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ASSESSING THE IMPACT OF A FIELD TRIP TRAINING PACKAGE USING CREATIVE
TALENTS IN PLANNING AND EXECUTING A FIELD TRIP

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Susan E. Spangler

May, 1982

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska,
in partial fulfillment of the requirements for the degree Specialist
in Education, University of Nebraska at Omaha.

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April 14, 1982
Date

DEDICATION

To my husband and best friend, Dick, who has been a constant encouragement in all my efforts.

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CHAPTER I
INTRODUCTION

Making use of community resources in the instruction of social studies is an accepted practice in the elementary school (Zellers, 1981). Even though this is an accepted practice, teachers with many different subjects to teach, often see the field trip as a "free day" or a time when someone else takes over the tutelage of their class (O'Toole, 1981).

For those teachers who wish to take advantage of the field trip, there is not much help available. Jack Mason, in an annotated bibliography of field trip research, wrote that writers often notice a lack of reports about field trips when analyzing research (Mason, 1981). Robert Zellers suggests that the college methods course in social studies is the place to begin working on the field trip (Zellers, 1981). However, this is often left out in favor of more cognitive experiences for the students.

With time and money becoming a scarcity in the schools, any field trip must be justifiable, in terms of the dollars that the trip will cost, educational value, and the place of the field trip in the curriculum.

While the field trip has been shown to be of definite value in the enhancement of learning, some type of organization and need for planning appeared in much of the literature. The importance of planning the field trip, seemed to tie in very neatly with the use of

the videotape as a "preview" of the field trip to come. To carry this thought one step farther, it was decided that children could gain more from the field trip experience, if they were involved in as much of the planning of the field trip as possible. For example, Calvin Taylor has designed a Talent Model based on six areas of talents that he has identified (Appendix A). Mr. Taylor's findings reveal that if we limit ourselves to cultivating just the academic talent in our students only 50 percent of our students have a chance to be above average. However, if, instead, we provide curricular experiences requiring student capacities in all six talent areas, about 90 percent of the students will have a chance to contribute and be above average. The planning and execution of a field trip requires many skills and talents and Mr. Taylor's Talent areas seem to fit in very nicely with the field trip process. Planning, decision making, forecasting, communicating and productive thinking are all necessary skills that help teachers and students to plan their field trip (Taylor, 1974).

However, teacher incorporation of the many talents possessed by the students in their classes may require training and encouragement. To determine if training will increase teacher awareness and comprehension of the six talents the investigator proposed to develop a field trip guide for teacher's use. The purpose of the guide was to:

1. provide a background for the use of Taylor's Talent model for teachers;
2. assist teachers in use of the "preview" videotapes; and
3. provide activities based on Taylor's Talent Model for use for planning the designated field trip.

Therefore, the question to be investigated was does training teachers in the use of the field trip planning package increase teacher awareness of the six creative talents described by Calvin Taylor in the planning and implementation of the field trip.

THE PROBLEM

Statement of the problem. The purpose of this study was to assess the impact of the field trip training package on teacher awareness and comprehension about the use of creative talents in planning and executing a field trip.

BASIC ASSUMPTIONS

1. The Taylor Talent Model is a useful way of assessing and understanding creativity.
2. The content analysis of the field trip plan will provide application of cognitive knowledge.

DELIMITATIONS OF THE STUDY

This study will be limited to third grade classes in the selected school district.

DEFINITION OF TERMS

Field trip. An excursion outside the classroom for purposes of study. A chance for students to see first-hand what they are studying in the classroom.

Videotape preview. Once the field trip site has been chosen, a video camera would be used to record scenes that the class would actually see on the field trip. An explanation could also be given

to the class, telling them what to look for and noting items of special interest.

Taylor Talent Model. Calvin Taylor has identified six areas or talents which students can use to acquire knowledge in the classroom across all subject matter areas. The talent areas are:

academic - this term is used to denote general intelligence
or intellectual ability

productive thinking - the ability to express many ideas or
to build on a basic idea

planning - the ability to identify a project with details
explaining the project, while being sensitive to
problems that could arise while carrying out the
project

communication - the ability to use a variety of words to
express feelings, make comparisons, and
organize ideas to yield a single product or
multiple responses

forecasting - the ability to predict many different
causes/effects of given situations

decision making - the ability to outline alternatives to a
problem, weigh each one, make a final
judgment, and then defend that decision

ORGANIZATION

Chapter I Introduction of the Topic

Chapter II Related Literature

Chapter III	Design of the Investigation and Procedures
Chapter IV	Analysis and Discussion of the Data
Chapter V	Summary, Conclusions, and Recommendations

CHAPTER II

REVIEW OF THE LITERATURE

"A sound principle of education is that experience teaches" (Schmidlin, 1981). Providing concrete learning experiences for students will aid in retention of the subject matter. The field trip can do much to reinforce many concepts taught in the classroom.

Edgar Dale has developed a "cone of experience" where he lists various types of audio-visual aids that can help the educational process. At the apex he places verbal symbols, while the broad base is that of direct, purposeful experiences. Field trips are listed towards the base of the cone, along with demonstrations and dramatized and contrived experiences (Dale, 1954).

The effectiveness of field trip procedures was investigated by Harriet Woods. Through literature review and interviews with teachers who had conducted successful field trips the following conclusions were drawn:

1. field trips should be a part of instruction because they make a greater difference and a greater contribution than regular school activities
2. field trips give practical direction because they involve the realities of life
3. field trips afford an opportunity to study, first hand, the materials of the community
4. field trip experiences enlarge the student's outlook and improve feelings of respect for contributions made by a community

5. field trips stimulate readings
6. field trips arouse a spirit of inquiry and develop the power of investigation and visualization of other areas. (Woods, 1937).

In a study conducted by R. H. Price on the values of field trips, elementary principals saw five advantages. These advantages were:

1. field trips provided real experiences
2. field trips provided experiences for more meaningful school activities
3. field trips provided opportunities for exploration by children
4. field trips provided direct sources of information
5. field trips provided an opportunity for purposing, choosing, planning, executing, and evaluating. (Price, 1934).

Callista Clark found that students' free written reactions to the unit under study may have shown a greater interest when field trips were taken to stimulate interest (Clark, 1943). A study done by Hawthorne C. Evans, Jr. showed that the field trip improved immediate retention, and, in general, advanced preparation for the field trip improved follow-up test scores (Evans, 1958).

While the field trip has been shown to be of definite value in the enhancement of learning, some type of organization and need for planning appeared in much of the literature. In an article entitled, "Making the Most of a Class Science Trip", Josephine Gemake listed definite steps to be taken to guarantee a successful field trip. She further divided these steps into three categories. These categories and steps are listed below:

1. Before the trip
 - a. Set objectives
 - b. Build background
 - c. Focus attention
 - d. Discuss material
2. The trip
 - a. Encourage students to listen, observe and record
 - b. Allow time for lunch and restroom breaks
3. After the trip
 - a. Discuss and check accuracy of data
 - b. Integrate the experience into other curriculum areas
 - c. Relate the experience to the concepts being studied
 - d. Evaluate the trip in terms of strengths and weaknesses
(Gemake, 1980)

Schmidlin suggests involving students in all phases of the field trip. While the educator should be held responsible for the justification of, and held accountable for, the field trip, Schmidlin lists ten ways that students can actually be involved in the before, during, and after portion of the field trip. This article was written with secondary students in mind, however, the following five points would also be applicable for elementary students:

1. Involve the students with the actual planning of where the field trip will be taken based upon the needs of the established curriculum.
2. Students would be placed into committees to establish rules and regulations of behavior, based upon the school's rules, regulations and the student's code of conduct.
3. Available films, slides and audio-visual materials on the place or places to be visited should be utilized with the students.
4. During the taking of the actual trip, students should be actively engaged in the learning process for which the extracurricular field trip was originally planned.

5. After the extracurricular field trip has been taken and students return to the school's campus they should be involved in a class discussion and given a post test as one means of measuring the amount of learning which actually took place. (Schmidlin, 1981)

Schmidlin also believes that to achieve maximum learning, careful planning needs to be done for all aspects of the field trip (Schmidlin, 1981). While the planning of all aspects of the field trip is recognized as being of great importance, conditions and problems have been identified that may hinder the planning and thus the effectiveness of the field trip. Mason listed three conditions that were often cited as problems. One of these was "the lack of training through preservice and inservice courses or workshops leading toward the improvement of field instruction" (Mason, 1980). This statement should have value for anyone designing a field trip package to be included in the school curriculum. Teachers will need to be provided a model or vehicle to aid in their field trip planning.

Carol Schlichter feels that the use of the multiple talent approach is one way to provide enriching experiences for students (Schlichter, 1981). The multiple talent approach to teaching was defined by Calvin Taylor in 1967. It is a system for helping teachers identify and nurture youngsters' multiple talents in productive thinking, forecasting, communication, planning, decision making and academics (Schlichter, 1981).

These talents and their development could be the key to helping teachers achieve student involvement in the field trip process. The multiple talent approach could serve as a model or vehicle by which teachers could provide for student involvement in the field trip process.

Catharine Williams also sees several reasons why field trips often fail to live up to their rich promises. Williams feels that many teachers misuse resources by trying to crowd into a single experience all that can be packed in. The students then approach the resources with no definite purpose, and because there is so much to see there is no time to pause to critically observe by questioning, comparing, and contrasting (Williams, 1975).

Williams refers to a museum teacher, Mr. Jenny, who has taught many teachers to use museums effectively. Mr. Jenny cites five reasons why study trips fall short of being rich learning experiences:

1. a sequence of experiences was not planned
2. the learners were not involved in the planning
3. the learners did not understand the purposes
4. the resource was used to entertain not to educate
5. too much was crowded into the experience (Williams, 1975)

Much of the value of a field trip, then, depends upon the quality of the teacher-student planning. The teacher needs to clarify purposes of the trip and help students obtain information about what may be observed (Williams, 1975).

Oliner lists fourteen guidelines for planning a study trip.

They are:

1. Visit the site beforehand to locate specific points of interest.
2. Estimate the time required to get there and back and to explore.
3. Determine whether it is worth the time and effort.
4. Determine whether it will involve any undue strain on anyone. Will it impose on the hosts the need to entertain beyond their means or available time? Is it likely to cause friction between the hosts and the school?

5. Make sure safety needs can be adequately met.
6. Decide whether small groups or the entire class should go.
7. Get consent from appropriate school officials and from parents.
8. Make arrangements with those in charge of the place you will visit.
9. Plan the transportation in detail and arrange to pay for it.
10. Make arrangements for students who cannot go.
11. Get your students interested through discussions, presentations, and so on.
12. Discuss with the students questions that might guide their observations. List and circulate these.
13. Discuss behavioral constraints and consequences of possible violations. Sensitize students to the needs of the people they will be interacting with.
14. Back in the classroom, evaluate the trip with students, consider appropriate gestures of appreciation, and discuss ideas for further learning. (Oliner, 1976)

According to Williams, an aspect often overlooked in planning the field trip is the route traveled to and from the resource. She states that for some students this is their only venture outside of their own neighborhood (Williams, 1975).

Solomon and Taylor, in an article on the advantages of videotape as an adjunct to field trips, listed several positive uses of the videotape for field trips (Solomon and Taylor, 1980). Although this article was written in conjunction with the author's experiences with deaf children, it would have a positive application to the regular classroom. Solomon and Taylor suggested a use for the videotape before the field trip. After the objectives of the field trip were decided upon, a visit could be made to the site and a "preview" videotape could be made to focus upon the field trip objectives. They found that the "preview" videotape gave the children an excellent

understanding of what they were going to see and whetted their appetite for the forthcoming trip. The "preview" videotape could also give the children a starting point from which to collect background information for the upcoming trip.

Once the planning has been completed and the actual trip taken, the evaluation and follow-up must be considered. The follow-up should include activities that flow naturally from the experiences. Williams suggests that teacher and students together plan to put the information gathered on the trip to its intended use. The planning, producing and sharing of experiences with other groups can also be of benefit to the class (Williams, 1975).

According to Williams, evaluation should include the teacher, learners, and any resource person involved. Some type of evaluation check should be used to consider to what extent the experiences produced the intended results (Williams, 1975). Oliner has developed a chart for evaluating a study trip with students. He includes both cognitive and affective questions (Appendix B). Finally, Wayne Krepel suggests three questions:

1. Did it accomplish the objectives?
2. If I knew then what I know now, would I take the same trip again? If no, then,
3. What could I have done to make this field trip a success?
(Krepel, 1980)

CHAPTER III

DESIGN OF THE INVESTIGATION AND PROCEDURES

The purpose of this investigation was to develop a field trip package for elementary teachers and then assess the impact this package would have on the teachers' awareness, comprehension and application for the planning of field trips.

During the 1980-81 school year third grade teachers in the school system expressed a need for some type of procedure or plan to assist them in developing their field trips. Administrators expressed a need for an organized approach to the field trip process to insure the value of the experience. The initial step was to meet with a committee of third grade teachers to determine which sites in the area would lend themselves to a field trip and would also be able to fit in with the established curriculum. As a result of this meeting five sites were selected.

In reviewing the literature, it was obvious that much emphasis was placed on the planning of the field trip and the follow-up activities. These two areas were too important to be left to chance. Many times good intentions in these areas fall by the wayside, either because of a lack of planning time, the idea that field trips are just a day off for students and teachers alike, or insufficient knowledge of the site on the teacher's part.

One article suggested the use of a videotaped program to serve as a means of a field trip preview for deaf children. The success seen

with this type of format logically led to the idea of trying this method in the regular classroom. As more and more schools purchase cameras to go along with their video recorders, this was seen as a practical use for the equipment. Practical only if some type of framework was developed for the planning of the field trip.

Out of a review of the literature grew the thought of the need for the production of a videotape to go along with a guide to assist teachers in the use of the videotape. To develop the videotapes, five sites were then visited. Background material was gathered along with names and phone numbers for teachers to use when setting up their field trips. At these initial visits attention was focused on areas suitable for videotaping. The decision was made to develop a field trip package. The components of this package would be: a guide, videotape, teacher inservice, and maps and brochures for teachers to use along with the package.

The guide was organized around Taylor's Talent Model. The communication, planning, and decision making were all useful lifetime skills and a framework in which students could become more involved in the actual field trip. With the use of the Taylor Talent Model pre and post trip activities were planned. These activities served as a ready made mini-unit to enable teachers to develop their field trip and save them valuable planning time. The activities would also serve as a springboard for teachers to develop other activities, perhaps even tailored more specifically to the needs of their own particular class and its individual students. The guide would provide background material on Taylor's Talent Model and its use. Included were

activities from each of the Talent areas. Finally, the guide would serve as a resource. This would be to instruct teachers in the use of videotape and to provide easy access to the necessary information every teacher needs to plan a field trip, i.e., phone numbers, addresses, visiting hours, nearby park areas for lunch.

The videotape consisted of an introductory segment to explain the field trip process, various scenes of the five sites, and directions for students as to how to go about planning the field trip. The videotape assists students to get a taste of what they might see at each of the five sites. This would help them make a choice as to which place they wished to visit and also allow them to see more than just one or two sites normally visited on a field trip. The videotape would establish a mind set for the students. It would allow them to establish what they wanted to look for before they took the field trip. This videotape would aid in building background and the focusing of attention on areas where the class wished to gain more information.

The inservice began with a test to determine the understanding and comprehension teachers had for the Taylor Talent Model and what the Model measured.

The teacher inservice instructed teachers in the use of the Taylor Talent Model. The instructor explained how to set up the model to use in the classroom and how to use the guide and videotape in the field trip process. All materials gathered or produced for the teachers were handed out at this time. These materials included maps, brochures, and any other information explaining the sites. The materials made the package complete and saved the classroom teacher the extra time required to track down these items.

Finally, a post test was administered to assess the effect of the inservice.

These things were all completed by the end of 1981 to allow teachers to use the materials for their field trips during the spring of 1982.

The three objectives of the field trip training package are:

1. To create a mastery knowledge of the Taylor Talent Model
2. To show comprehension, by teachers, of the Taylor Talent Model
3. To train teachers in application of the Taylor Talent Model

A pretest was designed to test knowledge and comprehension of the Taylor Talent Model. Teachers were asked to list the six talent areas. They were also asked to compare the Taylor Talent areas with achievement tests and intelligence tests, both in the areas each covered and how tests were normed.

The post test consisted of the pre-test and additional questions to assess the teachers' comprehension about the way their own activities can be based on the Talent areas. Success was determined to be 90 percent mastery of the knowledge objectives and 75 percent on comprehension and application objectives.

All third grade teachers received a handout prior to the inservice. The handout explained the history of the project, gave brief information about the Taylor Talent Model, explained the four steps involved in the teaching process with the Taylor Talent Model, and showed a sample lesson using the Taylor Talent Model. They were to have read the handout before reading the inservice (see Appendix C).

The teachers attended an hour and fifteen minute inservice.

The first part of the inservice was devoted to administering the pre-test to teachers. At the inservice the handout was reviewed. Then the six areas of the Taylor Talent Model were examined in more detail. Sample activities were done in some of the talent areas. The next step was to explain and give examples of the four step teaching process used with the model. This process includes:

1. motivation
2. teacher talk
3. student response
4. reinforcement

The final section of the inservice was devoted to the actual explanation of the guide and the videotape (see Appendix H). After questions were answered the post test was administered.

Thirty two teachers attended the inservice. Twenty seven teachers took the pre test and twenty four took the post test. The discrepancy between the numbers to take the pre and post test was due to teachers arriving late and others that had to leave before the inservice was completed. All the test papers were used in the analysis of the data for the pretest. Only those that were in attendance for the entire inservice were used for the post test. This left nineteen teachers in attendance for the entire inservice.

CHAPTER IV

ANALYSIS AND DISCUSSION OF THE DATA

The purpose of this study was to assess the impact the field trip training package had on teacher awareness and use of creative talents in planning and executing a field trip. To determine the impact of the field trip training package a pre and post test were used. In this chapter the results of the pre and post test will be analyzed and the data will be discussed.

There were three objectives that were considered. The first was to create a mastery knowledge of the Taylor Talent Model. The second objective was to show comprehension, by teachers, of the Taylor Talent Model. The third objective was to train teachers in the application of the Taylor Model in planning a field trip.

Table I considers teachers' mastery knowledge of the Taylor Talent Model. On the pre test and post test teachers were asked to list the six Taylor Talents. (See Appendices E and I).

Table I

Teacher Identification of the Six Taylor Talents

Level of Mastery Shown	Pre Test Percent	Post Test Percent
90%	26%	47%
80%	48%	84%
N=	27	24

The results are summarized in Table I showing that when a score of 90 percent correct on listing the six talent areas was used 26 percent of the teachers could list the six areas before the inservice and that number almost doubled following the inservice. Due to the fact that there were only six items, a 90 percent mastery level actually meant that teachers were able to correctly list all six Taylor Talents. When a score of 80 percent was used, 48 percent were able to list five of the six Taylor Talents on the pre test and 84 percent on the post test.

To show if growth was made overall, the number of correct responses made by teachers from one to six on the pre and post test is summarized in Table II.

Table II

Number of Teachers Listing, From One to Six,
Areas On the Pre and Post Test

Number of Talents Listed	Pre Test Percent	Post Test Percent
0	30%	5%
1	0%	0%
2	19%	5%
3	4%	5%
4	0%	5%
5	22%	32%
6	26%	47%
N=	26	24

Table II shows that 49 percent of the teachers listed less than half of the six Taylor Talents on the pretest. However, on the post test the percentage dropped to 10 percent. Those teachers listing more than half of the six Taylor Talents went from 48 percent on the pre test to 84 percent on the post test.

The second objective was to measure teachers' comprehension of the Taylor Talent Model. This was done by using four questions. Questions one and two asked teachers to compare areas included in the Taylor Talent Model with those included in intelligence tests and achievement tests. Questions three and four asked teachers to describe how intelligence tests and achievement tests were normed.

The results of the comprehension section of the pre and post tests are summarized in Table III.

Table III

Teacher Comprehension of the Taylor Talent Model

Percent of Mastery Shown	Pre Test Percent	Post Test Percent
75%	4%	74%
50%	15%	79%
N=	27	24

The table shows an increase of 70 percent, or 18 times as many teachers attaining mastery on the post test as did the pre test.

When questions one and two (the comparisons of areas included in the Taylor Talent Model and those in achievement and intelligence tests), and questions three and four (the understandings about how the achievement tests and intelligence tests were normed), were analyzed in terms of the two different areas there was no great difference in the comprehension teachers showed in the two areas. The results are summarized in Table IV.

Table IV

Teachers Correctly Responding to Comprehension Section
of Pre and Post Test Over Taylor Talent Model Listed by Area

Area of Comprehension	Teachers Giving Correct Responses
Comparison of areas included in the Taylor Talent Model with those in intelligence tests and achievement tests	73%
Understandings regarding norming of achievement and intelligence tests	63%

Some teachers were able to answer part of one area correctly and receive credit as a correct answer for Table III but not for the entire area listed in Table IV.

Training teachers in the application of the Taylor Talent Model was the final objective. To assess this, teachers were asked two questions on the post test only. In these questions they were asked to give examples of an activity for each Talent area, and to list talents that could be used for a reading class to plan a party.

Table V shows the results from question one which asked teachers to give an example of an activity for each talent area.

Table V

Teachers' Ability to Generate Examples of an Activity
for each Talent Area, As Shown on the Post Test

Number of Examples	Teachers Percent
0	21%
1	32%
2	11%
3	5%
4	11%
5	21%
N=	24

While many teachers listed all five Taylor Talents (academic was not included in this section) they did not give an example of an activity, so the answer was not counted as correct.

Only 37 percent of the teachers were able to give examples of activities for more than half of the Taylor Talents. That percentage was close to the percentage of teachers that were able to list only one activity for the Talent Areas.

Table VI shows the number of teachers that were able to correctly explain how any of the Talents could be used to plan a class reading party.

Table VI

Teachers' Ability to Show Appreciation of Taylor
Talent Model on the Post Test

Teachers' Ability to Apply Taylor Talent Model	Teachers Not Able to Apply Taylor Talent Model
37%	63%

Table VI shows that only 37 percent of the teachers were able to show some type of application of the Taylor Talent Model when given the situation of the class reading party. Almost two times as many, or 63 percent, of the teachers were not able to show how the Taylor Talent Model could be applied to the reading class situation.

When assessing the teachers' ability to show application of the Taylor Talent Model we must consider the two questions from Table V and Table VI together. These questions asked teachers to (1) give an example of how each of the Taylor Talents could be used in an activity, and (2) to show how Taylor Talents could be used to plan a class reading party. When both of the items were analyzed together, 31 percent of the teachers were able to show mastery (which was considered to be a score of 75 percent) in ability to apply the Taylor Talent Model.

DISCUSSION OF THE DATA

Several areas will be considered when evaluating the data. Scores and comparison between pre and post tests in each of the three areas will be examined. The three areas were mastery knowledge,

comprehension, and application. The logistics of the inservice, itself, will be discussed. Finally, suggestions and recommendations for further implementation will be included.

Initially, before any discussion of scores and teacher mastery of objectives, time for the inservice and teacher attitude should be discussed. Of paramount concern was having sufficient time to complete the inservice. On paper one hour and fifteen minutes was allowed. However, allowing time for testing and actually getting the inservice underway, changes the time allowed to less than an hour. Teachers put in a normal day before attending the inservice and then are asked to extend their day an additional 45 minutes. Perhaps the month of December was also not the best time to present the inservice. Field trips are usually taken in April and May. With the typically busy December schedule, it becomes difficult to be concerned with an April or May event.

To help ease time problems, a handout was sent to teachers prior to the inservice. This accounts for the large percentage of teachers able to list five and six of the Taylor Talents on the pre test. Therefore the growth of 48 percent from the pre test to 84 percent on the post test is smaller than what would have resulted had there been no previous knowledge of the Taylor Talent Model.

Teachers were able to comprehend the major difference between the Taylor Talent Model and achievement and intelligence tests. This score showed a dramatic improvement from pre test to post test. This would be attributed to teachers being able to hear at the inservice how the Taylor Model differed from achievement and intelligence tests. Teachers were very much aware that the Taylor Talent Model covered a

broader range of student abilities and allowed for students to feel more successful in a greater number of ways.

To a small extent teachers were better able to verbalize the difference between the Taylor Talent Model and achievement and intelligence than they were able to explain how achievement and intelligence tests are normed. Teachers seem to have a basic notion of how these tests are normed - but have trouble specifically stating how it is done.

While knowledge and comprehension percentages are fairly high, application scores are much lower. There are several possible reasons for this. In the inservice itself, the application level was never really reached. There was too much information to be presented. Teachers were expected to become proficient in both the Taylor Talent Model and the field trip package (which was based on the Taylor Talent Model). Before teachers could get a chance to apply what they had learned in a practice situation several things had to be done. Teachers had to be exposed to the video tape, told the sites available for the field trip, shown the activities in the field trip package and allowed to ask technical questions about the field trip. Therefore, they weren't able to try out some of the activities listed or even develop some of their own activities, applying what they had just learned.

Castetter says that "inservice education programs that place the teacher in an active role are more likely to accomplish their objectives than are programs that place the teacher in a receptive role" (Castetter, 1981). Castetter also believes that teachers need to share

and work mutually towards a goal rather than separately. A good follow-up to this inservice would be to have teachers develop activities, as a grade level unit, in their respective buildings and try them out with the students. Then those new ideas could be shared at a later date. Teachers then would see themselves as having a role in the development of the unit.

Lovell and Wiles say that one of the most successful ways of showing staff the value of something new is to make it possible for them to see the new project in action (Lovell and Wiles, 1975). The final step would then be to actually allow staff members to observe each other in their particular grade level unit. This would be both reinforcing and help teachers generate even more new ideas.

Bruce Joyce has done research dealing with the number of teachers that will do anything about a new theory or idea (Joyce, 1978). He states that after a presentation, 10 percent of those in attendance will make use of the materials. Augmenting the presentation with a demonstration will increase the percentage of teachers to 15. Adding an opportunity for practice, will still leave at 15 percent the number of teachers who will use the new theory or idea. However, 90 percent of those present could use the new theory or idea if they wished.

Joyce then lists a fourth component which is coaching. With proper coaching the number of teachers who will use a new theory or idea jumps to 90 to 95 percent. Incorporation of the building principal, in the role of coach, into the field trip training package could then serve as a highly satisfactory way to encourage teacher use of the materials.

Joyce's theory could then be applied to this project in two ways. A practice and a coaching element would be part of the package.

A second reason for lower scores on the post test could be the timing of the inservice. Teachers were coming in late and others were leaving early. All had put in a full day with their classrooms. After the day in the classroom and time in an inservice, it becomes difficult to be as complete as possible on a post test. Several teachers stated on the test that they wanted to take time to read through the materials. They were sure they would then be able to list many uses for the Taylor Talent Model.

The field trip package is a model soundly based on research and what the literature says is important to include in field trips. Therefore, it would seem wise to allow enough time to inservice teachers in the Taylor Talent Model and then use the Model in the application phase with the field trip package. Including teacher generated activities in the package would be important to allow teachers to feel ownership of the field trip package. Also affording the teachers a chance to observe someone using the model would improve scores on the application portion of the post test.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to assess the impact the field trip training package had on teacher awareness and use of creative talents on planning and executing a field trip.

The field trip was seen as a positive way to provide concrete learning experiences for children. Harriet Woods saw the field trip as giving practical direction because it involved the realities of life (Woods, 1937). To derive full benefit from the field trip, the literature included several suggestions.

The planning aspect of the field trip was considered very important. The literature suggested that much of the value of a field trip depended on the quality of teacher-student planning. Follow-up activities were also seen as a necessary element of any field trip.

Mason suggested that very few teachers were ever provided inservice or preservice training in using field trips (Mason, 1980).

With this information in mind, a field trip package was designed. Important components were:

1. providing teacher training in the use of the package
2. including pre and post activities for the field trip
3. providing avenues for as much student involvement in all phases of the field trip

The Taylor Talent Model was seen as a vehicle to allow maximum student involvement in the field trip process. It also gave a model from which teachers could design pre and post activities for the field trip. A videotape was developed to serve as a preview for the field trip. The preview tape would enable students to take part in the planning phase of the field trip.

Once the field trip package was developed, an inservice was held for teachers. A pre and post test was developed to assess mastery knowledge, comprehension, and application of the Taylor Talent Model.

CONCLUSIONS

1. There was an improvement in teacher scores on the knowledge, comprehension, and mastery levels.

2. A greater improvement was shown on comprehension scores from the pre test to the post test than on knowledge scores.

3. Teachers scored highest on knowledge, followed by comprehension and then application of the Taylor Talent Model.

4. Insufficient time was allowed for teacher inservice.

5. Time available for inservice did not allow for a sufficient number of application activities for teachers in use of the Taylor Talent Model.

RECOMMENDATIONS

1. Follow-up work should be done to see if student learning improves with the use of the field trip package. It would also be beneficial to note if the ability to apply the Taylor Talent Model

improved after the teachers had used the field trip package.

2. More attention should be paid to the logistics of the inservice. Two sessions would be more beneficial. This would allow teachers time to better acquaint themselves with the field trip package and to actually use activities in all the Talent Areas.

3. Provide opportunities for teachers to observe other teachers actually using the field trip package or activities from the Taylor Talent Model.

4. Provide inservice activities on the application level.

5. Work with building principals to provide ways for them to "coach" teachers in their building in the use of the materials.

6. A topic for further study would be to look at time teachers actually spend instructing in the knowledge, comprehension, and application levels. More inservice time may need to be devoted to helping teachers spend more time at the application level when instructing.

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APPENDIX A

TAYLOR'S MODEL

Academic	Productive Thinking	Forecasting	Decision Making	Planning	Communication
<p>denotes general intelligence or intellectual ability.</p>	<p>The student expresses many ideas though not all of the highest quality</p> <p>The student expresses a variety of kinds of responses.</p> <p>The student expresses unusual, uncommon responses though not all of the ideas prove to be useful.</p> <p>The student is able to build onto or embroider a basic idea by adding details to make it more interesting and complete.</p>	<p>The student predicts many different causes/effects of given situations.</p> <p>The student is able to outline many alternatives to the problem he wishes to solve in terms of limitations, relevancy, and people affected.</p> <p>The student is able to weigh each alternative to the problem he wishes to solve in terms of his needs and/or goals.</p> <p>The student is able to make a final judgment between/among the alternatives.</p> <p>The student is able to defend his decision, giving as many different reasons as he can for his choice.</p>	<p>The student identifies his project with enough details about his basic idea to explain what he wants to do.</p> <p>The student is sensitive to problems that could arise as he works on the project.</p> <p>The student is able to organize the materials time and resources necessary to carry out his project.</p>	<p>The student produces many words that fit different categories.</p> <p>The student uses a variety of words to describe his feelings and his values.</p> <p>The student expresses words and ideas to make comparisons among things, to show relationships or associations.</p> <p>The student demonstrates the capacity for participating in another's feelings or ideas by sharing similar experiences or thoughts of his own.</p> <p>The student can organize words into meaningful networks of ideas yielding a single product or multiple responses.</p> <p>The student can effectively interpret and use non-verbal forms of communication to express his ideas, feelings and needs to others.</p>	

APPENDIX B

EVALUATING A STUDY TRIP WITH STUDENTS

COGNITIVE

What did we learn?

Were we able to answer the questions we had? Which ones?

What things did we not consider in our list of questions?

What things didn't we do that we should have done?

Which other people should we have spoken to? Why?

Did our behavior cause any problems? What?

What other things do we now want to find out about?

AFFECTIVE

Did you enjoy it?

How did you feel about the people we met?

Would you recommend that others take this trip?

Would you like to do it again?

Would you say it was a good use of our time?

Did you find out some new things about yourself?

Did you discover some new interests? New friends? New likes
and dislikes?

Did it change any of your beliefs?

(Oliner, 1976)

APPENDIX C

memorandum

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November 18, 1981

TO: Third Grade Teachers
FROM: Sue Spangler
RE: Third grade field trip

The video tape and mini-unit designed to help you in planning your field trip has now been completed. The purpose of the mini-unit is to make field trips both more enjoyable and worthwhile for your students. The activities for the mini-unit will be based on Calvin Taylor's Talent Model.

The December 15th Grade Level Meeting will be devoted to the explanation of the mini-unit and how to use it with Taylor's Talent Model. To keep from having two meetings, I have prepared some materials on using the Taylor Model. If you would read the attached material before you come to the meeting on the 15th, the time it saves will allow us to have just one meeting instead of two.

SS:sp

Attachment



"What kind of field trip is this, anyway?"

PROJECT HISTORY

This project began during the 1980-81 school year as a result of a need expressed by staff members for some procedure or plan for the use of field trips. Early in the year a group of Millard teachers met to select possible sites for the third grade field trip. In addition to field trip sites, the need for pre and post field trip activities was also discussed.

The goal then became to develop a mini-unit to make field trips more enjoyable and worthwhile to students. Another goal was to gather information on possible sites to make planning easier for the teacher and something that teacher and student could do together. Finally, another important desired outcome of the project was to develop pre and post activities (for each selected site) that teachers could use in their classrooms.

TAYLOR TALENT MODEL

Calvin Taylor's Talent Model was seen as an excellent vehicle to assist in reaching the goals of the project.

Calvin Taylor believes there are six areas of talent:

- 1) **ACADEMIC**
- 2) **PRODUCTIVE THINKING**
- 3) **FORECASTING**
- 4) **DECISION MAKING**
- 5) **PLANNING**
- 6) **COMMUNICATION**

If we limit ourselves to cultivating just the academic talent only 50% of our students will have a chance to be above average. Across all six talent areas 90% of our students have a chance to be above average.

In using talents, it is beneficial if the students know each talent by name and what each area consists of. As you can see on the attached chart, these are skills that would be beneficial life skills for students. (Refer to Taylor's Model)

TAYLOR'S MODEL

Productive Thinking	Forecasting	Decision Making	Planning	Communication
<p>The student expresses many ideas though not all of the highest quality</p> <p>The student expresses a variety of kinds of responses.</p> <p>The student expresses unusual, uncommon responses though not all of the ideas prove to be useful.</p> <p>The student is able to build onto or embroider a basic idea by adding details to make it more interesting and complete.</p>	<p>The student predicts many different causes/effects of given situations.</p>	<p>The student is able to outline many alternatives to the problem he wishes to solve in terms of limitations, relevancy, and people affected.</p> <p>The student is able to weigh each alternative to the problem he wishes to solve in terms of his needs and/or goals.</p> <p>The student is able to make a final judgment between/among the alternatives.</p> <p>The student is able to defend his decision, giving as many different reasons as he can for his choice.</p>	<p>The student identifies his project with enough details about his basic idea to explain what he wants to do.</p> <p>The student is sensitive to problems that could arise as he works on the project.</p> <p>The student is able to organize the materials time and resources necessary to carry out his project.</p>	<p>The student produces many words that fit different categories.</p> <p>The student uses a variety of words to describe his feelings and his values.</p> <p>The student expresses words and ideas to make comparisons among things to show relationships or associations.</p> <p>The student demonstrates the capacity for participating in another's feelings or ideas by sharing similar experiences or thoughts of his own.</p> <p>The student can organize words into meaningful networks of ideas yielding a single product or multiple responses.</p> <p>The student can effectively interpret and use non-verbal forms of communication to express his ideas, feelings and needs to others.</p>

Optional warm-up activities are included in the mini-unit to work with your students in these areas. You may find these activities, or adaptations of them, something you want to use in other areas of the curriculum.

When planning and working with the talent activities there are four steps in the teaching process. They are:

- 1) **MOTIVATION** -- a warm up period which allows children to consciously exercise the process of thinking involved in the talent activity.
- 2) **TEACHER TALK** -- the questions, statements, and/or directions which will guide the children in using the processes appropriate for the talent being developed.
- 3) **STUDENT RESPONSE** -- statement about expectations for the students and suggestions for evaluation of student response.
- 4) **REINFORCEMENT** -- a means of providing feedback to youngsters in terms of the specific talent behaviors being exhibited.

To illustrate the four steps in the teaching process a sample lesson is included. The specific talent area being addressed in this lesson is PLANNING.

PLANNING A BILLBORAD*

- MOTIVATION:** Show transparency of "Talk Up Mobile". Ask children where they have seen a sign like this. Then ask them to orally go through the planning steps that were involved in formulating this Chamber of Commerce slogan.
- TEACHER TALK:** Say: "While we were discussing the slogan, Talk Up Mobile, some of you mentioned that you had seen the slogan on billboards. Billboards are used to convey messages in a brief colorful way. Have you ever seen

a billboard that you really liked?" Allow time for discussion. "At this time, you are going to plan your very own billboard using the behaviors involved in planning. You can use a theme from your social studies/science unit as an original theme. Make sure your billboard is original and not one you have seen."

STUDENT RESPONSE: Have students spend some time thinking about the plans for their billboard and then record their plans on a planning sheet using all the planning behaviors.

PLANNING A BILLBOARD

1. Tell what your billboard will say.

2. List the steps needed to make a billboard.

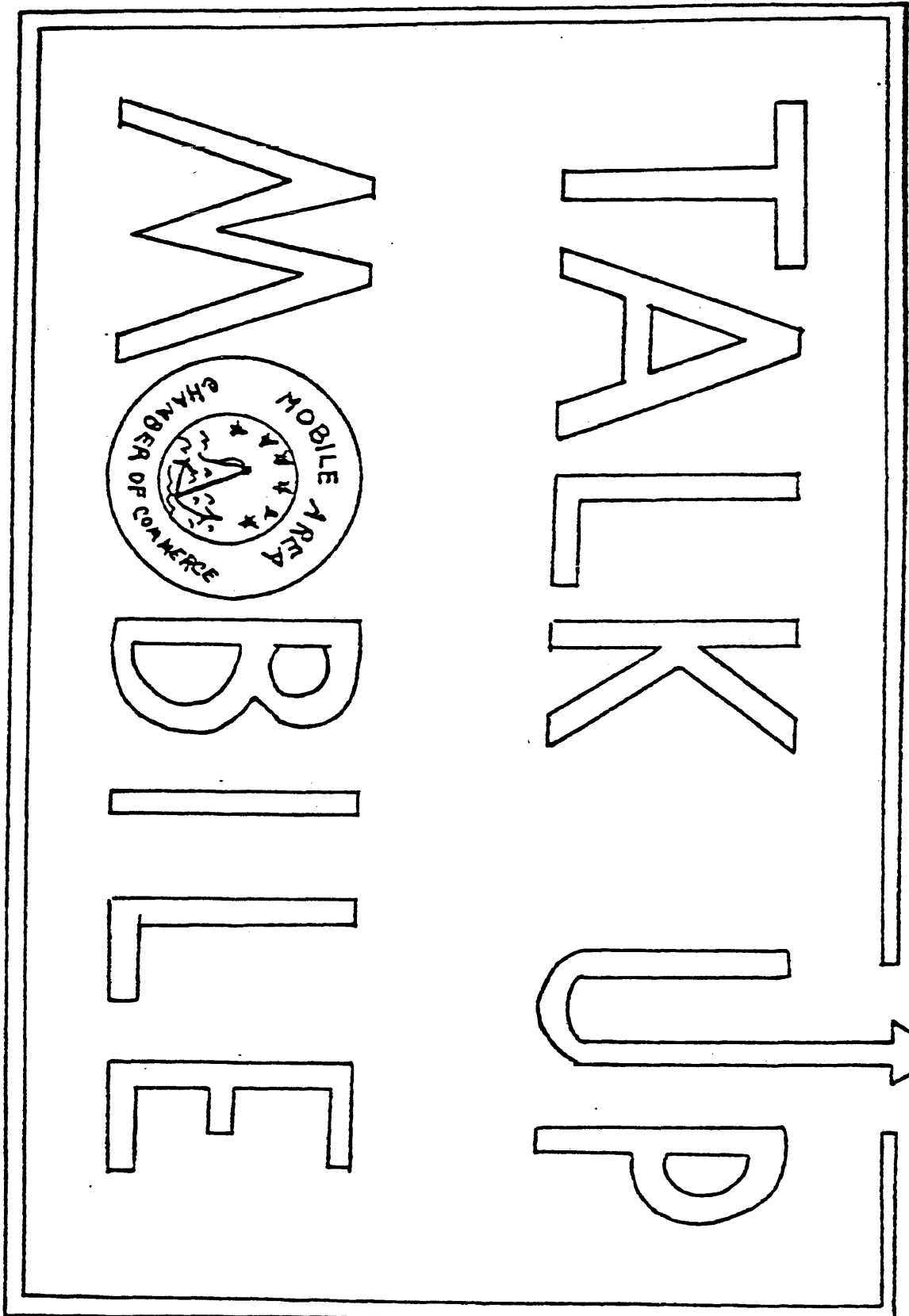
List the materials you will need.

3. What problems will be involved in constructing your billboard?

REINFORCEMENT: Praise individual students for being able to use the planning behaviors to design an original billboard that will briefly convey a message. Show approval for group efforts by using positive words of praise, touch, and pleasant facial expressions. As a follow-up, students may actually draw their billboards on large sheets of art paper.

*You might want to use this activity as a science/social studies activity and have students illustrate a particular concept on their billboard.

PLANNING A BILLBOARD
(Transparency Outline)



As you can see, the Taylor Talent Model, along with the four steps in the teaching process, is a model that is easily followed and one that would have many practical and enjoyable applications for you and your students.

IN SUMMARY, we will be using a model emphasizing five (5) of the six (6) talent areas:

Productive Thinking - the ability to express many ideas. They may not all be of the highest quality, but unusual and uncommon ideas as well as building on to ideas are important.

Planning - the ability to identify a project, be sensitive to problems that might arise, and organize time, resources and materials to carry out the project.

Communication - the ability to produce many words to describe feelings, make comparisons, and to share experiences.

Forecasting - the ability to predict many different cause/effects of given situations.

Decision Making - the ability to outline alternatives to a problem, weigh each one, and then make a judgement and be able to defend that decision.

Hopefully the knowledge of the model along with the field trip mini-unit will make your field trip experiences more enjoyable and worth while for both you and your class.

APPENDIX D

PRE-TEST

FIELD TRIP INSERVICE

I. Description of Project

A. History

B. Components of mini-unit

mini-unit guide, tape, and maps

II. Taylor Talent Model

A. Faces (overhead)

1. Measurement for I.Q. (Power)

2. Measurement for achievement; norming for both

B. Academic (overhead)

C. Productive Thinking (6 overheads)

1. Fluency - produce many possible answers

2. Flexibility - think through many categories

3. Originality - to be inventive, see the unusual

4. Elaboration

5. Student - teacher behavior's

DO PRODUCTIVE THINKING ACTIVITY IN BOOK *ANTICS* Transparency

D. Forecasting (2 overheads)

Student - teacher behaviors

E. Communication (2 overheads)

Student - teacher behaviors

F. Planning (2 overheads)

refer to activity in handout

Student - teacher behaviors

F. Decision making (2 overheads)

Student - teacher behaviors

H. Activity sheets

III. Review of Four Step Teaching Process

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- A. Handout mini-unit
- B. Show example of Communication lesson plan
- C. Show how process works with sites we've selected -

IV. Use of Mini-unit and tape

- A. Components of mini-unit guide
 - 1. Explanation of Taylor's Model
 - 2. Sample warm-up activities
 - 3. Planning your field trip (overhead)
 - 4. Pre and post activities for each site
 - 5. Omaha Poster and Word Web
 - 6. Information about 5 sites for teacher planning
- B. Use of video tape
 - 1. Introduction
 - 2. View of 5 sites
 - 3. Some guides for starting
 - 4. May wish to use certain sections as part of pre & post activities (guide will refer to this)
 - 5. Show section of tape
- C. Maps and brochures for their use

V. Post test

APPENDIX E

FIELD TRIP PACKAGE

PRE-TEST

1. Identify the six Taylor Talents.

2. How do the areas included in Taylor Talents differ from intelligence tests (I.Q.)?

3. How do the areas included in Taylor Talents differ from achievement tests?

4. What are your understandings regarding how an I.Q. test is normed?

5. What are your understandings regarding how an achievement test is normed?

APPENDIX F

PRODUCTIVE THINKING

STUDENT BEHAVIORS

- seeks many alternatives
- curious
- uses analogies
- manipulates objects or ideas to form new combinations
- considers novel ideas or situations

TEACHER BEHAVIORS

- define with the student the creating process
- identify creative thinking as it occurs in the classroom
- provide for idea generating sessions
- provide training sessions for students to ask questions and/or tell ideas
- praise the original, unique, inventive

FORECASTING

STUDENT BEHAVIORS

- student can state expected outcomes for a task or problem
- student defines problem before beginning a course of action
- student can work towards a goal and organize activities
- as conditions change, student can adjust behavior
- student can list causes and effects

TEACHER BEHAVIORS

- define with students forecasting skills of conceptual foresight, penetration, social awareness
- ask students to write their expectations of outcomes
- give students experience deciding what needs to be done and what additional information is needed
- exemplify and define forecasting as it occurs in real life situations
- encourage students to predict outcomes of all related activities

COMMUNICATION

STUDENT BEHAVIORS

- compares and sees likeness between seemingly unrelated objects or events
- can state or write how he thinks someone else might feel
- can respond to questions asked by others
- can communicate to others how he feels
- demonstrates in discussion or writing conditions and constraints of a given problem

TEACHER BEHAVIORS

- defined divergent communication with students - fluency, flexibility, originality
- defined convergent communication - understand conditions, penetration for additional information, and organization
- encourage students to express observations, feelings, goals and conflicts
- encourage students to state and work towards goals

PLANNING

STUDENT BEHAVIORS

- when discussing projects, student is able to define the final goal
- when discussing projects, student is able to discuss what needs to be done first, second and so on
- can reorder events correctly
- can state or write a planned cause of action, then act according to the plan
- can evaluate strengths and weaknesses of a plan - after following it

TEACHER BEHAVIORS

- define skills of elaboration, sensitivity to problems and organization of details and events
- give students opportunities to plan, daily
- planning skills are discussed and related to world of work
- use curriculum related activities to help student develop planning skills

DECISION MAKING

STUDENT BEHAVIORS

- can decide which of two alternatives to use in a situation
- after deciding how best to solve a problem, states why decision was made
- before making a decision can ask questions for additional information and then can generate many possible choices or outcomes

TEACHER BEHAVIORS

- define with students skills of experimental evaluation, logical evaluation and judgment
- give students opportunities to make decisions
- when possible a decision related to the class is discussed and evaluated with students

STEPS TO GUARANTEE A SUCCESSFUL FIELD TRIP

1. Before the trip

- Set objectives

- Build background

- Focus attention

- Discuss material

2. The trip

- Encourage students to listen, observe, record

- Allow time for lunch and restroom

3. After the trip

- Discuss and check accuracy of data

- Integrate the experience into other curriculum areas

- Relate the experience to the concepts being studied

- Evaluate the trip in terms of strengths and weaknesses

APPENDIX G

PRODUCTIVE THINKING

Activity 1.

PROBLEM: Invent a product that will prevent old age. Independently, or with a small group, think of all possible ways to prevent old age. Elaborate on these ideas. Choose one of these ideas that you would like to develop as a marketable product. Brainstorm all the possible forms for your product. Make a list of unique creative names for your product. From the ideas generated, describe the product, its form, packaging, and name. Decide upon an effective, clever advertising campaign. Tell how you plan to sell your product to the representative from the Creative Pharmaceutical Co. and to the general public. As an individual, or as a group, communicate your ideas by giving a "sales pitch" for your product to the other members of this class.

Activity 2.

PROBLEM: Create a creature. Assume that the technology now exists to create in laboratories a creature of combined animal characteristics. Imagine and create a new animal that could live in your geographical area and which would be useful to man. Describe the animal and give it a name.

Activity 3.

PROBLEM: Write your experiences as a numeral. Pretend you are a numeral. Tell where you are located; on a wall, in a printed form, in a machine, in someone's mind. etc. Explain your importance. Write the experiences you had on the most important day of your life.

Activity 4.

PROBLEM: Write a story. Pretend you are a pearl in an oyster at the bottom of the sea. Write a descriptive story that tells about your life after someone found you.

Activity 5.

PROBLEM: Invent a litter machine. Invent a machine that could profitably use some type of litter (such as old newspapers, old tires, bottles, bottle caps, tin cans, etc.) You may give a written description or, you can make a drawing of your machine, labeling the parts.

FORECASTING

Activity 1.

PROBLEM: Predict what your life will be like ten years from today.

You may wish to consider the following:

Where will you be living?

What will be your profession?

Who will be your immediate family members?

What will be your annual income?

How much will you weigh?

What dress or suit size will you wear?

What will be your favorite hobby or sport?

What will be your social obligations?

What place in the world will be your vacation spot that year?

Who will go with you?

What make of an automobile will you own?

What other motorized vehicles will you own?

What will you do for recreation?

Make a statement describing the kind of a person you expect to be ten years from now?

Why will the world be a better place because of you?

COMMUNICATION

Activity 1.

Problem: Make up the rules for a "How To" book.

Write a set of directions which tell how to be a large pineapple. There are many "How To Do It" books written. Many books have been written which tell how to do something. You are going to use your creativeness to write directions which tell how to be a pineapple.

Activity 2.

Problem: Write a "How To Be" book that has never been written before.

There are many books telling how to become an expert or how to learn a profession or skill. You are very creative and are going to write a "How To Be" book that has never been written before. Think of all the things you could write about. Make a list of ideas. Choose the idea you like the best and begin!

Examples: How To Be A Famous Old Shoe
How To Be A Fire Dancer
How To Be A Banana In A Bunch.

Activity 3.

Problem: Write an "All About" book that has never been written before.

There are many "All About" books, but you are going to write an "All About" book that has never been written before. Make a list of all the things you can think of that could be described in an "All About" book. Choose the most original idea and begin your book.

Examples: All About Picking Apples
All About Being A Troll
All About Being A Cheerful Grouch

Activity 4.

Problem: Write the directions telling a stranger how to get to the nearest shopping center.

A person who does not live in your area has asked you how he might get to the nearest shopping center so he can buy a new pair of pants. List some of the things you will have to ask him before you suggest a shopping center. Write detailed directions telling how to get to the shopping center.

Activity 5.

Problem: There is a world-wide power failure. List all the problems that would arise from such a power failure.

Write your impression of what would happen specifically to the areas of:

- a. communication
- b. transportation
- c. medicine

Choose one area you have considered above and list five solutions to the problems.

Activity 6.

Problem: Write a news story that tells about your latest adventure with Robin Hood.

You are living in the time of Robin Hood and have become one of his most trusted companions. Write a news story that might have appeared after you had been on a very daring adventure with Robin Hood.

Activity 1.

Problem: Plan an unusual greeting card.

Consider all of the types of greeting cards on the market today. Think of all the cards you have received. Have any of them impressed you more than the others? If so, decide why.

In this activity you are to plan an unusual greeting card. Make a list of ideas from which to work.

Choose one of your ideas from the list. Make several sketches of your plans for this card. Experiment with messages to go on the card. Name any problems that arise that concern the making of this card such as materials, time, colors, need for artistic advice, etc., and suggest possible solutions.

Write a step by step plan for making this card.

Submit your plans and your completed greeting card for assessment.

Activity 2.

Problem: You are required to draw a plan of one of the following:

1. A city
2. A village
3. A home

This activity calls upon your past experiences as well as your creative planning abilities.

Decide which plan you will draw.

Use a piece of graph paper or other appropriate materials so your plan may be drawn to scale.

Consider the space and the materials available.

Consider the feelings and the needs of others.

Draw your plan and then list the step by step procedure you would follow in order to build your ideal city, village, or home.

Estimate the time and expense involved and describe the geographical area you have selected.

Remember as planning talent is developed, elaboration of details, sensitivity to problems, solutions for possible problems, and organizational abilities are important.

Activity 1.

Problem: If you could be any person in the world, who would you choose to be?

Make a list of people that you might like to be.

Think about:

- a. Where these people live.
- b. How they live.
- c. What their occupations might be like.
- d. What responsibilities they might have.
- e. Any major problems they might have in their lives.
- f. Their personal lives and their families.
- g. How you would feel if you were one of these people.

Choose one of the people from your list. Give at least three reasons for choosing to be that person.

Activity 2.

Problem: You have been one of the people chosen to build a city on the moon. Along with your personal items, you have been told you may take ten (10) books. Which ten books would you choose to take with you?

Make a list of all the books you might like to take.

APPENDIX H

MAKING THE MOST
OF YOUR
FIELD TRIP

A Mini-Unit developed for third grade
through a Title IV-C mini-grant.

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Making the Most of Your Field Trip

This mini-unit is designed to help make field trips both more enjoyable and worthwhile for your students. The activities for the unit will be based on Calvin Taylor's Talent Model.

Taylor believes there are six areas of talent. If we limit ourselves to cultivating just the academic talent, only 50% of our students will have a chance to be above average. Across all six talents, about 90% of the students will have a chance to be above average.

On the next page you'll find a chart listing five of the six talent areas we will be working with and a brief description of each. You'll find that many of the items listed under the talents are things you're already doing in your classroom.

TAYLOR'S MODEL

Productive Thinking	Forecasting	Decision Making	Planning	Communication
<p>The student expresses many ideas though not all of the highest quality</p> <p>-----</p> <p>The student expresses a variety of kinds of responses.</p> <p>-----</p> <p>The student expresses unusual, uncommon responses though not all of the ideas prove to be useful.</p> <p>-----</p> <p>The student is able to build onto or embroider a basic idea by adding details to make it more interesting and complete.</p>	<p>The student predicts many different causes/effects of given situations.</p> <p>-----</p>	<p>The student is able to outline many alternatives to the problem he wishes to solve in terms of limitations, relevancy, and people affected.</p> <p>-----</p> <p>The student is able to weigh each alternative to the problem he wishes to solve in terms of his needs and/or goals.</p> <p>-----</p> <p>The student is able to make a final judgment between/among the alternatives.</p> <p>-----</p> <p>The student is able to defend his decision, giving as many different reasons as he can for his choice.</p> <p>-----</p>	<p>The student identifies his project with enough details about his basic idea to explain what he wants to do.</p> <p>-----</p> <p>The student is sensitive to problems that could arise as he works on the project.</p> <p>-----</p> <p>The student is able to organize the materials time and resources necessary to carry out his project.</p> <p>-----</p>	<p>The student produces many words that fit different categories.</p> <p>-----</p> <p>The student uses a variety of words to describe his feelings and his values.</p> <p>-----</p> <p>The student expresses words and ideas to make comparisons among things or associations.</p> <p>-----</p> <p>The student demonstrates the capacity for participating in another's feelings or ideas by sharing similar experiences or thoughts of his own.</p> <p>-----</p> <p>The student can organize words into meaningful networks of ideas yielding a single product or multiple responses.</p> <p>-----</p> <p>The student can effectively interpret and use non-verbal forms of communication to express his ideas, feelings and</p>

As a warm-up for this mini-unit, optional talents activities are listed on the following pages. You can pick and choose from these activities, or you may even wish to adapt them for use in other areas.

In using talents, it is beneficial if the children know the talent areas by name and what each area consists of.

(Refer back to the chart of Taylor's model.)

When planning and working with the talent activities, there are four steps in the teaching process. These steps are:

1. motivation - a warm up period which allows children to consciously exercise the process of thinking involved in the talent activity
2. Teacher talk - the questions, statements, and/or directions which will guide the children in using the processes appropriate for the talent being developed
3. student response - statements about expectations for the students and suggestions for evaluation of student responses.
4. reinforcement - a means of providing feedback to youngsters in terms of the specific talent behaviors being exhibited

The following activities are from the Talents Unlimited Developer - Demonstrator Project funded under Public Law 91-230, Title III, Section 306, Elementary and Secondary Act, Grant No. Fed. DE6 - 0 - 74 - 8815.

ANTics

MOTIVATION:

Start the ball rolling for this activity by writing a word, such as "scat" on the chalkboard, overhead projector transparency, or on a flash card and asking the children to find the name of an animal inside that word. Do the same with "catch", "catalog", etc. They may think of many more words to be added which all contain "cat".

Now ask them to use a drawing of a cat to illustrate the different words that have "cat" in them. (Use the transparency outline following for illustration; it includes examples such as a drawing of a cat who has to "sCAT" from a dog and a cat who is "CATaloged" or filed in a cabinet.) Encourage as many responses and illustrations as needed for children to get the idea. Encourage cleverness.

TEACHER TALK:

Use the bulletin board display (outline following)* to guide your teacher talk. With the directions on the display, children can work independently; or you may choose to use the display as a part of a whole-class activity.

STUDENT RESPONSE:

As children work through the behaviors of productive thinking, help them to see that their drawings should reflect two things: (1) choice of word which contains "ant" in correct order, and (2) use of an ant figure to demonstrate the meaning of the chosen word.

REINFORCEMENT:

An interesting way for students to share ideas is to have them show their drawings, with the chosen words hidden, and allow classmates to guess the word being illustrated. In this way, peers, as well as the teacher, have opportunities to provide reinforcement for the productive thinker.

A book of ANTics could be stapled together with a cover for the class to read and enjoy in spare time (it may be a real vocabulary and spelling builder).

WARNING: Be alert for some very subtle humor, as children illustrate their ANTics.

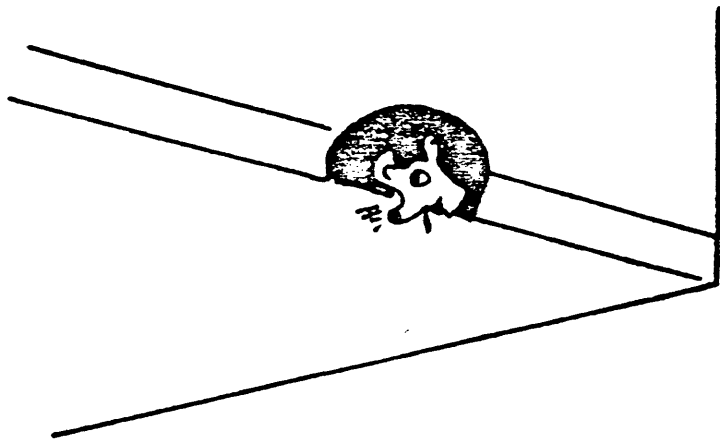
Variations of this activity can be made by substituting the original stimulus word with words containing "dog", "bear", or any other animal or insect.

*adapted from an article appearing in Reader's Digest.

ANTics
(transparency outline

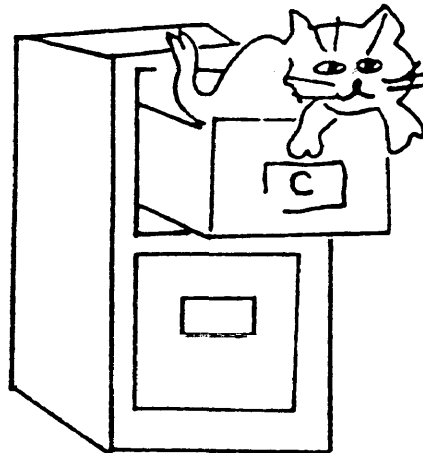


sCAT



CATch

CATalog



WHAT IF THE CLOUDS DROPPED HAPPINESS?

MOTIVATION:

Start warm-up activity with short discussion of types of clouds. After discussion, ask: "If you could be a raindrop what are all of the things that might happen to you?" Let children predict many different things that might happen. Let the children listen to a teacher-made tape or read the attached poem, "Two Little Clouds -- Happ and Ness", to them.

TEACHER TALK:

"What do you suppose would really happen if the little clouds dropped happiness one day instead of rain? Do you suppose it would affect you, your family, and your friends? Could it affect your pets? Think of as many different things as you can that might happen as a result of the situation. After you have given all the possible results, you may illustrate one of your predictions."

STUDENT RESPONSE:

Let the children make their list of many different predictions and anticipations to the problem. If this activity is judged, use the guidelines for forecasting.

REINFORCEMENT:

Praise each child as he makes his list of many different predictions. As a follow-up to reinforce them even more, let them illustrate one of their predictions to share with class.

TWO LITTLE CLOUDS -- HAPP AND NESS
(Reading)

As one little cloud said to
another one day
Let's do something special
for the earth today
Let's not drop water for one
whole day
Instead we'll sprinkle happiness
everyone's way.

You know that sounds like
fun to me
I'm all for that idea -- let's
try it and see
I just wonder what all the
people will do
They won't believe their eyes --
it's true.

They'll look at each other
in dismay
For suddenly everyone will
look different today
Instead of all those ugly frowns
Why -- everyone will become as clowns.

They'll be so happy they'll
dance and sing
And who knows what else
this miracle might bring
All the people of all the lands
Will want to shake each others hands --

And say, you know you're A-OK
Now that I've looked at you
on this unusual day.

I can imagine many more beautiful things
said one little cloud to the other.
So, what are we waiting for
let's go get out big brother
We'll need all the help we can get
For we're not quite big enough yet.

Then appeared out of the blue
Big brother who thought this was true.

Yes you will need to grow
a little he said
As he shook his fluffy white head.
We would all like to sprinkle
happiness just as you say
And maybe we'll do that thing one day.

So everytime you look at the
clouds in the sky
Smile as they go passing by
And remember one day they
might do what they said
And sprinkle some happiness
right on your head.

One of these days they'll do it
I say
They'll not drop water for
one whole day
But instead they'll sprinkle
happiness all over the world
And you'll remember you heard
it when you were just a little
boy or girl.

---Carolyn Bailey

ASKING QUESTIONS

(Although this activity can apply to any subject area, it can have particular usefulness in teaching children the skill of "reading" pictures and developing questions for research in social studies and science units [the "how" and "why" variety in addition to the "what" questions]).

MOTIVATION:

Direct the children's attention to a picture in a social studies textbook or on a frame of a filmstrip (or use a projected transparency of an interesting drawing such as a homestead of the western pioneers or the plantation of the southern colonists).

Encourage the children to discuss all the things they can easily tell by looking at the picture (e.g., the type of land, the style of architecture, the color and style of clothing, etc.). Help them to see that certain types of information can be obviously "read" from the pictures. Then say: "What are all the questions about this picture you would like to have answered?" Ask all of the questions you would need to ask to know for sure what is happening or ask questions about things in the picture which you are curious about. Do not ask questions which can be answered just by looking at the picture. Think of many different questions you would like to ask."

After a few minutes of oral questioning from the students, shift attention to a different transparency or picture.

TEACHER TALK:

Say: "Now look at this new picture and use your same good question-asking skills to help you write all the many different questions you would like to ask about it. Look at all parts of the picture and ask everything you want to know."

STUDENT RESPONSE:

As youngsters record questions, help them to be aware of making many shifts from one kind of question to a different kind.

REINFORCEMENT:

A good way to offer praise for effort and self-evaluation at the same time is to have students (1) check with a buddy to see if their questions can be answered by looking at the picture and (2) to count the number of different kinds of questions (how, why, when, who, what) asked. Teachers will find that this activity is a painless and more student-involved method for developing those unit questions which are usually part of the initiation period.

In this activity you will be asked to plan something special. Almost everyday we hear someone talking about making a plan -- builders plan houses, mothers plan meals, teachers plan lessons, and you and your friends plan special kinds of things to do. Almost any plan a person makes will have four parts.

- Part 1 tells WHAT is to be done.
- Part 2 tells the THINGS needed for the plan.
- Part 3 tells the STEPS-IN-ORDER for the plan.
- Part 4 tells PROBLEMS that may occur.

Planning is something you do everyday. For example, when your mother says you may make yourself a sandwich, that calls for a plan. Let us look at one student's plan for a sandwich.

Part one tells WHAT he is going to do.

I am going to make a peanut butter sandwich.

Part two tells the THINGS needed for his plan.

1. knife
2. peanut butter
3. two slices of bread
4. plate
5. napkin

Part three tells the STEPS-IN-ORDER for his plan.

1. Get out all of the materials and equipment listed above.
2. Place the bread in the plate.
3. Spread this slice with peanut butter.
4. Put the other slice of bread on top of the one on the plate.
5. Clean up any mess that may have been made.

Part four tells PROBLEMS that may occur.

1. There might not be any peanut butter in the house.
2. The bread might tear when the peanut butter is spread on it.
3. I might accidentally smear peanut butter all over everything and get into trouble.

This student's plan shows that he can use the four planning parts and write a workable plan.

Now you are going to be asked to use the four planning parts and write a plan of your own. Let us use our imaginations together right now for a few minutes.

Pretend that you are in a situation where you need extra money for a very special purpose. To get this extra money you are going to plan a money-making project. Keep in mind that this project should be something that you can really do.

Turn the page and let us discuss the worksheet you will use to record your ideas.

PLANNING ONE WAY TO EARN MONEY

1. Tell what you will do to earn money for your something special.

2. List any things you will need.

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3. List in order the steps necessary for successfully completing your project.

4. Identify any problems you might have.

DECISION MAKING

In this activity you will be asked to make a decision. That is, you will be given the opportunity to make up your mind about something. Making a decision calls for the use of four steps:

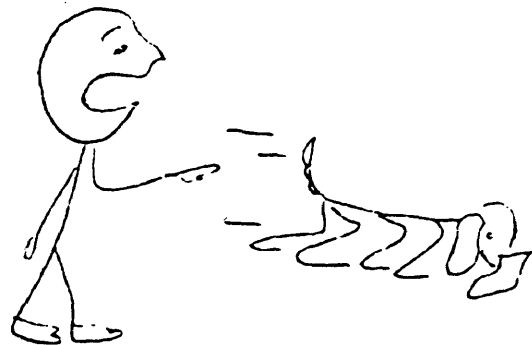
1. Thinking of many things that can be done.
2. Thinking more carefully about each of these things.
3. Choosing the one thing that is best.
4. Giving many different reasons for the choice.

Making decisions is something you and your friends do everyday. Continue to follow with your eyes as I read about a decision one boy made.

A boy stayed after school one day to play ball with some friends. Becoming hot and tired, he took off his shoes and placed them under a tree. Soon after he returned to his game, a pack of dogs appeared and ran off with his shoes -- the only pair of shoes he owned. He had to make an immediate decision as to what to do. The pictures below show the things he thought of that he could do.



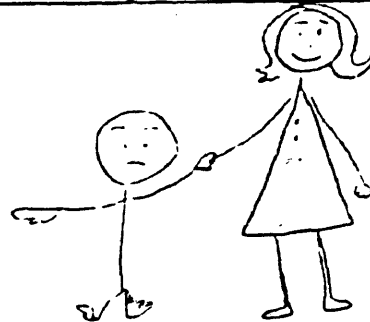
1. I could sit down and cry



2. I could yell at the dogs



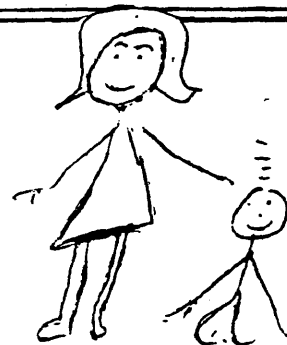
3. I could run after the dogs



4. I could go home and get my mother



1. I live nearby and can get back with her quickly



2. I won't be punished for getting home late

Now you are going to be asked to use the four decision making steps to solve a new problem. This time you will make a decision of your own. Let us use our imaginations together right now for a few minutes.

Pretend that you have moved into a new neighborhood where all the kids know each other and play together. You want to be a part of this group and make new friends.

Think of all the things you could do to make friends with the neighborhood kids. When I give the signal to begin, I want you to draw as many ways as you can think of in the boxes below and on the next page.

STOP

WAIT FOR SIGNAL TO GO ON.

Now you are ready to make a choice. Look at your drawings of ways to make friends and think more carefully about each. Use questions like these to help you:

Will this really work?

Is this something I am able to do?

Circle the way to make friends that you think is best.

Now, give many different reasons for your choice.

STOP

Planning Your Field Trip

In this section the actual planning for your field trip will take place. It is your decision to make as to visiting one place or two and what to do for lunch. Try to include the children as much as possible in making these decisions.

The five possible field trip sites are:

Boys Town

City County Building

Crook House at Fort Omaha

Mormon Cemetery

Union Pacific Museum

A video tape has been provided for you to use with your class to help decide where to go on your field trip and to plan the actual trip. You will also have a map of Omaha to aid in your planning.

On the following pages talent activities have been planned for each of the five possible sites. You may wish to pick and choose from these or develop activities of your own.

As a classroom teacher, you are aware of your students needs -- use from this unit what will best fit those needs.

Following the activities is a list of phone numbers and information you may find helpful.

Planning
Decision Making

Boys Town
Pre-Activity #1

Our Agenda

- Motivation: Review the portion of the video tape on Boys Town. Read, discuss p. 110 - 111 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE. Have a map of Boys Town on display.
- Teacher Talk: When we take a field trip, it's difficult to see everything. We need to list the places at Boys Town that we think are the most important.
- Now map out the route we should take.
- (Be sure the students consider time, distances, restrooms, areas prohibited.)
- Student Response: Students will complete a planning form and make a final decision on the places to see.

Boys Town Planning Form #1

1. Using a map of Boys Town, list the places you would like to visit. Be sure to arrange them in the order you plan to see them.

2. List any problems you might have.

3. Consider and list the alternatives to solve your problems.

4. Now, list in order the places at Boys Town you have decided to see.

Productive Thinking
Planning

Boys Town
Pre-Activity #2

Boys Town Activities

- Motivation: Review the portion of the video tape on Boys Town. Read, discuss p. 110 - 111 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE.
- Teacher Talk: Let's brainstorm all the things we might be able to do at Boys Town. Now fill out a planning form (individually, or as a class) to help you plan your activity and the things you'll need.
- Student Response: Activities might include sketching, interviews, collections.
- Students will fill out a planning form, gather the necessary materials, and complete the selected activity.

Boys Town Planning Form #2

1. Select an activity you would like to complete and describe what it will be like when completed.

2. List the materials you will need to complete your project.

3. List the steps you will follow in completing your project.

4. List any problems you might have and how you will solve them.

Productive Thinking
Communication
Planning
Decision Making

Boys Town
Post-Activity #1

Boys Town Mural

Motivation: Imagine that the director of Boys Town has asked you to design a mural of their facilities. Review the portion of the video tape on Boys Town.

Teacher Talk: On a piece of paper, list all of the things you saw at Boys Town. Make a sketch of each of these things. Next get a planning form to complete your plan of action.

Student Response: Students will complete the planning form and then make their mural of Boys Town.

Boys Town Mural Planning Form

1. List all of the items to be included in your mural.

2. List the materials you will need to make your mural.

3. List what you will put on your mural first, and all of the other steps to finish.

4. Do you foresee any problems in making your mural? If so, how will you solve them?

Productive Thinking
Communication
Planning
Forecasting

Boys Town
Post-Activity #2

"Parents Town"

- Motivation: Discuss the features of Boys Town. Include a review of the portion of the video tape on Boys Town.
- Teacher Talk: Imagine that you have been asked by the Omaha City Council to develop a "Parents Town." Let's list all of the services we could include at "Parents Town." Be sure to include the facilities you will need to provide these services. (Present a map, designed by the teacher, of the available land for "Parents Town.") Discuss the need for roads, recreational facilities, and placement of buildings on your map of "Parents Town." Also discuss a map key and how it is used.
- Student Response: The students will pretend that they are land developers and must design a "Parents Town" map to enable the public to find their way around the community.

Planning
Decision Making

Civic Center
Pre-Activity #1

Our Civic Center Tour

Motivation: Review the portion of the video tape on the Civic Center. Read, discuss p. 72 - 73 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE. If available, have a map of the Civic Center on display.

Teacher Talk: You have a limited amount of time to tour the Civic Center. Where will you go? You have some decisions to make. Think of your alternatives and consider these suggestions:

1. Which areas of the Civic Center are most important for me to see?
2. Are there particular places I will need to find (i.e. restrooms, water fountains, etc.?)
3. Is there anything in particular I want to know about the Civic Center?

Now, make your decision with reasons to justify your choices.

Student Response: After considering the amount of time and available choices, the student will plan the tour and justify his final choice with many, varied reasons.

Productive Thinking
Forecasting

Civic Center
Pre-Activity #2

Civic Center Services

Motivation: Review the names of the offices found in the Civic Center.

Teacher Talk: Listen to the names of some of the offices found in the Civic Center: (listing them on the board may be helpful.)

- City Complaints and Services
- City Council Offices
- Civil Defense
- Municipal Courts
- Finance Department
- Housing and Community Development
- Human Relations Department
- Mayor
- Public Safety
- Public Works Department
- Weed and Litter Control
- Assessor
- Auto License
- Health Department
- Building Commission

From this list, think of all the services that you would expect the Civic Center to provide for the public.

Student Response: Students will brainstorm all of the services they expect the Civic Center to provide for the public.

Forecasting

Civic Center
Post-Activity #1

What If . . .

Motivation: Review the tour of the Civic Center. Include the places seen and the information discussed.

Teacher Talk: Consider the consequences to these predicaments:

What If . . .

. . . the mayor didn't have an office . . .

. . . the Civic Center was located in Millard . . .

. . . there was only one courtroom . . .

. . . the public wasn't allowed in the Civic Center . . .

Student Response: The students will discuss or write the consequences of these predicaments.

Productive Thinking (Elaboration)

Civic Center
Post-Activity #2

Pretend

Motivation: Discuss and describe the appearance of the Civic Center. The portion of the video tape on the Civic Center may be helpful.

Teacher Talk: Pretend you are the Civic Center. Write a story about yourself and try to answer these questions:

1. What do your inhabitants do?
2. Describe the typical person who enters your doors.
3. How are you different from the other buildings around you?
4. Could your architect have done a better job? How?
5. Where do you get your energy?
6. Do birds like you?

Student Response: The students will complete their stories including as many of the teacher talk questions as possible. The stories can then be shared.

Planning
Decision Making

Crook House
Pre-Activity #1

Our Agenda

- Motivation: Review the portion of the video tape on the Crook House. Read, discuss p. 29 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE. Have a map of Fort Omaha on display, if available.
- Teacher Talk: When we take a field trip, it is difficult to see everything. We need to list the places around the Crook House that we think are most important to visit.
- Now, using our map, let's map out the route we should take. (Be sure students consider time, distances, restrooms, areas prohibited.) If no map is available, these things can just be listed.
- Student Response: Students will complete a planning form and make a final decision on the places to see.

Crook House Planning Form #1

1. Using a map of Fort Omaha, list the places you would like to visit. Be sure to arrange them in the order you plan to see them.

2. List any problems you might have.

3. Consider and list the alternatives to solve your problems.

4. Now, list in order the places you have decided to see.

Communication
Planning
Decision Making

Crook House
Pre-Activity #2

A Report

Motivation: See WORLD BOOK ENCYCLOPEDIA, volume 4, p. 902, and volume 10, p. 148 for information on General Crook.

Teacher Talk: General Crook was a very important person to the Nebraska territory in the late 1800's. Since Fort Omaha, and especially the Crook House are centered around Gen. Crook and his activities, it is important that we learn as much as we can about him.

We will spend the rest of our period today in the library, trying to find out more information about Gen. Crook. Also, many of you may find some information at home or at the public library on this man. (Be sure to check with the librarian ahead of time to get extra materials.)

Student Response: Students will either bring in information, or write a report on Gen. Crook.

Planning
Decision Making

Crook House
Pre-Activity #3

A Report

- Motivation: Read to the students the information on Standing Bear on p. 28 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE.
- Teacher Talk: Standing Bear is a very important part in the history of Fort Omaha and the Crook House. We are going to spend the rest of this period in the library finding information on him. (Be sure to ask the librarian ahead of time to find extra materials.) Also, many of you may be able to find information at home, or at the public library.
- Student Response: Students will either bring in information, or write a report on Standing Bear.

Productive Thinking (Brainstorming) Crook House
Planning Field Trip Activity

What Are These Places?

- Motivation: Review the video tape on the Crook House. Discuss all of the places that will be visited and list them on the board.
- Teacher Talk: We plan on seeing some very interesting things on our field trip. Let's talk about how we could keep track of these things. (Generate many ideas, steering them towards the idea of making a chart.)
- What will we need to take with us on our field trip so we can complete this activity? (List these items on the board. They would include a chart and a pencil.)
- Student Response: Students will fill out a chart similar to the one on the following page, while they are at the Crook House. When the students return, the charts will be shared.

Crook House Field Trip Activity Chart

- WHAT ARE THESE PLACES?

PLACES I SAW	DRAW WHAT IT LOOKED LIKE

Productive Thinking
Communication
Planning
Decision Making

Crook House
Post-Activity #1

Pretending

- Motivation: The world has changed a lot since the late 1800's. What are some of these changes? (You may want to have reference materials on hand.)
- Teacher Talk: As we have seen on our field trip, many things have changed since Gen. Crook's time. Everyone close your eyes and pretend that you are the Crook House. Think of the items in the house. How have those types of items changed for today's needs? (Children should not share ideas yet.)
- Student Response: Students will design and fill in a chart listing the items remembered at the Crook House, and how these things have been changed or altered for today's needs.

Planning
Decision Making

Crook House
Post-Activity #2

Balloonists

- Motivation: Read again p. 29 of WHAT'S IN THIS PLACE?
A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE.
Discuss the section on the Army Balloonists.
- Teacher Talk: You have all listened to me tell you about
Army Balloonists. Now, I want you to close
your eyes and imagine yourself as an Army
Balloonist assigned to Fort Omaha in the
late 1800's. As you fly above the Fort in
your balloon, what do you see? What do the
buildings look like? What does the landscape
look like? What do the people look like?
- Student Response: Students will draw and color a picture of
what they saw when they pretended to be an
Army Balloonist at Fort Omaha in the late
1800's.

Planning
Decision Making

Crook House
Post-Activity #3

Advertising

- Motivation:** You all enjoyed your trip to the Crook House at Fort Omaha. Let's review all of the things we saw there. (List these on the board.)
- Teacher Talk:** Now let's look at our list and think of five of your favorite things, or the most interesting things you saw. (Allow a couple of students to name theirs and star them on the board.) Not all of you will feel the same. It is very possible for one of you to think an item was interesting, while another may not like it at all.
- Student Response:** Students will first fill out the following form. Then they will design and create a poster to advertise visiting the Crook House at Fort Omaha for future outings. They will use their five choices from above to help them for ideas for the poster.

Crook House Post-Activity #3 Planning Form

1. Write a theme for your poster and tell the creative way you are going to "lure" people to the Crook House.

2. List the materials you will need to make your poster.

3. List what you will put on your poster first and all the other steps to finish.

4. List any problems you may have and how you plan to solve them.

Planning
Decision Making

Mormon Cemetery
Pre-Activity #1

Our Agenda

- Motivation: Review the portion of the video tape on the Mormon Cemetery. Read, discuss p. 25 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE. If available, have a map of the Mormon Cemetery on display.
- Teacher Talk: When we take a field trip, it is difficult to see everything. We need to list the places around the Mormon Cemetery that we think are most important.
- Let's map out the route we should take. (Be sure students consider time, distances, restrooms, areas prohibited.) If no map is available, these things can just be listed.
- Student Response: Students will complete a planning form and make a final decision on the places to see.

Mormon Cemetery Pre-Activity #1 Planning Form

1. Using a map of the Mormon Cemetery, list the places you would like to visit. Be sure to arrange them in the order you plan to see them.

2. List any problems you might have.

3. Consider and list the alternatives to solve your problems.

4. Now, list in order the places you have decided to see.

Planning
Decision Making

Mormon Cemetery
Pre-Activity #2

Rubbings

- Motivation:** Read, discuss p. 25 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE. Then, complete the activity on p. 25.
- Teacher Talk:** Rubbings are very interesting articles. They are another way for us to get and preserve information. Now let's list what we will need to take with us to the cemetery to make our rubbings.
- Student Response:** Students will complete a planning form and make a final decision on what materials they will need, and how the rubbing will be done.

Mormon Cemetery Pre-Activity #2 Planning Form

1. List the items needed to make a rubbing.

2. List the problems you might encounter.

3. Consider and list the alternatives to solve your problems.

4. List the steps you will follow to complete your rubbing.

Decision Making

Mormon Cemetery
Field Trip Activity #1

The Rubbing

Motivation: Review with the students their planning forms to make sure they have the correct materials. Also review with them the steps they will follow to complete their rubbings.

Teacher Talk: We have discussed the fact that rubbings were a unique way of finding and preserving certain kinds of information. Today you will choose any tombstone you wish for your rubbing. Remember to follow the steps on your planning form.

Student Response: Students will complete a rubbing on the tombstone of their choice.

Communication
Planning
Decision Making

Mormon Cemetery
Field Trip Activity #2

Charting Information

- Motivation:** Display a chart similar to the following activity chart. Record the following information based on the children's responses: name, birthdate, no. of brothers and sisters. Then, with the class, find out who is the oldest, the youngest, who has the most brothers and sisters, and who has the fewest brothers and sisters.
- Teacher Talk:** On your field trip, you will complete a form similar to the chart we did together. However, for our activity, you will be getting the information from the tombstones.
- Student Response:** Students will complete the following activity chart at the cemetery. The number of tombstones recorded will depend on time and each individual student.

Communication
Planning

Mormon Cemetery
Post-Activity #1

Information from Our Trip

- Motivation: Have the students look over the charts they completed at the cemetery.
- Teacher Talk: Remember when we charted information on ourselves? We were able to find out the oldest person in our room, and the youngest. Today we are going to do a similar activity, but this time using the information we gathered at the cemetery.
- Student Response: With the teacher's help, the students will complete the following chart and find out the ages of the people on their list, including who is the oldest and the youngest.

Mormon Cemetery Post-Activity #1 Chart

TOMBSTONE INFORMATION

NAME	BIRTH	DEATH	AGE

Who was the oldest? _____

Who was the youngest: _____

Productive Thinking
Communication
Planning
Decision Making

Mormon Cemetery
Post-Activity #2

From a Tree's Point of View

- Motivation: Take a walk around the neighborhood and find a large, old tree. (If preferred, students could tell the class where there is a large, old tree.)
- Teacher Talk: This is a very large, old tree. It has probably been growing at this site for _____ years. (Teacher estimates, depending on tree.) If the tree could speak or write, what do you suppose it would tell us about this area when it was a sapling? What do you suppose it would tell us now?
- Student Response: Students will imagine themselves as one of the large, old trees at the Mormon Cemetery. They will draw two pictures -- one showing what the tree might have seen in 1846, and one showing what it sees today.

Planning
Decision Making

Union Pacific Museum
Pre-Activity #1

OUR ACENDA

- Motivation: Review the portion of the video tape on the Union Pacific Museum. Read, discuss the Museum pamphlet and p. 44 - 47 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA-AND BELLEVUE.
- Teacher Talk: When we take a field trip, it's difficult to see everything. We need to list the things at the Union Pacific Museum that we think are the most important. (Be sure the students consider personal needs.)
- Student Response: Students will complete a planning form and make a final decision on the things to see.

Union Pacific Planning Form #1

1. After reviewing the video tape on the Union Pacific Museum, list the things you would like to see.

2. List any problems you might have.

3. Consider and list the alternatives to solve your problems.

4. Now list the things at the Union Pacific Museum you have decided to see.

Planning
Decision Making
Communication

Union Pacific Museum
Pre-Activity #2

A Report

- Motivation: Review the portion of the video tape on President Lincoln and read the last paragraph on p. 45 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE.
- Teacher Talk: Abraham Lincoln was a very important man to the history of the railroad and our country. Since such a large portion of the U.P. Museum is devoted to Lincoln, it is important for us to find out as much as we can about him before we take our trip.
- We will spend the rest of our period today in the library trying to find out more **information** on Abraham Lincoln. Also, many of you may find more information on him at home or the public library. (Ask librarian ahead of time to get out extra materials.)
- Student Response: Students will either bring in material, or write a report on Lincoln, depending on their ability.

Decision Making
Planning
Communication

Union Pacific Museum
Field Trip Activity

Categorizing

- Motivation:** Put about 10 different words on the board. Review categorizing and have students categorize the words. An example would be: rose, bear, apple, corn, dog, violet, daisy, orange, celery; Flowers: rose, violet, daisy; Animals: bear, dog, deer; Fruit: apple, orange; Vegetables: corn, celery.
- Teacher Talk:** While you are at the museum, you will notice many different items. All of these items can be placed in different categories. Doing this can help you better understand the use of these things, and help you remember them also.
- Student Response:** The students will complete the following form, using items they found at the Museum. When students return to school, all information can be compiled into a similar fashion on the board. (Possible categories: weapons, transportation, communication, clothing, other.)

U.P. Museum Field Trip Activity Form #1

1. Things I saw at the museum:

2. Categories these things could be placed in:

3. My categories and the items in them:

Planning
Decision Making

Union Pacific Museum
Post-Activity #1

The Golden Spike

- Motivation: Read and discuss p. 44 of WHAT'S IN THIS PLACE? A CHILDREN'S GUIDE TO OMAHA AND BELLEVUE.
- Teacher Talk: How many of you have ever been to a ceremony of some kind? (Wedding, graduation, etc.) What types of things did you notice at this ceremony? (People, music, guest speakers, etc.) List these on the board. Now imagine yourself at the ceremony of when the railroad was joined in Utah. Does this ceremony have any of the same things that the other one had?
- Student Response: Students will draw a picture of what they think the ceremony in Utah was like.

Productive Thinking
Communication
Planning
Forecasting

Union Pacific Museum
Post-Activity #2

Our School Museum

Motivation: Discuss the features of the Union Pacific Museum. Include a review of the portion of the video tape on the Museum.

Teacher Talk: Imagine that you have been asked by Superintendent Stroh to develop a museum for your school. Let's consider all the items from our school that we consider valuable (brainstorm). Now let's brainstorm all of the services and facilities we will provide for the public, (i.e. guides, restaurants, gift shop, drinking fountains, restrooms, etc.)

Student Response: The students will imagine that they are museum curators. They will complete the planning form for a museum.

Our School Museum Planning Form

1. List all of the items to be included in your museum.

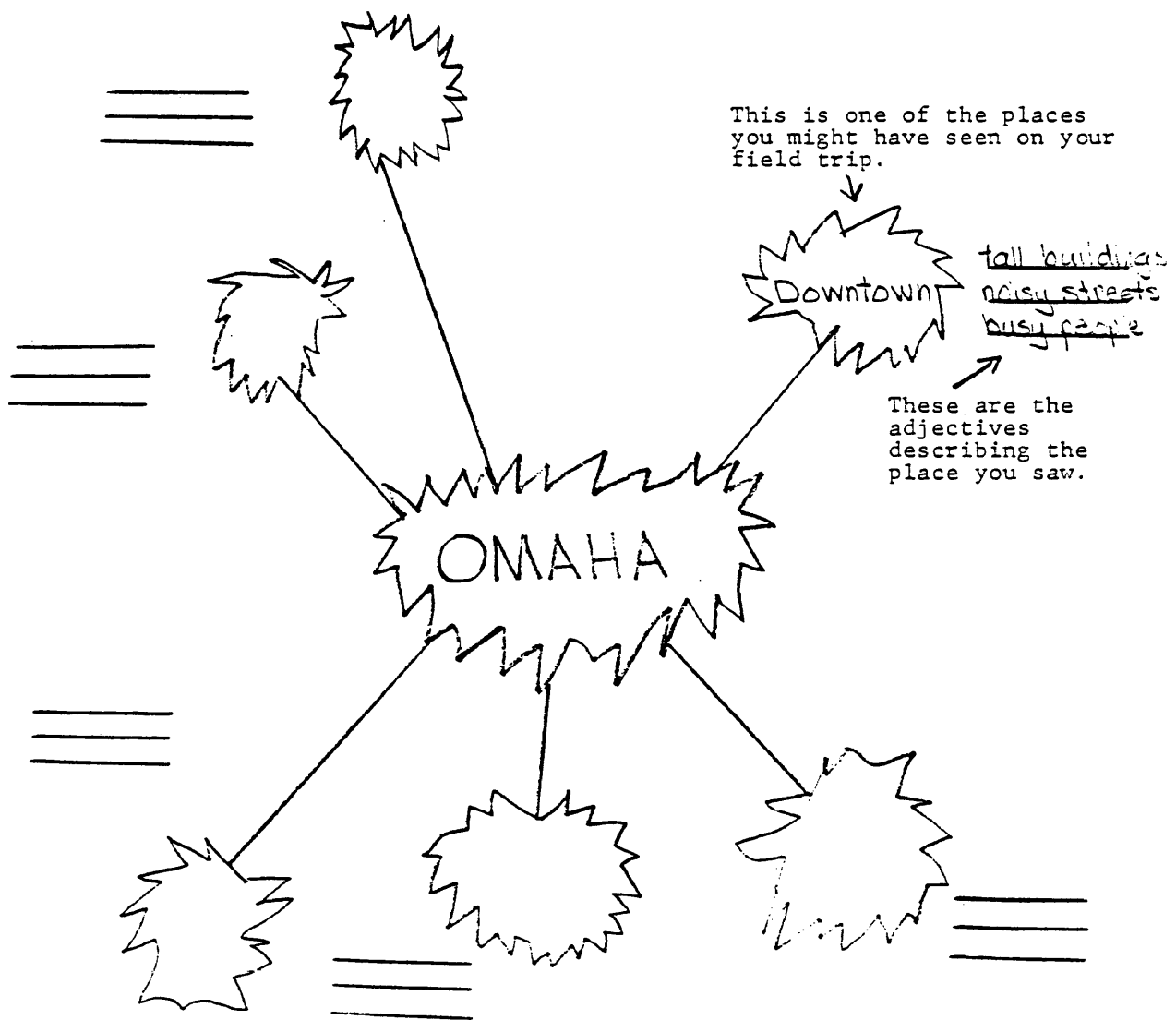
2. List the services and facilities you will provide for the public.

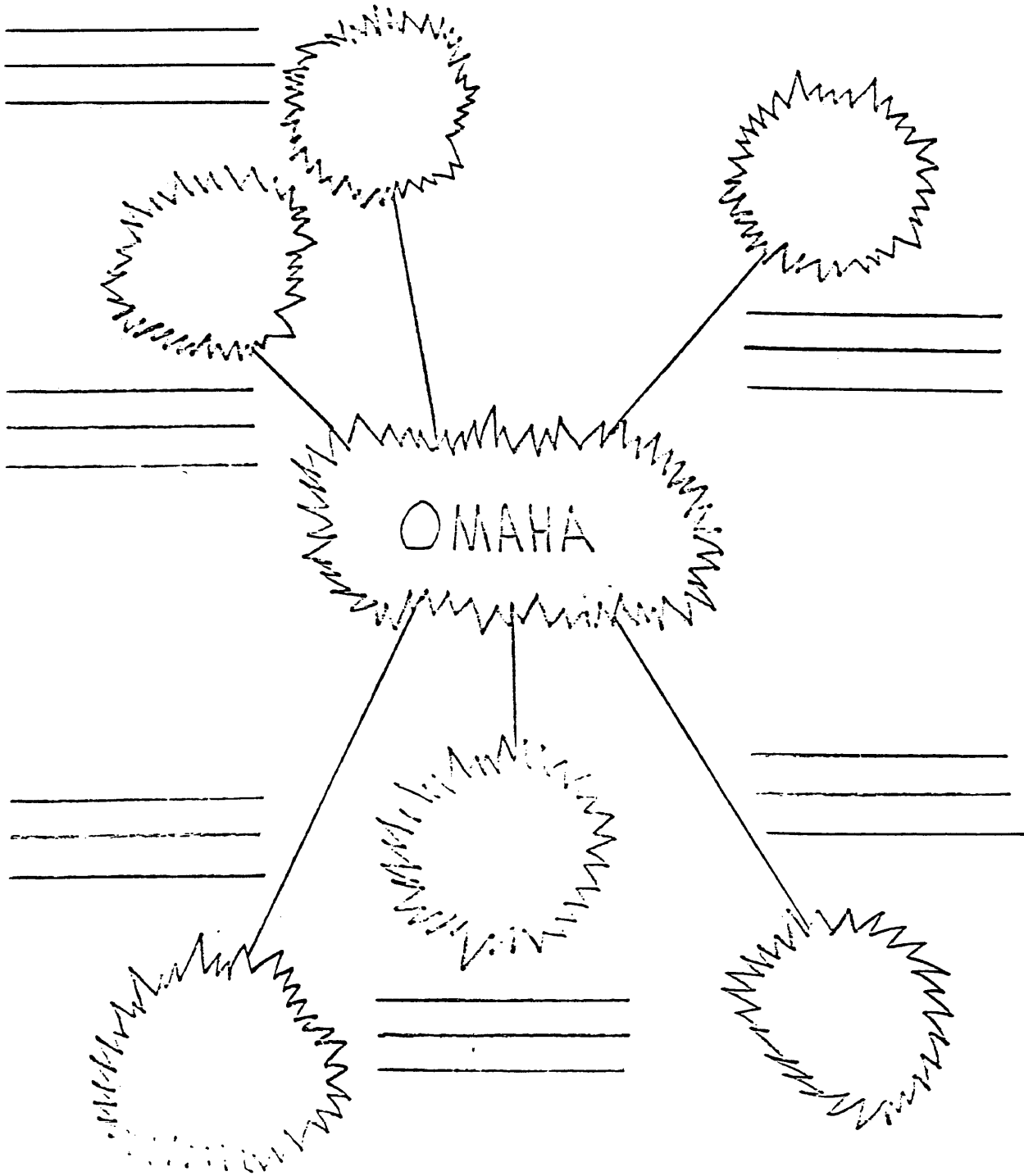
3. List the personnel you will need to hire for the museum.

4. List any problems you might have, and how you will solve them.

Word Web

The following is a culminating activity. It can be used for any of the field trips. It is to be used as a word association activity.





Omaha Poster

The following is a culminating activity that could be used for any of the field trips. Those areas that do not apply can be eliminated.

Here is a drawing of my favorite part of
my field trip in Omaha:

My favorite place was: _____

My Poster

Try this Omaha Word Scramble!

maaOh _____ laldriM _____

oornmM meeeCyrt _____

syoB nowT _____

cCiiv eetnrC _____

orokC seuoH _____

nnoiU cciiPfa mMuues _____

lOd kreMat _____

bkNraase _____

Here is a list of occupations
I observed:

1. _____
2. _____
3. _____
4. _____
5. _____

These are the Omaha
Landmarks I have seen:

1. _____
2. _____
3. _____
4. _____
5. _____

About Omaha

My favorite Omaha
restaurants are:

1. _____
2. _____
3. _____
4. _____
5. _____

Omaha streets I saw on my field trip

- _____
- _____
- _____
- _____
- _____

FACTS ABOUT THE FIVE SITES

BOYS TOWN Phone: 498-1350

1 hour tour
 can take 2 classes at a time
 museum
 vocational center
 field house
 shrine
 farm

CIVIC CENTER (CITY-COUNTY BUILDING) Martha Gibbs: 444-5315

Tuesdays from 1:30 - 2:45 to see city council
 can take up to 50 students
 exhibits
 memorials
 city council chambers
 mayor's office

CROOK HOUSE Phone: 455-9990

50¢ per child
 tours can be from 45 minutes to 1 1/2 hours
 hands on exhibit of 100 antiques

MORMON PIONEER CEMETERY Phone: 453-9372

park is close for lunch

UNION PACIFIC MUSEUM Phone: 271-3530

25 - 60 students
 45 minutes for tour

LUNCH POSSIBILITIES

Downtown:

Caniglias Top of the World Phone: 344-3200
 arrive by 11:00 a.m.
 call ahead (as far as possible) with date and no.
 (1981) \$3.00 for hamburger, potato, salad

Mall in front of the library

N.P. Dodge Park might be a possibility for sites in No. Omaha.

Boystown has a park area facing Dodge Street.

APPENDIX I

FIELD TRIP PACKAGE

POST-TEST

1. Identify the six Taylor Talents.
2. How do the areas included in Taylor Talents differ from intelligence tests (I.Q.)?
3. How do the areas included in Taylor Talents differ from achievement tests?
4. What are your understandings regarding how an I.Q. test is normed?
5. What are your understandings regarding how an achievement test is normed?

6. Cite an example of a classroom activity that could be used from each of the Taylor Talents.

7. If your reading group was planning a party to celebrate finishing the book, which of the Taylor Talents would you want to have your students employ? Explain how the talent(s) could be used.