

1955

A Proposed Curriculum Guide for the Seventh Grade of the Matthew Whaley School

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<https://dx.doi.org/doi:10.25774/w4-pvrd-dr39>

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Acknowledgments

Grateful appreciation for help with this study is expressed to Dr. George J. Oliver, Dr. Howard K. Holland, Dr. Kenneth Cleeton, and Mr. Richard Brooks, who acted as a committee of advisers.

A PROPOSED CURRICULUM GUIDE FOR THE SEVENTH GRADE
OF THE MATTHEW WHALEY SCHOOL

A Thesis
Presented to
the Faculty of
The College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
of
Master of Arts

by
Mary Eugenia Crank
August 1955

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CHAPTER I

INTRODUCTION

Curriculum makers believe that the school activities of the preadolescent and early adolescent boys and girls enrolled in the seventh grade of the public schools require careful planning because of the rather striking changes that occur in pupils' physical, emotional, social, and mental growth. Therefore, the curriculum should represent the best efforts of the people involved in the education of these boys and girls.

Setting of the study. The faculty of The Matthew Whaley School of Williamsburg, Virginia, adopted a written philosophy of education in March, 1951. In this philosophy there is an expressed desire for a course of study designed to meet the needs of the pupils, one that would be significant to teachers, student teachers, and patrons of the school. This course of study has not been completed.

The Matthew Whaley School has had no clearly defined curriculum for the seventh grade for some time. Teachers coming into the school and to the grade for the first time have not been given a curriculum guide other than the state publication, Course of Study for Virginia Elementary Schools, Grades I-VII. As this publication does not restrict teachers to the use of a particular program, many

different types of programs have been used by different teachers.

In light of these conditions, a curriculum guide seems to be desirable for the seventh grade of the school. It may be a partial fulfillment of the desire for a course of study of special design for this particular school as stated in the philosophy of the school.

Incoming teachers of the seventh grade have been confronted with overcrowded classrooms of twelve-year-olds and have inherited state approved textbooks in language arts, history, science, and arithmetic. Instead of continuing as part of the elementary school this grade is organized with the high school section. The daily schedule of these pupils will be affected somewhat by the necessary conformity to the general high school schedule in such matters as lunch period, physical education, shop period, and the like. Pupils are under the supervision and guidance of one classroom teacher during most of the day. Within the organization of the high school schedule the seventh grade schedule remains reasonably flexible.

A curriculum guide, other than the state publication already mentioned, is not available to teachers or to pupils. Added to this situation is the recognition that teachers in the high school have tended to follow somewhat specialized and subject-centered curricula with the daily

schedule generally divided by subject fields. On the other hand, teachers in the elementary school have tended to follow to a great degree a child-centered curriculum and a flexible daily schedule. The problem of integrating the two types of organization as they come together in the seventh grade is evident. Therefore, careful planning appears to be especially needed in the curriculum for the seventh grade which exists as an important midpoint in The Matthew Whaley School.

A sincere desire on the part of the investigator to become an efficient teacher in the seventh grade of The Matthew Whaley School has directed careful attention to probable needs of a representative group of seventh graders in the school. The group with which this study is concerned is composed of two seventh grades, those who entered the grade in September of 1952 and those who entered the grade in September of 1953.

Purpose of the study. The purpose of the study is to develop a curriculum guide for the seventh grade of The Matthew Whaley School. The study is an attempt to provide an organized, clear, and appropriate guide for the teacher.

Procedure. The procedure of the study was (1) selecting certain principles of curriculum construction as they have been developed by authorities in the field; (2) describing the pupils who enter the seventh grade of The

Matthew Whaley School, the community of Williamsburg, Virginia, and the materials of instruction available in the school itself; and (3) proposing a curriculum guide for use by the teacher based on the selected principles and the characteristics of the pupils.

The investigation has been limited to a study of the 148 pupils who entered the seventh grade of The Matthew Whaley School during a period of approximately two years. The pupils selected were studied by means of examining data available in the school records. It was recognized that all the school records were not complete, especially the records for those pupils who enrolled in the school after the school session had begun.

The study was limited also to analysis of official guidebooks, bulletins, courses of study, and other materials from four state departments of education. These included the Department of Education in California, Mississippi, Pennsylvania, and Virginia. Materials from these states were selected for the study because they appeared to offer representative approaches to curriculum construction and they appeared to represent a variety of types of curricula.

Organization of the study. Chapter I presents an introduction and a setting for the study. It presents also the purpose and the procedure followed in the study. Chapter II presents principles of curriculum construction

selected from the writings of authorities in the field and from official guidebooks, bulletins, courses of study and other materials from four states. Data describing the pupils who enter the seventh grade of The Matthew Whaley School are presented in Chapter III. Chapter IV presents a proposed curriculum guide for the teacher of the seventh grade in The Matthew Whaley School. The proposed curriculum guide is based on the selected principles set forth in Chapter II, and it is proposed for the grade of The Matthew Whaley School described in Chapter III. Chapter V presents a summary and conclusions derived from the study.

CHAPTER II

SELECTED PRINCIPLES FOR CURRICULUM CONSTRUCTION

In undertaking to develop any aspect of the curriculum it is necessary that certain principles be kept constantly in mind. In developing this study three general principles which seem to the writer to bear especially upon the social studies aspect of the curriculum have served as guides.

The principles accepted as criteria for the construction of the curriculum proposed in this study are derived from a variety of sources which may be regarded as authoritative. These sources include textbooks, courses of study, bulletins, and similar materials dealing with the curriculum. The courses of study consulted were chosen from four areas of the country and may be regarded, therefore, as representative of generally accepted points of view.

Guiding principles. First, the curriculum should promote the complete growth and development of all pupils. Complete growth and development implies in addition to achievement in subject matter that pupils should be given opportunities to make choices, to show initiative and creativeness, and to accept responsibility for their choices; and to provide for all pupils implies that a large variety of experiences, materials, and problems should be presented or made available to the pupils.

In the Course of Study for Virginia Elementary

Schools, the point of view of the State Board of Education concerning the purpose and essential quality of public education is stated as follows:

The American system of free public schools has . . . responsibility to all members of society without regard to race, color, or creed, and that responsibility is to make provision for the maximum development of the potentialities of all groups to the end that society may benefit by their contributions.¹

The Department of Public Instruction in Harrisburg, Pennsylvania, has issued statements concerning principles of curriculum construction. For example, after indicating that the secondary school program in that state includes the seventh grade, the writers of a school manual have agreed as follows:

The secondary school should cooperate with all other agencies in the community in providing meaningful and socially constructive experiences for all youth.²

In Remaking the Curriculum, Kilpatrick has stated his views on the principle of pupils making choices:

Education thus becomes primarily the conscious pursuit of personally felt purposes with ever more adequate self direction as the goal. The unit of curriculum construc-

¹ Dabney S. Lancaster, George J. Oliver, and Helen Ruth Henderson, Course of Study for Virginia Elementary Schools, Grades I-VII (Richmond: Division of Purchase and Printing, State Board of Education, 1943), p. 497.

² Department of Public Instruction, Commonwealth of Pennsylvania, Secondary School Manual for Pennsylvania, Bulletin 241, Revised, (Harrisburg: Department of Public Instruction, Commonwealth of Pennsylvania, 1950), pp. 1-3.

tion likewise becomes an instance of self-directed purposive living, not as formerly a selected portion of subject-matter-to-be-learned.³

James L. Mursell in Developmental Teaching describes what he calls the "principle of context" as follows:

Studies dealing with the basic aspects of learning repeatedly emphasize the importance of using a large amount of simple, concrete, manageable material, of different kinds.⁴

It appears that Mursell advocates the use of a wide variety of materials in order to meet the needs and interests of all pupils. Again, he explains his "principle of individualization" in the following manner:

Situations should be organized in which the individual learner can work in his own way and perform for himself the experimentation through which alone good learning is possible.⁵

It appears here that Mursell emphasizes the importance of providing learning situations which challenge some initiative and creativeness on the part of the learner.

Second, the curriculum should promote an understanding, an appreciation, and the practice of the ideals of a democratic society. This principle requires that democratic procedures be followed in the classroom. All procedures

³ William Heard Kilpatrick, Remaking the Curriculum (New York: Newson and Company, 1936), p. 18.

⁴ James L. Mursell, Developmental Teaching, First Edition (New York: McGraw-Hill Book Company, 1949), p. 115.

⁵ Ibid., p. 116.

should reflect respect for the individual student as an unique person, respect for his interests and purposes, and recognition that he should participate at his level of maturity in reaching decisions which directly and significantly affect his welfare. For instance, teacher-pupil planning and evaluation should take place so that objectives of the curriculum may be accepted by the pupils, not by the teacher alone.

In the publication, Course of Study for Virginia Elementary Schools, the State Board of Education lends the following concurrence with the selected guiding principle of practicing democracy as well as teaching it:

The American system of free public schools has been developed to assist in perpetuating, improving, and realizing democratic ideals. The school, therefore, must be democratic, not only in its instructional program, but also in its organization and method.⁶

Professors Edwards and Richey express their viewpoint on this principle under the title, The Dynamics of American Education:

In the future, school and college alike will have to give more attention to the education of the citizen, to the cultivation in him of that breadth and precision of knowledge of the works of political, economic, and social arrangements essential for intelligent participation in policy formation.⁷

⁶ Lancaster, Oliver, and Henderson, loc. cit.

⁷ Newton Edwards and Herman G. Richey, The School in the American Social Order, The Dynamics of American Education (New York: Houghton-Mifflin Company, 1947), pp. 857-58.

According to this authority, being informed about democracy is not enough. The effective citizen must participate in the making of a social policy.

Another curriculum authority, Harold Spears, in The High School for Today, has this to say about the goals of education:

The function of the school in a democratic society is twofold: (1) to provide for the study of and the practice in democracy as a way of life, and in doing so, (2) to provide for the maximum development of the individual in accordance with his capacities, needs, and interests.⁶

In Curriculum Planning, Edward A. Krug expresses what he believes to be the purposes of the social studies program and lends substantial authority to the selected guiding principle:

The social studies program should foster growth of children and youth in the following understandings, attitudes, and skills:

1. Understandings.
 - a. Of the democratic faith and its meaning for human welfare and happiness.
 - b. Of the application of democratic faith in the development of the American heritage.
2. Attitudes.
 - a. That all human beings regardless of race, national origin, color, or any matter over which they have no control are entitled to equal rights to life, liberty, and the pursuit of happiness.
 - b. That we concern ourselves with achieving and improving human welfare and democratic liberties everywhere in the world.

⁶ Harold Spears, The High School for Today (New York: American Book Company, 1950), p. 70.

- c. That all citizens should participate actively in working toward the solution of community problems for social betterment.
3. Skills and/or abilities.
- a. The ability to take part in group discussion.
 - b. The ability to take part in group planning.
 - c. The ability to think reflectively on social problems.
 - d. The ability to search out and use valid and adequate sources of information.
 - e. The ability to evaluate ideas and opinions on controversial problems offered by and through radio, movies, newspapers, periodicals, books, etc., in a manner which will contribute to the general welfare.⁹

Third, the curriculum should provide learning situations in keeping with what research has demonstrated in the psychology of learning to be ways that pupils learn. This principle requires that (a) opportunities for guidance and counseling should be provided; (b) pupils should be helped to see how proposed learnings apply to real life issues of concern to them; (c) pupils should be given opportunity to do something with their learning; (d) learning activities should take precedence over time segments; (e) learning should be made pleasureable whenever possible; and (f) pupils should be helped to see the learning situation as a whole and to anticipate possible outcomes.

The members of the Department of Public Instruction in Harrisburg, Pennsylvania, have pointed out the importance of

⁹ Edward A. Krug, Curriculum Planning (New York: Harper and Brothers Publishers, 1950), p. 115-16.

providing opportunities for guidance and counseling in the curriculum as is indicated in the following quotation:

. . . A necessary corollary to the development of a curriculum adapted to the needs of each individual is the development of a guidance service to give direction and meaning to pupil choices.¹⁰

Although it is not clear in the foregoing quotation whether or not guidance is recommended in the classroom, Caswell and Foshay are specific in indicating their recommendation for guidance as a part of the learning process. The following is quoted from Education in the Elementary School:

The guidance process cannot be separated from the curriculum; the two exist together in the classroom. Just as it is undesirable to divide a child's experience into unrelated segments, so it is undesirable to separate one kind of learning from another. The child studying arithmetic is forming an emotional attitude toward the subject, his teacher, his school, and education in general, just as surely as he is learning how to divide one number by another. To avoid taking this into account is to ignore the fundamental unity of living - to ignore the fact that a person behaves as a whole, all the time.¹¹

The principle of helping pupils to see how proposed learnings apply to real life issues of concern to them is upheld by J. M. Stevens in Educational Psychology in this way:

¹⁰ Department of Public Instruction, Commonwealth of Pennsylvania, Secondary School Manual for Pennsylvania, Bulletin 241, Revised (Harrisburg: Department of Public Instruction, Commonwealth of Pennsylvania, 1950), p. 2.

¹¹ Hollis L. Caswell and A. Wellesley Foshay, Education in the Elementary School, Second Edition (New York: American Book Company, 1950), pp. 297-98.

Of all the factors which affect memory, meaningful structure is perhaps the most important for the teacher to keep in mind. If the material is sufficiently meaningful, there may be no forgetting whatever. An important governing principle, like the idea of the conservation of energy, may so help us organize the rest of our ideas that it stays with us for life. Content that is not as brilliantly structured, but which still has much meaning, will be remembered in proportion to its meaning.¹²

With regard to providing opportunities for pupils to do something with their learning, Professor G. Max Wingo has written in the following manner:

A child comes in contact with the various objects and forces in the environment. He uses these objects and energies in various ways to achieve his purposes. He effects changes in the pattern of relations among the things and energies, and he modifies his own behavior and thus learns new responses. This process of interacting is the basis of all learning we know anything about in the natural world. All major contemporary schools of experimental psychology have as a fundamental hypothesis the principle of learning through interaction of organism and environment.¹³

Again, Professor Wingo has written on the importance of the functional quality essential to learning:

. . . the ultimate test of school instruction is the degree of effectiveness with which people can use, in the course of experience at large, the things which they have learned in school.¹⁴

¹² J. M. Stevens, Educational Psychology, (New York: Henry Holt and Company, 1951), p. 452.

¹³ G. Max Wingo, "Implications for Improving Instruction in the Upper Elementary Grades," The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1950), pp. 282-83.

¹⁴ Ibid., p. 281.

In the same yearbook Professors Anderson and Gates present ways that pupils learn and the significance this general understanding of learning has for the instruction of pupils. The following is quoted from their conclusions:

Instruction, if it is to be effective, must arouse (motivate) the learner to some active form of response.¹⁵

This statement reinforces one of the principles important in this study. That is, pupils should be given opportunity to do something with their learning. Learning, therefore, for the sake of storing information is not an adequate purpose.

Another statement by Professors Anderson and Gates indicates that they agree with the principle that pupils should be helped to see the learning situation as a whole and to anticipate possible outcomes. They speak of goals that provide direction to learning in the following way:

Instruction must provide some goal or objective (incentive which satisfies the motive) toward which the learning activity is directed.¹⁶

In the concluding chapter of the yearbook, Anderson Whipple, and Gilchrist describe the school as a learning

¹⁵ G. Lester Anderson and Arthur I. Gates, "The General Nature of Learning," The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1950), p. 35.

¹⁶ Loc. cit.

laboratory and present a desirable pattern for teaching as follows:

Instead of dividing the class program into formal periods allowing so much time for reading, spelling, and so on, the program is integrated into large meaningful units.¹⁷

This pattern coincides with the principle that learning activities should take precedence over time segments.

While it is, perhaps, unjustifiable to assert that all aspects of learning must be pleasurable, the principle that learning should be made pleasurable whenever possible, appears as an implication of many of the principles presented here. For example, pupils should derive satisfaction from knowing that provisions are being made for all pupils, that they are allowed opportunities for making choices, expressing creativity, using varied materials and having varied experiences, that certain goals are achieved, and the like. The authors, Anderson, Whipple, and Gilchrist, also include pleasure as part of their ideal pattern for teaching when they describe the "attractive" classroom and "attractive" materials of instruction.¹⁸

In writing about the relationship of the pupil and

¹⁷ G. Lester Anderson, Gertrude Whipple, and Robert Gilchrist, "The School as a Learning Laboratory," The Forty-Ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1950), p. 347.

¹⁸ Ibid. p. 345.

and the curriculum which he follows, Lee and Lee list certain guiding principles. This list may well serve as a summary of this discussion of principles of curriculum construction.

Summary of guiding principles:

1. The curriculum is considered to be the actual experiences of each pupil which are affected by the school. Experiences should be so selected and guided as:
2. To result in socialized human beings
3. To give consideration to the emotional development of children
4. To develop democratic skills, attitudes, and procedures
5. To give consideration to the health and physical development of children
6. To make provision for the individual differences in children
7. To be suitable to the maturation level of the child
8. To meet the needs, purposes, and interests of children
9. To be educative rather than mis-educative
10. To enlarge the child's understanding of important concepts
11. To aid in the development of new meanings and expand experiences through utilization of previous meanings
12. To develop new meanings through adaptation to the needs of the local community, utilization of available resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations
13. To utilize some importance of thinking
14. To make possible successful achievement by the child

If these criteria are to be met, it is inherent that the teacher know children, know subject matter, know the local environment, and so carefully plan, that the optimum values are derived from the combination. Planning is essential. Planning does not mean, however, that everything is predetermined.¹⁹

¹⁹ J. Murray Lee and Dorris May Lee, The Child and His Curriculum, Second Edition (New York: Appleton-Century-Crofts, Inc., 1950), p. 204.

CHAPTER III

CHARACTERISTICS OF SEVENTH GRADE PUPILS INCLUDED IN THIS STUDY

The information included in this chapter indicates that Matthew Whaley pupils in the seventh grade have certain characteristics that should guide the planning of a curriculum. The group was composed of 148 seventh graders. It included all those entering the grade in September of 1952 and all those entering the grade in September of 1953.

Age and sex distribution may be noted in Table I. It is here indicated that sixty per cent of the pupils were twelve years old when they entered the grade, one per cent was at least ten years old, and one per cent, as old as fourteen.

Table I indicates that the general age level for the grade is twelve. The curriculum for the grade, therefore, should be designed for twelve-year-olds with enough flexibility to include those as young as ten and as old as fourteen.

TABLE I

AGE AND SEX OF PUPILS ENTERING THE SEVENTH GRADE
OF THE MATTHEW WHALEY SCHOOL IN SEPTEMBER 1952
AND SEPTEMBER 1953

Age:	September 1952		:	September 1953		:	Total	:	Per Cent
	Boys	Girls		Boys	Girls				
10 :	-	2	:	-	-	:	2	:	1
11 :	2	7	:	5	9	:	23	:	16
12 :	20	31	:	21	17	:	89	:	60
13 :	9	7	:	13	3	:	32	:	22
14 :	-	2	:	-	-	:	2	:	1
Total	31	49		39	29		148		100

Of these pupils, seventy were residents of Williamsburg, and seventy-eight were residents of James City County. These pupils for the most part belong to small family groups. It will be noted in Table II that all families of more than four children were found among the James City County residents. This table does not show whether children who were not brothers and sisters were housed together. Only the number of brothers and sisters each seventh grader had, regardless of whether or not they lived at home, was indicated.

More pupils belong to families with two children than to any other size family. Forty-seven per cent of the pupils belong to families with two children or less. It is important for this reason that the curriculum for these pupils be planned to include many group experiences. Table II reveals that the pupils come from somewhat rural and urban type homes, so the curriculum should be planned for pupils with both kinds of home background.

TABLE II

THE NUMBER OF CHILDREN IN THE FAMILIES OF THE
SEVENTH GRADE PUPILS OF THE MATTHEW WHALEY SCHOOL

Number of Children in Family	Williamsburg Pupils	James City County Pupils	Total	Per Cent
1	14	9	23	16
2	28	19	47	31
3	23	20	43	20
4	5	15	20	14
5	-	4	4	3
6	-	3	3	2
7	-	1	1	1
8	-	5	5	3
9	-	-	-	-
10	-	2	2	1
Total	70	78	148	100

From the cumulative records of individual pupils data were secured concerning distribution of intelligence quotients as indicated by the California Mental Maturity Test administered to the pupils in the spring prior to entrance into the seventh grade. One hundred thirty-four pupils were tested. Data were missing from the cumulative record folders of fourteen pupils.

Figure 1 shows that the greatest frequency was thirty-six. It occurred in the interval between 90 and 99. The range in intelligence quotients was from 50 to 169. It is significant to note the wide range of intelligence quotients and the piling up of the quotients around 100. The majority of intelligence quotients was above the modal class, 90 to 99. These conditions suggest that in planning a curriculum for this group of pupils appropriate consideration should be given to providing a variety of types of activity and experiences to accord with the range of ability and interests.

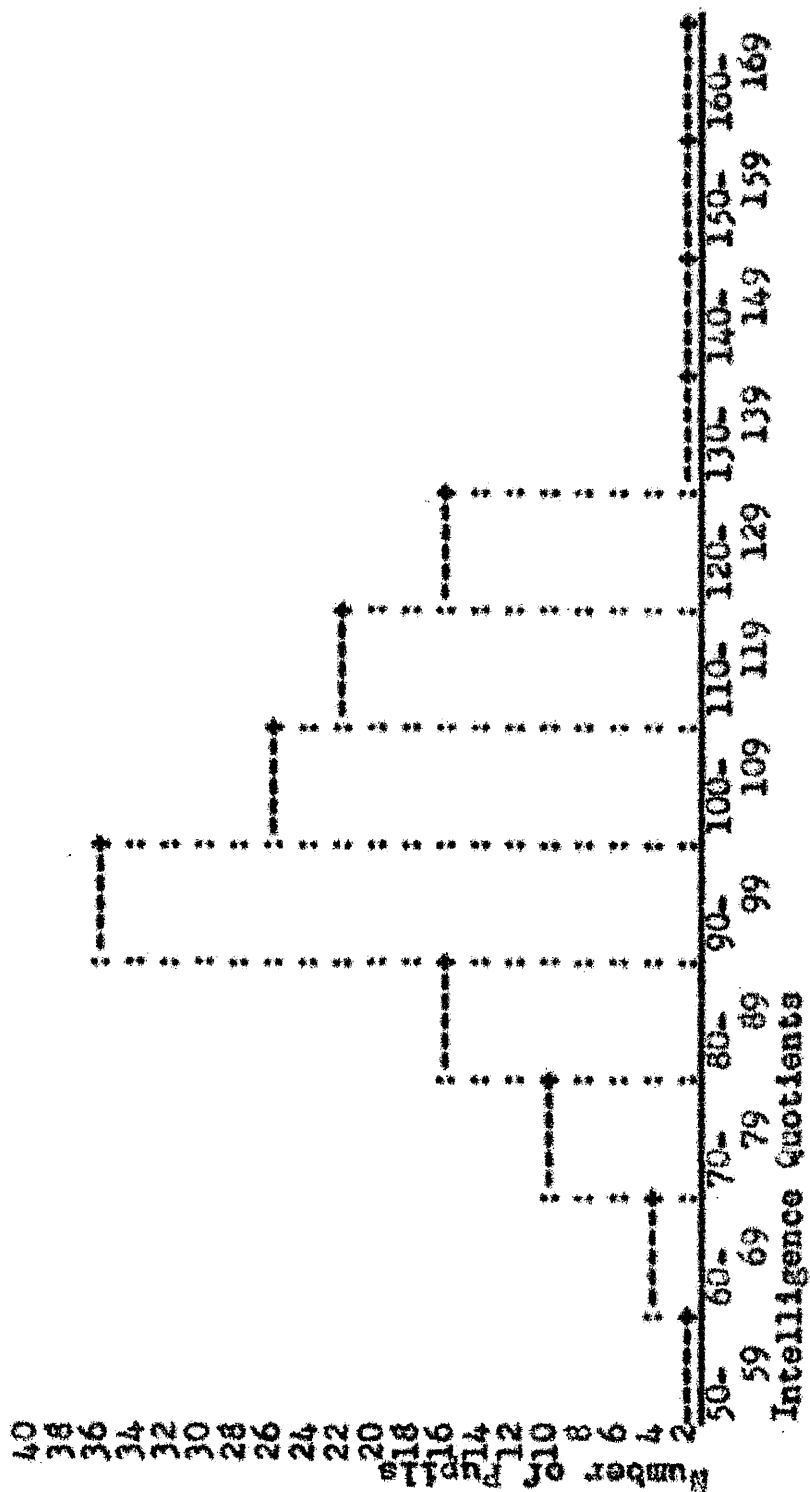


FIGURE 1

DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS OF 134 PUPILS
 INDICATED BY THE CALIFORNIA MENTAL MATURITY TEST ADMINISTERED IN THE SPRING
 PRIOR TO ENTRANCE INTO THE SEVENTH GRADE OF THE MATTHEW WHALEY SCHOOL

Table III reveals the percentile ranks of achievement in reading, arithmetic, English, and spelling for 141 sixth grade pupils, based on the California Achievement Tests which were administered in the spring of 1952 and 1953 just prior to their entrance into the seventh grade. There was a discrepancy, however, between the 141 pupils who were tested and the 148 pupils who entered the grade in September. This was caused principally by pupils moving to and from the community.

The greatest number of frequencies lay between the twenty-fifth and the seventy-fifth percentile ranks in all areas tested. This would indicate an approximately normal distribution in achievement. However, the best general achievement was in arithmetic and the poorest in reading. The curriculum for these pupils, therefore, should make special provision for the need of improved achievement in reading and associated studies. Comparisons among the achievements below the thirtieth percentile rank indicate that frequencies were greater in reading, English, and spelling than those in arithmetic.

TABLE III

PERCENTILE RANKS ON THE CALIFORNIA ACHIEVEMENT TESTS
ADMINISTERED PRIOR TO ENTRANCE INTO THE SEVENTH GRADE
OF THE MATTHEW WHALEY SCHOOL

California :	Reading :	Arithmetic :	Mechanics :	of English :	Spell- :	Total
Ranks for :			and Grammar :	ing :	Battery	
Grade Seven:						
99	7	-	4	3	-	
95	5	3	9	5	4	
90	5	9	12	10	6	
85	9	8	2	7	9	
80	10	10	10	7	10	
75	4	10	9	12	9	
Total	40	40	46	44	38	
70	9	10	14	12	10	
60	15	18	18	16	17	
50	19	22	7	19	27	
40	(97) 8	(125) 25	(104) 10	(103) 4	(113) 11	
30	6	10	9	8	10	
Total	57	85	58	59	75	
25	3	5	10	3	6	
20	10	3	7	7	7	
15	4	1	6	4	4	
10	7	2	9	3	4	
5	15	5	1	8	7	
1	5	-	4	13	2	
Total	44	16	37	38	28	
Total						
Frequencies	141	141	141	141	141	

The educational background of parents of the pupils in this study is indicated in Table IV. Data were missing from the records of twenty pupils. Twenty-five per cent of all the parents attended high school. Forty-six per cent of all the pupils' parents attended high school or had less schooling. Husbands and wives tended to have similar educational backgrounds. Parents of Williamsburg pupils tended to have a higher level of school than those of county pupils since in only six instances among the former had parents had less than high school attendance, compared with twenty-five cases among the latter.

The wide variety in the educational backgrounds of parents is significant in the planning of a curriculum. This would indicate a variety of opportunities for learning provided in the homes.

TABLE IV

**EDUCATIONAL ACHIEVEMENT OF THE PARENTS
OF SEVENTH GRADE PUPILS IN THE MATTHEW WHALEY SCHOOL**

Attendance	Williams- burg Residents	James City County Residents	Total	Per Cent of Pupils
Grade school for both parents	2	12	14	9
Grade school for one; high school for one	4	13	17	12
High school for both parents	15	22	37	25
High school for one; col- lege, professional, or business school for one	9	8	17	12
High school for one; col- lege and professional or business training for one	1	1	2	1
High school and profes- sional or business training for one; college and additional study for one	2	-	2	1
College, professional, or business school for both parents	17	4	21	14
College for one; college and additional study for one	7	6	13	9
College and additional study for both parents	5	-	5	3
Incomplete data	8	12	20	14
Total	70	78	148	100

NOTE: High school in this table means beyond the eighth grade.

Data on occupations of the parents of pupils in this study were found to be unreliable and incomplete. Pupils' permanent record folders were consulted. It was noted, however, that a large percentage of fathers were engaged as laborers, service workers, and professional workers. It was believed that the data indicating the number of mothers holding jobs outside the homes were unreliable.

Information on the interests of pupils was found in the cumulative record folders. Data were available from teacher observations at the end of the sixth grade year prior to entrance into the seventh grade. Data might have been affected by several factors, such as (1) teachers might have observed more interests of some pupils than of others; (2) teachers might have been more interested in some pupils than in others; (3) teachers might have offered opportunities for certain interests to be more readily revealed than others; and (4) teachers have used in some instances misleading or vague terms. Nevertheless, Table V presents a frequency tabulation of pupil interests observed by teachers. The high frequency of art, music, sports, dancing, reading, and group games might prove significant in planning a curriculum for these pupils. The wide range of interests should also prove significant in planning the curriculum.

TABLE V
INTERESTS OF SEVENTH GRADE PUPILS
OF THE MATTHEW WHALEY SCHOOL
AS OBSERVED BY TEACHERS

	Frequency: of Mention		Frequency of Mention
1. Art	60	12. Automobiles, ships, trains, airplanes	7
2. Music	45	13. Clothes	4
3. Sports	38	14. Scouts	4
4. Dancing	36	15. Movies	4
5. Reading	36	16. Library	4
6. Group games	20	17. Religion	3
7. Science	18	18. Group activities	3
8. Academic work	17	19. Other children, people	3
9. Domestic	11	20. Farming	2
10. Dramatics	9	21. Flowers	2
11. Mechanical	9		

NOTE: Interests not tabulated since they were mentioned in single cases only include the following: varied interests, leadership, long range projects, enthusiastic interests, research work, stamps, horses, humorous books, romance, sex, travel, paper dolls, success, and exactness.

CHAPTER IV

PROPOSED CURRICULUM GUIDE

The curriculum guide proposed in this chapter is constructed on the basis of social studies units under the general topic, The New World. It is believed that with the center of interest directed to this general topic many subject skills can be developed with the pupils as they participate in various experiences. The general theme, The New World, falls quite naturally in with the study of the Williamsburg community in which these pupils live. This is indicated by the details of the outline presented.

The seven units which are developed under the general theme are as follows:

- Unit One: Finding a New World
- Unit Two: Colonizing a New World
- Unit Three: Our Community and Its Part in the New World
- Unit Four: Fighting for and Building a New World Government
- Unit Five: A New World Stands with the Old World
- Unit Six: Expanding the New World to the Pacific
- Unit Seven: Looking for New Worlds to Conquer in Relation to Our Own Community

It is believed, on the basis of the investigation that has been made in this study, that units which follow

an adaptation of the form used in Contra Costa County, California, can best fulfill the requirements for curriculum construction as indicated by the principles described in Chapter II of the study.¹ The author has chosen, therefore, to use an adaptation of this organization in presenting the units which comprise the curriculum guide in social studies for the seventh grade with which this study is concerned.

The Contra Costa form is as follows:

- I. AIMS OF THE UNIT
 - A. General
 - B. Attitudes
 - C. Knowledge
 - D. Social
 - E. Academic
- II. SUGGESTED SEQUENCE
- III. SUGGESTED WAYS OF INTRODUCING THE UNIT
- IV. SCOPE OR PROBLEMS: (For the teacher, not necessarily those pupils will pose.)
- V. WAYS OF SECURING INFORMATION
 - A. Reading
 - B. Audio-Visual Aids
 1. Motion Picture Films
 2. Filmetrips

¹ The principles are described on page 6.

3. Field Trips

4. Interviews

VI. WAYS OF ORGANIZING AND USING INFORMATION

A. Construction Activities

B. Use of Mathematics

C. Use of Written Language

D. Use of Oral Language

E. Use of Dramatics

F. Use of Health and Science

VII. CULMINATING ACTIVITIES

VIII. WAYS AND MEANS OF EVALUATION

A. Social Skills

B. Knowledge and Understanding

C. Attitudes

D. Tests and Checklists

One of the principal adaptations of the Contra Costa form is found in Section I, Aims of the Unit. The investigator has classified all aims as general aims for the year and specific aims which apply to each unit. This was done to avoid an overlapping of classifications. A second adaptation occurs with reference to Section VIII of the outline. The emphasis in the suggestions for evaluation of the outcomes of each of the units proposed is upon means of evaluating, such as observations, tests, and checklists. In the means suggested provision is made for evaluating outcomes

which fall in each of the general areas; namely, social skills, knowledge and understanding, and attitudes.

The section which follows contains the general aims for the year and suggestions for orienting the pupils in terms of the theme for the year and for initiating the study of the general theme.

Introduction

I. Theme for the Year: THE NEW WORLD

II. General Aims for the Year

To help pupils become interested in the history of America

To help pupils become active American citizens

To help pupils understand and appreciate the democratic principles on which our country is founded

To help pupils think of history as an exciting, true story

To help pupils enjoy current events and news reports

To help pupils express initiative and creativity

To help pupils develop an interest in the growth of liberty in America

To help pupils understand the meanings of important documents in the American heritage

To help pupils appreciate the struggle involved in building a government for America

To help pupils acquire an attitude of inquiry

To help pupils increase their reading, listening, and speaking vocabularies

To help pupils appreciate leaders in the history of America

To help pupils understand changes in American living

To help pupils become acquainted with current events in the community, the nation, and the world

To help pupils express themselves accurately with numbers

To help pupils improve their discussions

To help pupils recognize similarities and differences
wherever they appear

To help pupils know their community

To help pupils relate past history with present
history

To help pupils gain accuracy in using information

To help pupils live and work together happily in the
classroom

To help pupils appreciate the contributions of others

To help pupils help each other make contributions to
the study

To help pupils accept kindly the handicaps of others

To help pupils understand and evaluate themselves

To help pupils evaluate time, property, and energy

To help pupils recognize their responsibilities
individually and as a group

To help pupils develop in accordance with their
potential abilities

To help pupils improve in reading

To help pupils improve in communicating ideas orally
and in writing

To help pupils read scales and maps

To help pupils make adequate use of available sources
of information

To help pupils use outlines and charts

To help pupils use libraries, reference materials,
indices, and catalogs

III. Suggested Ways of Introducing the General Theme for the Year

A. Present a film on Americanism, democracy, or

freedom selected from Educational Motion Pictures for Virginia Public Schools, such as one of the following:²

1. Democracy: 10 minutes, sound, 1946, EEF. Available State. Democracy defined. Discussion on promoting the growth of democracy is presented.
 2. Our Living Declaration of Independence: 16 minutes, sound, 1950, Coronet. Available State. "This film develops the theme that the Declaration of Independence is not a dead historical document but a vital force and guide to living today. Illustrations from the lives of an immigrant and his children show the meaning and significance of the Declaration of Independence, both as its influence in shaping our present world and its significance in meeting today's problems."
 3. Tuesday in November: 20 minutes, sound, 1945, Castle. Available State. Explains American privilege of voting by secret ballot.
- B. Discuss reasons for finding out as much as possible about freedom, democracy, and the American way of life.
 - C. Exhibit selected pictures, pamphlets, books on democracy and freedom.
 - D. Tell a story about our American heritage.
 - E. Invite a representative of Colonial Williamsburg, Inc., to talk about the importance of knowing about America.

² State Board of Education, Educational Motion Pictures for Virginia Public Schools, Bulletin, (Richmond: Commonwealth of Virginia, Division of Purchase and Printing, 1952), 129 pp. The annotations are adapted or quoted from this bulletin.

Unit One: FINDING A NEW WORLD

I. Specific Aims Associated with this Unit

- A. To arouse interest among pupils concerning the people and events that led to the discovery of America
- B. To help pupils understand the geography of Europe that led partially to the discovery of America
- C. To help pupils understand relative differences in distances in the fifteenth century and the twentieth century
- D. To help pupils become acquainted with the ideas and inventions of the fifteenth century

II. Suggested Sequence of Topics

- A. Marco Polo's Travels Encourage World Explorations and Discoveries
- B. Explorations Carried on by Spain, Portugal, the Netherlands, France, and England

III. Suggested Ways of Introducing the Unit

- A. Tell or read the story of Marco Polo's return from the East.
- B. Point out the routes used by Europeans traveling to the East for certain products.
- C. Discuss the products that we use regularly from other parts of the world, especially from the Far East.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose.)

A. Geographic

- 1. Where are the following located:

Cathay - China	India
Mediterranean Sea	East Indies

Newfoundland	West Indies
Strait of	Strait of
Magellan	Good Hope
Hudson River	Hudson Bay
Central America	South America

2. How great is the distance between Europe and China?
3. How great is the distance between Europe and India?
4. What routes did people travel from Europe to the Far East?
5. What kind of land and water lay between Europe and the Far East?

B. People and Events

1. What kinds of stories did Marco Polo tell about China?
2. Who were the following people and what contributions did they make in the discovery of the New World:

Vasco da Gama	Henry Hudson
Amerigo Vespucci	John Cabot
Henry the Navigator	Elizabeth I
Philip of Spain	Sir Francis
Ferdinand and	Drake
Isabella	Sir Walter
Marquette and	Raleigh
Joliet	Columbus
Jacques Cartier	Balboa
Samuel Champlain	Cortez
De Soto	The Aztecs
La Salle	The Incas
Magellan	Pizarro

3. In what principles did the "Sea Dogs" believe?
4. What did the Armada settle?
5. How did America get its name?
6. What is the meaning of mutiny, tyranny, merchant?

C. Ideas and Inventions

1. What did the seamen of the fifteenth century know about navigation?
2. Why was navigation of interest to the people in the fifteenth century?
3. When was the compass invented?
4. What is an astrolabe?
5. What kinds of maps did the seamen use?
6. How were ships built during the fifteenth century?
7. What ideas about the size of the world did the people have?
8. What kinds of ideas did people of Europe have about freedom and government?

V. Ways of Securing Information

A. Reading

1. Books for Pupils Selected from Children's Catalog³

- (a) Columbus, Christopher, Log of Christopher Columbus' First Voyage to America in the Year 1492. New York: William R. Scott, Inc., 1938. 84 pp. Illustrated. Recommended for Grades 5-8.
- (b) Duvoisin, Roger Antoine, And There Was America. New York: Alfred A. Knopf, Inc., 1938. 75 pp. Illustrated by the author. Recommended for Grades 4-6. Classified as America, Discovery and Explorations.

³ Ruth Giles and Dorothy E. Cook, compilers, Children's Catalog (Eighth edition revised; New York: H. W. Company, 1951), 919 pp.

- (c) McGuire, Edna, Brave Young Land. New York: The Macmillan Company, 1946. 446 pp. Illustrated. Recommended for grades 5-7. Classified as America, discovery and explorations, United States history, social life and customs.

2. Books for Pupils Selected from the Standard Catalog for High School Libraries⁴

- (a) Guillet, Edwin Clarence and Mary Elizabeth Guillet, Pathfinders of North America. New York: The Macmillan Company, 1939. 304 pp. Illustrated. Recommended especially for junior high school. Classified as America, discovery and exploration and explorers.
- (b) Richman, Irving Berdine, Spanish Conquerors; A Chronicle of the Dawn of Empire Overseas. New Haven: Yale University Press, 1921. 238 pp. Illustrations and maps. "Contents: West and East; Columbus and the new lands; Balboa and the Pacific; Cortes and Mexico; Spanish conquerors in Central America; Pizarro and the Incas;" etc.⁵

⁴ Dorothy Herbert West, compiler, Standard Catalog for High School Libraries (sixth edition; New York: The H. W. Wilson Company, 1952), 1128 pp.

⁵ Other materials will be found listed in the general bibliography at the end of the chapter.

B. Audio-Visual Aids

1. Motion Picture Films⁶

- (a) Captain John Smith, Explorer: 16 minutes, sound, color, 1948, Virginia State Department of Education. Available State. Exploring Virginia rivers with Captain John Smith. Treats Indians, especially Pocahontas.
- (b) Columbus: 60 minutes, silent, Yale. Available State. "Dramatizes the career of Columbus from 1485 to 1492."
- (c) Discovery and Exploration: 10 minutes, sound, 1942, EBF. Available State. "Animated drawings describe the North American territory discovered between 1492 and 1700, and routes used by the explorers."

2. Filmstrip Available in The Matthew Whaley Library

The Age of Exploration: Life Filmstrip. Color. Leaders in explorations from Europe. Man's urge to explore is emphasized.

3. Field Trip

Visit the Mariner's Museum to examine relics of Columbus' voyages and ships.

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

- 1. Construct models of early explorers' ships and navigation instruments.

⁶ State Board of Education, op. cit., 129 pp.

2. Construct a diorama scene of the Spanish Armada.
3. Draw maps of the known world before Columbus' discovery. It might be superimposed on another map showing routes and explorations made by Columbus and others.
4. Construct a diorama of Columbus asking for ships in Europe.
5. Draw a picture map to show the race for claims in the New World among European countries.
6. Plan a blackboard mural map on explorations made during this period.
7. Construct a paper, clay, or wooden scene of some American beginnings. It might depict the hardships or fears of early voyagers to the New World.

B. Use of Mathematics

1. Use mathematics in the construction of models to make accurate proportions by measurement and scale.
2. Use mathematics in making maps to scale.
3. Use mathematics to compute speeds and distances traveled by early seamen. Teach an understanding of ratios by making comparisons with speeds and distances traveled today on sea.

C. Use of Written Language

1. Write for information about a trip to the museum. Write to confirm arrangements for the trip.
2. Write reports on selected topics. The reports may be the summary of a committee's findings on a topic or an individual's findings.
3. Write a narration for selected scenes to be presented as a play.

4. Outline some important findings found by reading about this period.
5. Write a report on the field trip to add to a classroom collection with a view to writing a handbook for the seventh grade.
6. Write invitations to parents or to other classes in the school asking them to attend a program on Columbus or the explorers.
7. Compose some lines of poetry to express the excitement that early seamen must have felt on sighting new land.
8. Write some imaginary newspaper articles on the new discoveries.
9. Collect new words and their meanings for vocabulary building. Keep them in a notebook.

D. Use of Oral Language

1. Practice to read for the enjoyment of the class Joaquin Miller's poem, "Columbus."
2. Look in current newspapers and news magazines to find information about modern discoveries. Report your findings to the class.
3. Practice in choral reading "Columbus" by Joaquin Miller.
4. Record and listen to oral reports on topics selected in this study.
5. Discuss good and faulty habits noticed in oral reports given to the class.

E. Use of Dramatics

1. Dramatize scenes from the life of Columbus.
2. Dramatize scenes in European courts at the time of the discoveries in the New World.

F. Use of Health and Science

Study health conditions of sea voyages of the fifteenth century. Compare these with modern health and safety measures practiced by steamship and airplane companies.

VII. Culminating Activities

- A. Present to the class or to an assembly group a play dealing with the life of Columbus.
- B. Display models, maps, scenes, and the like which were constructed or drawn during this study. They may be displayed in the classroom, in the school corridors, or in the library.
- C. Present a choral reading as part of a program.
- D. Give readings of lines of poetry or news articles composed during the study.

VIII. Evaluation

A. Observations

- 1. Did the material representations of happenings reveal understanding of history?
- 2. Did the presentations show that work was well read and organized before being presented?
- 3. Was there a variety of self-expression in the learning situations?
- 4. Was group work carried on meaningfully and cooperatively by all members?
- 5. Was there wide participation and group cooperation during discussions?
- 6. Was there indication of willingness to share materials, time, and attention in the classroom?

7. Did members show appreciation for others' contributions in the study?
8. Did pupils participate in planning the study?
9. Did pupils practice good habits in oral and written language?
10. Did pupils make good use of available resources of information?
11. Was there evidence of learning to appreciate personalities and problems of people?
12. Was there evidence of pupils doing their best work in the study?
13. Did pupils show interest in the story of America and possibly a desire to learn more about it?
14. What difficulties did the whole group, small groups, or individuals meet in the study? How did they meet them? What was the result in each case?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion of the unit.
3. Use a checklist similar to the one in Appendix D of this study for pupil evaluation.

Unit Two: COLONIZING A NEW WORLD**I. Specific Aims Associated with this Unit**

- A. To stimulate an interest in the settlement of Jamestown, Virginia, and Plymouth, Massachusetts
- B. To help pupils understand some of the major reasons for the early settlements along the coast
- C. To stimulate an interest in early ideals and ideas held by early settlers in Jamestown and Plymouth
- D. To help pupils understand the hardships faced by early settlers of Jamestown and Plymouth
- E. To help pupils form an accurate understanding of living in America during the period of early settlement
- F. To help pupils recognize the similarities and differences between the Jamestown and Plymouth settlements
- G. To help pupils understand some of the political ideas in America and in England during the sixteenth and seventeenth centuries
- H. To help pupils become acquainted with some of the leaders of America during colonial days

II. Suggested Sequence of Topics

- A. Jamestown Colony
- B. Plymouth Colony, Massachusetts Bay Colony, and Other New England Settlements
- C. Home Life in Colonial America
- D. Political Life in Colonial America and the Rising Revolution

III. Suggested Ways of Introducing the Unit

- A. Point out on wall maps the main points of interest along the Atlantic coast where the early settlements began.
- B. Discuss with pupils what they already know about the early settlements.
- C. With the aid of pictures discuss the ships that were used.
- D. Present one of the films or filmstrips described in this unit.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

A. Colony at Jamestown

- 1. Why did not the English give up attempts colonize in the New World?
- 2. Why was the London Company organized?
- 3. What difficulties were faced at Jamestown?
- 4. What kind of government was attempted at Jamestown?
- 5. What was Thomas Dale's part in helping the colony?
- 6. What kind of person was Sir William Berkeley?
- 7. Why did John Smith set up a rule about working?
- 8. What kind of person was John Smith?
- 9. What did the word "gentlemen" mean in 1607?
- 10. What is the significance of the House of Burgesses?
- 11. What were some of the health hazards at Jamestown?

12. What were some advantages of choosing Jamestown for settlement?

B. Plymouth Colony, the Massachusetts Bay Colony, and Other New England Settlements

1. What were differences between settlers at Jamestown and those at Plymouth?
2. What was the Mayflower Compact? Why was it important?
3. What is a pilgrim? Who were the Pilgrims?
4. What did the Puritans believe concerning religion?
5. Who were the Separatists?
6. Who was Roger Williams? What happened to him when he practiced his religious beliefs?
7. Describe the first Thanksgiving.
8. What contributions to American history were made by these people:

William Bradford	Massasoit
John Winthrop	Squanto
John Endicott	Miles Standish
William Penn	Lord Baltimore
Peter Stuyvesant	Anne Hutchinson
Roger Williams	
9. What American customs were started by these early settlers?
10. What were some of the hardships faced by the Plymouth settlers?
11. What was significant about the Massachusetts Bay Colony?
12. Why did not the settlers give up and return to the Old World?

C. Home Life of Colonial America

1. What is a sampler?

2. How would schools of colonial times compare with those of today?
3. How did education in New England compare with that in the South?
4. What kinds of things did colonial boys learn in school?
5. What kinds of things did colonial girls learn?
6. What kinds of play and sports did colonial boys enjoy?
7. Describe the way in which a colonial family would spend an evening.
8. Describe the clothing of the colonists. Describe the materials and designs.
9. Describe the furniture of an early colonial home in New England. Contrast it with one in the South.
10. What industries were carried on in colonial homes?
11. Explain the social distinctions that existed in the South and in New England.
12. What did adults do for entertainment in colonial times in America?
13. Why is it good for us to study and understand these people of early colonial times?
14. What is an apprentice?
15. What was an indentured servant?
16. What were some chief products of the South during the seventeenth and eighteenth centuries?
17. What were the main products of New England?

18. What occupations were prevalent in New England?
19. What occupations were prevalent in the South?
20. How did colonial people preserve their foods?
21. What kinds of government existed in New England and in the South?
22. How did geographic factors make a difference in the way New England developed and the way the South developed?
23. What were some important American ideals that were started in colonial times?

D. Political Life in Colonial America and the Rising Revolution

1. How did England's attitude and treatment of the colonies change during colonial times?
2. What was England's theory of mercantilism?
3. What does "taxation without representation" mean?
4. How were England's politics at home like those in her American colonies?
5. What did Edmund Burke and William Pitt believe about government?
6. What kind of man was Benjamin Franklin? What did he believe about the government of the American colonies? What did he do about it?
7. What were the Common Sense pamphlets?
8. What was the Stamp Act?
9. What was the Molasses Tax?

10. What was the Boston Tea Party?
11. What part did Patrick Henry and Samuel Adams play in colonial politics?
12. How did the colonists react to the restrictions put on Boston?
13. What did the Continental Congress try to do to settle the dispute with England?
14. Who were the "Minutemen"?
15. What was important about Paul Revere's ride?
16. Why do we remember Bunker Hill in history?
17. What is the significance of the Declaration of Independence?
18. Why did the royal governor in Virginia flee?
19. Who were the rulers in England during this period?
20. What kind of smuggling had been going on in the colonies?
21. What were the "Sons of Liberty"?
22. What did "quartering" English soldiers mean?

V. Ways of Securing Information

A. 1. Books for Pupils Selected from Children's Catalog⁷

- (a) Daugherty, James Henry, Landing of the Pilgrims. New York:
- (a) Daugherty, James Henry, Landing of the Pilgrims. New York:

⁷ Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

Random House, Inc., 1950.
186 pp. Illustrated. Recommended for Grades 7-9.
Classified with the Pilgrim fathers and the colonial period.

- (b) Earle, Alice (Morse), Child Life in Colonial Days. New York: The Macmillan Company, 1899. 418 pp. Illustrated with photographs. Recommended for Grades 7-9. Classified with social life and customs, the colonial period, schools, games, costumes, etc.

- (c) Hall-Quest, Olga (Wilbourne), Jamestown Adventure. New York: E. P. Dutton and Company, 1950. 185 pp. Illustrated. Recommended for Grades 6-8. Classified as Virginia history and Jamestown.

2. Pamphlets for Pupils Selected from
Children's Catalog⁸

- (a) Duffé, Marcell Laval, New England, Colonial Days. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.

- (b) _____, Southern Colonial Days. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.⁹

⁸ Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

⁹ Other materials will be found in the general bibliography at the end of the chapter.

B. Audio-Visual Aids

1. Motion Picture Films¹⁰

- (a) Jamestown: 60 minutes, silent, Yale. Available State. "Impressions of the Jamestown settlement in 1612 under the stern rule of Sir Thomas Dale."
- (b) Pilgrims: 45 minutes, silent, Yale. Available State. "Dramatizes the struggle for religious freedom as typified by the story of the Pilgrims."
- (c) Puritans: 45 minutes, silent, Yale. Available State. "Incidents revealing the economic background of the Massachusetts Bay Colony."
- (d) Early Settlers of New England: 10 minutes, sound, EEF. Available State. "Aspects of the lives of settlers living in early New England between the years of 1623 and 1629 A.D."
- (e) Eve of the Revolution: 45 minutes, silent, Yale. Available State. "Significant incidents in the decade, 1765 to 1775, interpreting the state of mind of the people as the movement of independence gains impetus."
- (f) Colonial Children: 10 minutes, sound, EEF. Available State. "Aspects of everyday home life of children who lived in colonial New England."

¹⁰ State Board of Education, op. cit., 129 pp.

2. Filmstrips Available in The Matthew Whaley Library

- (a) The Jamestown Colony: Virginia Department of Education. Color. Pictures Jamestown of today and gives drawings of the ancient fort that was built there in the early days of settlement.
- (b) A Planter of Colonial Virginia: Encyclopedia Britannica Films. Black and white. Depicts the eve of the Revolution. One family moves to Williamsburg. Pictures the House of Burgesses, the cobbler making shoes, bloodletting by the barber, the public gaol, etc.
- (c) American Revolution: Life Filmstrip. Color. Treats the taxes and hatreds before the Revolution. Treats battles of the War and leaders, including Washington, Benedict Arnold, Cornwallis.
- (d) Early Virginia Indians: Virginia Department of Education. Color. Pictures housing, work, and dress of the Indians.

3. Field Trip

Visit Jamestown to examine relics found in use there during the first days of settlement, to see the Old Church Tower, to notice steps taken to preserve the island itself, and the excavated findings, and to understand the area that used to be the first capital of Virginia and used to exist as a real town.

4. Interviews

- (a) The historian for the National Park Service might make some contributions to understanding visits to Jamestown. He might help prepare the class for the visit.
- (b) A selected person from the community might make a contribution to the class by showing and describing privately collected Indian relics.

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

1. Make a model of the old Jamestown fort and community. Label and emphasize what seems to have been important to the first settlers who built this kind of fort.
2. Construct a scene of the signing of the Mayflower Compact.
3. Construct the scene of John Smith dealing with the "gentlemen" of the Jamestown settlement.
4. Construct a scene of the landing of the Pilgrims.
5. Construct the scene of the first Thanksgiving.
6. Construct a model of an early colonial home with its proper furnishings.
7. Construct a series of scenes depicting the play and entertainment of colonial boys and girls.
8. Construct a series of scenes depicting the kinds of work carried on in the early colonial home.
9. Draw a chart or graph to show the beginnings of colonial trade.

10. Draw a chart to show the increase in population in early colonial times.

B. Use of Mathematics

1. Use mathematics in the construction of all models to make proportions of figures and objects according to an accurate scale.
2. Teach measurements by scale drawings.
3. Use mathematics in drawing all graphs, such as those depicting population changes, early beginnings of American trade, and the like.
4. Teach an understanding of percentages by showing the per cent of a day colonial boys used for schooling and the per cent of a day modern boys use for schooling.

C. Use of Health and Science

1. Compile findings by picture charts on health hazards faced by first settlers of Jamestown.
2. Compile findings by picture charts on health control in Jamestown and the surrounding area as it is planned today.

D. Use of Written Language

1. Write invitations and letters of thanks to people who speak to the class or help in making a field trip or in any other way.
2. Write for information in arranging for a field trip.
3. Write outline notes for reporting to the class.
4. Write an imaginary letter from a boy or

girl in colonial Virginia
addressed to a friend in England.

5. Write an imaginary letter that might have been written by a colonial planter to a member of the House of Burgesses.
6. Write imaginary newspaper articles that would express feelings of the colonists toward England before the time of the Revolution.
7. Write your own version of what Lord Delaware saw when he arrived at Jamestown with new supplies for the colony.
8. Write an imaginary newspaper account of the impressions of the court of England when Pocahontas was presented there in 1616.

E. Use of Oral Language

1. Report orally on some of the topics under study.
2. Discuss plans for speakers and trips in a group.
3. Communicate orally with group members on projects.
4. Give oral readings from the writings of Captain John Smith, William Bradford, and others.
5. After finding information in the current news, report to the class on the relationship of England and America today. Report also information on the relationship between England and her colonies or on England's colonial power at the present time.

VII. Culminating Activities

- A. Present in a dramatic situation to the class or to an assembly some of the findings from this unit.
- B. Display models, maps, charts, pictures, graphs, and the like in the classroom, in hall corridors, or in the library.

VIII. Evaluation

A. Observations

1. Did the constructed, drawn, and pictured representations of happenings in history show understanding of information?
2. Did the presentations show that materials were read carefully and organized effectively for communication with others?
3. Were originality and creativity expressed in the learning situations?
4. Was group work carried on meaningfully and cooperatively by class members?
5. Was there widespread participation and group cooperation in class discussions?
6. Did class members show an appreciation for others' contributions in the study?
7. Did class members help plan their own undertakings?
8. Did pupils practice good language habits in written and oral work in the study?
9. Did pupils make good use of the library and available materials during the study of the unit?
10. Did pupils show enjoyment of the study and express a desire to continue the study?

11. Was there evidence of pupils learning to appreciate personalities and problems of people?
12. Was there evidence of pupils learning to evaluate their own progress?
13. Was there evidence of pupils working up to their abilities?
14. Did pupils tend to become interested in comparing living during colonial times with living in this community at the present time?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion of the unit.
3. Use a checklist similar to the one in Appendix D of this study for pupil evaluation.

Unit Three: OUR COMMUNITY AND ITS PART IN THE NEW WORLD**I. Specific Aims Associated with This Unit**

- A. To help pupils become acquainted with ideas of liberty that were promoted in Williamsburg during the eighteenth century.
- B. To help pupils become acquainted with various kinds of colonial work that were carried on in Williamsburg
- C. To help pupils become interested in the happenings in Williamsburg when it was the colonial capital
- D. To help pupils become interested in their own community of Williamsburg as it is today
- E. To help pupils become interested in Virginia as it is today
- F. To help pupils become interested in current leaders of their community and state

II. Suggested Sequence of Topics

- A. Ideas of Liberty Promoted in Williamsburg
- B. Williamsburg, A Scene of Colonial Work
- C. Geographic Conditions of the Virginia Colony

III. Suggested Ways of Introducing the Unit

- A. Discuss with pupils what they already know about the importance of Williamsburg.
- B. Discuss and plan with pupils ways to find out more about the importance of Williamsburg.
- C. Present one of the films described in this unit.
- D. Discuss and plan with pupils the possibilities

of taking field trips to study the importance of the community and state.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

A. Ideas of Liberty Promoted in Williamsburg

1. How were laws made in Virginia during colonial days?
2. How are laws made in Virginia today?
3. Which ideas of government had an early start in Williamsburg and are still used in our government today?
4. Who were some of the colonial leaders living or visiting in Williamsburg during the eighteenth century?
5. Who are some of our governing leaders in Williamsburg today?
6. Why was Williamsburg an important place during the eighteenth century?
7. Why is Williamsburg important today?
8. Why is the House of Burgesses important to Americans?
9. What significant happening took place at the Raleigh Tavern?
10. To what extent were the colonists interested in their government?
11. To what extent are people of Williamsburg interested in their government today?

B. Williamsburg, A Scene of Colonial Work

1. What kinds of work did people do in the eighteenth century?
2. What kinds of tools did colonial people have?

3. What kind of medicine was practiced in the eighteenth century?
4. What kinds of things did the colonists make for themselves so that England and other countries would not need to supply them?
5. What kinds of work were carried on in the colonial home?
6. To what extent was slavery in practice during the eighteenth century?
7. In what ways did Virginia colonists depend on the soil?

C. Geographic Conditions of the Virginia Colony

1. How great was the area of Virginia?
2. What was the land policy of Virginia farmers?
3. What kind of labor was required in Virginia?
4. How did the land policy and pattern of living in Virginia affect social living, education, and the idea of independence?

V. Ways of Securing Information

A. Reading

1. Books for Pupils Selected from the Standard Catalog for High School Libraries¹¹

(a) (a) Earle, Alice (Morse), Home Life in Colonial Days. New York: The Macmillan Company, 1898. 470 pp. Illustrated. "Mrs. Earle's books are based on

¹¹ Dorothy Herbert West, op. cit., 1128 pp.

sound scholarship and reliable sources of information. The author reconstructs for us colonial life by describing in great detail manners, customs, dress, homes, child life, etc."

- (b) Johnson, Allen, Jefferson and His Colleagues; A Chronicle of the Virginia Dynasty. New Haven: Yale University Press, 1921. 343 pp. "Contents . . . Pacificists of 1807; Last phase of peaceable coercion; War Hawks; President Madison under fire; The peacemakers;" etc.
- (c) Kocher, Alfred Lawrence, and Howard B. Dearstyne, Colonial Williamsburg; Its Buildings and Gardens. Williamsburg, Virginia: Colonial Williamsburg, Inc., 1949. 104 pp.¹²

B. Audio-Visual Aids

1. Motion Picture Films Selected from Educational Motion Pictures for Virginia Public Schools¹³

- (a) Benjamin Franklin: 17 minutes, sound, EBF. Available State. "Events in the life of Franklin which best characterize him as a great American statesman, writer, scientist, and diplomat are shown. The film calls attention to his many contributions to American society."
- (b) Declaration of Independence: 45 minutes, silent, Yale. Available

¹² Other books will be found listed in the general bibliography at the end of the chapter.

¹³ State Board of Education, op. cit., 129 pp.

State. "Efforts of a small group of Americans to bring about unanimous vote in favor of independence."

- (c) George Washington: 20 minutes, sound, 1951, EBF. Available State. "Portrays events of boyhood and role in French and Indian Wars. Illustrates his trials and triumphs as military leader in American Revolution and as organizer of movement to frame the Constitution. Reveals difficulties and success as first President of the United States."
- (d) George Washington's Virginia: 40 minutes, sound, Virginia Conservation Commission. Available State. "Views of historic homes and landmarks of Virginia unified around life of George Washington."
- (e) Jefferson of Monticello: 18 minutes, sound, color, Virginia State Department of Education. Available State. Presents Jefferson in Williamsburg and at Monticello.
- (f) Eighteenth Century Life in Williamsburg, Virginia: 44 minutes, color, Colonial Williamsburg, Inc. Presents a day in the life of a cabinet maker and his family.¹⁴
- (g) Decision at Williamsburg: 20 minutes color, sound, Colonial Williamsburg, Inc. New techniques of moving still

¹⁴ This film is the property of Colonial Williamsburg, Inc. It may be borrowed for classroom use by teachers in The Matthew Whaley School free of charge.

pictures gives idea of motion to the story of the American Revolution.¹⁵

- (h) The Colonial Printer: 25 minutes, color, sound, Colonial Williamsburg, Inc. Shows the importance of colonial workers at the time of the outbreak of the Revolution. Freedom of the press is emphasized.¹⁶

2. Filmstrip Available in The Matthew Whaley Library

George Washington's Mount Vernon: color, Museum Extension Service. Treats Washington's management of the plantation and his personal history.

3. Field Trips

Visit the restored area of Williamsburg:

- (a) To understand colonial leadership

The Governor's Palace
The Wythe House
The Brush-Everard House

- (b) To understand daily work of colonial times

The Apothecary Shop
The Colonial Bakery
The Blacksmith's Shop
The Bootmaker's Shop
The Wigmaker's Shop
The Printer's Shop

- (c) To understand colonial government

The Capitol
The Public Gaol

The Powder Magazine
The Raleigh Tavern

(d) To understand colonial education

The Wren Building

Visit Yorktown for a tour of the battle-
grounds of the Revolution.

4. Interviews

- (a) A representative of Colonial Williamsburg, Inc., might help the pupils to understand the background and planning of the restoration.
- (b) A selected historian from the College of William and Mary or from Colonial Williamsburg, Inc., might make a contribution to the study concerning historical research in Williamsburg.

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

1. Make a picture map showing the spots where feelings against England broke out in the colonies before the Revolutionary War began.
2. Draw cartoons showing the feelings the colonists had for England at the time.
3. Chart in an attractive way the events that led to the Revolutionary War.
4. Build a scene in a box showing one of the important happenings in Williamsburg at the time that feelings among the colonists were rising against England.

5. Organize a play depicting some of the happenings of the period.
6. Make a picture map of Paul Revere's ride and some of the other rides that were made to warn the Americans of the coming of the British. Minutemen might be pictured on the map.
7. Draw a map showing colonial trade routes of the period.
8. Construct a picture border for the classroom depicting the events that led to the Revolutionary War or the kinds of work colonial people carried on in their homes and towns.

B. Use of Mathematics

1. Use mathematics to draw graphs or maps showing the size of Virginia during the colonial period and the size of Virginia today.
2. Use mathematics to draw graphs or maps showing the proportion of the area of Virginia that was populated at the time of the Revolutionary War.
3. Use mathematics in drawing all maps to scale.

C. Use of Health and Science

1. Present findings on health habits of the colonial period that contrast or compare with those accepted today.
2. Present findings on the practice of medicine during colonial days as it contrasts with practices and knowledge in that field today.

D. Use of Written Language

1. Write an imaginary article that might have

been a part of one of Thomas Paine's pamphlets, Common Sense.

2. Write a letter that might have been written by the Committee of Correspondence.
3. Write a story about an imaginary reaction of a colonial boy toward Patrick Henry's speeches.
4. Write an essay on what the Declaration of Independence means to you.
5. Write an imitation of a newspaper article that might have been written in the colonies or in England at the time of the Revolutionary War.
6. Write, organize, and plan to present a short play related to some happenings of the period.

E. Use of Oral Language

1. From current news sources find information on Americans who show interest in their freedoms today or concern for interference with American freedoms. Report this to the class for discussion. (A group of panel members might undertake this.)
2. Prepare a speech that an early American might have prepared showing how he felt about England's treatment of the colonies.
3. Prepare an imaginary speech which Burke might have made as he tried to get the English Parliament to listen to the American colonies. Consider the arguments he might have used with the Englishmen.
4. Give readings of selected poems and speeches representing the colonial and Revolutionary War period.

5. Discuss with the class plans for making trips.
6. Discuss with the class plans for getting selected visitors to come for interviews.

VII. Culminating Activities

- A. Present plays or dramatizations planned during this unit.
- B. Present speeches, reports, and projects completed during this unit.
- C. Discuss duties and possible actions of junior citizens of America today, especially those in Williamsburg.
- D. Display models, maps, charts, graphs, etc. related to the unit.

VIII. Evaluation

A. Observations

1. Did the constructed, drawn, and pictured representations of happenings in history show understanding of information?
2. Did the presentations show that materials were read carefully and organized effectively for communication with others?
3. Did originality and creativity show up in the learning situations?
4. Did pupils cooperate in groups and as a whole class?
5. Was there improvement in class discussions?
6. Did pupils help plan their own undertakings?
7. Did pupils practice good language habits during the study of the unit?

8. Did pupils express enthusiasm for the study and a desire to continue in the study of history?
9. Was there evidence of learning to appreciate personalities and problems of people?
10. Was there evidence of pupils working up to their abilities during the study of this unit?
11. Did pupils tend to take an interest in comparing living during colonial times with living in this community today?
12. Did pupils show an interest in becoming active citizens in the community?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion of the unit.
3. Use a checklist similar to the one in Appendix D of this study for pupil evaluation.

Unit Four: FIGHTING FOR AND BUILDING A NEW WORLD GOVERNMENT**I. Specific Aims Associated with this Unit**

- A. To help pupils understand how America is governed
- B. To help pupils inquire into the ways of government
- C. To help pupils understand the Constitution and the Bill of Rights
- D. To help pupils become acquainted with the people who helped build the American system of government
- E. To help pupils understand why the American system of government developed as it did

II. Suggested Sequence of Topics

- A. Fighting for Independence
- B. Documents of the New World Government

III. Suggested Ways of Introducing the Unit

- A. Examine briefly the contents of the Constitution and the Bill of Rights.
- B. Discuss with pupils plans for the possibility of exhibiting documents of American freedom in the school or in the community.
- C. Distribute and discuss contents of booklets on the American system of government.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

- A. Fighting for Independence
 - 1. How did Washington's early life contribute to his later greatness as a leader?

2. What were some personal characteristics of George Washington?
3. What honors were given George Washington?
4. Describe the equipment of Revolutionary War soldiers.
5. For what act do we remember Nathan Hale?
6. What kinds of discouragement did Washington and his troops face during the War?
7. What kind of general was Lord Cornwallis?
8. What were some of the fighting tactics used by American and British troops during the War?
9. What was a Tory?
10. What help did Lafayette offer and give the Americans?
11. What contribution did Robert Morris make to the American cause?
12. What help came to the Americans through the efforts of Benjamin Franklin?
13. What contribution did George Rogers Clark make to the American cause?
14. What part did John Paul Jones play in the War?
15. What was the design of the first official flag of America?
16. In what way do we remember Benedict Arnold?
17. What kind of tactics did General Greene use in the South?
18. What effect did the winning of American independence have on other countries?

19. What do we mean by patriot?

B. Documents of the New World Government

1. Where did Americans get their ideas of self-government?
2. Why did Americans see a need for writing a Constitution?
3. Why is it important to know how the Constitution was written?
4. What do we mean by a strong central government?
5. What was the significance of the Northwest Ordinance?
6. What were the Articles of Confederation?
7. What kinds of men met in the Constitutional Convention?
8. What does liberal mean?
9. What does conservative mean?
10. What does compromise mean? Is it good practice?
11. Why was James Madison called "The Father of the American Constitution"?
12. What arguments arose in the Constitutional Convention? How were they settled?
13. What were the lawmakers trying to say in the Preamble of the Constitution?
14. What was the meaning of the three branches of government that were set up in the Constitution?
15. How was the Constitution made effective?
16. How does a bill become a law in our government?

17. How is an amendment to the Constitution made?
18. What is the significance of the Bill of Rights?
19. With what phases of American living have amendments been concerned?
20. How was the writing of the Constitution and having it accepted by the people a part of the struggle for liberty?
21. What kinds of things may happen in a country that does not have a document like the Constitution?

V. Ways of Securing Information

A. Reading

1. Books for Pupils Selected from Children's Catalog¹⁷

- (a) Hartman, Gertrude, Making of a Democracy, Revised and enlarged edition; New York: John Day Company, Inc., 1941. 302 pp. Illustrated. Recommended for Grades 7-9. Classified as United States history, dictators, freedom of speech, liberty of the press.
- (b) Lawson, Robert, Watchwords of Liberty; A Pageant of American Quotations. Boston: Little, Brown and Company, 1943. 115 pp. Illustrations by the author.

¹⁷ Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

2. Books for Pupils Selected from the
Standard Catalog for High School
Libraries¹⁸

- (a) Farrand, Max, Fathers of the Consti-
tution; A Chronicle of the
Establishment of the Union.
New Haven: Yale University
Press, 1921. 246 pp. Doubly
recommended. Classified as
United States Constitutional
history.
- (b) Faulkner, Harold Underwood and Tyler
Kepner, America: Its History
and People. Fifth edition;
New York: Harper and Brothers,
1950. 953 pp. Illustrations
and maps. "Traces in chrono-
logical sequence each major
development in our national
life."¹⁹

B. Audio-Visual Aids

Motion Picture Films Selected from
Educational Motion Pictures for
Virginia Public Schools²⁰

- 1. Land of Liberty, Part I: 20 minutes,
Coronet. Available State. "Early
colonial history and the develop-
ment of the Republic to 1805."
- 2. Our Basic Civil Rights: 13 minutes,
Coronet. Available State. "This
film presents basic concepts of
civil rights and directs the class

¹⁸ Dorothy Herbert West, op. cit., 1126 pp.

¹⁹ Other books will be found listed in the general
bibliography at the end of the chapter.

²⁰ State Board of Education, op. cit., 129 pp.

toward a detailed study of our liberties which are fundamental to our society and defined in law."

3. Our Bill of Rights: 20 minutes, sound, Academic Films. Available State. Tells how our Bill of Rights was written.
4. Our Constitution: 20 minutes, sound, Academic Films. Available State. Tells why there was a need for the Constitution to be written.
5. Servant of the People: 20 minutes, sound, TFC. Available State. "Dramatizes the story of the making of the Constitution."

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

1. Construct and present a puppet show. The puppets might represent some leading people of the period, and their beliefs. The puppets could be hand puppets or string puppets.
2. On a map of the United States show by small drawings the spots where battles of the Revolutionary War were fought.
3. Make a collection of famous sayings that came from moments during the Revolutionary War or the making of the Constitution. Plan to present them to the class and explain how the sayings originated.
4. Make a study of the French Revolution and show by some attractive illustration how it affected America and American thinking at the time.
5. Chart in an attractive way the battles of

the Revolution. Indicate the leaders, where the battles were fought, the dates, and the outcomes.

6. List the makers of the Constitution, their political affiliations, their main contributions to the Convention, etc., on a chart to present to the class.
7. Make a study of the life of Benjamin Franklin or another of the leaders of the period. Prepare to share your findings with the class by illustrations.

B. Use of Mathematics

Use mathematics in studying figure facts, such as the number of men in battle on each side, the number of months of training for battle, and the population of the country. Comparisons could be computed using ratios, fractions, per cents, and decimals.

C. Use of Written Language

1. Outline some findings on one of the men or topics of the unit.
2. Write an essay expressing appreciation to those who wrote the Constitution or fought the battles of the Revolutionary War.
3. Help to organize a classroom club to practice proper procedures for business meetings and contribute toward writing a constitution or by-laws for the organization.

D. Use of Oral Language

1. Present the puppet show as a special program for the class.

2. Follow orderly procedures in participating in classroom club meetings.

VII. Culminating Activities

- A. Discuss with pupils the outcomes of the study.
- B. Display all constructions, drawings, charts, and the like completed during the study of this unit.
- C. Plan a program to share with others information and appreciations derived from the study in this unit.
- D. Plan to continue the functions of the classroom organization set up during the study of this unit.

VIII. Evaluation

A. Observations

1. Did the projects completed during the study of this unit indicate an understanding of historical facts?
2. Did pupils plan, organize, and present their projects carefully and effectively?
3. Did pupils express originality and creativity in various learning situations?
4. Was work in groups carried on meaningfully and cooperatively by pupils?
5. In what ways did pupils show appreciation for others' contributions in the study of the unit?
6. How successful were class discussions?
7. Was pupil planning of the undertakings in the study evident?
8. Did pupils practice good language habits in their undertakings?

9. Did pupils make use of available resources for the study?
10. Was there evidence of pupils learning to evaluate their own progress in the study?
11. Was there evidence of pupils learning to use their best efforts in the study of the unit?
12. Did pupils tend to become interested in current affairs related to comparable happenings in the past?
13. Did the study incite some positive action on the part of the pupils in expressing good citizenship?
14. Have pupils continued in their interest or increased their interest in the story of America?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion or an essay or both on the outcomes of study in this unit.
3. Use a checklist similar to the one in Appendix D of this study for pupil evaluation.

Unit Five: A NEW WORLD STANDS WITH THE OLD WORLD**I. Specific Aims Associated with this Unit**

- A. To help pupils inquire further into the problems of maintaining the American government then and now
- B. To help pupils inquire into American inventions and inventors
- C. To help pupils to evaluate the American system of government
- D. To help pupils become acquainted with the contributions of government leaders like John Q. Adams, James Madison, and James Monroe.
- E. To help pupils become acquainted with the contributions of Americans like Robert Fulton, Eli Whitney, and John Fitch.
- F. To help pupils to understand the achievements and the mistakes made by Americans in the early days

II. Suggested Sequence of Topics

- A. Maintaining the New World Government
- B. Inventors in the New World Contribute to American Living

III. Suggested Ways of Introducing the Unit

- A. Plan with pupils the possibility of exhibiting picture and model displays of American inventions then and now that affect American living in various ways.
- B. Discuss with pupils what they already know about American leaders of government and about inventors and their inventions.
- C. Display pictures related to the unit and comment on them.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

A. Maintaining the New World Government

1. What were some of the problems that faced George Washington as he became our first President?
2. Why were Washington's choices of Cabinet members good ones?
3. Who makes up our President's Cabinet today?
4. What was the general condition of the country when Washington took office?
5. How did the custom of forming a cabinet begin?
6. How may a country get the money it needs?
7. What do we mean by the economics of a country?
8. How did our first treasurer deal with the country's money problems?
9. What two political parties arose at this time? For what policies did they stand?
10. How did Washington's duties as President compare with those of the President today?
11. What kind of person was John Adams?
12. What kind of American policy was expressed in the Alien Act?
13. What was the significance of the Sedition Act?
14. How did John Marshall aid in strengthening our country?

15. What important contributions did Jefferson make in strengthening our country?
16. What problems with other countries arose at this time?
17. How did Edmond Genet take part in American history?
18. What part did Henry Clay and John Calhoun play in American history?
19. Describe the writing of "The Star-Spangled Banner."
20. How was Alexander Hamilton killed?
21. How did "Old Ironsides" get its name?
22. Which events brought on the War of 1812?
23. Describe the main events of the War of 1812.
24. What was the outcome of the War of 1812?
25. What was the significance of the Monroe Doctrine?
26. Which leaders earned recognition in the War of 1812?

B. Inventors in the New World Contribute to American Living

1. Who were some of the leaders who set up an American style of furniture, architecture, and dress?
2. Why did a change in dress occur for Americans in 1800?
3. How did Samuel Slater's invention help our country?
4. How did Eli Whitney make a contribution to the progress of our country?

5. What was the importance of each of the contributions made by the following men:

Robert Fulton Charles Newbold
John Fitch John MacAdam

6. Where did European immigrants settle in America?

V. Ways of Securing Information

A. Reading

1. Books Selected from Standard Catalog for High School Libraries²¹

- (a) Benet, Stephen Vincent, America. New York: Rinehart and Company, Inc., 1944. 122 pp. A brief interpretive history of the United States. Deals with the Great Migration, the Revolution, the Constitution, Pillars of the House, the Young Republic, etc. Doubly recommended.
- (b) Bowers, Claude Gernade, Jefferson and Hamilton; The Struggle for Democracy in America. Boston: Houghton Mifflin Company, 1925. 531 pp. Illustrated. Portraits of "the two great protagonists and their associates in the struggle against a background of the social life of the times."
- (c) Langdon, William Chauncey, Everyday Things in American Life; 1776-1876. New York: Charles Scribner's Sons, 1941. 398 pp. Illustrated. Doubly

²¹ Dorothy Herbert West, op. cit., 1128 pp.

recommended. Classified as transportation, United States history, and United States social life and customs.

- (d) Paine, Ralph Delahay, Fight for a Free Sea; A Chronicle of the War of 1812. New Haven: Yale University Press, 1921. 235 pp. Classified as United States history, War of 1812.²²

B. Audio-Visual Aids

Motion Picture Films Selected from Educational Motion Pictures for Virginia Public Schools²³

1. Alexander Hamilton: 45 minutes, silent, Yale. Available State. Deals with Hamilton's part in setting up the financial system of the country during the period following the Revolutionary War.
2. Daniel Webster: 17 minutes, sound, EBF. Available State. "Traces the development of qualities and skills which made him a distinguished lawyer, leading orator of his day and spokesman for American national unity."
3. George Washington--Episode IV, Building the Nation: 15 minutes, silent, EBF. Available State. "Deals with Washington's experiences as first president of the United States."

²² Other materials will be found listed in the general bibliography at the end of the chapter.

²³ State Board of Education, op. cit., 129 pp.

4. John C. Calhoun: 17 minutes, sound, REF. Gives View of his political career, his participation in the War of 1812, and his tasks as Vice-President.
5. Our Monroe Doctrine: 20 minutes, sound, Academic Films. Available State. "Dramatizes some of the events which made it necessary for James Monroe to deliver his message to Congress in 1823, which is now known as 'The Monroe Doctrine.'"

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

1. Plan bulletin displays of some of the events and happenings in America between 1789 and 1829. People, political divisions, disagreements, foreign entanglements, war, manners, and the like might be presented.
2. Make a time chart of important events that occurred between 1789 and 1829.
3. Draw cartoons showing the meaning of the Alien Act and the Sedition Act.
4. Draw a cartoon showing how selling government bonds might help the government and the people of a country.
5. Make a picture map showing the spots where difficulties with foreign countries broke out in America during this period.
6. Plan a program similar to the television program "This Is Your Life" on the life of an American leader of the period.
7. Make a picture map of the War of 1812 to

show where the main events of that war took place.

8. Draw a map to show where our first railroads in America were built. The first turnpikes and privately owned roads might be pointed out.
9. Make a model of one of the early American inventions and show how it worked and explain why it was important at the time.
10. Make a model of an early steamboat, train, or stagecoach and share what you learn about early transportation.
11. Present a collection of costume designs for the period. Explain differences in dress that occurred in 1800. Explain the uses of small articles of clothing popular at the time.

B. Use of Written Language

1. Plan a skit or dramatization on the meaning of the Monroe Doctrine. Show how it compares with some other statements American leaders have made at different times.
2. Write imaginary newspaper articles on topics of the period, such as the hopes of the people of America at the times of inauguration of our first several Presidents.
3. Write opinions in an imaginary article for publication on the Alien Act and the Sedition Act.
4. Write a description of activities carried on during the study of this unit with a view to writing a handbook for the seventh grade.
5. Write an imaginary story based on this period of history. The story

might express views on the Democratic Republicans or the Federalists or the poor conditions of traveling.

6. Write what you think were George Washington's views on becoming the first President or Alexander Hamilton's views as he faced the money problems of the country.

C. Use of Oral Language

1. Arrange a panel discussion after seeking information from news sources to talk about current government spending and costs as this compares with the finances of the country during Hamilton's time.
2. Use news resources to find information on up-to-date inventions in America that promise change in American living. Report your findings to the class and tie them in with the study in this unit of early American inventions.
3. Discuss in class, possibly in groups, plans for undertaking the study in this unit.

VII. Culminating Activities

- A. Sponsor a school campaign to sell United States Savings Bonds and Stamps
- B. Display drawings, maps, charts, and models completed as part of the study in this unit.
- C. Arrange a class program day on which pupils might present to the rest of the class the results of their plans, studying, and projects.

VIII. Evaluation

- A. Observations

1. Are pupils learning to improve in reading and in organising their work?
2. Do pupils cooperate well in sharing materials?
3. Can improvement be noticed among pupils in their use of language?
4. Is there extensive participation in activities, planning, and discussions?
5. Is there evidence of pupils learning to understand historical figures as real personalities?
6. Have pupils been able to overcome some difficulties realized at the beginning of the year?
7. Did pupils show appreciation for others' contributions in the study of this unit?
8. Do pupils show enthusiasm in participating in active citizenship projects?
9. Did pupils attempt to do their best work in this unit?
10. What main difficulties arose during this unit? How were they met and solved? What implication for future study does this have?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion of the unit.
3. Use a checklist similar to the one in Appendix D for pupil evaluation.

Unit Six: EXPANDING THE NEW WORLD TO THE PACIFIC**I. Specific Aims Associated with this Unit**

- A. To help pupils understand the importance of land acquisitions of the United States from 1800 to 1850
- B. To help pupils understand the significance of the Louisiana Purchase
- C. To help pupils become acquainted with the main rivers of the United States
- D. To help pupils become acquainted with the history of transportation in the United States
- E. To help pupils become acquainted with early frontier leaders

II. Suggested Sequence of Topics

- A. Moving Frontiers and Frontiersmen
- B. Transportation Westward

III. Suggested Ways of Introducing the Unit

- A. Discuss with pupils possibilities of planning some silhouette maps that would depict the territorial growth of America from the days of the original colonies to the time of gaining the Pacific coast.
- B. Discuss with pupils what they already know about the westward movement in the United States.
- C. Sing some songs that depict the westward movement in the United States.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

- A. Moving Frontiers and Frontiersmen

1. What were some reasons for moving westward?
2. What kind of people are pioneers?
3. How did immigration affect Americans moving westward?
4. What kind of training did the early pioneers need?
5. Describe Daniel Boone as to his training, background, and his reasons for moving westward.
6. What is a flintlock?
7. Locate the Cumberland Gap, the Old Warrior's Trail, the Wilderness Road, the Watauga Valley, the Southern Route, the Cumberland Trail, and the Mohawk Trail.
8. What is the significance of the Lewis and Clark expedition?
9. Describe the route that Lewis and Clark took.
10. How did Sacagawea help Lewis and Clark?
11. Describe some of the hardships that Lewis and Clark met.
12. What personal characteristics did Lewis and Clark possess?
13. What part did furs play in the westward movement?
14. What was Jedediah Smith's contribution to the westward movement?

B. Transportation Westward

1. What was the importance of the National Road?
2. What is a turnpike?

3. What was the importance of building the Erie Canal?
4. Describe the main types of transportation used on the Ohio and Mississippi Rivers before the time of the steamboat.
5. What types of transportation over land were used by westward pioneers and settlers?
6. How did the Santa Fe Trail and the Oregon Trail become important routes?
7. Locate the Santa Fe Trail and the Oregon Trail on a map.
8. Describe the Conestoga wagon and the Prairie Schooner.
9. Describe the Yankee clipper ship.
10. How did the steamboat gain importance?
11. How did the Pony Express get its start?
12. How did the stagecoach gain importance?
13. Describe the beginnings of railroads and telegraph that joined the East with the West.
14. In what ways could President Andrew Jackson be considered a true frontiersman?
15. What concern did Presidents Van Buren, Harrison, Tyler, Polk, and Taylor have for the frontier?
16. What part did each of the following have in carrying the frontier to the Pacific:

Zebulon Pike	Davy Crockett
John C. Fremont	Brigham Young
Stephen Austin	Tecumseh

Kit Carson
Sam Houston
Santa Anna

Dr. Marcus Whitman
Captain John
Gordon
Captain John
Sutter

V. Ways of Securing Information

A. Reading

1. Books for Pupils Selected from Children's Catalog²⁴

- (a) McNeer, May Yonge, Story of the Great Plains. New York: Harper and Brothers, 1943. 32 pp. Illustrated. Recommended for grades 4-7. Classified as frontier and pioneer life and the West.
- (b) Parkman, Francis, Oregon Trail. New York: Rinehart and Company, 1931. 385 pp. Illustrated. Recommended for grades 8-9. Introduction by Mark Van Doren. Classified as frontier and pioneer life, Indians of North America, and the West.²⁵

B. Audio-Visual Aids

1. Motion Picture Films Selected from Educational Motion Pictures for Virginia Public Schools²⁶

- (a) Driven Westward: 30 minutes, sound, TFC. Available State.

²⁴ Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

²⁵ Other materials will be found listed in the general bibliography at the end of the chapter.

²⁶ State Board of Education, op. cit., 129 pp.

"Being adapted from 'Brigham Young,' this excerpted version of the feature film presents a stirring visualization of the contribution made by a minority group to our national development, and demonstrates the necessity for representing the rights of such groups."

- (b) Daniel Boone: 45 minutes, silent, Yale. Available State. "Portrays the courage of the early pioneers typified by a portion of the career of Daniel Boone."
- (c) Flatboatmen of the Frontier: 10 minutes, sound, EBF. Available State. Relates the story of using the Mississippi River as a means of getting products of America from the Ohio region to the port of New Orleans.
- (d) Frontier Woman: 45 minutes, silent, Yale. Available State. "Portrays the sacrifices and the part played by woman in making the American Republic. Re-creates the story of the settlement of Watauga in the Tennessee Mountains in 1780."
- (e) Lewis and Clark: 17 minutes, sound, EBF. Available State. Follows the story of exploration made by these two leaders.
- (f) Pioneers of the Plains: 10 minutes, sound, EBF. Available State. "Shows the physical surroundings of the home, the furniture, the way the people live, the part the children

play in the daily life activities, their work, and the pleasures of early pioneers."

- (g) Territorial Expansion of the United States: 20 minutes, sound, International Geographic Pictures. Available State. "Shows growth of the United States from colonial times down to the present."
- (h) Westward Movement: 10 minutes, sound, EBF. Available State. "Presents the westward migration of people across the United States during the period of 1790 to 1890."

2. Filmstrips Available in The Matthew Whaley Library

- (a) Buffalo and Western Expansion: color, Museum Extension Service. Tells of the wasteful use of the buffalo as Americans moved westward.
- (b) Flatboatmen of the Frontier: black and white, Encyclopedia Britannica Films, Inc. Emphasizes the dangers, the preparation, and the reason for transporting products down the Mississippi River in the early days.
- (c) Golden Gate to the West: color, Museum Extension Service. Shows ways of getting to California in the days of the Gold Rush.
- (d) Kentucky Pioneers: black and white, Encyclopedia Britannica Films, Inc. Tells of the entertainment, the schools, and the work of Kentucky pioneers.

- (e) River Boats and the Building of America: color, Museum Extension Service. Shows the importance of Mississippi River boats in the early days of America's history.

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

1. Construct models of the raft, the flatboat, and the keelboat that were used on the Mississippi River as Americans moved westward.
2. Construct a model of a Conestoga wagon or a Prairie Schooner, or a Yankee Clipper that would represent a means of transportation westward to the Pacific.
3. Construct a diorama scene of pioneers moving westward.
4. Construct a model of a steamboat or a stagecoach.
5. Make a blackboard mural picturing the importance of some American inventions that were put into use during the nineteenth century.
6. Make a picture map to show the trails through the Appalachian Mountains, the routes through the Mid-West, and the paths to the Pacific followed by early Americans.

B. Use of Mathematics

1. Use mathematics for making maps, drawings, and models to scale.
2. Use mathematics for measuring the area of blackboard to be used for a mural.

3. Use mathematics for illustrating the speed with which Americans acquired territory and moved westward.

C. Use of Written Language

1. Compose a few lines of original poetry that capture the excitement of pushing westward in America.
2. Write an essay on the importance of the pioneers in America.
3. Write imaginary newspaper articles announcing new inventions in America during the nineteenth century.
4. Write an essay on the importance of the Mormons in America.
5. Describe the activities carried on by the class during the study of this unit with a view to contributing to the writing of a handbook for the seventh grade.

D. Use of Oral Language

1. Discuss plans for undertaking the study of this unit.
2. Dramatize the sending of Lewis and Clark on their expedition, their gaining help from Sacagawea, their meeting difficulties, and their final reporting at the end of the expedition.
3. Dramatize the story of Texas with Stephen Austin, Santa Anna, and Sam Houston as characters of the cast.
4. Dramatize the arrival of Andrew Jackson at the White House.
5. Discuss in small groups plans for undertaking special projects in the unit.

E. Use of Health and Science

Make a study and present to the class in some attractive way the health hazards that pioneers had to face in traveling to the West.

VII. Culminating Activities

- A. Present dramatizations to the class or to an assembly.**
- B. Display all models, maps, charts, pictures, and the like in the classroom, in the corridors, or in the library.**
- C. Plan a class program day on which completed projects related to this unit may be presented to other class members.**

VIII. Evaluation

A. Observations

- 1. Was there evidence of pupils working cooperatively in this unit?**
- 2. Was there evidence of pupils improving in habits of reading, using language, and using mathematics?**
- 3. Did pupils share their findings in well organized and meaningful presentations to the class?**
- 4. Did pupils work cooperatively in small groups?**
- 5. Did pupils show enthusiasm for the study of this unit?**
- 6. In what ways did pupils express initiative in the unit?**
- 7. Have pupils developed or expressed interest in people and their problems in this unit?**
- 8. Have pupils made use of many available sources of information?**

9. Have pupils shown an awareness of current happenings related to the unit?
10. Have pupils expressed an appreciation of others' contributions to the study of this unit?
11. Are pupils forming good work habits as they continue studying?
12. Have pupils shown an awareness of their own capabilities?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion or written essay on the unit.
3. Use a checklist similar to the one in Appendix D for pupil evaluation.

**Unit Seven: LOOKING FOR NEW WORLDS TO CONQUER IN RELATION
TO OUR OWN COMMUNITY**

I. Specific Aims Associated with this Unit

- A. To help pupils become acquainted with their community
- B. To help pupils understand that frontiers exist today
- C. To help pupils focus their attention on frontiers in the Williamsburg community
- D. To help pupils become acquainted with the duties of a good citizen
- E. To help pupils accept their responsibilities as citizens in the Williamsburg community

II. Suggested Sequence of Topics

- A. Our Part in the American Heritage
- B. Frontiers in the World and in Williamsburg Today

III. Suggested Ways of Introducing the Unit

- A. Exhibit posters and pictures on good citizenship.
- B. Discuss with pupils the possibilities of inviting leaders in the community to talk with the class on being good citizens in Williamsburg.
- C. Discuss with pupils the possibilities of carrying out a citizenship project in the school or community.
- D. Discuss with pupils current frontiers in the news.

IV. Scope or Problems: (For the teacher, not necessarily those pupils will pose)

A. Our Part in the American Heritage

1. What is our American heritage?
2. How do people we know generally observe our American heritage?
3. How may we suggest a more careful observance of our American heritage?
4. What kinds of action are expected of good citizens?
5. What can we do as junior citizens?

B. Frontiers in the World and in Williamsburg Today

1. What is a frontier?
2. Are there any land frontiers to conquer in our world?
3. What frontiers in the field of science lie ahead?
4. What frontiers in medicine do we need to conquer today?
5. What frontiers in the use of language confront us?
6. What frontiers in industry present a challenge?
7. What frontiers in education confront us?
8. What frontiers of social living among nations, among neighbors, among family members, among daily workers and companions exist for us?
9. What frontiers have we as individuals conquered or need to conquer?
10. What frontiers appear to us in our school life?
11. What frontiers in civic planning do we face?

12. What frontiers in law and government do we face?
13. What frontiers do world powers face?
14. How often do frontiers change?
15. What frontiers in religion have arisen?

V. Ways of Securing Information

A. Reading

1. Books for Pupils Selected from the Standard Catalog for High School Libraries²⁷

- (a) Commager, Henry Steele, editor, Documents of American History. Fifth edition; 2 vols. in 1; New York: Appleton-Century-Crofts, Inc., 1949. 759 pp. Classified as United States history, sources.
- (b) Commager, Henry Steele and Allan Nevins, editors, Heritage of America. Revised and enlarged edition; Boston: Little, Brown and Company, 1949. 1227 pp. Illustrated. Classified as American literature collections and as United States history, sources.²⁸

B. Audio-Visual Aids

1. Motion Picture Films Selected from Educational Motion Pictures for Virginia Public Schools²⁹

²⁷ Dorothy Herbert West, op. cit., 1126 pp.

²⁸ Other materials will be found in the general bibliography at the end of the chapter.

²⁹ State Board of Education, op. cit., 129 pp.

- (a) America's Heritage, Reel I and II: 30 minutes, Goodyear. Available State. Boy Scouts motor through mountains, visit Niagara Falls, Lake Champlain, and Hartford, Connecticut. The story is told by letters of one of the boys to his mother.
- (b) American Portrait: 25 minutes, sound, Institute of Life Insurance. Available State. "Tells the story of improvements and better ways of life which have come into being during the last one hundred years. Story centers around a life insurance agent as portrayed by Alan Ladd."
- (c) It's Your America: 35 minutes, sound, U. S. Army. Available State. "A soldier learns the meaning of what he fought for --Liberty, Freedom, Justice and America."
- (d) Bill Garman, Twelve-Year-Old Business Man: 18 minutes, sound, color, Frith Films. Available State. "Bill is a typical American boy who likes to be independent and earn his own money. The film shows the relationship of a boy with people outside his school and family."
- (e) Williamsburg Restored, color, 44 minutes, Colonial Williamsburg, Inc. Tells how the city was restored. Gives many before-and-after shots and presents restoration techniques.³⁰

³⁰ This film is the property of Colonial Williamsburg.

2. Field Trips

- (a) Visit the Court House to view city government of Williamsburg being carried on.
- (b) Visit the Williamsburg Fire Department to view safety and first aid equipment ready for use in the community.
- (c) Visit Capitol Square in Richmond to view the location of State government.

3. Interviews

- (a) Invite the Williamsburg Fire Marshall to talk to pupils concerning the health and safety of local citizens.
- (b) Select a judge or lawyer to talk to pupils concerning the functions of the legal system practiced in the community.
- (c) Select a local citizen to talk with pupils on recent actions and functions of the City Council of Williamsburg.
- (d) Invite a community leader to talk with pupils about civic planning and zoning in Williamsburg.
- (e) Invite the Mayor to talk with pupils concerning current civic plans for the city.

VI. Ways of Organizing and Using Information

A. Construction Activities Which May Be Suggested to Pupils

- 1. Construct a series of paper sculpture scenes that show the duties of Americans who want to preserve their American heritage.

2. Draw a mural or arrange a bulletin board display that shows what junior citizens of America can do to aid the community.
3. Prepare to present effectively findings on today's frontiers. Individuals might choose from the fields of science, medicine, education, religion, law and government, industry, social living, and the like.

B. Use of Mathematics

1. Use mathematics to show by time lines the changing frontiers in various fields.
2. Use mathematics to compute percentages, parts of a whole, etc. as problems arise in planning to share facts and statistics with the class.

C. Use of Written Language

1. Construct a questionnaire for quizzing parents and friends about the American heritage.
2. Write letters to arrange for interviews and to express appreciation afterwards.
3. Write letters to arrange for field trips.
4. Write a handbook for the seventh grade. This grade might be considered a frontier that these pupils have met and one that another group still must meet.

D. Use of Oral Language

1. Plan a panel to discuss frontiers of today.
2. Discuss with the class plans for field trips.

3. Discuss with the class plans for writing a handbook.
4. Discuss with parents and friends frontiers in Williamsburg.
5. Look and listen for the words front and frontier in the news. Make notes on findings and report them to the class.

VII. Culminating Activities

- A. Present a panel discussion to an assembly.
- B. Present the handbook to the incoming seventh grade.
- C. Display collected findings effectively on bulletin boards.

VIII. Evaluation

A. Observations

1. Did pupils participate well in discussions?
2. Did pupils participate well in planning the work of the unit?
3. Have pupils shown improvement in habits of oral and written language and other means of communication?
4. Did pupils make use of many available sources of information?
5. Have pupils expressed an appreciation of others' contributions to the study of this unit?
6. Have pupils recognized their own responsibilities of citizenship?
7. Which work habits among pupils continue to need improvement?
8. Have pupils made use of current happenings related to the unit?

9. Have pupils expressed enthusiasm for this unit of work?
10. Have pupils recognized their own abilities in this unit of work?
11. Have pupils recognized the value of studying the history of America, the State, and the community?

B. Tests and Checks

1. Use multiple choice, true-false, matching, essay, and completion tests.
2. Use pupil evaluation in a discussion or a written essay on the unit and on the year's work.
3. Use a checklist similar to the one in Appendix D for pupil evaluation.

General Bibliography

I. Books for Pupils Selected from Children's Catalog³¹

Barksdale, Lena, That Country Called Virginia. New York: Alfred A. Knopf, Inc., 1945. 234 pp. Illustrated. Recommended for Grades 6-9. Classified as Virginia history.

Casner, Mabel B., and Ralph Henry Gabriel, Story of American Democracy. New York: Harcourt Brace and Company, 1950. 679 pp. Includes maps and charts. Recommended for Grades 7-9.

Clark, Marion G., Westward to the Pacific. New York: Charles Scribner's Sons, 1932. 498 pp. Illustrations and maps. Recommended for Grades 4-6. Deals with frontier and pioneer life and transportation.

Columbus, Christopher, Log of Christopher Columbus' First Voyage to America in the Year 1492. New York: William H. Scott, Inc., 1938. 84 pp. Illustrated. Recommended for Grades 5-8.

Daugherty, James Henry, Landing of the Pilgrims. New York: Random House, Inc., 1950. 186 pp. Illustrated. Recommended for Grades 7-9. Classified with the Pilgrim fathers and the colonial period.

Davis, Julia, No Other White Men. New York: E. P. Dutton and Company, Inc., 1937. 242 pp. Includes illustrations and maps. Recommended for Grades 7-9. Deals with the Lewis and Clark Expedition.

Duvoisin, Roger Antoine, And There Was America. New York: Alfred A. Knopf, Inc., 1938. 75 pp. Illustrated by the author. Recommended for Grades 4-6. Classified as America, Discovery and Explorations.

Earle, Alice (Morse), Child Life in Colonial Days. New York: The Macmillan Company, 1899. 418 pp. Illustrated with photographs. Recommended for Grades 7-9. Classified with social life and

³¹ Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

customs, the colonial period, schools, games, costumes, etc.

Emerson, Caroline Dwight, Pioneer Children of America. Boston: D. C. Heath and Company, 1950. 302 pp. Illustrated. Recommended for Grades 3-4. Classified as frontier and pioneer life and United States history.

Hall-Quest, Olga (Wilbourne), Jamestown Adventure. New York: E. P. Dutton and Company, 1950. 185 pp. Illustrated. Recommended for Grades 6-8. Classified as Virginia history and Jamestown.

Hark, Ann, Story of the Pennsylvania Dutch. New York: Harper and Brothers, 1943. 32 pp. Illustrated with lithographs. Recommended for Grades 4-7. Classified as Germans in Pennsylvania and Picture Books.

Hartman, Gertrude, Making of a Democracy, Revised and enlarged edition; New York: John Day Company, Inc., 1941. 302 pp. Illustrated. Recommended for Grades 7-9. Classified as United States history, dictators, freedom of speech, liberty of the press.

_____, These United States and How They Came To Be. New York: The Macmillan Company, 1935. 340 pp. Recommended for Grades 6-9. Illustrations from contemporary sources.

Knowlton, Daniel Chauncey, and Mary Harden, Our America, Past and Present. New York: American Book Company, 1944. 306 pp. Recommended for Grades 7-9. Classified as the westward march of man.

Langdon, William Chauncy, Everyday Things in American Life. New York: Charles Scribner's Sons, 1937. 353 pp. Illustrated. Recommended for Grades 7-9. Social life and customs, colonial period.

Lawson, Marie (Abrams) Pocahontas and Captain John Smith. New York: Random House, 1950. 185 pp. Illustrations. Recommended for Grades 7-9. A story of the Virginia colony. Classified as America, discovery and explorations, Pocahontas, Virginia history, John Smith.

Lawson, Robert, Watchwords of Liberty: A Pageant of American Quotations. Boston: Little, Brown and Company, 1943. 115 pp. Illustrations by the author.

Matthews, Etta Lane, Over the Blue Wall. Chapel Hill: University of North Carolina Press, 1937. 328 pp. Illustrated by James Daugherty. Recommended for Grades 8-9. Classified as Mississippi Valley history, Ohio Valley history, Southern states history, America, discovery and explorations, La Salle, De Soto, Indians of North America.

McGuire, Edna, Brave Young Land. New York: The Macmillan Company, 1945. 446 pp. Illustrated. Recommended for Grades 5-7. Classified as America, discovery and explorations, United States history, social life and customs.

_____, Full Grown Nation. Revised edition; New York: The Macmillan Company, 1946. 502 pp. Pictures by George M. Richards. Recommended for Grades 5-7.

McNeer, May Yonge, California Gold Rush. New York: Random House, 1950. 184 pp. Illustrated by Lynd Ward. Recommended for Grades 6-9.

_____, Story of California. New York: Harper and Brothers, 1944. 32 pp. Illustrated with lithographs by C. H. De Witt. Recommended for Grades 4-7. Classified as California and picture books.

_____, Story of the Great Plains. New York: Harper and Brothers, 1943. 32 pp. Illustrated. Recommended for Grades 4-7. Classified as frontier and pioneer life and the West.

_____, Story of the Southern Highlands. New York: Harper and Brothers, 1945. 32 pp. Illustrated by C. H. De Witt. Recommended for Grades 4-7. Classified as Appalachian Mountains, the Great Smoky Mountains, and picture books.

Mitchell, Helen, and William Normanton Wilson, Ships That Made United States History. New York: McGraw-Hill Book Company, 1950. 94 pp. Illustrated. Classified as ships, United States history, naval.

- Mourt's Relation, Homes of the Wilderness. New York: William R. Scott, Inc., 1939. 74 pp. Illustrated with drawings by Mary Wilson Stewart. Recommended for Grades 5-8. A Pilgrim's journal of a Plymouth plantation in 1620. Written by William Bradford and others of the Mayflower Company. Classified as Massachusetts history and Pilgrim fathers of the colonial period.
- Parkman, Francis, Oregon Trail. New York: Rinehart and Company, 1931. 385 pp. Illustrated. Recommended for Grades 8-9. Introduction by Mark Van Doren. Classified as frontier and pioneer life, Indians of North America, and the West.
- Rogers, Frances, and Alice Beard, Birthday of a Nation, July 4, 1776. Philadelphia: J. B. Lippincott Company, 1945. 232 pp. Illustrated with drawings by Frances Rogers. Recommended for Grades 7-9. Classified as United States Continental Congress, Declaration of Independence, United States history, Revolution.
- _____, Old Liberty Bell. Philadelphia: J. B. Lippincott Company, 1942. 106 pp. Illustrated by Frances Rogers. Recommended for Grades 5-8. Classified as Liberty Bell, Philadelphia history.
- Sanchez, Nellie (Van de Grift), Stories of the States. New York: The Thomas Y. Crowell Company, 1941. 360 pp. Illustrated. Recommended for Grades 7-9. Tales of early exploration and settlement.
- Shippen, Katherine Binney, New Found World. New York: The Viking Press, Inc., 1945. 262 pp. Illustrated by C. B. Falls. Recommended for Grades 8-9. Classified as Aztecs, Bolivar, Columbus, Cortes, Incas, Pizarro, San Martin.
- Willis, Carrie (Hunter), and Lucy Somerville Saunders, Those Who Dared. Chapel Hill: University of North Carolina Press, 1935. 314 pp. Illustrated. Recommended for Grades 4-6. Stories of early days in our country. Classified as United States social life and customs, colonial period, the West, Daniel Boone, inventions, America, discovery and explorations.
- Woodburn, James Albert, Thomas Francis Moran, and Howard Copeland Hill, Our United States. New York:

Benjamin O. Warren Company, Inc., 1948. 782 pp. Illustrated with maps. Classified as United States history.

II. Pamphlets for Pupils Selected from Children's Catalog³²

Allen, Gina, On the Oregon Trail. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Sydney E. Fletcher. Recommended for Grades 5-7. Basic Social Education Series.

_____, Prairie Children. Evanston: Row, Peterson and Company, 1941. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.

Cavanah, Frances, Down the Santa Fe Trail. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Sydney E. Fletcher. Recommended for Grades 5-7. Basic Social Education Series.

Chicago Teachers College, America, Past and Present. New York: The H. W. Wilson Company, 1948. 80 pp. Compiled by a class of teacher librarians under the direction of Eloise Rue. Reading for background.

Duffe, Marcelle Laval, New Amsterdam, Colonial Days. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.

_____, New England, Colonial Days. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.

_____, Southern Colonial Days. Evanston: Row, Peterson and Company, 1942. 36 pp. Illustrated by Janice Holland. Recommended for Grades 5-7. Basic Social Education Series.

³² Ruth Giles and Dorothy E. Cook, op. cit., 919 pp.

III. Books for Pupils Selected from the Standard Catalog for High School Libraries³³

Adams, James Truslow, editor, Album of American History. 5 vols.; New York: Charles Scribner's Sons, 1944-49. Classified as United States history and social life and customs. "American history through pictures made at the time the history was being made."

_____, Epic of America, Second edition. Boston: Little, Brown and Company, 1933. 446 pp. Doubly recommended. United States history.

Adams, Samuel Hopkins, Santa Fe Trail. New York: Random House, Inc., 1951. 161 pp. Especially recommended for junior high school. Illustrated by Lee J. Ames. "Choice of detail and spirited writing make this account of the first wagon expedition from Franklin, Missouri, to Santa Fe a vivid reading experience."

Andrews, Charles McLean, Colonial Folkways. New Haven: Yale University Press, 1919. 255 pp. Classified as United States social life and customs and colonial period. "A Chronicle of American Life in the Reign of the Georges."

_____, Fathers of New England; A Chronicle of the Puritan Commonwealth. New Haven: Yale University Press, 1919. 210 pp. Illustrated. Classified as New England history and United States history, colonial period.

Bassett, John Spencer, Short History of the United States, Third edition revised and enlarged by R. H. Bassett. New York: The Macmillan Company, 1939. 1039 pp. Classified as United States history.

Beard, Charles Austin, and Mary Ritter Beard, Basic History of the United States. New York: Garden City Books, 1944. 508 pp.

³³ Dorothy Herbert West, op. cit., 1128 pp.

Classified as United States history.
 "Fundamental activities, ideas, interests in the development of American society from the colonial period to the present."

Becker, Carl Lotus, Eve of the Revolution; A Chronicle of the Breach with England. New Haven: Yale University Press, 1920. 267 pp. Doubly recommended. Illustrated. Preface: "I have chiefly endeavored to convey to the reader, not a record of what men did, but a sense of how they thought and felt about what they did."

Benet, Stephen Vincent, America. New York: Rinehart and Company, Inc., 1944. 122 pp. A brief interpretive history of the United States. Deals with the Great Migration, the Revolution, the Constitution, Pillars of the House, the Young Republic, etc. Doubly recommended.

Bowers, Claude Gernade, Jefferson and Hamilton; The Struggle for Democracy in America. Boston: Houghton Mifflin Company, 1925. 531 pp. Illustrated. Portraits of "the two great protagonists and their associates in the struggle against a background of the social life of the times."

Chitwood, Oliver Perry, History of Colonial America. Second edition; New York: Harper and Brothers, 1948. 874 pp. Illustrations and maps. Classified as United States history of the colonial period.

Chitwood, Oliver Perry, Frank Lawrence Ousley, and Herman Clarence Nixon, United States from Colony to World Power. New York: D. Van Nostrand Company, Inc., 1949. 867 pp. Illustrations and maps. Classified as United States history.

Commager, Henry Steele, editor, Documents of American History. Fifth edition; 2 vols. in 1; New York: Appleton-Century-Crofts, Inc., 1949. 759 pp. Classified as United States history, sources.

Commager, Henry Steele, and Allan Nevins, editors, Heritage of America. Revised and enlarged edition; Boston: Little, Brown and Company, 1949. 1227 pp. Illustrated. Classified as

American literature collections and as United States history, sources.

Corwin, Edward Samuel, John Marshall and the Constitution; A Chronicle of the Supreme Court. New Haven: Yale University Press, 1919. 242 pp. Contents: "establishment of the national judiciary, Marshall's early years, Jefferson's war on the judiciary, trial of Aaron Burr," etc.

Daugherty, James Henry, Of Courage Undaunted; Across the Continent with Lewis and Clark. New York: The Viking Press, 1951. 168 pp. Illustrated. "The story of the Lewis and Clark expedition of 1804. The two years and four months from St. Louis to the shores of the Pacific were wild, terrible, and wonderful in dangers, companionship and the excitement of discovery." Doubly recommended.

Davidson, Marshall Bowman, Life in America. 2 vols.; Boston: Houghton Mifflin Company, 1951. Illustrations and maps. "The purpose of this . . . work is to provide a survey, pictorial and written, of America's cultural, social, and economic history from Columbus' discovery to the present."

Earle, Alice (Morse), Home Life in Colonial Days. New York: The Macmillan Company, 1898. 470 pp. Illustrated. "Mrs. Earle's books are based on sound scholarship and reliable sources of information. The author reconstructs for us colonial life by describing in great detail manners, customs, dress, homes, child life, etc."

Elson, Henry William, History of the United States of America. Latest revised and enlarged edition; New York: The Macmillan Company, 1945. 1073 pp. "Unusually readable history which fills a place between the longer works and the condensed school histories."

Farrand, Max, Fathers of the Constitution; A Chronicle of the Establishment of the Union. New Haven: Yale University Press, 1921. 246 pp. Doubly recommended. Classified as United States Constitutional history.

Faulkner, Harold Underwood, and Tyler Kepner, America: Its History and People. Fifth edition; New York: Harper and Brothers, 1950. 953 pp. Illustrations and maps. "Traces in chronological sequence each major development in our national life."

Fish, Carl Russell, Rise of the Common Man (1830-1850). New York: The Macmillan Company, 1927. 391 pp. "Professor Fish portrays the age (1830-1850) which, for the first time, set out to make America a democratic society and was determined to end aristocratic privilege and social oppression among the white Americans."

Fisher, Sydney George, Quaker Colonies: A Chronicle of the Proprietors of the Delaware. New Haven: Yale University Press, 1921. 244 pp. Illustrated. Classified as Delaware history, society of Friends, New Jersey history, Pennsylvania history, and United States history of the colonial period.

Ford, Henry Jones, Washington and His Colleagues: A Chronicle of the Rise and Fall of Federalism. New Haven: Yale University Press, 1918. 235 pp. "Contents: . . . imitation court, great decisions, master builder, Party violence, personal rule of John Adams," etc.

Goodwin, Maud Wilder, Dutch and English on the Hudson: A Chronicle of Colonial New York. New Haven: Yale University Press, 1920. 243 pp. Illustrated. Classified as Dutch in the United States, New York State history, and United States history of the colonial period.

Guillet, Edwin Clarence, and Mary Elizabeth Guillet, Pathfinders of North America. New York: The Macmillan Company, 1939. 304 pp. Illustrated. Recommended especially for junior high school. Classified as America, discovery and exploration and explorers.

Hart, Albert Bushnell, editor; American History Told by Contemporaries. 5 vols., New York: The Macmillan Company, 1897-1929. Contains: America, discovery and exploration, era of colonisation, building the Republic, national expansion, welding of the nation, etc.

Johnson, Allen, Jefferson and His Colleagues; A Chronicle of the Virginia Dynasty. New Haven: Yale University Press, 1921. 343 pp. "Contents: . . . Pacifists of 1807, Last phase of peaceable coercion; War Hawks; President Madison under fire; The peacemakers;" etc.

Johnson, Allen, and Allen Nevins, editors; Chronicles of America Series. 56 vols., New Haven: Yale University Press, 1918-1921. Doubly recommended for high school libraries.

Johnston, Mary, Pioneers of the Old South; A Chronicle of English Colonial Beginnings. New Haven: Yale University Press, 1920. 260 pp. Illustrated. Classified as Southern States history and United States history of the colonial period.

Kocher, Alfred Lawrence, and Howard B. Dearstyne, Colonial Williamsburg: Its Buildings and Gardens. Williamsburg, Virginia: Colonial Williamsburg, Inc., 1949. 104 pp. Illustrated. "A study of Virginia's restored capital--whose statesmen formulated the tenets of democracy--whose builders created a notable architecture."

MacDonald, William, editor; Documentary Source Book of American History, 1607-1926. Third edition, revised and enlarged; New York: The Macmillan Company, 1926. 713 pp. Classified as charters, and United States history sources.

Meigs, Cornelia Lynde, Violent Men; A Study of Human Relations in the First American Congress. New York: The Macmillan Company, 1949. 278 pp. "The author has re-created the days, deeds, and personalities of those two years--1774-1776--so vividly that her carefully documented historical facts are entirely painless."

Montross, Lynn, Rag, Tag and Bobtail; The Story of the Continental Army, 1775-1783. New York: Harper and Brothers, 1952. 519 pp. Maps and papers by Alice Wische. Classified as United States Army history and United States history, Revolution, sources.

Neuberger, Richard Lewis, Lewis and Clark Expedition. New York: Random House, Inc., 1951. 180 pp.

Illustrated by Winold Reiss. Recommended especially for junior high school. "A reconstruction of the expedition . . ."

Paine, Ralph Delahaye, Fight for a Free Sea; A Chronicle of the War of 1812. New Haven: Yale University Press, 1921. 235 pp. Classified as United States history, War of 1812.

Richman, Irving Berdine, Spanish Conquerors; A Chronicle of the Dawn of Empire Overseas. New Haven: Yale University Press, 1921. 238 pp. Illustrations and maps. "Contents: West and East; Columbus and the new lands; Balboa and the Pacific; Cortes and Mexico; Spanish conquerors in Central America; Pizarro and the Incas;" etc.

Schlesinger, Arthur Meier, Age of Jackson. Boston: Little, Brown and Company, 1945. 577 pp. Classified as Andrew Jackson, President, and United States history, 1815-1861.

_____, Paths to the Present. New York: The Macmillan Company, 1949. 317 pp. Classified as National characteristics, American, United States civilization, and United States history.

Skinner, Constance Lindsay, Pioneers of the Old Southwest; A Chronicle of the Dark and Bloody Ground. New Haven: Yale University Press, 1919. 304 pp. Illustrated. "This narrative is founded largely on original sources--on the writings and journals of pioneers and contemporary observers."

White, Stewart Edward, The Forty-niners; A Chronicle of the California Trail and El Dorado. New Haven: Yale University Press, 1918. 273 pp. "Contents: . . . Spanish days; American occupation; Law--military and civil; Gold; Across the Plains; The Mormons; Way by Panama;" etc.

Wood, William Charles Henry, Elizabethan Sea-Dogs; A Chronicle of Drake and His Companions. New Haven: Yale University Press, 1921. 252 pp. Illustrated. Classified as America, discovery and explorations; Sir Francis Drake; Great Britain history, Tudors.

Wrong, George McKinnon, Washington and His Comrades in Arms; A Chronicle of the War of Independence. New Haven: Yale University Press, 1921. 295 pp. Classified as United States history, the Revolution, and George Washington.

IV. Pamphlets for Pupils Selected from the Standard Catalog for High School Libraries³⁴

Lindquist, Orville A., Common Fallacies Regarding United States History. Richmond: The Dietz Press, 1948. 99 pp. "Compilation of common erroneous beliefs regarding events in American history."

Zimmerman, Janet Hull, and Frank F. Bright, Our Inland Seas, the Great Lakes. Evanston: Row, Peterson and Company, 1942. 48 pp. Illustrated. "The story of the Great Lakes, their discovery, history, and present importance."

V. Books for Pupils Selected from the Classroom Library of The Matthew Whaley School

Aker, Homer Ferris, Eugene Hilton, and Vanza Nielsen Aker, America Today and Yesterday. San Francisco: Harr Wagner Publishing Company, 1936. 586 pp. Black and white illustrations. Easy reading. Simplified factual information.

Ames, Merlin M., Sparks from a Thousand Campfires. St. Louis: Webster Publishing Company, 1937. 326 pp. Illustrated. Treats Western fur traders.

Ames, Merlin M., Jesse H. Ames, and Odille Ousley, Stories of My Country's Beginnings. St. Louis: Webster Publishing Company, 1944. 327 pp. Simplified treatment of finding America, Indians, everyday life of colonial period, trouble with England, and becoming a nation.

Ames, Merlin M., Jesse H. Ames, and Thomas S. Staples, My America. St. Louis: Webster Publishing Company, 1951. 548 pp. Junior high school level. Treats main events from the period of discovery of America to the present time.

³⁴ Dorothy Herbert West, op. cit., 1126 pp.

- Barker, Eugene C., Marie Alsager, and Walter P. Webb, The Story of Our Country. Evanston: Row, Peterson and Company, 1943. 480 pp. Illustrated. Treats the adventures of Marco Polo, deals with history of the United States through all acquisitions of territory, and gives a view of the world in the present century.
- Barker, Eugene C., Frances Cavanah, and Walter P. Webb, Our New Nation. Evanston: Row, Peterson and Company, 1948. 384 pp. Illustrative drawings, easy reading. Deals with the post-Revolution days in America to the present time.
- Barker, Eugene C., Walter P. Webb, and William E. Dodd, The Story of Our Nation. Evanston: Row, Peterson and Company, 1937. 426 pp. Easy reading. Deals with the arrival of the white man in America to the present century.
- Beeby, Daniel J., Joyce L. Hanna, and C. H. McClure, Our Country. New York: Laidlaw Brothers, 1942. 384 pp. Fourth grade level. Sections deal with American history from the period of exploration and discovery to the present time.
- Clark, Marion G., and Wilbur Fisk Cordy, The First Three Hundred Years in America. New York: Charles Scribner's Sons, 1931. 436 pp. Deals with the beginnings of America through the gaining of independence.
- Cook, Luella B., Walter Loban, George W. Norvell, and William A. McCall, Challenge to Explore. New York: Harcourt Brace and Company, 1941. 702 pp. Literature. Daniel Boone, Columbus, American Indians, Mark Twain, American pioneers, etc. are treated.
- Cordier, R. W., and E. B. Robert, History of Young America. New York: Rand McNally and Company, 1948. 246 pp. Excellent illustrations. Easy reading. Deals with the settling of America and building the nation.
- Freeland, George Earl, Edward Everett Walker, and Helen Eather Williams, America's Building; The Makers of Our Flag. New York: Charles Scribner's Sons, 1937. 425 pp. Illustrated. Easy reading. Treats the discovery to recent times in America.

- Gilmartin, John G., and Anna M. Skehan, Great Names in American History. New York: Laidlaw Brothers, 1946. 384 pp. From Columbus to Franklin D. Roosevelt. Includes people in military life, in government, in science, and other fields.
- Greenan, John T., and H. Louise Cottrell, From Then Until Now. New York: McGraw-Hill Book Company, Inc., 1936. 421 pp. Designed for use in junior high schools. Treats Old World backgrounds. One section on the British Commonwealth of Nations deals with New World settlements, another deals with immigration to the United States.
- Hatheway, Esse V., Romance of the American Map. New York: Whittlesey House, 1934. 316 pp. Illustrated. Easy reading. Treats Columbus to the Western trails. Emphasis is on people.
- Heard, Sarah Dow, and M. W. King, Stories of American Leaders. Philadelphia: The John C. Winston Company, 1947. 362 pp. Illustrated. Presents leaders from Alexander Hamilton to Woodrow Wilson.
- Kelty, Mary G., The Beginnings of the American People and Nation. New York: Cinn and Company, 1937. 571 pp. Illustrated. Easy reading. Deals with seeking routes to India through the period of the Revolution.
- McGuire, Edna, America Then and Now, Revised edition. New York: The Macmillan Company, 1946. 452 pp. Easy reading. Treats the finding of the New World through the building of the nation.
- Moore, Clyde B., Fred B. Painter, Helen M. Carpenter, and Gertrude M. Lewis, Building Our America. New York: Charles Scribner's Sons, 1948. 468 pp. Illustrated. Easy reading. Treats American history from influences of Marco Polo's travels to the formation of the United Nations.
- Payne Leonidas W., Jr., Marka Neville, and Natalie E. Chapman, Voices of America. New York: Rand McNally and Company, 1936. 700 pp. Literature. Includes writings of John Smith, Patrick Henry, Thomas Jefferson, Benjamin Franklin, Daniel Webster, and John C. Calhoun. Illustrated.

Rugg, Harold, Changing Governments and Changing Cultures. New York: Ginn and Company, 1932. 701 pp. Advanced level of reading. View of European thinking and European movements during early American history.

Quillen, I. James, and Edward Krug, Living in Our America. New York: Scott, Foresman and Company, 1951. 752 pp. Excellent illustrations. Large scope. New World discoveries to the present time.

Scott, Benjamin D., The Making of America. New York: J. B. Lippincott Company, 1939. 369 pp. Illustrated. Includes beginnings of America, pioneers, frontiers, and modern progress.

Sewall, James Witt, Makers of America. New York: J. B. Lippincott, 1939. 378 pp. Titles to sections show inclusion of statesmen, inventors, pioneers, and the like.

Sharp, Russell A., Jno. J. Tigert, Annette Mann, L. E. Dudley, and Louise Abney, American Life in Literature. New York: Laidlaw Brothers, 1942. 800 pp. Collection of writings which includes those of John Smith, Benjamin Franklin, Patrick Henry, Thomas Paine, George Washington, and Daniel Webster.

Wayland, John W., and Rose MacDonald, Revised edition, A History of Virginia for Boys and Girls. New York: The Macmillan Company, 1950. 414 pp. Attempts to show the relation of Virginia to world affairs, describes the home life in different periods, includes time from America's European beginnings to the present time.

Willie, Carrie Hunter, and Lucy S. Saunders, The Story of Virginia, Revised edition. New York: Newson and Company, 1950. 392 pp. Illustrated with photographs. Easy reading. Includes time from the settling of Jamestown to World War II.

VI. Booklets for Pupils Selected from Personal Collection

Bohlman, Edna McCaull, Democracy and Its Competitors. Columbus: Charles E. Merrill Company, 1952. 32 pp. Illustrated. Complete definition of democracy.

Colegrove, Kenneth, Democracy, Communism, Fascism.
Reprint from The New World Book Encyclopedia;
Chicago: Field Enterprises, Inc., 1949. 15 pp.
Explains the advantages of democracy in America.

National Association of Manufacturers, Pioneers of Progress. Revised; New York: National Association of Manufacturers, 1949. 38 pp. Tells the story of progress and freedom.

United States Department of the Interior, National Park Service, Cooperating with the Association for the Preservation of Virginia Antiquities, Jamestown, Birthplace of the Nation. Leaflet reprint; Washington, D. C.: United States Government Printing Office, 1952. Illustrated. Explains the significance of Jamestown to visitors.

Wylie, Philip, If I Could Speak for America. Reprint from November 1953 issue of Woman's Day; New York: Woman's Day, Inc., 1953. 3 pp. Treats appreciation of America.

Instructional materials and resources available. The Matthew Whaley School Library contains in book stock more than 10,000 volumes. It has on hand more than fifty different magazines, large numbers of pamphlets, pictures, phonograph records and albums. A list of magazine subscriptions held by the Library in 1952 and a list of the magazines in the reference files of the Library in 1952 may be found in Appendix A and Appendix B of this study.

Exhibits from the Valentine Museum and the Virginia Museum of Fine Arts in Richmond, and motion picture films from the Bureau of Teaching Materials, State Board of Education, may be secured on request. The Library provides an opportunity for pupils to become acquainted with the Dewey Decimal System. Special library lessons are given upon request, and opportunity is afforded teachers to plan with the librarian the selection of materials for teaching throughout the school year. One full-time librarian and a part-time clerical assistant are employed. Volunteer pupil assistants work under the direction of the library staff.

In addition to the Library, classroom libraries which offer approximately 4,000 volumes of graded textbooks in all general school subjects are maintained.

For loan to teachers in classrooms the Library has two Bell and Howell projectors (16 mm. sound-on-film), a filmstrip projector, two record players, and many albums of

records, an opaque projector, a Kodascope (filmstrip), two screens, and a tape recorder.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Evidence that the curriculum guide presented in Chapter IV has been constructed in conformity with the selected principles of curriculum construction is summarized in the following sections.

Agreement of the Curriculum Guide with the First Principle. Principle One: The curriculum should promote the complete growth and development of all pupils. Curriculum provisions for the implementation of this principle include: (1) The units proposed are broad in scope and include a variety of areas and activities. Examples of this are apparent in topics, such as geographic aspects of America, people and events, ideas and inventions, scientific aspects of historical events, the importance of American historical documents, home life and cultural aspects of early American living, educational aspects of early America, and political life during the beginning years of the country. (2) A variety of reading levels in the selected materials is designed to meet the needs of pupils who range from the first percentile to the ninety-ninth percentile rank on the California Achievement Tests in reading as tabulated in Table III of Chapter III. The suggested reading materials include those recommended by the H. W. Wilson Company in its standard

catalogs for elementary grades three through nine and for junior and senior high school reading levels. (3) Ways of securing information other than reading are utilized. These means include motion picture films, filmstrips, field trips, and interviews. Through the variety in reading levels and the variety of ways to secure information the effort is made to provide for individual differences and to promote the growth of all pupils. (4) Evaluation of varied outcomes is representative of concern for complete growth. For example, the outcomes evaluated include social growth, knowledge and understanding of facts, and attitudes. These are an attempt to help all pupils develop and grow in varied educational undertakings rather than an attempt to help only those pupils who might succeed in special, limited undertakings of an academic nature. (5) The curriculum guide and the separate sections of it are presented as suggestions for planning the seventh grade program, not as prescriptive or complete statements. The need for further planning and replanning as the teacher works with pupils and discovers repeatedly how all groups differ, how all individuals differ, and how specific pupils might be helped, contributes to all-round development.

Agreement of the Curriculum Guide with the Second Principle. Principle Two: The curriculum should promote an understanding, an appreciation, and practice of the ideals of a democratic society. Curriculum provisions for the

implementation of this principle include: (1) Frequent opportunities for pupil-teacher planning are suggested. Whether or not the planning would be followed in a democratic way, however, would depend chiefly on the teacher. In the seven proposed units, which are a part of the guide, enlistment of the help of pupils in arranging for trips and interviews for the whole class affords opportunities for cooperative planning and democratic procedures to be put to practice in the classroom. The checklist for evaluation by pupils found in Appendix D indicates the enlistment of pupils' help and a recognition of the importance of pupil participation in the planning and evaluation of the work. (2) Suggested materials for use with pupils and some of the suggested activities would promote an appreciation and an understanding of democracy. The materials include Democracy and Its Competitors, Democracy, Communism, Fascism, and If I Could Speak for America. Films, such as Democracy, Our Living Declaration of Independence, and Tuesday in November would seem to promote an understanding of democracy. An activity, such as that of writing an essay on the meaning of the Declaration of Independence would give pupils a chance to express an understanding and an appreciation of American democracy. It is recognized that information alone would not provide for democratic behavior, and for that reason pupil-teacher planning is given a place of importance in the

proposed guide.

Agreement of the Curriculum Guide with the Third Principle. Principle Three: The curriculum should provide learning situations in keeping with what research has proved to be ways that pupils learn. Curriculum provisions for the implementation of this principle include: (1) The organization and development of the proposed units are designed to afford the teacher time and opportunity to offer guidance to pupils at beneficial times during the learning process. (2) Research has proved that pupils learn when they understand how new learnings apply to real issues of the day. Each of the seven units, and especially the last, entitled "Looking for New Worlds to Conquer in Relation to Our Own Community," reveals an attempt to use this principle. A use of current happenings in the news applied to the center of interest, "The New World," also promotes the practice of this principle. Many activities, such as using mathematics to compute percentages and parts of a whole as problems arise in planning to present facts and statistics to the class, using mathematics for measuring the area of a space to be used for display of work, and using news resources to discover up-to-date inventions that promise to change American living seem to identify the study with real issues of the day. (3) Studies in the psychology of learning have revealed that pupils learn when they do something with their learnings and

when they can put something of themselves into the learning situations. These factors are utilized by following the suggested construction activities and the culminating activities, such as presenting original poems, constructing models, drawings, essays, and dramatizations based on information gained in the study. Activities of these types should afford pupils opportunity to put to use new learnings and to involve themselves and their interests through both manual and intellectual activity. Further, throughout the units emphasis is placed upon pupil participation in planning and carrying out learning experiences, a means of securing involvement of the learner which has been found effective. (4) The need for pleasure in learning is provided for in the guide. It offers much in its variety of activities and materials to suit many tastes and interests. It provides, also, for pupils to offer suggestions of materials and activities as they contribute to the organization of the work. Pupils should derive much satisfaction and pleasure in the work as they help to plan it, accomplish it, and later help to evaluate what they have accomplished. (5) Since the seventh grade in the school with which this study is concerned remains with one teacher all day, the time schedule can be readily adjusted to facilitate pupil learning. When a block of time of considerable length is needed to avoid undue interruption of learning experiences

it can be arranged without difficulty. (6) Research indicates that pupils learn when they understand the whole of a learning situation. The proposed guide promotes opportunities for pupils to acquire this kind of understanding as they take part in the planning of units, as they are introduced to the theme for the whole year by means of movies, discussions, and the like, and as they undertake some of the suggested activities that have year-long range, such as collecting famous quotations from American history (1607-1850), and such as describing the activities carried on during the year with a view to compiling a handbook for the seventh grade.

The Proposed Curriculum Guide Is Identified with the Williamsburg Community. The proposed curriculum guide is designed particularly for pupils in Williamsburg as can be observed by its center of interest in the community past and present. One of the units deals with the importance of Williamsburg during the eighteenth century and another deals with current problems of the community that require the efforts and attention of its citizens. The guide steadily directs attention to current happenings of the day, especially those in the Williamsburg area. Full utilization of the community as a laboratory and as a source of instructional materials is suggested in the guide. Examples of this can be found in the suggested field trips to

Jamestown, Yorktown, the Mariner's Museum, Colonial Williamsburg, the Court House, the Fire Department, and the Virginia State Capital. The guide suggests the enlistment of help from Williamsburg community leaders who might inform pupils about city government and planning and health protection, and the like.

The broad scope of the materials and aims is designed to meet the wide range of abilities and interests indicated in Chapter III as characteristic of Williamsburg pupils. The materials are designed primarily with respect to the abilities and interests of twelve-year-olds with wide margins on both sides, as Tables I, III, and V in Chapter III would indicate as desirable for pupils in this particular community.

The proposed curriculum guide of this study is designed particularly for pupils in The Matthew Whaley School because of its practicality in a school with a comprehensive philosophy. The investigator has become acquainted with the philosophy that has been in practice in the school for many years, and it is experience that reveals this identity of the curriculum guide with the school of the Williamsburg community.

Recommendations. The real value of the proposed curriculum guide for the seventh grade of The Matthew Whaley School will be determined best by putting it to practice

with pupils in the school. It is recognized that a unit of work is not really a unit of work until it is attempted and experienced according to tentative plans on paper. Therefore, it is recommended that this guide be used in the seventh grade by one or more teachers in order that its true worth may be evaluated. Perhaps then it could be revised and at the end of a second year of trial re-evaluated in order that an improved curriculum guide be constructed for the grade. Likewise, it is recommended that teachers in the sixth grade and in the high school grades of the school take part in the evaluation of the curriculum guide, as a horizontal view of its possibilities might be of particular benefit in the improvement of curriculum for the seventh grade in The Matthew Whaley School.

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_____, The High School for Today. New York: American Book Company, 1950. 380 pp.

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B. PERIODICAL ARTICLES

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C. CATALOGS

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D. DICTIONARIES

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E. STATE PUBLICATIONS

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G. UNPUBLISHED MATERIALS

California State Department of Education, The Developmental Basis for School Planning for Early Adolescence, (unpublished handbook of Ventura County, California).

APPENDIX A.

SUBSCRIPTIONS HELD BY THE MATTHEW WHALEY LIBRARY 1952-53

<u>American Girl</u>	<u>Holiday</u>
<u>American Magazine</u>	<u>Hygeia and Today's Health</u>
<u>Athletic Journal</u> (52)	<u>Jack and Jill</u> (52)
<u>Atlantic Monthly</u>	<u>Junior Natural History Magazine</u>
<u>Banking</u> (Gift)	<u>Life</u>
<u>Better Homes and Gardens</u>	<u>Life of the Soldier and the</u> <u>Airman</u> (52) (Gift)
<u>Boys Life</u>	<u>National Geographic</u>
<u>Child Life</u> (52)	<u>National Parent-Teacher</u> <u>Magazine</u> (51) (Gift)
<u>Childhood Education</u> (52)	<u>NEA Journal</u> (Gift) (52)
<u>Children's Activities</u> (52)	<u>Nature Magazine</u> (52)
<u>Children's Playmate</u> (52)	<u>New York Times Magazine</u> (52)
<u>Commonwealth</u>	<u>Newsweek</u> (52)
<u>Congressional Digest</u> (52)	<u>Open Road for Boys</u> (52)
<u>Coronet</u> (52)	<u>Outdoor Life</u>
<u>Current Biography</u> (53)	<u>Parents Magazine</u>
<u>Current History</u>	<u>Pathfinder</u> (52)
<u>English-Speaking World</u> (52)	<u>Plays</u> (52)
<u>Flying</u> (52)	<u>Popular Mechanics</u> (53)
<u>Foreign Policy Bulletin</u> (52)	<u>Popular Photography</u>
<u>Foreign Policy Reports</u> (51)	<u>Popular Science</u>
<u>Good Housekeeping</u> (52)	<u>Radio News</u>
<u>Harper's Magazine</u>	

APPENDIX A. (Continued)

Reader's Digest (52)
Readers' Guide (Abridged) (52)
Rotarian (Gift)
Safety Education (52)
Saturday Evening Post
Scholastic (52)
School Arts (52)
School Life
School Musician (52)
Science News Letter (53)
Seventeen (53)
Sports Afield
Story Parade (52)
Theater Arts
Time
United Daughters of the
Confederacy Magazine (52)
Virginia Journal of Education
(Gift) (52)
Virginia Wildlife (Gift) (52)
Wee Wisdom
Wilson Library Bulletin (52)
United Nations Reporter (51)
U. S. News and World Report

APPENDIX B.

REFERENCE FILES OF MAGAZINES IN MATTHEW WHALEY LIBRARY

AS OF SEPTEMBER 1952

American Magazine 1950 to dateAtlantic Monthly 1942 to dateBetter Homes and Gardens 1951 to dateCoronet 1949 to date (broken file)Current Biography 1940 to dateCurrent History 1935 to dateFlying (Recent issues only)Good Housekeeping 1951 to dateHarper's Magazine 1942 to dateHoliday 1949 to dateLife 1951 to dateNEA Journal 1942 to date (broken file)National Geographic 1925 to dateNature Magazine 1941 to dateNew York Times Magazine 1951 to dateNewsweek 1946 to datePopular Mechanics (Recent issues only)Popular Science (Recent issues only)Reader's Digest 1946 to dateScholastic 1946 to dateScience News Letter 1945 to date (broken file)

APPENDIX B. (Continued)

Time 1935 to date

Today's Health (Recent issues only)

Wilson Library Bulletin 1945 to date (broken file)

APPENDIX G.

AGENCIES AFFECTING EDUCATION IN THE WILLIAMSBURG COMMUNITY

The form is taken from Evaluative Criteria.¹

1. Other Schools (for youth of secondary-school age).

Magruder School (County)
Walsingham Academy (Parochial)
York County High School

2. Churches.

Baptist, The Williamsburg
Catholic Church of St. Bede
Episcopal, Bruton Parish
First Church of Christ, Scientist
Methodist, The Williamsburg
Presbyterian, The Williamsburg
(There are other churches in James City County.)

3. Libraries

The College of William and Mary
The Matthew Whaley School
Williamsburg Public Library.
(Churches might have libraries.)

4. Museums, Art Galleries, Planetariums, Botanical Gardens,
and Zoos.

Bruton Parish Church
Chapel Royal for the Colony of Virginia
Courthouse Museum
Exhibition Buildings operated by Colonial Williamsburg,
Inc.
Five Restored Gardens on Tour from the Courthouse Museum
Jamestown Island Museum
Mariner's Museum (Twenty miles east on Route 60)
Plantations on the James River
Seven Craft Shops operated by Colonial Williamsburg, Inc.
Wren Building
Yorktown Museums operated from Swan Tavern

¹ Cooperative Study of Secondary-School Standards,
Evaluative Criteria. (Washington, D. C., Cooperative Study
of Secondary-School Standards, 1950.) p. 31

APPENDIX C. (Continued)

5. Forums, Lyceums, Operas, Plays, and Musical Performances.

College of William and Mary Fine Arts Programs and
 Departmental Programs and Lectures
 Colonial Williamsburg, Inc. sponsors the following:
 Bruton Parish Organ Recitals
 Reception Center Eighteenth Century Plays
 "The Common Glory," Historical Drama
 Eastern State Hospital Programs
 Matthew Whaley Dramatic Club Productions and Other
 Performances
 Walsingham Academy Programs
 (Community programs of various kinds are often given
 at The Matthew Whaley School.)

6. Organized Service Groups (eg., Chamber of Commerce,
 Rotary, etc.)

American Association of University Women
 American Legion Post
 Business Women's Club
 Chamber of Commerce
 Daughters of the American Revolution
 Eastern Star
 Exchange Club
 Fire Department Volunteers
 Junior Chamber of Commerce
 Lady Lions
 Lions Club
 Masons
 Red Cross
 Rotary Club
 Ruritan Club
 Scouts
 Soroptimist Club
 United Daughters of the Confederacy
 Venture Club
 Williamsburg Council of Churches
 Young Woman's Club of Williamsburg

7. Health Centers, Clinics, and Other Health Agencies.

Department of Welfare at the Court House
 Red Cross
 Williamsburg Area Guidance Clinic
 4 H Camp

APPENDIX C. (Continued)

8. Recreational Agencies, Parks, Playgrounds, Swimming Facilities, and Other Similar Agencies.

Blow and Jefferson Pools at the College of William and Mary
 Campus and Stadium of the College of William and Mary
 Churches have organized recreational groups.
 Inn Pool operated by Colonial Williamsburg, Inc.
 Matthew Whaley School Playground and Athletic Field
 Park and Swimming at Yorktown
 Picnic Park at Matoaka Lake
 Tennis Courts at the College of William and Mary
 Youth Center at the Methodist Church sponsored by The
 Matthew Whaley School
 4 H Camp for Picnicking and Swimming

9. Motion Picture Theaters.

Reception Center operated by Colonial Williamsburg, Inc.
 Stockade Theater
 Williamsburg Theater

10. Such Commercialized Entertainment as Pool and Billiard Parlors, Dance Halls, Night Clubs, Gambling Establishments, and Race Tracks.

Pool Parlor
 Skating Arena
 Williamsburg Bowling Alley

11. Other Agencies.

Bicycles for Rent at the Travel Office
 Golf on the Inn course is available for fees.

APPENDIX D.

SUGGESTED CHECKLIST FOR EVALUATION BY PUPILS

<u>Social Skills</u>	<u>Yes</u>	<u>No</u>
Did I cooperate well in group work?	_____	_____
Did I take part in planning this unit of study?	_____	_____
Did I use self-control at all times?	_____	_____
Did I show a respect for public property?	_____	_____
Did I show a respect for other pupils' property?	_____	_____
Did I show a respect for my own property?	_____	_____
Was I always willing to share materials?	_____	_____
Did I help other pupils who needed my help?	_____	_____
Was I courteous at all times?	_____	_____
Did I use my time wisely?	_____	_____
<u>Knowledge and Understanding</u>		
Have I seen a need for organizing plans, materials, and information in order to work well?	_____	_____
Have I seen a need to respect certain rules in the classroom in order to help everyone?	_____	_____
Have I helped to make new rules when we found that we needed them?	_____	_____
Do I know how to use the library to find what I want?	_____	_____
Do I know how to use books to find what I want?	_____	_____
Do I know how to express myself well in written language?	_____	_____

APPENDIX D. (Continued)

Do I know how to express myself well in oral language?	_____	_____
Do I know how to use arithmetic to help me solve problems involving fractions, decimals, percentages, and ratios?	_____	_____
Do I know how to make meaningful comparisons of things that have happened in the past with things that are happening now?	_____	_____
Do I know how to express my ideas in original and attractive ways?	_____	_____
Do I usually understand what I read?	_____	_____
<u>Academic Skills</u>		
Do I ask clear and definite questions?	_____	_____
Do I keep a well organized notebook?	_____	_____
Do I write neatly and legibly?	_____	_____
Do I follow instructions whether they are written or given orally?	_____	_____
Am I careful about correct details?	_____	_____
Have I gained accurate information and understanding in studying this unit?	_____	_____