Luther and other pamphleteers, increasingly called "Protestants," argued that priests should marry and have children, the number of sacraments should be reduced, and the Catholic mass should be held in German instead of Latin. They especially criticized priests and other Church officers for avoiding hard work, not having to pay taxes, and living like parasites off the common people. The Protestant pamphlet writ-

ers proposed that the people should choose their own priests and even decide matters of belief based on the Bible.

In January 1521, Pope Leo X threatened to excommunicate Luther. But by then he was a hero to many Germans. Hans Holbein the Younger, a German artist, published a woodcut drawing that portrayed Luther as the "German Hercules," holding in his mouth a cord attached to a strangled pope.

Luther was anxious to debate and prove the rightness of his cause before the Holy Roman emperor. In April 1521, Luther was summoned to an Imperial Diet, an occasional assembly of German nobles headed by the emperor. But the 20-year-old emperor, Charles V, was a strong Catholic and only wanted Luther to renounce his heresy.

When Luther appeared for questioning by the Diet, all his books and pamphlets were piled before him. After admitting they were all his writings, his questioner asked, "Will you now recant? Yes or no?" After some delay, he ignored a simple yes or no, and presented a well-reasoned defense based on the scriptures. He concluded by saying that since "my conscience is capture to the word of God, I cannot and I will not recant anything, for to go against conscience is neither right nor safe. God help me, Amen."

Charles declared Luther a heretic and an outlaw of the empire. But again Frederick the Wise stepped in and rescued Luther, this time by hiding him for nearly a year. Luther used this time to write more pamphlets against the church, publish his sermons, and compose Protestant hymns. He also translated the New Testament into German so all literate persons could read the word of God for themselves.

Building a New Church

Returning to Wittenberg in 1522, Luther married and eventually became the father of six children. As a father, he understood the importance of educating all children, including girls, so that they could read the Bible. He urged city councils to establish schools to educate children for their role in society as well as church life.

Luther's radical religious ideas spread rapidly, gaining favor with the German people and their rulers in the northern part of the Holy Roman Empire. The southern part remained mostly Catholic. As Protestant princes adopted Lutheranism as the official religion of their

lands, Luther was forced to sort out the relationship between church and state.

Luther developed a doctrine that he called the "Two Kingdoms." He welcomed the worldly kingdom of princes and city councils to aid the new Lutheran Church. But he also preached that political authorities have no business intruding into the spiritual kingdom of one's conscience. He even advocated resistance if this should occur. Luther, however, was no political revolutionary. He totally opposed the peasant's revolt against the feudal nobility that broke out in the empire in 1524.

Luther assumed that reading the scriptures could simply decide all matters of faith. But it did not take long for other Protestants to read the Bible differently than he did. Soon Lutheranism itself split apart into different Protestant churches.

Martin Luther became the most published author of the 16th century.

Disputes arose between Luther and other Protestants over many religious issues. Should infants be baptized? Luther said yes; a group called the Anabaptists said no. Luther became infuriated when other Protestant reformers like John Calvin and Huldrych Zwingli contradicted him. Luther also ranted against witches and demons. He attacked Jews for failing to convert to Christianity, and his writings helped spread anti-Semitism in Germany and Europe. Paradoxically, while he grew more and more intolerant of those who disagreed with him, his life was a testament to freedom of religious conscience.

At the end of his life, Luther grew convinced that reconciliation or compromise with the Catholic Church and the papacy (the office of the pope) was impossible. In 1545, he wrote a pamphlet titled, "Against the Papacy in Rome Founded by the Devil." He died the following year at age 63.

The Protestant Reformation that Martin Luther sparked continued into the next century. The Holy Roman Empire remained divided between the Protestant north and the Catholic south. Religious minorities in both areas were persecuted. In addition, wars between Protestants and Catholics in Europe produced long-

lasting religious hatreds. On the other hand, the Protestant emphasis on literacy, education, and hard work laid the foundation for the rise of modern Europe.

New Protestant churches, all differing from one another on matters of Christian faith, arose throughout Western Europe and later in America. Thus the Christian unity that once flourished came to an end. The Catholic Church eliminated the sale of indulgences and other abuses that Luther had attacked. Catholics also formed their own Counter-Reformation that used both persuasion and violence to turn back the tide of Protestantism. In the end, neither Protestants nor Catholics fully succeeded in winning the hearts and minds of Christians.

For Discussion and Writing

1. What was the fundamental point of disagreement between Luther and the Roman Catholic Church?
2. Do you think Martin Luther advanced or held back freedom of religion? Give reasons for your answer.
3. How did the Protestant Reformation change the course of Western civilization? Do you think this change for better or for worse? Explain.

For Further Reading

Marius, Richard. *Martin Luther, The Christian Between God and Death*. Cambridge, Mass.: Belknap Press, 1999.

Ozment, Steven. *Protestants, The Birth of a Revolution*. New York: Doubleday, 1992.

A C T I V I T Y

Two Kingdoms

Martin Luther did not draw a sharp line between his "Two Kingdoms" of church and state. In the United States, the First Amendment says that government "shall make no law respecting an establishment of religion." Thomas Jefferson believed this amendment built "a wall of separation between Church and State . . ." The U.S. Supreme Court has agreed with Jefferson's interpretation. Even so, today we are still debating what the relationship of church and state should be. In this activity, students decide whether or not the government acts related to religion listed below violate the First Amendment.

1. Form small groups. Assign each group one of the Government Acts Related to Religion listed below.
2. In each group, do the following:
 - a. Discuss the assigned government act and its pros and cons.
 - b. Decide whether it violates the First Amendment.
 - c. Be prepared to report your answers to the class.
3. After the groups report, hold a class discussion on each government act followed by a class vote on whether it violates the First Amendment.

Government Acts Related to Religion

1. Public funding for a museum of religion.
2. A city law requiring stores to close on Sunday.
3. Tax exemptions for churches.
4. Vouchers for students to attend any school, including religious schools.
5. Public funding for computers with Internet connections in religious schools located in poor neighborhoods.
6. A law requiring religious schools accepting any aid from the government to use the same standardized tests required in public schools.



PostScript

RESOURCES AND MATERIALS FOR CIVIC EDUCATION

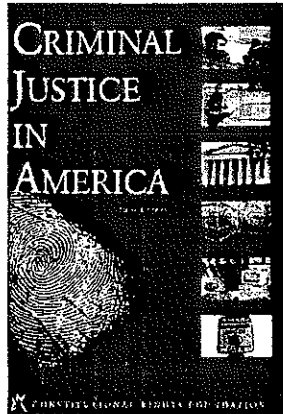
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Grades: 9–12

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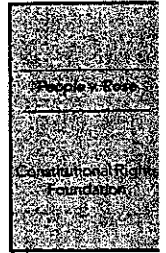
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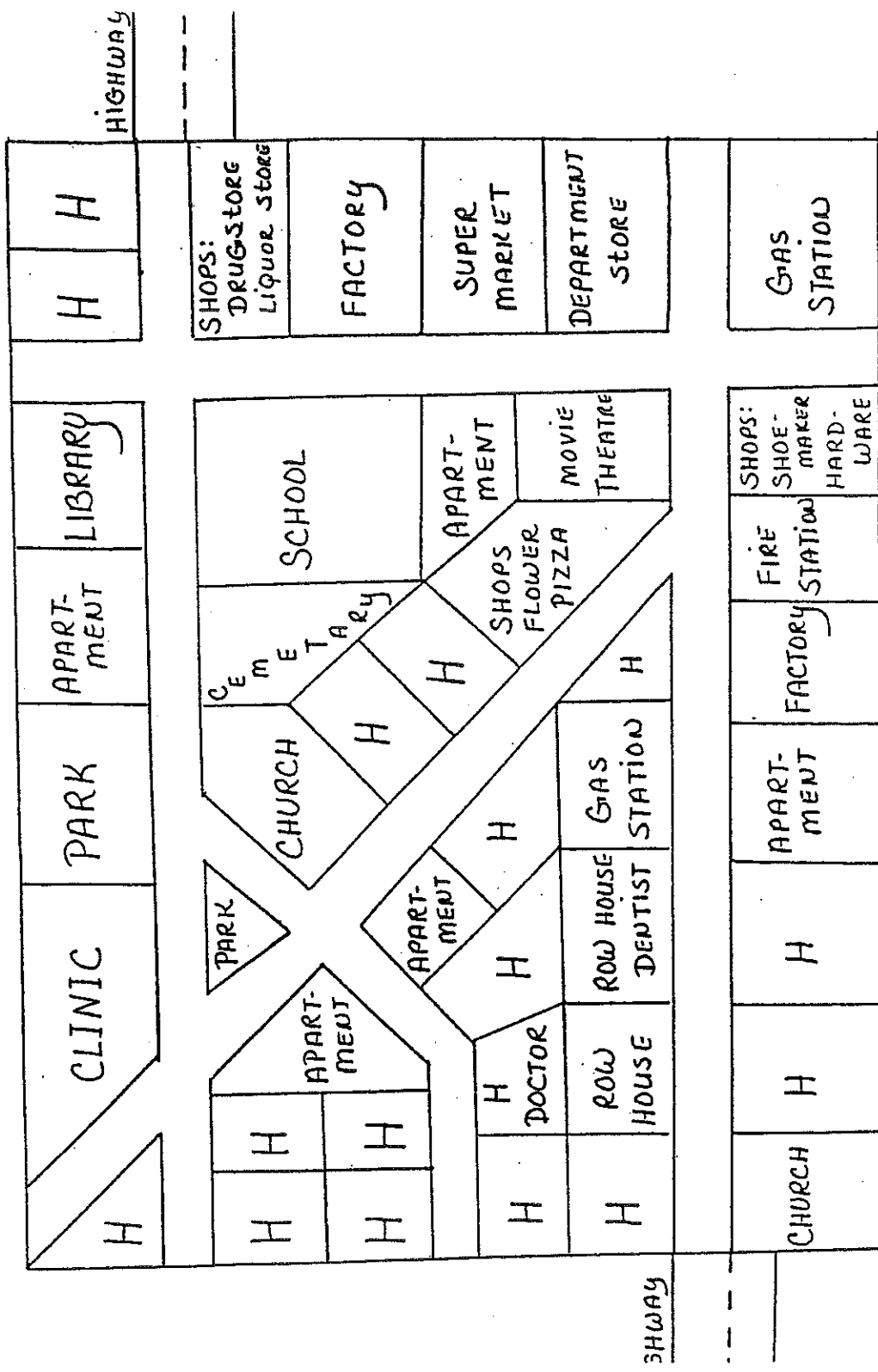
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45453-3041 41



RANK ORDER

1. How do you learn best?
 _____ through lectures
 _____ through independent study
 _____ through seminars
 2. How would you prefer to be evaluated?
 _____ student feedback
 _____ videotape-self evaluation
 _____ supervisory feedback
 3. If you have smoked marijuana and a student during class discussion questions you on the matter, how would you respond?
 _____ tell in front of the class
 _____ say no, I haven't
 _____ respond that the question is irrelevant
 _____ talk to the student after class
 4. Which would you give the highest priority today?
 _____ education
 _____ poverty
 _____ defense
 _____ ecology
 5. Which do you think is the most harmful?
 _____ cigarettes
 _____ marijuana
 _____ alcohol
 6. Which kind of teacher would you most prefer to be?
 _____ strict, subject-centered
 _____ inquiry oriented
 _____ reflection oriented
 _____ easy-going
 7. Which do you enjoy the most?
 _____ listening to a symphony
 _____ watching a professional football game
 _____ attending a Broadway play
 8. How do you have the most fun?
 _____ alone
 _____ with a large group
 _____ with a few friends
 9. Which do you think is the most religious thing to do on a Sunday morning?
 _____ attend church
 _____ listen to classical music
 _____ have a big breakfast with the family
 10. If you were stranded on a deserted island, which would you rather have with you?
 _____ the Bible
 _____ the complete works of Shakespeare
 _____ the history of civilization
11. Which of these jobs would you enjoy the most?
 _____ school teacher on an Indian reservation
 _____ director of an inner-city project
 _____ coordinator of social action projects for a liberal suburban church.
 12. What is the worst thing you could find out about your teenager? (Does sex make any difference?)
 _____ he has been shoplifting
 _____ he has been doing poorly in school
 _____ he is promiscuous
 13. Would you rather be a teacher in a classroom that was
 _____ teacher centered
 _____ student centered
 _____ subject matter centered
 14. During a campus protest where would you be most likely to be found?
 _____ in the midst of it
 _____ gaping at it from across the street
 _____ in the library minding your own business
 15. Which would you most like to take a course in?
 _____ sex education
 _____ race relations
 _____ ecology
 16. Which kind of husband/wife would bother you the most?
 _____ one who interrupts his spouse
 _____ one who spends too much money
 _____ one who keeps a messy house
 17. Where would you prefer to spend your vacation?
 _____ at the shore
 _____ in the mountains
 _____ at your relatives
 18. Which is the hardest for you?
 _____ to receive a low mark in a graduate course
 _____ walk away from a fight
 _____ wait your turn when you have something exciting to say
 19. If one of your friends and your wife were attracted to each other, which would you prefer?
 _____ for them to be open about their relationship
 _____ for no one to know
 _____ for them to keep it a secret from you alone
 20. Which do you like least?
 _____ an uptight indoctrinator
 _____ a cynical debunker
 _____ a dull, boring fact giver



RULE: NO RIGHT TURN

MAP OF FIVE CORNERS

Rated "R":

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her arduous escapade in order to cross the river, Gregory cast her aside with disdain. Heart sick and dejected, Abigail turned to Slug with her tail of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

A QUESTION OF VALUES

One evening six years from now you invite eight college acquaintances to your home to talk with a psychology professor whom you know personally. In the midst of your discussion you hear the air-raided siren. You turn on the radio and the Civil Defense station broadcasts that enemy planes are approaching the Bay Area. Fortunately, you have a well-equipped bomb shelter in your basement, so immediately you direct the professor, your eight companions, and a mechanic who had been repairing the air conditioning unit to go downstairs. Shortly after you are all in the shelter, a terrific blast shakes the earth, and you realize that the bomb has fallen. For four frantic hours you get static on the radio in your shelter. Finally you hear the following

announcement: "A bomb of great magnitude has hit the East Bay area. Damage is extensive: radiation is intense. It is feared that all those not in shelters have suffered a fatal dose of radiation. All persons in shelters are warned that it would be fatal to leave before at least a month. Further bombing is anticipated. This may be the last broadcast you will hear for some time.

Immediately you realize that you have eleven persons in a shelter which is equipped with food, water, and--most important--oxygen enough to last eleven people two weeks or six persons for a month. When you reveal this information, the group unanimously decides that in order for anyone to survive, five must be sacrificed. As it is your shelter, all agree that you must stay and choose the other five who are to be saved.

1. MARY, the psychology professor, is a few years older than the rest of the group. It has already become evident that the others respect her and recognize her grasp of the situation and her ability to take control. Although she is rather cold and impersonal, she has helped to quiet the group's nervousness and settled an argument between Don and Hazel. Even though no one seems close to her, you feel she would be valuable as an organizer and pacifier.

2. Hazel is studying home economics--nutrition and dietetics. She is a very sexy, attractive girl. One of the first things she did was to appraise the food supply. You realize that her training has given her practical knowledge

of how to ration food to avoid waste; also, she is an imaginative cook who can fix even canned foods appealingly. She is efficient, to the point of being domineering and bossy.

3. Alberta is a brilliant girl who has been given a graduate assistantship to do research on radiation. She has been pampered all her life and is horrified at wearing the same clothes for a month, being unable to take a bath or wash her hair, and sleeping in a room with five other people. Her scientific knowledge of the situation would be a definite asset; her whims and attitude would be trying.

4. Laura is a literature major, has read extensively, and writes well herself. Already she has entertained and diverted the group by retelling one of the books she has recently read.

5. Nancy, Chet's wife, has a pleasant personality generally. However, she has been the most nervous and upset of the group. Her temperamental, excitable mood is partially due to the fact that she is expecting a baby in two months.

6. Chet, Nancy's husband, is a medical student. He has had two years of medical study, three summers in a camp as medical director, and close association with his father, who is a doctor. You realize he would be a great aid; however, he refuses to stay unless Nancy also remains.

7. Jack, the mechanic who had been working upstairs, also has a great deal of practical know-how to recommend him. Although his formal education ended with high school, he has

had experience with air-filtration systems, air purifiers, and oxygen supply. He is a rather tall, chubby fellow. He has already been reprimanded by Hazel for snitching a Hershey bar from the limited food supply. Despite his understanding of the technical aspects, he fails to grasp the necessity for self-control as far as the food and water supply is concerned.






8. Paul, a young minister, is easy-going. His calmness, optimism, and faith are an inspiration to the group. In an intangible, yet perceptible, way his presence is reassuring. He helped quiet Nancy's tearful outburst. At this time he revealed that he has learned to remain calm, of necessity, because he is diabetic. He would require a special diet and easily becomes tired. Over-excitement causes him to faint.

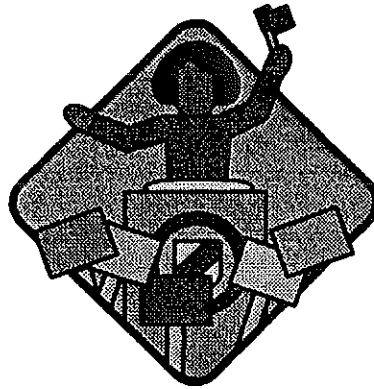
9. Joe is a clean-cut, husky Negro football player, the star center of the college's team. He is highly respected by everyone on campus. Joe was the only one able to lift the heavy metal plate that had to be placed over the shelter door. At one point, when Chet took it upon himself to set the oxygen tank valve, Jack flew at him, shoved him out of the way, and reset the valve properly. A fist fight might have ensued had Joe not parted the two.



















































10. Don is a happy romantic. His smile, lively guitar music, and scintillating sense of humor have helped improve everyone's mood. He gets along well with everyone--too well with some of the girls. He has already offended Hazel by being fresh, and several of the girls have noticed his offensive remarks.

Values Voting

Below are ten questions regarding certain beliefs and values. Depending on your response, circle the symbol that most agrees with your judgement...

- Strongly Agree 
- Somewhat Agree 
- No Opinion 
- Somewhat Disagree 
- Strongly Disagree 



1. There should be a death penalty.
    
2. There should be term limits for U.S. Representatives and Senators.
    
3. There should be term limits for State Representatives and Senators.
    
4. The U.S. should become involved in foreign conflicts, even if it is not in our immediate national interest.
    
5. There should be a third major political party in the U.S..
    
6. Ross Perot has a damaged ram chip, don't listen to him.
    
7. The Internet should be tightly regulated to protect children.
    
8. All television programs should be censored for content.
    
9. The U.S. should withdraw from all world organizations, enforce border laws and expell immigrants.
    
10. The House of Representative should be dissolved and the Senate should be the one legislative body in the United States.
    

Rank Order

Each question has three choices. Rank the choices in order of preference. Highest preference=1 and lowest preference =3

1	2	3	4	5
---	---	---	---	---

1. What form of government would you prefer to live under?

- _____ Democracy
- _____ Dictatorship
- _____ Constitutional Monarchy

2. Besides the United States, what country would you consider your favorite?

- _____ Russia
- _____ Great Britain
- _____ Brazil

3. What types of books would you prefer to read?

- _____ Historical Fiction
- _____ Historical Non-Fiction
- _____ Historical Essays

4. What activity would you rather participate in?

- _____ geological dig
- _____ mock trial
- _____ congressional simulation

5. What would you rather do?

- _____ Make laws
- _____ Break laws
- _____ Enforce laws

6. What would you rather do?

- _____ Explore space
- _____ Research history
- _____ Write books

7. What era of U.S. History do you find most interesting?

- _____ Modern 20th century
- _____ 19th century
- _____ 18th century

8. Which activity would you *least* like to participate in?

- _____ an actual trial
- _____ a presidential election
- _____ a survey of values

9. How would you prefer to spend your free time?

- _____ studying
- _____ reading
- _____ watching television

10. What would you rather have?

- _____ Infinite wisdom
- _____ Eternal life
- _____ Uncountable wealth

CENSORSHIP

Academic Freedom: A Classroom Exercise

by Ronald G. Helms, Kettering Fairmont (OH) High School

The past 20 years have witnessed increasing efforts on the part of many organized groups to restrict intellectual freedom. Textbooks have been excluded from state adoption lists, trade books have been removed from library shelves, and teachers have been intimidated.

Too often, these threats to academic freedom go unchallenged. The censors have their way because no one—citizens, parents, educators, or students—takes issue with them. Censorship often prevails by default. The challenge to social studies educators is clear. Every generation needs to understand and value the principles underlying the free exchange of ideas—a necessary foundation for an authentic democratic society. Students need to be explicitly involved in exploring issues surrounding academic freedom and censorship.

The unit that follows is one teacher's approach to dealing with this significant topic. The unit will occupy six-to-eight days of class time and is accompanied by a list of student and teacher resources.

TEACHING ABOUT FREEDOM AND CENSORSHIP

The goals for the unit are derived from *Student Rights and Student Responsibilities*, an NCSS position statement (1974), which states:

"Students and teachers must be free to learn and free to teach. A teacher's freedom to teach involves both the right and responsibility to use the highest intellectual standards in studying, investigating, presenting, interpreting, and discussing facts and ideas relevant to his or her field of professional competence . . . Teachers must examine ideas openly in the classroom."

The specific objectives of this unit are:

1. Given case studies from the media, students will construct definitions.
2. After viewing the 43-minute film, *The Speaker*, students will analyze the tensions between freedom of ideas and censorship. The film is described more fully below.
3. Given specific learning activities, students will discuss their attitudes about school policies and classroom practices that relate to academic freedom.
4. Given instances of textbook censorship in schools, students will cite one example of language censorship, three examples of religious or ethnic censorship, and two examples of political or ideological censorship.
5. Given censorship issues, students will identify three conditions that can be used to judge a work to determine if it falls under the protection of the First Amendment.

Daily Activities—Day #1

Preassessment: Ask students to explain what they think academic freedom means. At the end of the unit, students will be asked to this again. Distribute the following survey, reproduced from "A Classroom Teacher's Guide to Academic Freedom," by James K. Uphoff and Ronald G. Helms (*Social Education*, April 1975, p. 223).

Guide To Academic Freedom

Students are asked their opinions on the following questions.

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

- | | |
|-------------|---|
| SA A U D SD | 1. Tomorrow's citizens and leaders should have wide exposure to discussion of controversial issues. |
| SA A U D SD | 2. A teacher's personal, religious, political, and economic beliefs should not come under examination when his or her professional competence is being evaluated. |
| SA A U D SD | 3. Classroom discussion should be permitted on points of view which are contrary to community standards. |
| SA A U D SD | 4. The Board of Education should have official form letters available to members of the community who might wish to complain about aspects of the curriculum. |
| SA A U D SD | 5. The Board of Education should have an official policy on academic freedom that clearly states the right of a student to learn and a teacher to teach. |
| SA A U D SD | 6. Parents should have the right to exempt their children from reading a book, but they should not have the right to exclude any or all curriculum materials. |
| SA A U D SD | 7. In their private capacity, teachers should be able to hold and express publicly their views on religious, social, and political matters. |
| SA A U D SD | 8. One of the central tasks of education is to develop the student's ability to question established views. |

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

SA A U D SD

9. The classroom should be open to outside speakers whose special competence the teacher may want to utilize in exploring a given issue.
10. In preparing for effective citizenship, students should learn the techniques and skills of lawful democratic dissent.
11. Students should have the opportunity to discuss controversial issues with persons having opposing points of view.
12. Teachers should promote the fair representation of differing points of view on all issues.
13. Teachers should be able to discuss with students political, social, or economic philosophies that are in opposition to those of the United States.
14. Teachers should be permitted to select textbooks and supplemental materials free of administrative and community restraint.
15. Instructional methodology should be free from community restraints.
16. Students should learn to consider the possible merits of differing viewpoints.
17. Students should be free to reach any conclusions upon an issue that fit the facts as they understand them, without any limitation other than that imposed by intellectual honesty.
18. A diversity of views is essential to a democracy.
19. Citizens of the community should have the right to examine and criticize school materials.
20. Every citizen should have the right to criticize or lawfully oppose any government policy or official without penalty or restraint.

After the questionnaire is completed, three students could be selected to tally class responses and place the results of the survey on the chalkboard.

The teacher can then select several items for deeper exploration, asking such questions as:

- What might be the reasons why people might agree/disagree with this statement?
- Do the answers we gave to this question suggest that we value freedom of ideas? If so, why is this value important? If not, what other values seem to be important?

Following the discussion students are instructed to offer their own individual written definition of academic freedom.

Day #2

The following two activities were taken from "Teaching About Academic Freedom in the Secondary School," by Robert Gerlach (*Social Education*, April 1975, p. 230).

Activity One: "Where Do You Stand?"

Ask the class to indicate what powers they feel a local school board and the community should have over the conduct of teachers by completing the questionnaire entitled *What Do You Think?*

Emphasize that there are no right or wrong answers and that each student should select those responses that best represent his or her own views regarding the appropriate powers of a school board.

After the class has completed answering the poll, tabulate the results. Then pose the following questions to the class:

- What kinds of teacher conduct did the majority of the class feel that a board of education had the right to regulate? Why? Who disagreed? Why?
- What kinds of activities did the class feel should not be regulated? Why? Who disagreed? Why?
- Are the results consistent with the definition of academic freedom originally developed by the class? If not, should the definition be revised? If so, how? If not, why not?
- Consider the following statement: "Teaching is a privilege, not a right. If one wants this privilege, he/she has to give up some rights." How do you think those who support this viewpoint would respond to the class poll? Why? Would you agree or disagree? Why?
- Consider also the following: "Freedom implies responsibility." What do you think this statement means? What responsibilities should a teacher be required to fulfill if he or she is to have academic freedom? What about students?

What Do You Think?

Check those statements with which you agree. School boards and/or represen-

tatives of the community should have the authority to determine:

- Whether or not a teacher smokes.
- Whether or not an instructor is academically prepared to teach.
- Whether or not a male teacher is permitted to wear a beard or moustache.
- Whether or not a teacher is allowed to be critical of school policies and practices and have his or her views published.
- Whether or not a student from school.
- Whether or not a male teacher may come to school with long hair.
- Whether or not an instructor may belong to the Communist Party or John Birch Society.
- Whether or not a teacher might assign a reading to a class containing language that could be considered obscene.
- Whether or not an instructor might write a play or novel for commercial publication that contains explicit sex as well as attacks on various religions.
- Whether or not a male teacher should wear a tie and coat to class every day.
- Whether or not a teacher should be permitted to refuse to pledge allegiance to the American flag because of his or her beliefs.
- Whether or not a teacher should have complete authority to select the books and instructional materials he or she uses.
- Whether or not an instructor participates in controversial political elections involving local issues.
- Whether or not a teacher can dress as he or she wills outside of the school.
- Whether or not a teacher has a hearing prior to possible dismissal or disciplinary action by a school system.
- Whether or not an instructor can associate with whomever he or she chooses outside of school.
- Whether or not a teacher may urge support for a political candidate in his or her classroom.
- Whether or not a teacher must swear (or affirm) that he or she will support the U.S. Constitution and laws of the state.
- Whether or not a female teacher wears a mini-skirt to school.
- Whether or not an instructor who is a social activist in the community and is involved with groups supporting women's liberation, black power, or the like is allowed to continue as a teacher.

Activity Two: "Actions Outside of the School"

Rank each of the following examples of teacher conduct outside of the school from that which is "most unacceptable" to you (1) to "most acceptable" (10)

- A teacher is charged by the police with public drunkenness.
- A teacher works as a "go-go" dancer on weekends.
- A teacher engages in peaceful picketing and public demonstrations.
- A teacher is a member of the Socialist Party.
- A teacher holds an elective public office.
- A teacher serves as a cashier at a local race track three nights a week.
- A teacher publicly admits to smoking marijuana.
- A teacher uses obscene language in several private letters to a friend.
- A teacher drinks a lot of alcohol at home on weekends.
- A teacher regularly dates one of his or her students.

Poll the class on each item and discuss the responses.

Indicate to the students that the law in this area is not neat or precise. Generally speaking, however, the Court will rule against the teacher when his or her conduct in private life:

- (1) can be shown to have a negative effect upon his or her ability to teach or is "likely" to have a harmful effect upon the educational process; and
- (2) has achieved public notoriety through the actions or indiscretion of the teacher; or
- (3) involves students outside of standard or acceptable student-teacher relationships.

In addition, the courts have held that membership in unpopular organizations by teachers is not punishable so long as the instructors make no attempt to further any illegal aims of the organization.

Finally, the political activity of teachers is to be tolerated as long as it is not carried into the classroom by the instructor and does not interfere with his or her duties and responsibilities as a teacher.

Ask the class to reevaluate each of the examples of teacher conduct contained in the handout in light of the courts' position.

Days #3 and #4

Apply the concept of academic freedom to the film, *The Speaker*. This 43-minute film, developed by the American Library Association, focuses on the problems faced by a high school Current Events Club and its teacher-advisor when it decides to invite to a school assembly a university professor

whose research emphasizes the inferiority of the black race. This film is available free of cost from many public libraries, as well as from the Office of Intellectual Freedom, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

The teacher should preview this film prior to use with students. It is strongly recommended that an intermittent showing format be used. Stop the film at the first meeting of the Current Events Club and discuss the issues. Take a class vote. Stop the film at the second meeting of the Current Events Club. Discuss how the situation has changed; ask the students to vote again. Finally, stop the film after the third vote, and request student discussion. Now, ask the students to take a final vote.

The following suggestions are adapted from *Let The Speaker Be Heard*, by Jack D. Simpson and Cyrus F. Smith, Jr. (unpublished paper).

1. Ask students to consider how this film relates to their original definition of academic freedom.
2. Ask students to look for examples of social pressure that are evident in the film.
3. Ask students to relate the First Amendment to the issues presented in the film.
4. Write the following statement on the chalkboard, "Free Speech or the right to express yourself on any issue is basic to a free democratic society." Ask students whether they agree or disagree with this statement. Be sure that both supporting and opposing reasons are presented.
5. The following questions may stimulate further discussion:
 - Do people make better decisions when all points of view are expressed about a controversial issue?
 - Are there times when the right of free speech should be denied?
 - At times, is it better to leave some ideas unsaid?
6. Ask students to identify some of the forms of censorship in the film (student newspaper, community pressure on the school, school library and newspaper, self-censorship).
7. Ask the students if they have ever heard of a similar situation.
8. Design a role-play situation in which a parent wishes to exempt a child from a biology classroom teaching evolution. Assign the various roles.

Days #5 and #6

Have students read Allan Ornstein's article, "An Update on Student Rights," *Delta Kappa Pi Record*, Fall 1981. This article examines constitutional rights in areas that will interest students: corporal punishment, suspensions and expulsions, student records, personal and religious expression.

The following procedures are suggested as follow-up activities to this article:

1. Before students read the article, have students list or discuss their understanding of student rights and student responsibilities.
2. Ask students to share their own experiences with student rights.
3. Invite an administrator and/or a board of education member to speak to the class on the school district's use of corporal punishment and its relationship to student rights.
4. Invite members of the editorial board and/or advisor of the student newspaper to serve on a panel focused on student rights or the school newspaper.
5. Invite the Pupil Personnel Officer and/or a guidance counselor in to explain how changes in students rights have influenced their practices and policies.

Unit Evaluation

The following Action Projects can be used for evaluation purposes.

1. Construct and conduct a censorship poll of 25 adults in your community.
2. Write a brief 2-4 page research report on censorship of Academic Freedom.
3. Write a short 2-5 page paper on a current issue in censorship.
4. Conduct an experiment in censorship at school—submit a 1-2 page report.
5. Interview a principal, teacher, and religious leader on censorship. Write a one page summary.
6. Interview an editor of the local newspaper on an issue of censorship, and submit a one-page report.
7. Interview the faculty advisor for the school newspaper and submit a one-page report.
8. Interview a lawyer on censorship.
9. Call the American Liberties Union or a student's rights organization on censorship and submit a one page report.

These action projects are out-of-class assignments. This project is assigned on the first or second day of the unit. The student selects a project and has two weeks to submit the project and share its findings in class.

1990-91 FUTURE PROBLEM SOLVING PROGRAM
ALTERNATE TO STATE FPS BOWL

CENSORSHIP

The First Amendment of the Bill of Rights of the American Constitution reads:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The Bill of Rights was added to the United States Constitution in 1791. Since that time, it has been the guarantee of personal freedoms for all Americans. None of the ten amendments which make up the Bill of Rights is seen as more important than the First Amendment, which gives individuals the right to openly and freely express their ideas and beliefs.

Now, 225 years later in 2016, almost all of the world's democratic nations have adopted a similar statement of rights for their citizens. With the tremendous advances in communication technology made in the last fifty years, people all over the democratic world do indeed express themselves to one another freely and openly - and frequently.

However, some of the issues that faced Americans in the earliest days of the amendment still exist. Legal scholars and common people alike still wonder and debate what, if any, should be the limits on what may be expressed. Should extreme violence be allowed on screens and in printed matter? Should school children be exposed to ideas that are not consistent with their religious upbringing? Should school children be prohibited from hearing some ideas, because they are in opposition to someone else's beliefs? Should groups supporting racial hatred be allowed to try to convert others with their messages of hatred and bigotry? Many questions exist regarding how freely one can express oneself without stepping on someone else's freedoms.

There are those that believe that the First Amendment (and similar documents in other countries) must be taken exactly as it is written. These people believe that any and all views, no matter how offensive or repugnant, have the right to be expressed freely and openly. Another group of people support this stance, except when it comes to children. This second group believes that children are far too impressionable and too easily influenced to be exposed to extreme ideas. Therefore, they support restrictions on certain materials to keep them out of the hands and range of young people. Still another group believes that there are some materials that are so terrible and so hateful that they should be banned completely for all citizens.

You and your team of Future Problem Solvers have been applauded for the solutions you have proposed for other problems. You are now being asked to look at the issues related to censorship and to make recommendations. Please use your problem solving skills to develop a best solution.

NOTE: This Fuzzy Situation is intentionally broad to allow students who are preparing for a State FPS Bowl (or students who are using it just for practice) to brainstorm with as much diversity as possible. The Fuzzy Situation for the State FPS Bowl will be much more narrow, focusing on a subarea of the broad topic of Censorship. It will be designed to challenge FPSers to think "on their feet," as they adapt their research and implement the problem solving skills they have learned throughout the year.

FINDINGS AND CONCLUSIONS

THE COURT: Preliminarily let me state to all present, and particularly to counsel, that this Court has been most impressed with the thoroughness and professionalism with which this case has been briefed, presented and argued.

It is not an easy case; it is a case that can generate intense personal feelings. It is not a case in which any decision can possibly satisfy all. But a Court can only do what it can do with the record of the proof that has been presented. That being so, the Court has weighed carefully the evidence that has been reviewed, and certain informal findings and conclusions are hereby reached.

In view of the lateness of the hour there are no copies of these findings and conclusions available for distribution.

From September 1966 until February 26, 1968, Henry Keith Sterzing, plaintiff herein, was employed as a civics instructor at the John Foster Dulles High School, in Stafford, Texas, which is a part of the Ft. Bend Independent School District, a defendant herein.

At the end of the 1966-67 school year Mr. Sterzing was re-employed by the Board of Trustees for an additional year.

In September 1967, shortly after the start of the 1967-68 school year, Mr. H. L. Jenkins, principal of the John Foster Dulles High School, advised Mr. Sterzing that there had been some complaints by parents about the manner in which Mr. Sterzing was teaching his civics classes; specifically, complaints concerning Plaintiff's truthful response to a student's classroom question that he was not opposed to interracial marriages.

Principal Jenkins at about the same time instructed Jane Schneider, chairwoman of Mr. Sterzing's social studies department, to instruct plaintiff to teach his current events course within the text and not discuss controversial issues. Thereafter Mr. Sterzing was advised by Mrs. Jane Schneider, his department head, that the school board, or school administration, wanted him to confine his teaching to the text. The problem was discussed by Mrs. Schneider and Mr. Sterzing and they both agreed that it was extremely difficult to avoid controversial issues, especially in the teaching of senior political science and civics. The agreed course of action between the department head and Mr. Sterzing was to use the textual material as a basis for the course and to build and supplement with other pertinent material, and further to use care in presenting controversial issues.

Shortly after this conversation with Mrs. Schneider, and still in September 1967, Mr. Sterzing was advised by Mr. James N. Ratcliff, director of secondary education for the Fort Bend Independent School District, that a group of parents planned to attend the school board meeting scheduled for September 27, 1967 in order to protest the manner in which Mr. Sterzing was teaching his classes.

In recognition of what was about to be put in issue, Mr. Sterzing wrote on the blackboard for each of his classes on September 27, 1968, the following:

"Academic freedom in the classroom. Watch local government in action tonight at 7:30, in the School Administration Building. Question of public policy, shall a teacher in local school be discharged or retained at his teaching position."

A group of parents did not materialize at the September 27, 1967 board meeting, but at that board meeting Mr. Sterzing and Mr. Jenkins suggested that the board go into executive session to discuss Mr. Sterzing's teaching.

Mr. Sterzing was not on the board's agenda and it had not planned to discuss any matter concerning him at that meeting. In executive session Mr. Jenkins advised the board of several complaints he had received from parents of children in Mr. Sterzing's classes, concerning comments made by Mr. Sterzing during class. These comments were diverse but in each instance reflected Mr. Sterzing's opinion on a sensitive social or political issue.

After hearing these complaints and Mr. Sterzing's account with respect to each, the board suggested to Mr. Sterzing that he might be wise to confine his teaching to the text and to avoid controversial issues, to the extent possible.

Mr. Sterzing replied that he could not teach in this manner.

It was further suggested that Mr. Sterzing should take a more positive approach to teaching, although that term was never defined by the board. Mr. Sterzing explained that it was impossible to teach a high school senior class current events and avoid discussion of controversial issues. There was no actual resolution of the issues presented and no definitive instructions issued.

Between September 1967 and February 1968 the plaintiff distributed an article to his classes written by Eric Schnapper denouncing the repression of anti-war dissent in the armed forces. Also, between September 1967 and February 1968 Mr. Sterzing distributed to his classes the fund solicitation letter from students at the University of Texas who had been arrested at Fort Hood in Killeen, Texas in connection with their anti-war protest during a speech

by President Johnson. The presentation of the letter was accompanied by Mr. Sterzing's statement that that was not an appeal for funds from his students, but was for use as an original source document to aid their understanding of the manner in which interest groups arouse public support.

Early in February 1968 Mr. Sterzing taught in each of his classes a six day unit on race relations. In connection with this unit he distributed to his classes three articles and showed three films on the subject of race relations. The films were properly cleared by Mr. Sterzing through school channels and were, in fact, ordered through and paid for by the school authorities. The course curriculum and some of the actual reading materials were made available to Mr. Sterzing's new department head, Mrs. Ann Taylor.

At the conclusion of the six day unit on race relations Mr. Sterzing gave each of his classes a true-false and multiple choice test over the textual material, class lectures and audio-visual materials. Before administering the test Mr. Sterzing showed such test to Mr. Elkins, assistant superintendent.

Parents of several of Mr. Sterzing's students, including Mr. Roy Kelly and Mrs. Manford, objected to several statements made in class by Mr. Sterzing regarding race and prejudice and with regard to the examinations. They communicated their objections to school officials and school board.

With the understanding of school officials, who indicated that he should not discuss the material in question, Mr. Sterzing made personal visits to two of these parents and explained his position to clarify the misunderstanding. The results did nothing to alleviate the problems.

On February 15, 1968, at such visit, Mr. Kelly told Mr. Sterzing he would do his best to get him fired as soon as possible, because plaintiff was teaching Mr. Kelly's daughter items inconsistent with what Mr. Kelly thought she should believe.

After these tests were given by Mr. Sterzing to his classes, and on February 28, 1968, Mr. Kelly, a defendant herein, appeared at the school board meeting. He reviewed the written materials described above and also reviewed the tests given by Mr. Sterzing over the unit on race relations.

Mr. Kelly took the position that the materials were of a propagandistic nature and were given to a captive audience without the opportunity to express opposing viewpoints being given to the students.

On February 27, 1968, without affording Mr. Sterzing notice or opportunity to be heard in his own defense, the board voted to discharge Mr. Sterzing, effective immediately. The dismissal was asserted to be based upon insubordination.

On February 28th, 1968, Mr. Sterzing was informed of the board's action and forbidden to enter the school grounds thereafter, except at a set and supervised occasion to remove his personal belongings.

Subsequently, the board affirmed the termination of Mr. Sterzing's employment and voted to pay him through the remainder of his contract term, ending June 1, 1968. Such payment was thereafter received by Mr. Sterzing.

Plaintiff appealed to the Texas Commissioner of Education. After a hearing the Commissioner rendered official findings and conclusions, including:

- A. Plaintiff's dismissal was purportedly based upon insubordination;
- B. The dismissal was without justifiable cause;
- C. The Commissioner of Education had no jurisdiction to order reinstatement of Plaintiff.

The Texas Board of Education thereafter affirmed the commissioner's determination.

Mr. Sterzing attempted to secure a teaching position at numerous schools in Texas, but, at least in large part, as a result of Defendant's dismissal of him he was unable to secure a teaching job thereafter. He eventually obtained a civilian job with the Air Force, which required overseas service. He is presently serving on Taiwan, with his present contract expiring in 1974. [His salary in the Air Force since 1968 up to the present time has been in the range of \$15,000. Thus, at all such times Mr. Sterzing has been earning in excess of what he would have earned as a teacher, had he remained in the Fort Bend School System. However, Mr. Sterzing at all times desired, and still desires, to remain in the teaching profession.]

Viewing all of the evidence in this case it becomes apparent to this court that much of what has precipitated this lawsuit need never have occurred, had all parties been fully informed of the true circumstances under which events took place.

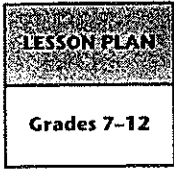
Between September 1967 and February 1968 there was a serious lack of communication through channels from the individual teachers such as Mr. Sterzing, up to the principal, Mr. Jenkins, and the assistant superintendent, Mr. Elkins, and the curriculum chairman, Mr. Ratcliff.

For example, it seems strange, indeed, to this Court that the principal had never visited the classroom of Mr. Sterzing and was wholly unfamiliar with his teaching methods. Yet it is this pattern of unfamiliarity which seems to permeate the so called chain of command, culminating with the board, which then proceeded to act and reach decisions without the benefit of firsthand knowledge as to what was going on in Mr. Sterzing's classroom.

This Court is obligated to reach a decision on the record in this case. It cannot engage in surmise and conjecture. The Court had read the articles and reviewed the disputed tests. Inasmuch as there is only minimal proof

apart from that of Mr. Sterzing's testimony concerning the nature of his class discussions it can only be concluded that, viewed overall, something approaching fair treatment of the various viewpoints on controversial issues was approached when all aspects of the course are considered. If it wasn't, Mr. Sterzing was wrong. And this Court stresses to him now that he should bear it in mind in his teaching in the future.

COMPUTER STUDIES



An Introduction to Maps and Globes



Overview

This activity introduces students to the uses and types of maps, the process of plotting locations on a map, the differences between maps and globes, and old decorative globes. Make sure that students understand the concepts of latitude, longitude, and map projection before beginning this exercise.



Time Frame

5-8 hours



Objectives

- Read news stories and look at the maps that accompany them.
- Create a map to illustrate a recent news story.
- Match landscape features with the types of maps on which they can be found.
- Compare the sizes of two land masses using different map projections.
- Create computerized maps by selecting latitude and longitude for certain areas of the world.
- Use a world map to determine which areas have been plotted.
- Look at photographs of some old globes.



Materials

- World atlas
- Blank world and country maps
- Globe
- Colored pens, markers, or pencils



Extensions

- 1 Have students draw thematic maps of your home state or country. They could use pictures of popular tourist areas, industries, farms, foods, etc.
- 2 Have students do an Internet search for more sites on historical maps or globes, and compare the old maps and globes to the ones we have today. Do the landforms look the same? Do the maps or globes have the same colors or illustrations today?

