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**A STUDY OF CHANGE IN STUDENT'S CRITICAL THINKING
IN THE SOCIAL STUDIES AS RELATED TO
A MODIFICATION OF THE CURRICULUM**

A Thesis

Presented to

The Faculty of Central Washington College of Education

**In Partial Fulfillment
of the Requirements for the Degree of Master of Education**

by

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM, BACKGROUND, AND LIMITATIONS

Within any given society, over a period of time, a certain amount of inter-racial and inter-cultural friction is bound to arise. Within our society we are constantly faced with conflicts of a social nature that have direct bearing upon our functions as a free and democratic entity. Problems of delinquency, racial and religious animosities, and political differences arise daily within our society that must be dealt with in some positive manner.

Research has been carried on in the past as to what and how various phases of the social studies curriculum might be presented, and in some cases investigations have been undertaken concerning the change in mental concepts of school age people in regard to the previously mentioned problems.

The question as to what degree the objectives and practices of the social studies curriculum in various school situations have been influential in promoting critical thinking on the part of the student toward people in foreign lands might well be assessed.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to discover the extent to which the social studies curriculum of the

Highline Public Schools for Sixth Grade creates constructive critical thinking on the part of the students in relation to preconceived attitudes and concepts directed toward people in other lands. More specifically the problem was to determine how modifications in the social studies course content affect critical thinking and attitudes of students.

Importance of the study. Development of critical thinking is of prime importance to the individual as he prepares himself to face a world of many and varied philosophical viewpoints. Many educators and other interested persons have persistently stressed the need for the examination of all aspects of controversial issues.

It has been realized that forces from many aspects of society exert their influence upon our learning and make themselves manifest by the actions we display when making our opinions known. In giving vent to our opinions on situations with which we may come in contact, the reaction is often the result of preconceived judgment and not to a thoroughgoing or rational survey of the matter at hand. Too often we are prone to stereotype individuals, groups, political entities, or a cultural or religious heritage in less than complimentary measures. The fault, however, lies not wholly within ourselves, but is due in great degree to the external pressures placed upon our capacity to comprehend. The situation is in essence a battle for the minds of men

where the spoken and written words, as well as ideas, are the modern implements of warfare.

Many consider that it has become increasingly evident that one can no longer divorce himself from the external influences surrounding him, nor dare any nation that wishes a productive and enriched existence separate itself from the associations with those with which it must of necessity come in contact. An isolated people prove to be both a fearful and a fearsome people. They are fearful in that their isolation does not lead to normal intercourse and trade whereby one group may know and appreciate the hopes, ambitions, and philosophical similarities of the other; they are fearful in that their isolation leads them to that which is unknown and which grows with the cultivation of blind ignorance and imagination. In the same respect an isolated society, to those who have little or no knowledge of its way of life through lack of contact and appraisal of ideas, presents to observing cultures a fearsome spectacle.

More than ever the need for a competent, constructively critical analysis of peoples and cultures throughout the world has become apparent.

The world might well be studied with its diverse attitudes and opinions in its entirety with examination of the environment, geographical, historical, and cultural heritage of these peoples, not only in

relation to our own concepts of civilization, but also in similar frames of reference to those whom we study.

In order to accomplish the breadth of understanding felt necessary for international harmony it becomes a local and individual problem as well as one of national scope. The school district as well as the individual teacher might well be concerned with growth in attitudes and critical thinking as well as the usually accepted basic skills, for it cannot be assumed that knowledge of facts alone obviates growth in effective use of these facts. It seems important to measure what changes in attitude occur as a function of different methods of teaching the same subject matter. This study has been an attempt to determine the extent to which attitudes of sixth grade children can be modified to allow more effective and critical thinking in the social studies.

II. BACKGROUND

Much has been written about democratic human values as well as comprehensive reasoning, and their importance to the growth and well-being of a complex society. In the works cited, the emphasis on the educative process is in striking evidence and the urgent need for constant critique and re-evaluation of educational practices is vividly apparent.

Bromeld has contended that there is a great necessity for mutual understanding in all aspects of civilization both at home and abroad, and that common human endowment and common aspects of many and diversified cultures are a basis for world harmony. ¹

In this same respect, Edwards stated that:

The most important assumption of democracy is that the citizen will be informed. And certainly, nothing is more important than that he have an understanding of the nature and career of human values through the ages and an understanding as well of the social arrangements and institutions that men have devised through their long history to carry their value premises into practical operation. ²

A recent article by von Haller Gilmer cited the common agreement that the development of the thinking process should be the primary aim of education. ³

Raths posed a problem in asking:

In this changing world of ours how can we encourage young people to be open-minded in the best sense of the word, and at the same time avoid 'going off the deep end' into consequences that may be permanently bad? ⁴

¹ Theodore Bromeld, "The Human Roots of World Order," Progressive Education, 25 (April 1948), 91-3.

² Newton Edwards, "Education as a Social Instrument," School Review, 59 (October 1951), 396.

³ B. von Haller Gilmer, "Evaluating the Criteria for Higher Education," The Journal of Higher Education, 20 (December 1949) 473-79.

⁴ Lois E. Raths, "The Open Mind in a Changing World," National Parent Teacher, 44 (February 1950) 26.

To offset this possibility, Thursfield suggested that a primary aim in teaching should be the development of the ability to think and act reasonably. ⁵

Benedict and Ellis remind their readers that the present generation of American youth is faced with the task of strengthening democracy against disastrous influences, and that the same equitable solution of racial and cultural differences is necessary if democratic ideals are to be maintained. ⁶

Edwards, in agreement with Benedict and Ellis, observed that:

An educational system does not develop spontaneously as an authentic expression of a civilization. Rather, it represents deliberate planning, the acceptance or rejection of alternatives ... The choices made, representing, as they do, a positive affirmation of social policy and opening up avenues for the achievement of individual and social purpose, affect profoundly the destiny of a people and the quality of the civilization it achieves. ⁷

Marshall contended that:

One of the main objectives of education in the social sciences (at least at the level of liberal rather than technical or professional education) is to produce individuals who can think

⁵ R. E. Thursfield, Developing the Ability to Think Reasonably, (Washington: National Council for the Social Studies Seventeenth Year Book, 1946) p. 77.

⁶ Ruth Benedict and Mildred Ellis, Race and Cultural Relations (Washington: National Council for the Social Studies, 1942) p. 45.

⁷ Edwards, op. cit., p. 394.

freely, independently, and honestly in this complex and emotionally charged area of human experience... students should be taught, not only 'content' (factual) material, but also methods of logical thinking and at least elementary criteria of judging evidence. ⁸

Stewart observed that thinking characterized by the foregoing quotation may produce a creative idea or, more simply, a transition from a blind attitude to one of understanding. ⁹

Punke has pointed out a problem area which accompanies new approaches in education:

The development of new knowledge and new interpretations of life always result in conflict with previous knowledge and interpretations, as well as with attitudes and social practices that have grown around the previous interpretations. ¹⁰

Raths, who would not be discouraged by problems accompanying changes in educational philosophy, declared that:

Our job, therefore, is not to suppress those doubts, our job is not to feel a sense of loss because Jim and Marie and Dick and Dolores are questioning values we have tended to regard as

⁸ Martha Jane Marshall, "Developing Independent Thinking Through the Social Studies," The American Teacher, 34 (November 1949) 15.

⁹ G. W. Stewart, "Can Productive Thinking be Taught," The Journal of Higher Education, 21 (November 1950) 411.

¹⁰ Harold H. Punke, "Challenge of Growing Authoritarianism in American Culture," School and Society, 77 (February 14, 1953) 99.

sacred. Rather our job is to help them examine the experience they have had and see how those experiences relate to the ideas that they are now advocating. ¹¹

Apparently a sufficient number of educators are agreed that in order to establish the most adequate individual and cultural adaptation we must at least study the effects of long standing educational methods and philosophy versus new methods of accomplishing objectives in areas of human relations.

III. LIMITATIONS OF THE STUDY

This study was limited to students enrolled in the two sixth grade classes at the Riverton Heights Elementary School in the Highline School District 401, King County, State of Washington. One classroom served as a control group and covered the material set forth in the curriculum guide for sixth grade social studies. The other classroom served as an experimental group covering the same materials as the control group, but concentrating on the social, religious, political, and ethnical culture of the various nations of the world in relation to their influence on the growth and development of western civilization and more particularly the United States of America.

¹¹ Raths, op. cit., p. 29.

The study entailed a survey of attitudes of each pupil in the sixth grade at the beginning of the school year, and at the closing of the school year. The survey covered various concepts of foreign civilizations, and social responsibilities, to ascertain whether attitudes and concepts of pupils change in any respect through the school year in relation to attitudes expressed at the beginning of school. Attitude was necessarily defined in terms of responses to a thirty item opinionnaire regarding practices and beliefs of foreign civilizations and social responsibilities. A change in score on the opinionnaire was assumed to reflect a concomitant change in attitude.

No attempt was made to study and evaluate the factors outside of the classroom situation that might influence thought on the part of the pupils, but differential effects to the two classes studied was minimized by use of one class as experimental and the other as control. The study additionally surveyed the reading and entertainment habits and the personal work habits of the children involved in order to gain some insight into the social nature of the children examined.

CHAPTER II

PROCEDURE

Two groups of sixth grade students were studied to determine the extent to which the social studies content of the sixth grade curriculum changes attitudes and influences critical thinking.

Classes in the Highline School District of King County, Washington are ordinarily quite comparable with regard to students abilities because an attempt is made between principal and teachers to keep groups relatively equal.

One sixth grade group was selected as the control group and followed the usual social studies procedure. The other group was designated as the experimental group and undertook a modification of the existing social studies curriculum. These groups filled out a questionnaire at the beginning of the school year and again at the end of the school year, and were compared in order to test the hypothesis that added emphasis on understanding practices and beliefs of racial and ethnic groups changed attitudes in the direction of greater acceptance of other cultures.

The procedure can be most specifically described in terms of: (1) The nature of the groups compared, (2) the methods of instruction and materials employed and, (3) the questionnaire used to measure student attitudes.

I. GROUPS STUDIED

In order to characterize the groups, information on parent occupations was obtained from the accumulative record cards for each student. Table I presents a breakdown of employment for adults in the United States, and parents of experimental and control group children.

Despite the small sample the two groups follow the general trend of occupations of employed adults in the United States. Higher percentages are noted for professional, technical, and craftsmen, foremen, which might be expected from the location of the school district with respect to the large airplane company nearby.

The tendency for the experimental and control groups to show somewhat similar parental occupations is one of the factors justifying their comparison. Both groups have been very specifically characterized to further show their relative equality. Such specific description has been used in the following section to gain insight into the many variables that might affect student attitudes prior to or apart from school. It allows close comparison of later groups if replications of this study are made.

Experimental group. The experimental group was comprised of twenty-seven pupils, seventeen boys and ten girls, all caucasian. Of the pupils making up the experimental group, four were considered top

TABLE I

OCCUPATIONAL BREAKDOWN OF TOTAL UNITED STATES EMPLOYED ADULTS
AND PARENTS OF EXPERIMENTAL AND CONTROL GROUP CHILDREN

Occupation	Total U. S. Empl. (1, 000)	%	Total Exp. Group	%	Total Cont. Group	%
Profess, Tech	5, 372	8. 8	3	11. 1	6	20. 7
Farm & Mgr	3, 710	6. 1				
Mgrs. Prop.	6, 118	10. 0	3	11. 1	3	10. 3
Clerical	7, 778	12. 7				
Sales	3, 692	6. 0	1	3. 7	1	3. 4
Crafts, Foreman	8, 818	14. 4	10	37. 0	12	41. 4
Operators	12, 886	21. 0	3	11. 1	3	10. 3
Pvt. Household	1, 906	3. 1	1	3. 7		
Service	5, 138	8. 4	2	7. 4		
Farm Labor	2, 120	3. 5				
Laborers	3, 690	6. 0	4	14. 8	4	13. 8

students, four placed in high medium, fifteen in medium, and four low according to the school grading practices.

Of the four pupils considered in the top group academically, one was a boy and the other three were girls. The boy liked best, as his most favorite form of entertainment, to fish, play football, and play baseball. He also had regular chores around the home for which he was responsible. Of the three girls, two preferred outdoor sports and reading to the favorite pastime of the remaining girl which was reading. All three had regular home duties to perform for which they received some remuneration.

Two boys and two girls made up the group that comprised the high medium. One boy was a hot-rod fan while the other preferred outdoor sports as his favorite form of entertainment and relaxation. Both boys had home duties to perform, with the former boy being engaged primarily in farm work. Both girls considered high medium in achievement preferred outdoor activities as their favorite means of entertainment, with one girl being an ardent horse fancier. The girl who found great enjoyment in horses also had home duties to perform, while the other had none.

Ten boys and five girls placed in medium achievement category, with seven of the boys preferring outdoor activities. One boy preferred

baseball, sports stories, and television from the many alternatives. Another boy was an ardent television fan, while the remaining boy professed reading as his most enjoyable form of entertainment. Four boys had no work obligations either at home or elsewhere while one boy collected bottles to sell and the remaining five boys carried on duties around the home. Three girls in the medium group liked horseback riding as their favorite activity, one girl liked to skate while the remaining girl preferred to watch television. One girl had no duties or obligations around the home or elsewhere while the remaining four were responsible for house work of various kinds.

All four pupils classed as low were boys, two of whom were television and movie fans. The other preferred outdoor activities such as camping and baseball. Only one had no formal job or duty around the home. The other three did work and chores around their own homes.

Two of the four students rated as high in achievement came from homes where a foreign language was spoken and were in contact with neighbors who spoke a foreign language. One of the four lived near a family who spoke a foreign language, while the other had no contact with anyone who spoke a language other than English. Three of the four high medium pupils had contact with persons speaking a foreign language, while the remaining person had no contact either direct or indirect with persons speaking another tongue. Six pupils in the group designated as medium had no contact with persons speaking another language, while

the remaining number came from homes where a foreign language was spoken or had neighbors who spoke a foreign tongue. Two of the four low pupils had no contact with persons speaking another language other than English, while the other two had limited contact.

Only three of the twenty-seven pupils came from homes where the father was self employed. One was owner and operator of a general contracting business, another was owner and operator of his own garage. The third operated a trailer rental business.

Two children came from broken homes and lived with the mother. However, only one of the families received any support from the father. The other family had only recently gone off relief but were still eligible for Aid to Dependent Children funds. In the latter case the child did regular home work as well as work on the small farm they rent to help provide a living for the family.

Eight children had fathers working at the Boeing Airplane Company. One child's mother worked because of an invalid father. One other child had a mother that worked in addition to a working father. The remaining class members came from families varying occupationally from skilled to unskilled workers.

Control group. The control group was comprised of twenty-seven pupils, nine boys, and eighteen girls, all caucasian. Of the pupils constituting the control group, four were considered top students in

achievement, six high medium, fourteen medium, and three low.

Three girls placed as top students along with one boy. Of the three girls, two stated television to be their favorite means of entertainment while reading and outdoor activities were secondary. The remaining girl expressed camping as her favorite with television secondary. The only boy of the group preferred television to other activities. All had duties at home with one girl working in the berry fields during the berry picking season.

The single boy among five girls designated as high medium preferred camping as his favorite means of enjoyment while skating and western movies rated next. Two of the girls preferred television and movies to outdoor recreation, one preferred sports, another roller skating, and the remaining girl enjoyed singing. Only one child, a girl, had no special job or duty to perform. All others in the high medium group were engaged in home chores.

Of the fourteen pupils considered medium in achievement, six were boys and eight girls. All but one boy professed interest in sports as their choice of pastime while the remaining boy expressed his desire for television and movies. Four of the girls expressed an interest in outdoor activities. Two girls preferred reading, one babysitting, while the remaining girl said television was her favorite means of entertainment. All the children in the medium group had jobs primarily at home although one boy helped out at a used car lot.

The two boys comprising the low group preferred television and cowboy movies while the only girl in this group expressed no special interest in any form of relaxation or entertainment. Only one boy had a job, that of doing dishes. The other two children had no duties.

Two of the pupils in the top group had contact with persons speaking a foreign language in the home as well as through contact with neighbors. One child came from a home where no language other than English was spoken, but who was in contact with neighbors who spoke a foreign language. The other child in the top group had no contact with anyone who spoke in a foreign tongue.

In the high medium achievement group two children had no contact with persons speaking a foreign language. Three came from families where a foreign language was spoken while the remaining child lived near people who spoke a foreign language.

Eight of the children in the medium group had no contact with people speaking foreign languages. Three came from families where another language other than English was spoken, while two came from families where another language was spoken and had neighbors who spoke a foreign language. One child had neighbors who spoke another language, while in her own family only English was spoken.

Only one child in the low group had contact with persons speaking a foreign language not, however, within the child's own home.

Of the twenty-seven pupils, three came from homes where the father was self-employed. One father was a grocery store owner, one a farmer and general contractor, and the third was a self-employed boiler raiser.

The fathers of eight children worked at the Boeing Airplane Company, with the mothers of two children working there also. Another working mother was a nurse at a rest home. The remaining class members came from families ranging from skilled to unskilled workers.

From comparison of material summarized from the questionnaire and accumulative records it can be noticed that the experimental and control groups are quite comparable with regard to parental occupations, entertainment habits, and contact with persons speaking a language other than English. Because of the functional equivalents, initial comparison of the groups with respect to attitude seemed justified.

II. MATERIALS AND TEACHING PROCEDURES

Two different approaches to teaching were employed throughout the year in order to determine whether the modified course of study affected critical thinking regarding foreign cultures and ethnic groups. This involves elaboration with regard to materials used and teaching techniques employed. The same basic materials were used in both

the experimental and control group. The difference was primarily in the teaching procedures.

MATERIALS

Social Studies guide for fifth grade. While the social studies guides for grade four in the Highline district emphasize the world concept and understanding of how other people live in different regions around the world, grade five shifts its focus to the Americas. More specifically, it emphasizes the United States.

One of the overall objectives of the social studies guide for grade five is the relationship of the area in which the child lives, to Europe, Asia, Africa, and Australia. Emphasis, however, is placed more on the Pacific Northwest and its relationship to the other regions of the United States and the process of growth and development of these regions as they affect progress in the child's vicinity.

By presenting the subject matter as a regional study, many comparisons and contrasts may be drawn with respect to various modes of living and industrial practices of the country as a whole. To illustrate how critical thinking might be initiated, comparisons and contrasts of settlements and developments of the various regions could bring to each pupil a more clear and concise understanding of the causes and effects of our westward expansion. Throughout this phase of the course of study the contributions of the many and varied groups

instrumental in the establishment of a unified country could give rise to an appreciation of our debt to those who have made our country possible. So far as the writer knows, this is not the usual practice.

The study unit on the **Western States** proposes as its general objective the development of the understanding of the historical, economic and social evolution of the west; and the relation of the past to the pupil and his surroundings, as well as his responsibility to the future. Within the framework of the unit on the **Western States**, specific reference has been made to the **Mormon** settlement of Utah for the professed attempt at discovering fundamental motives for exploration, migration, and settlement.

The development of an appreciation of economic interdependence of local areas could serve to promote an idea of cooperation between people maintaining different economic standings. In the same respect an appreciation of economic interdependence between groups of different ethnic or cultural backgrounds could bring closer to the people the contributions people of foreign extraction have made to the growth and development of the **United States**.

In introducing the study unit of the **New England Region** it was proposed that a better understanding of the conditions which induce different ways of living be presented. Here the examination of the

difficulties encountered in founding colonies are abundant with material pertinent to the establishment of sound human relations. The differences, strained relations, prejudices and subsequent conclusions of such factors that impeded social progress in the New England Colonies could provide excellent material for awakening in the student a spirit of critical analysis and creative cooperation.

In general the aims and objectives of the course of study for fifth grade social studies is to acquaint the pupil with the factors that have influenced the establishment and development of the various sections of the United States and in particular his own region. (The complete course of study can be found in Appendix I). Throughout the study of the United States the course of study proposes to develop in the pupil an appreciation of the efforts undertaken in the building of their country and an understanding of the contributions made by others, as well as developing a personality equipped with knowledge so that he could adjust himself to a changing society.

Social studies guide for sixth grade. In the sixth grade the pupil is led to the study of foreign cultures, the geographic factors that exert influences on those cultures, and finally to a consideration of the relationship between life in his own country and life in these foreign lands.

The historical background of the Mediterranean lands are studied first with an examination of Egypt and her neighboring countries and their contribution to the modern world. Concentration is mainly centered on the ancient civilization along the Nile and the various factors that served to build that culture, along with the understanding of the factors that caused its subsequent decline as a center of learning.

It is assumed in the outline that the same general approach used in presenting the study of Egypt will be followed to the other regions neighboring Egypt, noting the similarities as well as contrasts in cultural development within the realm of the "Cradle of Civilization." From this portion of the Mediterranean the gradual progress of learning and culture is to be traced by the teacher throughout the remainder of the Mediterranean lands.

The study of the British Isles concerns itself principally with the growth of government by popular choice and the influence the many invasions had on English civilization, establishment of civil rights, and an appreciation of English influence on the government and culture of the United States.

By examining the resources and industries of the British Isles in the course of study it is intended that the pupils be led to understand

how the natural resources of a country determine its activities as well as the realization of the vital interdependence between the United States and the British Empire.

The study of Scandinavia concerns itself with a comparison of environmental factors that have affected the utilization of the natural resources of the region, as well as the cultural evolution of the people inhabiting that region. An understanding of the contribution of these countries to the pupil's own locality and other parts of the world is intended to draw comparisons in modes of living in various sections of our country as well as the world.

The study unit on Russia is primarily interested in the environmental factors that will to a certain degree determine the agricultural and industrial progress of the country. A secondary objective is the importance of location in determining air and water trade routes. A comparison in possible development of trade and transportation routes in the future is stressed throughout the learning experiences desired in this study. It is the writers impression that this has been due to the emphasis placed on the trade lanes utilized during the Second World War.

The unit on the Lowlands has been omitted with the option of the method of presentation left to the individual teacher. It has been

suggested that the Lowlands study may be included in the unit on France through which, it was intended, an appreciation of the influence of other peoples and cultures upon our lives may be gained.

Within the framework of the study on France valuable lessons of conservation are stressed, as are the struggles France has undergone to establish a stable democratic government.

The tracing of governmental conflicts from feudalism through the French Revolution and up to the present day are valuable lessons in critical thinking to be learned if one is to gain some insight into the problems facing France and the other portions of the world undergoing the difficulties of self-determination. Such an area of study could be vital in aiding breadth of attitude toward other cultures.

In the study unit on India, it is intended that the pupils learn that a country may be retarded by its population regardless of how rich and varied are its resources. Through this knowledge it is purported that the pupil be led to the realization that in order to progress, man must modify or control his environment.

It is desired that the pupil understand why a nation as potentially powerful as India does not occupy a more favorable position in the world, and why it is still essentially an agricultural country. In the current writer's opinion, with these factors to consider, a broad

investigation giving favorable, accepting tone to the religious beliefs as well as educational opportunities afforded the population could aid in uncovering the factors that have tended to impede progress according to western standards.

An examination of British rule in relation to the successes and failures of various means intended to promote advancement in India are learning experiences that could serve as a guide for the comparison of other colonial experiments throughout the world.

With China, as with India, it is one of the stated general objectives that the pupil learn that a country may be retarded by its people regardless of its rich and varied resources. More specific aims stress the contributions China has made to the world as a result of her early civilization and contact with neighboring countries. Even though her deserts, mountains, coastline, religions, and superstitious beliefs made for cultural barriers in the past, her coastal cities have acquired more modern aspects due to contact with foreign trade and the intrusion of European powers seeking economic concessions.

At the time this course of study was adopted the United States was engaged in the Second World War. Consequently, study units on Japan, Australia, and the Pacific Islands were omitted and left to the individual teacher to develop in relation to current day-by-day developments occurring in the Pacific Theater of Operations.

In this course of study it was the intended purpose that the pupil gain a knowledge of cultures and customs foreign to his own, and to learn of the geographical factors that had influenced them. In the final analysis the pupil was to be guided to a realization of the cultural heritage and the relationship between life in our own country and life in these various foreign lands.

Language arts guide for sixth grade. The language arts guide for sixth grade is one of a series of steps designed to make the pupil a more fluent and a more competent individual. In the area of critical thinking, the groundwork in the study guide gives the basis for establishing critical thinking on a sound footing. Evidence for the attempt can be seen in the excerpts from the language arts guide found in Appendix III. Within the scope of the language arts guide for sixth grade the vital and essential factors pertinent to constructive critical analysis is the power to listen properly and to read discerningly.

An essential outcome desired from the scope of the language arts is the ability of the child to listen effectively with concentration on what is said. To further this goal, it is stressed in the language arts guide that the pupil learn to demand evidence to support statements of others, be aware of gross inconsistencies in what is heard, be sure of obvious propaganda, and be able to evaluate what he hears.

These goals are vital if one is to build the ability of competent analysis of issues that confront our every day existence. By teaching good listening habits and proper evaluation of ideas, the pupil becomes able to ask pertinent questions about what is heard and be assured of receiving the answers he asks for. The discrimination between fact and fancy shows a healthy development of the ability to think and reason in a constructively critical atmosphere. It isn't in every classroom, nor in every walk of life for that matter, that one finds ready and able discussion leaders who can examine orally and rationally inconsistencies that might arise. This being the case, it is desired that there needs to be developed in the pupils the ability to read discriminately and to appreciate the value of reading as a means of obtaining ideas, concepts, and relationships affecting our welfare.

TEACHING PROCEDURES

Control group. Instruction of the control group adhered as closely as possible to the established curriculum in so far as the course of study allowed. In the instances where it was necessary that the instructor develop a unit without the aid of the aforementioned study guide, the instruction, so far as content is concerned, closely paralleled the work done by the experimental group. Specifically, the areas in which there was a marked degree of similarity in the method of

instruction, were the Lowlands, Southeastern Europe, the Asiatic countries, and Australia and the Pacific Islands.

A departure from the course of study on Russia was made to bring to the students, in addition to the emphasis stressed in the course of study, the impact of the Soviet influence on world tensions.

Experimental group. The method of instruction applied to the experimental group stressed comparison and contrast of cultural backgrounds of both the ancient world and the modern world, and the influence earlier systems had on the development of western civilization.

Before entering into the established course of study, the experimental group was led into discussions of the land hemisphere, world population patterns, the different climatic zones, and finally to a consideration of the various modes of living experienced by people in various lands as the pupils themselves understood them.

From this point, the Biblical and scientific conceptions of man and his emergence on earth was examined. In this case, the traditions and legends of religious and historical groups throughout past history were explored to compare common concepts and to contrast the various interpretations of the history of man.

A second step before entering into the course of study was the study of prehistoric man. Noting where, when, and how he lived, and

correlating the geography of his position with the discussion held on the land hemisphere, world population patterns, and climate, served to emphasize the dependence of human beings on their surroundings. The subsequent migrations of ancient tribes and family groups into other regions led into a study and discussion of the reasons for these migrations and a consideration of racial characteristics and distinct social orders that arose.

The third step prior to entering into the course of study was the location and consideration of the ancient centers of civilization in China, India, the Near East, and Egypt and the later independent development of the Indian empires of Central and South America.

From this point the course of study outlined for sixth grade was entered into with the tracing of the cultural background of Egypt from ancient times to the present. Likewise, a study into the past of the Near East, its contributions to the world society, and its eminence today was undertaken. In the case of Egypt, the intellectual and scientific contributions made by that group were stressed in addition to the studies made on the comparative means of existence carried on in Egypt's history.

A comparison and contrast of religious movements that arose in the Near East was entered to give some idea of the evolution of

philosophical thought which carried over into Western Civilization. A study into the scientific and cultural developments contributed by the past empires of the Near East was undertaken, along with a consideration of the conditions of existence and the current importance the Near East enjoys in present day world affairs.

Upon entering into a study of the European lands that border on the Mediterranean Sea, a better understanding of the rise of the Greek City States and their adoption of many aspects of Near Eastern civilizations was presented by observing the geographic proximity of both Greece and the Near East. An investigation into the geographic background of Greece and its relatively isolated situation led into the many comparatively uninterrupted cultural and governmental experiments which the Greek states underwent and eventually passed on to her western neighbors.

The study of Italy entailed an appreciation of the position that country holds today in relation to its past eminence as the seat of the Roman Empire. Within the study of Rome a recognition of the contributions the Romans made to Western Civilization was realized as the pupils re-examined the sum total of domestic, religious, educational, economic, and political contributions the older civilizations presented as they influenced the rise of the Roman Empire. The pupils traced

the planting of the seeds of Western culture as they followed the expansion of the Roman Empire around the shores of the Mediterranean, and into the then barbarous regions inland.

When the study led to the fall of the empire, and the then civilized world was plunged into the period termed the Medieval or Dark Ages, attention was again called to the religious aspect in order that the pupils might grasp the significant role the church played in collecting, preserving, and evaluating the knowledge handed down from the experiences of the past.

An investigation of the Feudal System that arose during the Medieval period led into a consideration of the struggles the many nationalities in Central Europe went through which eventually gave rise to the national state. At this point the experimental group entered into a survey of the location and importance of Spain and Portugal in today's world, with an evaluation of the exploring spirit these two nations displayed toward the end of the Medieval period.

The study of France entailed an appreciation of the many political occurrences that shaped the outlook of France since her emergence from the Medieval period. The valuable lessons of land use and soil conservation as shown in the Landes region of France was stressed

and compared with the efforts being employed in this country to control floods, re-plant forest lands, and conserve tillable areas.

Before the unit on France was completed, reference was made to Germany on numerous occasions in comparison of size, relative mineral wealth and industrial output. In the study of Germany the conditions of geography and history were emphasized to gain understanding of the problems facing a divided nation as well as a consideration of the contributions Germany has made in the areas of religion, science, and industry.

The study of the Lowlands was incorporated into a single unit with Poland, the Balkans, and the other smaller nations of Central Europe. In this study a contrast in geography and various social structures was made along with a comparison of the economic pursuits of these nations. The fierce nationalistic spirit shown in the many parts of the Balkans was examined along with an evaluation of the nationalistic feelings of Austria and the Lowlands to give the pupil some general idea of the influence isolation has on building prejudicial concepts.

In the study of Britain, the course of study established for the sixth grade was followed rather closely. Special emphasis, however, was placed on the expansion of the British Empire, its successes and

failures, and the empire's importance to the existence of the mother country. Equally stressed was a consideration of the realistic commerce and foreign policy that has distinguished Britain for centuries, and finally to a realization of the debt we owe the British and certain portions of the empire for our development and very existence as a unified state. In the latter case, specific attention was called to the Magna Carta and Australian Ballot as important tools for the means of establishing an unhampered and undeniable right for the citizen to exercise his rights in matters of government.

The study of the Scandinavian countries paralleled that of the curriculum guide while the study of the Soviet Union made a complete departure from the established outline.

In attempting to reach an objective viewpoint, the size of the Soviet Union was stressed to show its relationship to the United States and other large nations and continental masses around the world. Location was emphasized to bring the relative nearness of the Soviet Union, by polar observations, to the pupils. Certain generalizations were reached in relation to the climatic factors that present themselves by reason of the Soviet Union's geographic location, topography, and mass. Tracing of population patterns in the Soviet Union gave some concept of the nature and extent of that country's crop lands.

Further study, which located the character and extent of mineral producing regions, their related industrial centers, and transportation routes, led into an appreciation of the tremendous problems facing this country which is undertaking an experiment in civilization quite opposed to the viewpoint of this nation.

The geographical approach to the study unit on India was closely followed in that it outlined a thorough examination of the problems of land use facing an overcrowded country. The historical influences of religion and religious movements throughout the course of Indian history was entered into through study and discussion, and served to give the pupils a better understanding of the difference that finally separated Pakistan from India.

China, Japan, and Korea were taken as a unit in the light of recent events that have centered world attention on the Far East, and some contrasts of a political nature were discussed before formal study was made on that region. In the study unit on China the established curriculum was used to bring the pupil up to the period of the Second World War. From that point, a study of Japan was instituted in which the geographic, economic, and historical backgrounds of the Japanese were considered up through the end of World War II.

The problems all three nations faced after the Second World War were taken together since the destiny of any one of these Asiatic

nations would have repercussions on each of the others. As a result, the influx of Communism into China was discussed along with the Korean War and its importance to the independence of, and our interests in Japan.

Southeastern Asia, the Philippines, and the Spice Islands of Indonesia were studied in the light of the motives past and present that have focused attention on this richly endowed region of the globe. In this study the pupils were led to an understanding of plantation agriculture, its assets and liabilities, as well as the contrasts in Colonialism expressed in this area by France, England, The Netherlands, and the United States.

The study of Australia and the Pacific Islands reviewed the explorations of earlier days, the unique beginnings of Australia as a penal colony, the settlement of New Zealand, and the importance these areas hold in the world today.

A unit covering certain methods of propaganda and various indoctrinating techniques that could be pointed out as glaring inconsistencies were studied with the main purpose in mind to make the pupils alert to certain current issues that seem inconsistent with the immediate past.

Special research projects were carried on in which the pupils searched a number of sources to collect information of a rather

technical nature that had a bearing on human relations to present to the class. A great deal of map work was employed along with reports from time to time on prominent figures important to the current unit being studied.

The method of testing was fairly consistent with the procedures currently employed throughout the majority of elementary classrooms. Two departures from this method, however, were employed in an attempt to give the children the opportunity to use their knowledge of what they had been studying. In some instances the children were asked to compare or else contrast certain individuals, events, or ideas to arrive at some generalizations that would give them a clearer insight into certain problems that had been raised during the course of the study. A second means was to question the pupils on a certain specific topic and have them write a short essay in which their own opinions were essential, but had to be defended by logical arguments.

III. QUESTIONNAIRE SURVEY

A questionnaire survey was employed to: (1) gain an insight into the personal ideas and habits of the groups examined and, (2) to discover the extent to which the social studies curriculum of the High-line Public Schools, as taught using usual course content or with

emphasis on critical thinking, modifies opinions of sixth grade students toward peoples in other lands. The questionnaire (Appendix IV) was made up of two rather distinct sections: (1) A survey of entertainment, work habits, and language influences and, (2) an opinionnaire concerned with concepts and beliefs of foreign cultures and civilizations.

The construction of the questionnaire employed in this study was intended to expedite matters in the collection and classification of data, and was designed to assess the attitudes, opinions, and judgments of the individuals surveyed. The questionnaire was built around the social studies curriculum of the Highline Public Schools for the fifth and sixth grades, and designed so that it would not present to the persons being examined the impression that the questionnaire was a test. Only occasional consideration was extended to specific areas of conflict. It was intended, rather, that the questionnaire would in general survey whole concepts and attitudes of the pupils. To this end an opinionnaire approach was employed.

The first section was constructed in an attempt to gain some insight into the social nature of the children examined. Provision was made for a listing of most popular choices of reading and entertainment habits on the part of the respondents. A portion of the questionnaire was devoted briefly to the personal work habits of the pupils involved

in the study, at home and elsewhere, and to their contact by either direct or indirect means with persons of foreign birth or with persons who speak a foreign language. This was used to discover if there was any appreciable difference between the two groups as described earlier in this chapter.

The second section and main body of the questionnaire took the form of an opinionnaire consisting of thirty statements which were to be answered by either agreeing or disagreeing with each statement. It was the purpose of this section to discover whether or not attitudes expressed at the end of the school year had changed significantly with respect to those expressed at the beginning of the year. This section of the questionnaire was intended to survey the extent of critical thinking on the part of the students being examined, and was designed to allow the pupils the chance to express their own opinions in agreement or disagreement with a series of statements presented to them. The statements used were constructed primarily to survey whole concepts and attitudes on objective thinking in regard to foreign lands studied, with only occasional reference being extended to specific controversial points.

Scoring was accomplished by means of a key in which 14 statements in the column (I Agree) and 16 statements in the column (I

Disagree) were to be checked denoting a positive critique of the concept on the part of the student. All statements marked according to the key were totaled for each individual giving his raw score. The total possible was thirty. The total positive marks recorded for each group signified the raw score for that group.

The procedure has been elaborated specifically in terms of the nature of the groups studied, methods of instruction and materials employed, and the questionnaire, in order to more effectively understand the results of the experiment.

CHAPTER III

RESULTS OF THE STUDY

This study was designed to survey a change in student's critical thinking in the sixth grade social studies as related to a modification of the curriculum. This problem involved testing of one major hypothesis: Students taught social studies with emphasis on critical thinking become significantly more objective in their attitudes toward foreign beliefs and practices than do those students following the standard curriculum as used in the Highline Public Schools. Two additional hypotheses were tested to further support the findings: (1) There is no significant change in students attitudes following the usual prescribed course procedure, however, (2) there is a significant change in student attitudes following a modification of the curriculum emphasizing objective thinking.

Before the hypotheses were tested it was necessary to show that: (1) The experimental and control groups, as described in the procedure, were relatively equal at the beginning of the teaching experiment and, (2) whatever changes occurred were not due to the unreliability of the instrument employed.

In the procedure chapter it was shown that both groups were similar in respect to parental occupation, entertainment habits, work, and contact with persons speaking a foreign language. During the first

week of school both groups were given the opinionnaire in order to more specifically equate the groups in terms of attitude. These were scored as previously described. Means of each group were calculated, and subjected to the (t) test of significance. Table II, line one, shows that the difference between means was .67 or less than one point difference. This, of course, was not found to be a significant difference. In other words the difference, if any, can be attributed to chance and the groups can be considered to be closely equivalent at the beginning of the experiment.

In order to establish the reliability of the opinionnaire a second administration was given six days after the initial presentation to the groups. First administration scores were correlated against second administration scores using the Pearson Product Moment correlation technique. A correlation of .98 (N = 54) was obtained which shows that the instrument was highly reliable. It is suggested that under ordinary circumstances scores remain stable over relatively short periods of time. The reliability is of such magnitude to suggest that changes which might occur are not a function of the instrument itself but rather extraneous influences such as classroom learning.

The major hypothesis that students taught social studies with emphasis on critical thinking become significantly more objective in

TABLE II
MEAN DIFFERENCE IN EXPERIMENT AND CONTROL SIXTH GRADE CLASSES
ON ATTITUDES TOWARD RACIAL AND ETHNIC PRACTICES AND BELIEFS

Group	Mean	N	Mean Diff.	Std. Error of Mean Difference	D. F.	t	Significance Level
Exp. (Fall)	23.15	27	.67	1.22	52	.55	Not Significant
Cont. (Fall)	22.48						
Exp. (Spring)	28.15	27	2.85	.97	52	2.94	< 1%
Cont. (Spring)	25.30						
Control (Fall with Spring)		27	2.82	2.78	26	1.01	Not Significant
Experimental (Fall with Spring)		27	5.00	2.34	26	2.14	< 5%

their attitudes toward foreign beliefs and practices than do those students following the standard curriculum as used in the Highline Public Schools was supported. Table II, line two, illustrates that the mean difference of 2.85 is statistically significant beyond the one percent level of confidence. This means that if this experiment were repeated under similar conditions the mean difference would not be expected to reach zero more than once in one hundred such instances.

To stress the value of the emphasis on critical thinking the control group which followed the usual teaching procedure was found not changed significantly in attitudes as shown in line three of Table II. Further, there was found to be significant change in student attitudes following a modification of the curriculum. Line four of Table II shows that the mean difference of the experimental group for Fall with Spring was significant at the five percent level of confidence.

As a result it can be stated that where the control group, which was engaged in the established curriculum, made a negligible advance in the area of critical thinking, the experimental group, which undertook a modification of the curriculum, made definite progress.

CHAPTER IV

SUMMARY AND CONCLUSIONS

It was the purpose of this study to discover if the social studies curriculum for the sixth grade used by the Highline Public School System promotes critical thinking on the part of the students.

Two sixth grade classrooms of twenty-seven pupils each, at the Riverton Heights Elementary School, of the Highline School District 401, in King County, of the State of Washington were employed in a study to examine critical thinking in the field of social studies. One room was designated as the control group and followed the established social studies curriculum for the district. The other room was designated as the experimental group and undertook a modification of the established curriculum.

A questionnaire was run at the start of the school year, a week later to check the reliability of the opinionnaire section, and again at the end of the school year. A reliability coefficient of .98 was found indicating that it was so highly stable that changes in attitude could not be attributed to the unreliability of the instrument.

One part of the questionnaire was intended to discover if there was any difference in the work and play habits or frequency of contact with persons speaking a foreign language. Results showed there was no

appreciable difference. Parent occupations surveyed from records and following tabulation in occupational categories were found to be relatively similar.

The second portion of the questionnaire was employed to tabulate any change in attitudes expressed at the beginning of the school year with those expressed at the end. The experimental and control groups were compared with respect to their attitudes at the beginning of the year and found to be not significantly different when using the (t) test to determine the difference between the means. The results were compared again at the end of the year and it was shown that the experimental group which studied under a modified curriculum made significant advancement over the control group in the area of objective thinking towards foreign countries.

It may be concluded therefore that the modified curriculum, which employed a concentration on the social, religious, political, and ethnic cultures of various foreign nations in relation to the growth and development of Western Civilization and the United States, was instrumental in developing a decided measure of critical thought on the part of the pupils comprising the experimental group. It may be further concluded that the social studies curriculum for the sixth grade, as it now stands in the Highline School District, does not produce significant

changes in attitude toward other cultures. If it is assumed that this change in attitude is desired it might be suggested that the curriculum is in need of revision, and that these revisions might well be directed toward the promotion of positive critical analysis on the part of each student in the sixth grade. It may further be suggested that similar studies might be made into the social studies programs of the other grades in the elementary and junior high schools of the Highline District.

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GLOSSARY OF TERMS USED

GLOSSARY OF TERMS USED

This glossary contains words used in the study which might warrant more specific clarification in relation to the intent and purposes of the study.

Attitudes: A position or bearing indicating moods or feelings pertaining to some situation either past or present.

Cultural heritage: The situations, activities, and historical happenings of the past that have gone into the total make-up of each individual society in the world as we view them today.

Force: An action, either direct or indirect, which effects or intends to effect an implantation of a philosophy or dogma from one person or group of persons to another person or group of persons, with or without the immediate knowledge of the person or persons affected.

Inter-cultural friction: Acts of violence or reaction between societies of different domestic, religious, economical, educational, or political expressions or ideas.

Inter-cultural relations: Mutual or reciprocal interest and dealings with or between groups of either opposing or like stages of advancement in civilization.

Inter-racial friction: Open acts of violence or reaction concerning any member or members of one race which is directed to that of another. In the three general classifications of racial characteristics, Mongoloid, Negroid, and Caucasian, an example may be thus stated: Conflict between Caucasian and Negroid groups.

Inter-racial relations: Mutual or reciprocal interest and dealings with or between groups of opposite racial characteristics.

Political entities: An organization of a political nature which is, or possesses a distinction separating it from other political groups.

Preconceived attitudes: Moods or feelings arrived at previous to the realization of a given situation.

Prejudicial concepts: The generalization of ideas arrived at before sufficient knowledge has been examined and properly assessed as to its validity and reliability.

Religious heritage: Ethnics and morals of a religious nature passed on from generation to generation in succession from ancestral origins.

Society: A companionship or association with social order restricting the individual, such as a national state or system might have. In a more closely defined sense society may be regarded as a unit distinguishable by any particular aims or standards of coexistence or conduct.

APPENDIX I

GRADE FIVE

TABLE OF CONTENTS

I. Life Among the Peoples of Our Own State and Continent

A. The Western States. This unit is planned to include units I, II, & III as listed in the State Guide.

B. The Middle West and North Central States.

Note: This unit has been purposely omitted to give opportunity for original development by the teacher.

C. The New England Region

D. The East Central States

E. The Southern States

In order that the teacher may make the best possible use of these units it is necessary for her to have a complete understanding of the foundation laid in fourth grade as well as to recognize the function of these units in laying the foundation for the following grade. The teacher should not only be familiar with the relationship of the immediate grade sequence but should see this sequence in relation to the entire field of social studies.

Grade four emphasized the world concept and understanding of how other people live in different regions.

In grade five we are ready to consider the geography of the region in which the child lives—the Pacific Northwest. This gives him the background to study the other type regions of North America by comparing them with his own.

The subject matter areas are divided into regions instead of states and countries. This offers an unusual opportunity for the teacher to develop units which stress how the major work activities and distribution of population in specific regions are related to natural environment in these regions.

This prepares the child for the area of study to be covered in the sixth grade—namely, the relationship of the Pacific Coast to Europe, Asia, Africa, and Australia.

GRADE FIVE

THE WESTERN STATES

General Objectives

To develop the child's understanding of the historical, economic, and social evolution of the West; that he may realize, as a resident of this section, the relation of the past to him and his surroundings, and his responsibility to the future.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
1. To develop appreciation of the integrity and courage exemplified by the men who opened the western territory.	1. Study of topographical barriers, western Indians, and modes of travel and communications at the time of the explorations of Lewis and Clark, Pike, and Fremont. Making individual maps locating physical barriers, and paths of explorers.	1. Provide suitable reading material, including primary sources such as journals, diaries, etc. Showing film strips, and pictures of territory explored.	1. Art. Library research.
2. To develop an appreciation of the motivating forces of expansion and their effect on subsequent social development.	2. Read to discover fundamental motives for exploration, migration, and settlement through recorded history. Discuss Biblical migrations, the exploration and settlement of the New World, and compare with motives for western migrations, including freedom of religion, adventure, and gold. Discuss motives' effect upon stability and character of settlements.	2. Provide reading material, including stories of early California, and of the Mormon settlement in Utah.	
3. To develop appreciation of the influence of history in cultural development.	3. Individual investigation by students resulting in lists of museum exhibits, pictures, architecture, (<i>mission</i>), music, books, drama, movies, radio programs, and advertising, based on Western history. Learning songs and poems. (<i>Optional</i>) Creative writing.	3. Suggest sources for investigation. Encourage visits to library, and museums.	3. Music Language, and Literature study.
4. To develop an understanding of the effect of Nature in business, industrial and agricultural enterprise.	4. Study of natural resources, climate, and geographical position, and resultant occupational opportunity. Write letters to Tourists Bureaus of states for pictures and information. Make wall map, and have students bring appropriate pictures for it. Discuss soil science, study weather maps, and U.S. reclamation projects.	4. Provide suitable reading material, and weather maps. Show film strips and movies. Provide addresses of Tourist Bureaus. (<i>These are usually connected with the State Highway Department at the Capital city of each state</i>).	4. Science, Art, Language, and Library Research.
5. To develop an appreciation of economic interdependence of local areas.	5. Study, discussion, and research, resulting in listing of products of west and products received from other major sections of the United States.	5. Provide reading material, show film strips, and movies.	

METHODS OF EVALUATION

1. Testing on pertinent subject material.
2. Noting interest developed as result of study.
3. Observing attitude and behavior of students in relation to their cognizance of their position in history.

EVALUATION OF UNIT

1. Have pupils grown in ability to use maps and globes?
2. Have children grown in ability and willingness to make individual contributions?
3. Evidence of growth can be secured through discussions, written papers, reports, projects, attitudes and tests.
4. Have children learned to appreciate the contribution of others?
5. Have children learned to evaluate their own contribution?

GRADE FIVE

THE NEW ENGLAND REGION

General Aims

1. To give the child an understanding of the conditions encountered by early settlers so that he will be better appreciate the difficulties incurred by them in settling new colonies.
2. To give the child a sufficient knowledge of New England so that he will better understand the conditions which induce different ways of living.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
1. To understand why we should be proud of the Pilgrims and the part they played in the early settlement of our country.	1. With the aid of maps, pictures globes, and stories of these people, find out why the Pilgrims left home and the route they took to reach Cape Cod.	1. Approach unit with pictures of the Pilgrims, maps to show routes of journeys, and books which tell stories of their hardships and life.	Art
2. Learn how other New England colonies were founded and how they differed from each other.	2. On an outline map draw in the route the Pilgrims took in coming to the new world.	Have materials ready for the construction of a large wall map, showing the route the Pilgrims took.	
	3. Find reasons why some groups of people left the Pilgrims and Puritans and established their own colonies.		
	4. Read material on each colony and give reports on how colony started, location, etc.		
	5. Tell the stories of the Pilgrims and Puritans that show men consider freedom of speech and religion extremely essential.		Art
3. To develop an appreciation for the difficulties of starting life in a new land.	6. Compare your home with an early colonial home.	2. Have children act out a church scene of colonial times.	Language
	7. Compare your church with a church a Pilgrim girl or boy might attend.	3. Have girls compile a list of maple sugar recipes.	Health
4. To understand why fishing, manufacturing, shipbuilding, commerce, and recreation are important in the N.E. States.	8. Discuss why agriculture is not one of the most important industries in New England and what has taken the place of agriculture.		
	9. Discuss special crops grown in this region--potatoes, cranberries and tobacco.		
	10. Describe the process of getting sap from the maple trees and the making of sugar.	4. Encourage children to collect "Yankee" notions for an exhibit.	
	11. Discuss New England's advantages for manufacturing.	5. Have children make reports on Joseph Jenks and Samuel Slater to lead into the discussion of cotton and wool manufacturing.	Language
	12. Collect small samples of granite.		
	13. Name reasons why Boston is such a great trading center.	6. Show pictures of buildings made of marble.	

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

14. Discuss why recreation is an essential industry in this region.
15. Make a chart comparing our state with the New England region.

GRADE FIVE

EAST CENTRAL STATES

General Objectives

1. Gain an appreciation for American History and its relation to the development of the U. S. and the Pacific N. W. in particular.
2. Develop a personality equipped with knowledge so that he can adjust himself to a changing society.
3. To enable the child to develop habits and skills which will help him gain a better understanding of cooperation and tolerance in individual and group relationships.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
1. Develop a knowledge and appreciation of the European background and its relationship with the settlement of our country.	1. Read of conditions in Europe learning why colonists were interested in settling in our country - the Dutch, Quakers, English, etc. 2. Trace the early exploration and trade routes on wall maps. 3. Make an outline map and locate settlements. 4. Dramatize story of Capt. John Smith. 5. Read and discuss homes, churches and schools. Discuss their influence on us today.	1. Introduce unit. 2. Make available maps, reference materials. 3. Provide material for map-making. 4. Make arrangements for film from King County Film Library - " <i>Planter of Colonial Virginia</i> "	Reading To find information
	6. Learn songs of some of the regions as: - <i>Carry Me Back to Old Virginia</i> <i>Maryland my Maryland</i>	5. Arrange for music periods and selection of songs.	Music
	7. Write stories pretending to be an early settler.		
	8. Collect pictures and arrange bulletin boards on <i>Colonial Life</i> .	6. Appoint bulletin board committee.	
	9. Read stories of Virginia colonists: Dutch, Quakers - study characteristics.	7. Display mounted pictures.	Picture Appreciation
	10. Make short oral reports on: - <i>William Penn</i> <i>Peter Stuyvesant</i> <i>Henry Hudson</i> <i>Capt. John Smith</i>		English Express oneself forcefully, clearly and correctly.
2. To develop a better understanding of how climatic and geographic environment influence the lives of people, their clothing, shelter, food, occupations and play.	1. Keep class dictionary on new words learned. 2. Study the formation of the Coastal Plain and understand how it answered the food demand of these thickly populated areas. 3. Illustrate products on above mentioned outline map. 4. Reports on various food products. Make graphs on products. 5. Locate cities on map along Fall Line - understand reasons for growth.	1. Guide them in using encyclopedias and reference books for reports.	Reading
			Arithmetic

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

- | | | |
|---|---|-----------------------------------|
| <p>6. Locate cities on map along Fall Line; understand reasons for growth.</p> <p>7. Write letters to fifth graders in other sections.</p> <p>8. Locate Hudson - Mohawk Trail and read of its importance - trace rivers on map.</p> <p>9. Discuss need of Erie Canal and value to growth of New York City.</p> <p>10. Take imaginary trip on Erie Canal in early days - and today. List things carried on Erie Canal to New York.</p> <p>11. Trace railroads on map running from New York to Buffalo. Make freight bill for freight that has been loaded at cities and towns from Buffalo to New York.</p> <p>12. Collect pictures of this section and arrange bulletin board or notebook.</p> <p>13. Write a story telling of a visit to N.Y. City telling of all sights - buildings, museums, parks.</p> <p>14. Discuss work of factory worker, steel worker, coal miner, farmer, manufacturer and industrialist.</p> <p>15. Locate and study all seaports and make lists of cargo going out and coming in.</p> | <p>2. Present correct letter forms.</p> | <p>English
Letter writing</p> |
| <p>3. Develop an understanding of interdependence of groups living in various sections of U.S. and an appreciation of the contributions made to each other.</p> | <p>1. Describe a trip on an ore boat from Duluth to Pittsburgh. Name products manufactured in Pittsburgh iron and steel mills - where they are sent. List things we use that have come from there.</p> <p>2. Read and discuss the manufacturing and industries of this section - wearing apparel.</p> | <p>English</p> |

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

- | | |
|---|---|
| 3. Tell what is unloaded from a train, from East Central states and what we load on for return. | |
| 4. Read of discovery of coal, how mined- list many uses and how we depend on it. | Provide information on coal and coal mining. |
| 5. Learn of early inventions which to-day provide us with every day conveniences. | Read stories of Benjamin Franklin and Thomas Edison to the class. |

EVALUATION OF UNIT

1. Has the child developed an ability to accept responsibility and to work harmoniously with others?
2. Has he developed an appreciation of this country and an understanding of the contributions made by other peoples?
3. Has he developed a natural desire for finding information for the joy of knowing and, in so doing, increased his vocabulary?
4. Has he developed habits and skills in using maps, globes, finding reference materials - etc?
5. Has the child formed habits conducive to better living?

METHODS OF EVALUATION

Check-tests and examinations, projects, written papers, notebooks, class discussion, attitudes and social conduct.

GRADE FIFTH

THE SOUTHERN STATES

General Aims

1. To gain an understanding of the place of the Southern States in our economic life and of the geographic factors peculiar to the South which determine its economic life.
2. To further develop an appreciation of the interrelation and interdependence of the different sections of our country.
3. To develop the habit of contributing to class activity and skill in finding and evaluating relevant materials as well as furthering the art of oral and written expression.

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

1. To gain from map-study a well-defined concept of the area and topography of the Southern States, and their location with reference to latitude, neighboring bodies of water, and the rest of the United States.

- I. Map Study
 - A. Study the map of the Southern States.
 - B. Learn the names of the states and their location in reference to each other.
 - C. Locate this group on a large map of the United States.
 - D. Name and locate the important rivers and determine which you think have good harbors.
 1. Verify this judgment by locating the seaports.
 - E. Study and name the physical divisions.
 1. Discuss the type of occupations you would expect to find in each.
 - F. Study the temperature and rainfall maps.
 1. Compare this with our own state.
 - G. Locate centers of population in these states.
 1. As you study these look for any explanation why these cities are so located.
 - H. Most of these states border the sea. What significance might this have on these states?
 - I. Read the *Interesting Facts* about these states in the reference table.

Explain what makes a good harbor.

2. To gain an understanding of the historical background of the economic development of the South.

- F. Study the temperature and rainfall maps.
 1. Compare this with our own state.
- G. Locate centers of population in these states.
 1. As you study these look for any explanation why these cities are so located.

Plan discussions of occupations in which parents are engaged.

3. To learn how the environmental factors have determined the choice of occupations and means of making a living in the south.

- H. Most of these states border the sea. What significance might this have on these states?
- I. Read the *Interesting Facts* about these states in the reference table.

Direct discussion of growth of cities—what makes for growth—why people come to cities—how cities meet the requirements of its newcomers. Use Seattle as an example.

4. To appreciate some of the problems of the South today.

II. Historical Background

- A. Make a list of the early Spanish explorers and trace their explorations on the map.
- B. Name the Englishmen who started settlements.
 1. Tell why and where they settled.
 2. Dramatize the story of Oglethorpe.
- C. Trace on the map the claims of English, French, Spanish.
- D. Discuss the acquisitions of the French and Spanish territory by the English.
- E. Write a short theme on the Louisiana Purchase.

Provide reference books on early explorations. Display pictures dealing with any phase of colonial life.

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

III. Modes of earning a living in the South.

A. Agriculture-- the first occupations of the settlers.

1. Tobacco--Discuss the importance of this crop.

a. In the early history of this region.

b. In the present day. Tell where most of it is raised and how important it is to us.

2. Write the story of rice,-- its introduction to this country, the importance of the crop in the world today, and where rice is raised today. Compare the different methods of growing rice.

3. Truck Farming.

a. Tell the story of truck farming,--where it is carried on, how the growing season is important, and what crops are raised.

b. Discuss the importance of the type of farming to that of our own state or other states.

4. Cotton.

a. Tell the story of the origin of cotton

b. Explain why cotton was not used for clothing in the early days.

c. Write the story of a bale of cotton from planting to marketing.

d. Discuss the part played by the negro in this industry. Explain why most of the slave states were in the South.

e. Explain Eli Whitney's contribution to the industry.

f. Discuss the rift caused in the U.S. by the negro.

1. Why the North and South felt so differently on this question.

2. Name the great statesman who took part in the debates on slavery.

3. Why the southern states seceded when Lincoln was elected.

4. Make a list of the leaders on both sides.

5. The final outcome of the war.

Locate French settlements on map.

Show Louisiana Purchase on map.

Provide stories of the Lewis and Clark expedition and Sacajaweo.

Provide maps, or have pupils make large product maps.

Let pupils from Southern States tell about cotton. Make an exhibit of cotton and by-products.

SPECIFIC AIMS

LEARNING EXPERIENCES

- g. Explain the hard times after the war.
- h. Tell how the sharecroppers originated.
 - 1. Find all you can about sharecroppers today.
- 5. Find on the map where peanuts are raised
 - a. Write a theme on this subject.
- 6. Name other farm crops grown in those states.
 - a. Find out which of these are shipped to our community and give the factors which make this necessary.

B. Lumbering

- 1. Locate on the map the forested regions.
- 2. Make a list of the trees found there and what use is made of each kind of lumber. From this list name the trees with which you are familiar and those native to your locality.
- 3. Discuss the long-leaf-pine and the products from this tree.
- 4. Make a list of fruits and nuts grown in this section and tell where they are grown. Explain the fact that the Southern States can grow so many different kinds of fruit from apples to oranges.

C. Mining

- 1. Make a list of the minerals in this section.
 - a. Tell how these minerals help to make your home more comfortable and enjoyable.
 - b. Locate these minerals on the map. Locate other regions where these minerals are found.
 - c. Discuss the use of any of these in manufacturing.
 - d. Read and discuss the story of petroleum. Give your reasons for knowing that oil is important. Tell what changes we would be obliged to make if the oil supply would be exhausted.

TEACHING PROCEDURES

Make a diagram to show a plantation home.

Teach negro spirituals.

Teach songs sung during Civil War period.

Direct study of Stephen Foster.

Make an exhibit, pictured or real, of the fruits and nuts from the South.

CORRELATIONS

IV. Industrial South Today.

- A. Contrast the value of the dismal swamp in the early colonial days with that of today.
- B. Read the story of George Washington Carver and tell about his work in that region.
- C. Name other products of this region.
- D. Describe the growing season from Virginia to Florida and tell how the people in the northern states benefit by this.
 1. List the fruits and vegetables we might receive from these states.
- E. Tell how the early history of aviation had its beginning at Kitty Hawk. Locate this place.
- F. Wilmington was one of the hide-outs of Pirates in the early days. List the types of occupations you would find there today. Tell where the raw materials and power for the factories are obtained.
- G. Explain how Charleston is directly connected with this war. Trace the trade routes from these harbors thru the Panama Canal.
- H. Discuss the industry of Savannah upon which the naval service of today is so dependent.
- I. Make a list of cities that are manufacturing cities. Check their manufactured products for any that are particularly new or modern. Discuss these modern products.
- J. Make a list of minerals found in these states. Locate the regions where they are found. Tell how these minerals are used in the industrial life of the South. Discuss the use of the following, also tell how they are obtained.
 1. Sulphur
 2. Bauxite
 3. Limestone
 4. Phosphate

Make a picture exhibit of planes from the first to the latest.

Have discussion on planes, --construction, speed, power, etc.

Discuss global air maps.

Lead discussion of aviation in post-war days.

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

K. Unusual or interesting places. . .
Locate the following and tell
why they are interesting:

1. Cypress swamp
2. Spanish moss
3. Everglades
4. Florida Keys
5. Muscle Shoals
6. Mississippi Delta
7. St. Augustine
8. Winter resorts.

EVALUATION

As an experiment in evaluation we would like to suggest that for this unit children be encouraged to list and discuss what they learned thru this unit.

The teacher may then, profitably, we believe, evaluate these lists in terms of the general aims of the Social Studies, and the more specific objectives of this unit.

APPENDIX II

GRADE SIX

TABLE OF CONTENTS

I.: Life in Today's World

A.: The Mediteranean Lands

B.: The British Isles

C.: Scandinavian Countries

D.: Russia--(The Great Plains of Europe)

E.: The Lowlands.: This unit has been purposely omitted to be developed according to the taste of the individual teacher.; It may be taught separately or may be combined with the unit on France.;

F.: France (and Central Europe)

G.: Asiatic Countries.: Outlines for study of China and India are presented.; The study of Japan should be planned by the teacher, in relation to day-by-day developments in the Asiatic Theatre.;

H.: Australia and the Pacific Islands.: This unit also has been omitted.; It is our feeling that it can best be taught in connection with Current Events in the South Pacific.;

In order that the teacher may make the best possible use of these units, it is necessary for her to have a complete understanding of the foundation laid in fifth grade as well as to recognize the function of these units in laying the foundation for the following grade.; The teacher should not only be familiar with the relationship of the immediate grade sequence but should see this sequence in relation to the entire field of social studies.;

In the sixth grade the child is led from his study of the United States in the fifth grade,; to a wider application of his developing understanding of Geographic (*environmental*) influences and man's adaptation to his environment. He studies life in foreign cultures in relation to the geographic factors influencing those cultures, and finally is guided to a consideration of the relationship between our own living and life in these foreign countries.;

SIXTH GRADE

General Objectives

1. To gain, through the study of the Mediterranean lands, a better understanding of how physical environment and the modification of that environment by man have influenced the modes of living of the people within this region and how this, in turn, has influenced the rest of the world.
2. To develop the desire to become proficient in certain skills such as the use of reference books, the library, organizing and presenting materials, the use of maps, charts, etc.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
1. To visualize the physical geography of the Mediterranean countries.	1. (a) With the help of maps and a globe note the location and size of the Med. countries in comparison with the rest of the world. Use outline maps. (b) Note the surface of the countries, mountains, tablelands, lowlands, rivers and other bodies of water. (c) Read newspapers, magazines, and listen to the radio for places in this region in the current news. Locate these places on the map. Strings attached to the place on the map and the clipping on the bulletin board make the learning experience more meaningful.	1. (a) Provide wall and outline maps and a globe. (b) Provide physical-political map and direct discussion. (c) Provide newspapers, magazines, etc. Direct discussion.	Reading
2. To appreciate the influence of climate and natural resources in shaping life and industry within this region.	2. (a) Refer to physical map and note distance from equator, deserts, etc. Make guesses as to type of climate that could be expected. Read about the climate to verify guesses and study rainfall and temperature maps and charts. Extend outline maps. (b) Read about foods that can be raised in such a climate. Make a pictorial map. (c) Study the natural resources of this region and the industries that have started because of these. Continue pictorial map. Find out what these countries export and what they, in turn, must import. (d) Note the location of important cities and try to find out what has made each of these cities great. Locate on pictorial map.	2. (a) Provide maps, direct discussion. (b) provide materials for map and direct planning. Direct discussions. (c) Direct reading and discussion. (d) Direct discussion and making of map.	Reading Art
3. To learn the historical background of these Mediterranean lands and their contribution to the modern world.	3. (a) By use of references, maps, pictures and motion pictures, study the historical development of these countries. The following outline of the study of Egypt may give suggestions in the study of other countries in this region. I. The influence of environment on	3. (a) Direct discussion, show motion pictures, find display pictures, direct reading, provide maps.	Reading, Art, English

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

the establishment of the Egyptian civilization.

- A. Refer to the maps of Egypt and note the specific location, surface, rivers, bodies of water, etc.
 - B. Study about the natural advantages of Egypt.
 1. The Nile which brings rich soil and provides transportation and irrigation.
 2. Natural barriers to keep out enemies, desert to West, Med. sea to north, mountains to south, etc.
- II. Study how the people reacted and developed in this environment.
- A. Note how the Nile influenced:
 1. Surveying and higher mathematics.
 2. The building of dams for water storage.
 3. The construction of a calendar.
 4. Writing by furnishing papyrus.
 - B. Note how the ease of making a living gave more leisure time for other things.
 1. Construction of pyramids.
 2. Building of temples.
 3. Use of writing.
- III. Study why this great civilization fell and what has become of it since its fall.
- A. Poverty through extended wars.
 - B. Unwise use of power leading to slave revolts, etc.
 - C. Unadvised use of leisure.
 - D. The part it has played since its fall.

EVALUATION -

Have the pupils grown in ability to -

1. Work in groups? Individually?
2. Accept responsibility?
3. Evaluate their own contributions and appreciate contributions of others?
4. Find, organize, evaluate and present materials?
5. Use reference books?
6. Use maps and globes?

Evidences of growth may be obtained from tests, examinations, pupil projects, written papers, notebooks, class discussions, attitude, and social conduct throughout the whole school.

GRADE SIXTH

A Unit in Social Studies

THE BRITISH ISLES

General Objectives

1. To develop an understanding of the physical features of the British Isles.
2. To help the pupils gain further knowledge concerning the growth of government by popular choice.
3. To promote an appreciation of English influence on the government and culture of the United States.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATION
To learn the geographic location and size of the British Isles in relation to Europe, the United States and the rest of the globe.	With the help of maps and globes, learn the location of the British Isles and compare with other parts of the world that lie within the same parallels of latitude.	Provide maps, globes, reference material and all other equipment necessary for a classroom geographic survey.	
To understand the advantages that the British Isles enjoy because of their geographic position.	Superimpose maps of the British Isles on maps of Europe and the United States to compare their relative sizes.	Make demonstrations with globe and on the blackboard which will help to give a clearer mental picture of the location of the subject.	
a. Trade & commerce. b. National safety.	Study the physical features of the British Isles with special emphasis on navigable streams and harbors.	Provide an ample supply of source materials.	
To understand how the growth of civilization took place through a series of conquests of the islands.	Discuss the protective and commercial advantages of an island country at the Western edge of the Eurasian continents.	Give much time to group discussion and individual and group reports.	Reading
To understand and appreciate the early stages of popular government.	Some topics for special reports		English
To understand how the British Isles grew to a World Empire.	<ol style="list-style-type: none"> 1. The Celts 2. The Roman Conquest 3. The Saxons 4. The Vikings in England 5. William the Conqueror 6. The Magna Carta 7. King John 8. The Church of England. 		
	Read books and stories dealing with historical characters and events of England from the time of William the Conqueror to Queen Elizabeth.		
	Make a time-line on the bulletin board depicting historical events of major consequence in the British Isles.		
	Read and discuss how the British Isles became a trading nation giving special emphasis to the following reasons:		
	<ol style="list-style-type: none"> 1. A need for food 2. A need for textile fabrics. 3. An abundance of good harbors. 4. Adequate ship-building facilities. 		

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

5. Experienced seamen.

Discuss how trade led to conquest and territorial gain.

- a. Drake and the Spanish Armada.
- b. Colonization of North America.
- c. Canada: When and How Acquired.
- d. Australia: When and How Acquired.
- e. India: When and How Acquired.
- f. South Africa: When and How Acquired.

RESOURCES AND INDUSTRIES OF THE BRITISH ISLES.

To help the pupils understand how the natural resources of a country determine its activities.

Study from maps and source books the location and extent of the following and other resources of the British Isles.

1. Rivers & Harbors.
2. Coal deposits.
3. Iron Ore deposits.
4. Lime deposits.
5. Farm lands.
6. Fishing.
7. Possibilities for Hydro-electric power.

Make maps showing the locations of the natural resources of the British Isles.

Discuss how the resources determine the nature of the nation's industries.

Read and discuss how products imported from the possessions and dominions determine the nature of the industries.

List the important industries in the order of financial importance.

Provide motion pictures on life, industry and resources of the British Isles.

Provide statistical information regarding resources, manufactures, exports and imports. (*This material can be secured from the British Consulate Office.*)

BRITISH AND AMERICAN RELATIONS

SPECIFIC AIMS

To help the pupils understand the interdependence of the United States and the British Empire.

LEARNING EXPERIENCES

Study and discuss the nature and extent of commerce between Great Britain and United States.

List the things we get from England, and those which England gets from us.

DDiscuss the necessity of good relations between England and the United States to insure world order, and free government.

TEACHING PROCEDURES

CORRELATIONS

EVALUATION

Subjective evaluation may be made through the recording of tests, written papers, notebooks, class discussion, attitude and projects.

There should be evidences of growth in the following skills:

1. The use of maps and globes.
2. The ability to work individually and in groups.
3. The ability to organize and present materials in writing or orally.

GRADE SIXTH

SCANDINAVIAN COUNTRIES

General Objective

To help the child gain a better understanding of the history and environmental factors of the Scandinavian Countries; through this, obtain an understanding and appreciation of their cultural and geographical background.;

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
	involved in the occupation.		
	c. Study the reasons for Sweden being more of an industrial country than Norway.		
	d. List natural resources of Sweden and how much they are depended upon for the country's existence.		Language
5. To gain an understanding of cultural development and ways of living.	a. Bring to class current event articles on sports, government, festivals, etc.	Provide material for making notebooks.	Reading
	b. Compare similarities in languages and customs among Scandinavian people.		
	c. Compare differences of customs with those of the United States.		
6. To assist the child in developing an understanding of the contributions of these countries to the child's own locality and other parts of the world.	a. List their exports and imports and find out if they depend on our country for any important article.	Provide books.	
	b. Discuss what countries do depend on the Scandinavian Countries for a living.		

EVALUATION

1. Give tests and examinations to see if the child has gained a better understanding of the Scandinavian Countries.
2. Have the pupils grown in ability to:
 - a. Use maps and globes
 - b. Find, organize and evaluate material
 - c. Use a wider vocabulary concerning names of foreign countries, cities and rivers?

GRADE SIXTH

RUSSIA

General Objectives

To gain an understanding of environmental factors that to a certain degree will determine the agricultural and industrial progress of this country.

To understand the importance of location in determining air and water trade routes.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
To understand the importance of the geographic position of this area, in determining its agricultural and industrial progress.	With the help of wall maps, desk outline maps, globes and reference material, study the relative location of resources, power and population in the development of industrial and agricultural progress.	Provide reference material, maps, atlases, globes, etc. Give specific instructions in their use and interpretations.	
	Comparison of distances between United States and Russia; roughly estimate its trade in the future.	Provide reading material in books, pamphlets and magazines dealing with crops, raw materials, etc.	Reading
	Making use of reference material in looking up the nature and amount of trade to be carried on between the two countries.	Direct the members of the class in working on a large wall map showing trade routes for both air and water travel: also, possible and practical air ports.	Art
To appreciate the deterrent effects of natural barriers, and what influence natural trade routes have on commerce.	Class discussion on the effects of the development of air transportation, its progress, and how it would further develop trade and trade routes.	Provide books and magazines dealing with the topic to be studied.	Reading
	Make drawings of polar projections showing possible airports: air routes, and distances both as to space and time.	Show available slides dealing with the topic in discussion.	
	Read and discuss news articles dealing with both countries, as to their possible developments in the future and as to trade relations now and in the future.	Provide necessary material for drawings.	
	Make a careful study of the relative cost of air, water and land transportation and how this has influenced the establishment of trade routes in the past and present.	Provide news papers, magazines etc. dealing with this topic.	
	List products and other raw materials which we need for our markets.	Also good, recent books with articles on this subject.	
To learn of those needs for which we depend upon our neighbors.		Use movies which show other American industries and environments which make those industries profitable.	

EVALUATION:

1. Have the pupils grown in ability and willingness to make individual contributions?
2. Have the children learned to evaluate their own contributions and appreciate the contributions of others?
3. Has there been growth in individual sense of responsibility for the success of the group efforts and in ability to work together in cooperative groups?
4. Has the class grown in ability to
 - a. Work in groups?
 - b. Find, organize, evaluate, and present pertinent materials?
 - c. Use maps, globes and atlases?
 - d. Work independently?
5. Other evidences of growth may be secured from class discussions, notebooks, attitudes, pupils' projects, and general social conduct throughout the whole school.

In addition to this, tests and examinations may be given.

GRADE SIXTH
FRANCE

General Objectives

To gain an understanding of the effects of environmental influences on the lives and occupations of the people of France, and to acquire an appreciation of the influence of other peoples and cultures upon our lives and culture.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
1. To understand the relationship in size and population with our own country.	Compare by the use of maps, globes and indexes, the population and size of the two countries.	Provide maps and globes.	Art: Make colorful maps.
2. To understand the influence of climate on the occupations of the people.	With the help of maps and globe, study the relative positions of the two countries, and the effects of bodies of water, winds and location on climate. Compare areas of similar temperature and occupations of people. Divide country into area affected by different environmental influences and determine suitability for certain crops and occupations.	Have children make maps showing location of different crops for their notebooks. Have children work on large map or mural for wall showing crops and industries.	
3. To understand that environment tends to control life, but where it hands man he seeks to gain control.	Learn value of conservation as experienced by the French. Discuss first venture of tree planting and value of that experiment to us in our conservation program.	Have children show Forest Land on map. <i>(Stimulate interest of children for unit on conservation.)</i> By use of material on conservation from government bulletins, etc., show how land is saved from erosion.	English: Have children give oral or written reports on conservation. Give reports on Forest Land. Science: Discuss conservation.
4. To acquire an understanding of industries and ways of living and working as related to resources.	Study regions producing coal and the effect on growth of industries in that region. Study importance of these regions in world affairs today. Present in class news articles and magazine articles concerning these sections.	Stimulate interest by bulletin board display of articles. Discuss present day problems in France relating to these regions. Have children make maps showing industrial regions and regions of natural resources.	Art: Make mural showing industries and resources. Draw pictures for notebooks illustrating this phase of study. Science: Discussion of coal and iron.
5. To better understand France's struggle toward democracy and national peace.	Compare struggle of France toward democracy with that of the United States. Develop a library of books, both fiction and non-fiction, on historical development of France.	Place on library shelves books both fiction and non-fiction on historical development of France. Help children make a display of things from France, such as: coins, dishes, fabrics, etc.	English: Give book reports on books read from library shelf. Written reports may be used in note books.
	Trace the historical development of France, from feudalism, 100 Years war, French Revolution to present day.	Discuss with children the development of France.	CO CO

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATION
6. To gain a better appreciation of French culture and its influence on our own lives.	Trace the development of French language and discuss words we consider English as derived from French language. Discuss the development of French music and composers. Discuss French art and the influence of the French on furniture.	Place on bulletin board pictures of French composers. Have on bulletin board examples of French art and furniture. Bring books to illustrate French language.	Art: Study examples of French art. English: Learn French words and phrases we use in everyday life. Music: Study French composers and play records. Learn French folk songs. Learn dances to dance to French folk songs.

EVALUATION

1. Have the children grown in ability and willingness to make individual contributions?
2. Have children grown in ability to use maps and globes; find, organize, and present pertinent materials?
3. Have children grown in ability to work both individually and in groups?
4. Has there been a noticeable increase in the appreciation of the culture and customs of other people?
5. Has there been a growth in the children's vocabulary?
6. Has there been a growth in the children's understanding of the growth and development of words?

GRADE SIXTH

INDIA

General Objectives

To know that:

- (1) A country may be retarded by its people even though rich and varied in resources.;
- (2) Man progresses as he modifies or controls his environment.;
- (3) Cities grow at geographic points advantageous for trade and transportation.;

SPECIFIC AIMS

To know the four main natural regions of India, their climates, surface features, etc., so as to better understand the peoples of India and the reasons for the types of living conditions found.

LEARNING EXPERIENCES

Discuss the following regions and the products of each:

1. Mountain and hill districts; Khyber Pass, Cashmere, Nepal, Baluchistan, Afghanistan, Bhutan.
2. Great, rich, alluvial river basins, of the Ganges, Indus, and Bramaputra river valleys, extending 2000 miles and over 400 miles in width.
Discuss the importance of the monsoons, their irregularity and cause of extremes of drought or moisture; the need of irrigation; the density of population in the Ganges River Valley.
Discuss Assam as the wettest region in the world.
3. Deccan Plateau of South India with its rich volcanic soils; Western Ghats preventing moisture; rivers rising in the Western Ghats flowing across the plateau eastward; a variety of surface and regions of rough hills, dense forests, tall jungle grass, bare wind-blown plateaus, and rich cultivated fields. Discuss the importance of the cotton crop.
4. Burma, a land of parallel mountain ranges, with a monsoon climate, jungles, forests, the Irrawaddy River and its enormous delta of rice fields; the importance of its oil, precious stones and forest products. Contrast the people of Burma and India.

TEACHING PROCEDURES

Locate on outline maps the main divisions of India.

Provide class with surface maps, climatic maps, and product maps of India.

Using outline maps, the class should indicate the rainfall in the various regions; the relief showing mountains, rivers, deserts, plains, jungles, etc.

Pictures showing animals and birds of India should be placed on display.

Pictures of Burmese natives, scenery, architecture.

CORRELATION

SPECIFIC AIMS

To understand why a nation as potentially powerful as India does not occupy a more favored position in the family of nations.

To understand why India is essentially an agricultural country.

LEARNING EXPERIENCES

Discuss very briefly the five leading racial groups:

1. Dravidians—descendants of the early inhabitants of India.
2. Rajputs as the typical example of the pure descendants of the Aryans.
3. Hindus—a mixture of Aryans and Dravidians.
4. Mohammedans.
5. Mongol or Tibetan types.

Discuss each of the leading religious groups, placing emphasis upon Hinduism as the greatest drawback to the progress of India; Hinduism as one of the oldest and most numerous religions of India; belief in transmigration of souls; caste system; sacredness of animals; the "untouchables", or pariahs; blind belief in fate; general hopelessness.

Discuss briefly the main teachings of Buddhism; the Sikhs; the Jains as a combination of Buddhism and Hinduism; the Parsees as the descendants of Zoroastrianism or fire worshipers; importance of the Christian influence, especially to the lower castes such as the "untouchables".

Discuss the following facts about farming in India:

1. Farms are very small and sometimes widely scattered; farmers live in villages, in crude huts of mud thatched with grass.
2. Cattle are raised as beasts of burden; the chief source of milk and butter is the water buffalo; animals are sacred; therefore people are chiefly vegetarians.
3. Farmers are very poor, always in debt due to the usurious methods of the money lenders; constant menace of drought and famine.
4. Most of the people are illiterate, ignorant and unprogressive; health undermined by disease, fevers, and malnutrition and starvation.

TEACHING PROCEDURES

Pictures showing the various racial types will be very interesting.

Display pictures of Buddha and other idols and gods; famous Hindu and Jain temples; pagodas, mosques, tombs; religious ceremonies, dances, Nautch girls; holy men and fakirs; bazaars, devil dancers, snake charmers, etc.

CORRELATIONS

SPECIFIC AIMS

To know the extent of the natural resources, and their potential values to the people of India.

To understand some of the problems faced by the British in their attempts to rule in India.

LEARNING EXPERIENCES

Discuss the most valuable trees and their products and uses; the primitive methods of lumbering; use of the elephant.

Discuss briefly the leading minerals of coal, iron, manganese, mica, copper, gold, silver, petroleum, and precious stones.

Review briefly the methods by which the British gained control of India in the desire for trade. Enumerate some of the benefits that the Indians have received from England:

1. England has established an orderly government--two types of government are--British provinces; and Native states ruled by native princes.
2. England has maintained order and peace and prevented invasion by other countries.
3. England has made more or less successful attempts at improvement in education, sanitary and medical measures, transportation, irrigation, etc.
4. England has supplied capital for the beginning of industries and manufacturing.

England has failed in her relationship with India chiefly for the following reasons:

1. Failure to eradicate the wasteful hate between the Hindus and Mohammedans, and the racial and religious discord which will continue to prevent progress.
2. Very little self-government has been allowed the Indians; the Indian people refuse to take the initiative under the rule of the British.
3. Many native states are still ruled by native princes, some of whom are the richest people in the world; these native princes hold their power through the help of the British.

TEACHING PROCEDURES

Display pictures of trees; teak, sal, satinwood, sandalwood, banyan, mangrove, betel-palm, etc.

Refer to reference books for pictures and description of some of the fabulous precious stones that have come out of India.

Provide class with map showing the distribution of Native states and British provinces.

Display pictures of famous palaces, gardens, etc. of the Rajahs.

CORRELATIONS

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

India wants complete independence. Are they prepared to assume full control?

Discuss Gandhi and his passive resistance policy; his beliefs and demands, etc.

What should England do about India?

England controls India's trade and industry.

Discuss the location and extent of the following important industries: cotton, jute, sugar, rice mills, printing shops, machine shops, tea factories, oils, tobacco, arms and ammunition factories.

Name and locate on a map the most important cities and what exports and imports are shipped in or out of these cities.

To develop an appreciation for the contribution India has made in the field of art.

Architecture as the chief art. Discuss the delicacy and elaborateness of detail, sometimes in contrast with grotesque figures, maze of carved figures on temples and pagodas influence of the Buddhist and Jain religions.

Discuss their metal work, jewelry, pottery and textile patterns.

Sculpture is more or less crude and grotesque.

In literature the Indian animal fables are interesting; also some of Rabindranath Tagore's poems.

The music of India is interesting in that it contains no harmony and consists merely of melody and rhythm; drums and flutes most important instruments; songs and instruments are used in unison.

Indian art may well be correlated with Art classes by using pictures to show the designs and the influence of the religions, races, etc. Indian rug design copied from Persia to some extent.

Cashmere shawls.

Indian designs on cloth—"Calico".

Correlate with music by playing a few records of typical Indian music.

GRADE SIXTH

CHINA

General Objectives

To develop the following understandings:

1. That a country may be retarded by its people although rich and varied in resources.
2. That geographic phenomena and controls may retard the development and progress of an entire region.
3. How man progresses as he modifies and controls his environment.
4. That cities grow at geographic points advantageous for trade and transportation.
5. That a country cannot progress by remaining isolated from the rest of the civilized nations.

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
To learn that most of China's surface is made up of mountains, plateaus, desert areas, coastal plains and fertile river valleys and that it has a variety of climate ranging from continental to sub-tropical.	Using an outline map, indicate by the use of colors, the relief of China. Locate the larger divisions of greater China and the 18 provinces of China Proper.	Supply with outline maps, maps showing relief, climate, provinces, population.	
	Compare the size and population with United States, noting the fact that China Proper is less than one-half the area of United States, but has three times the population.	Provide pictures showing scenes from the different climatic regions such as deserts, Tibet, mountains, regions, bamboo forests.	
	Using an outline map, indicate the following climatic regions: Compare these regions with the corresponding areas in the United States as to products and industries.	Provide and display pictures pertinent to each region as it is being studied, such as: Clothing, shelters and houses; animals used for transportation and labor; sampans, junks; methods of agriculture.	
	a. Humid sub-tropical (<i>compare with the southern states</i>) Special reports on the leading products such as, rice, silk, uses of the bamboo, etc. Emphasize the dense population, lack of farm animals, primitive methods of farming.	Stimulate individual reading of reference books and fiction relating to the life of the Chinese.	
To gain an understanding of the vastness of China as shown by the following facts:	b. Continental Climate: (<i>compare climate and products of the Huang Ho valley and Manchuria with the corn belt and wheat belt of the United States.</i>)		
1. China is the largest Asiatic Country with a population of over 400,000,000 people.	c. Arid and semi-arid regions of Mongolia and Sinkiang. (<i>Compare with the great plains and desert regions of the United States.</i>)		
2. Much of China's land is not cultivated, yet four fifths of the population are farmers.	Compare the foods of the people of North China with South China.		
	Describe and compare the clothing worn in the various climatic regions.		
	d. Mountain and Plateaus: Discuss the geographical isolation and its relation to the customs and government of Tibet.		
	Compare Tibet with the other Chinese regions.		

SPECIFIC AIMS	LEARNING EXPERIENCES	TEACHING PROCEDURES	CORRELATIONS
To understand the effect of yearly famines on the Chinese people.	<p>Discuss the causes of these famines:</p> <ol style="list-style-type: none"> Floods and droughts. Discuss the need for modern methods of flood control, building of dams and irrigation projects. Need for more efficient and modern farming methods. Poor transportation preventing shipments of food to devastated areas. 	Display pictures showing primitive methods of road building, irrigation, flood control,.	
To understand and appreciate that China developed an early civilization which made many cultural and other contributions to the whole world.	<p>Discuss the reasons for this backwardness.</p> <ol style="list-style-type: none"> China was closed in on the west for 5000 miles by mountains and vast desert areas. Pacific Ocean also a barrier in ancient days. Chinese religion and superstition. Confucianism led to ancestor worship and prevented new customs and modern methods. The Chinese were satisfied with their civilization and wished no contact with foreigners. Poor transportation and communication, lack of universal education have also contributed to lack of progress. 	<p>Display pictures showing Buddhist influence in statues, carvings; (<i>famous Shansi Caves showing Buddhist sculpture</i>)</p> <p>Discuss and display pictures or actual specimens of Chinese art, paintings, writing; porcelain, pottery and lacquer work; carvings in ivory and jade; correlate with art in discussing Chinese design in rugs, etc.</p> <p>Discuss and display pictures of the temples and pagodas as typical Chinese temple architecture.</p>	
To understand why China has made many changes to modern ways of living, chiefly along the coastal cities.	Study and discuss the great cities along the coast; Shanghai, Peiping, Tientsin, Canton, Hong Kong, etc.		
To understand that even though China is a peace loving nation, it has been invaded many times.	<p>Briefly discuss the following:</p> <ol style="list-style-type: none"> Mongol invasion, the Mongol chifan, Genghis Khan, and the Mongol emperor Kublai Khan. Invasions of the Manchus. Russo-Japanese War and its results. The encroachments of Japan leading up to the present war. Using a 		

SPECIFIC AIMS

LEARNING EXPERIENCES

TEACHING PROCEDURES

CORRELATIONS

map, indicate all of China which was or is under the control of Japan.

To understand that as a result of her retardation China's rich mineral wealth is largely undeveloped.

Locate on the map the regions where extensive ores of coal, iron, copper, tin, antimony, gold and silver are located.

To appreciate China's present desire for a stable democratic government, development of industry, trade, and modern, scientific methods.

Discuss the beginning of the Chinese Republic under Sun Yat Sen, and the work of Chiang Kai-Shek.

Discuss the relationship of the U.S. to China's future as a great nation and her aid in developing China's industries, trade, and modern methods.

What products can China supply U.S.?
What are some of the necessary things the U.S. can supply China?

APPENDIX III

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APPENDIX III

TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

(Excerpts from Language Arts Guide for Highline Public Schools)

LISTENING -- Sixth Grade

Outcomes	Procedures
A. The child listens courteously and effectively with concentration on what is being said	
He demands evidence to support the statements of others.	Teach good listening habits and proper evaluation of ideas:
He is aware of gross inconsistencies in what he hears.	Through awareness of obvious propaganda in movies, stories, and reports.
He is aware of obvious propaganda in movies, stories, and reports.	Through recognition of constructive and destructive propaganda.
He evaluates what he hears and he listens actively.	Through alertness to gross inconsistencies in what he hears.
	Through demanding authoritative evidence to support statements of others.
	Through selecting points with good reason.
C. The child obtains accurate information from reports and becomes aware of sequential ideas	
He is able to ask pertinent questions about material heard.	

G. The child develops taste and discrimination in the selection of movies, radio and television programs

He develops discrimination between fact and fancy.

List and make available authoritative film and program reports:

Through critically listening to reviews and comments.

Through becoming familiar with and developing skill in locating worthwhile reviews and comments.

Through discriminating between fact and fancy.

READING -- Sixth Grade

Outcomes

Procedures

B. The child appreciates reading as a means of getting thought

He can find the main idea.

Create a realization of the need for efficient reading:

He can read to find supporting data.

Through reading to get a general impression of the selection.

He can read rapidly to prove or refute a point, to find a sentence or paragraph relevant to the issue.

Through reading to find supporting data.

He can see the sequence of ideas.

Through reading to prove or refute a point or to find a sentence or paragraph relevant to the issue.

He is able to draw sound conclusions, see the interaction of cause and effect, and anticipate results of events.

Through establishing a sequence of ideas.

He can summarize a paragraph into one or two sentences.

He knows how to find what he needs in reference books or pamphlets.

Through summarization into one or two sentences, oral or written, the content of a paragraph.

Through finding what he needs in reference books or pamphlets.

APPENDIX IV

APPENDIX IV

QUESTIONNAIRE

These pages make up a form called a questionnaire. This questionnaire is designed to discover some of your special interests and to find out what some of your opinions might be in certain fields.

Questionnaires are sort of special because you don't need to put your name on the paper, and this questionnaire is not a test so don't feel that you need to worry about making a good grade to beat your neighbor.

Answer the questions or statements in your own way because your answers are what are important, they tell what you think, not what your neighbor thinks.

Many of you enjoy doing things like camping, hiking, or reading books and magazines. Others like to go to cowboy movies, watch certain television programs or read comic books.

On the lines that are below this paragraph write your favorite forms of entertainment. Write your favorite first, then your next favorite, and then your third choice. If there are certain kinds of entertainment or relaxation that you like, write them down. For example, if you like movies about outer space, or certain kind of reading books, write down exactly what you like.

1. _____
2. _____
3. _____

Answer the following questions as briefly as possible. In some cases you will only need to use one word.

1. Do you have any job that helps you earn money? _____
2. If you have a job that helps you earn money, what is it? _____

3. Does anyone in your home speak a foreign language? _____
4. If someone in your family speaks a foreign language, what language is spoken? _____
5. Do any of your neighbors speak a foreign language? _____
6. If one of your neighbors speaks a foreign language, what language is spoken? _____

Here are some statements you are going to be asked to read. Some of these statements you will agree with and some you will disagree with.

To the left of the statements you will find two columns of spaces. One column says **I AGREE** and the other says **I DISAGREE**. Read each statement that you see printed after these two columns, decide whether you agree or disagree with the statements then put an **(X)** in the space under the column you decide upon.

I AGREE

I DISAGREE

People should think only what the government wants them to think.

We don't need to know much about anyone to criticize him.

Bad people can be found in all races, but there are less bad people in the white race.

War does not solve many problems.

The customs that people in other countries have are kind of silly.

We should only be interested in our own people and look out for their welfare instead of taking care of a lot of foreigners.

People who are not members of the white race are not quite as good as the white people.

We should not change our opinion of foreigners because it shows them that we are weak.

I AGREEI DISAGREE

America has a responsibility toward other countries in the world.

Men can have a happier life when they learn to live together and help each other.

Many people who are not Christians believe many of the things Christians do.

It is important to find out why people in other lands have customs that seem strange to us.

The best way to make other countries be good is to use the Atom bomb on them.

We need to work by ourselves independently to help prevent wars.

The more we are able to learn about people who are strangers, the less we have to fear from them.

America doesn't need to depend on any other nation because here in America we have everything.

Fear can destroy common sense.

The black, yellow, and white races have all done something to help civilization.

People become superior only by solving problems of living with increasingly high standards of conduct.

Everybody should feel some responsibility toward respecting the rights of others.

It is a lot safer to keep to ourselves and not get mixed up with a lot of strange foreigners.

I AGREEI DISAGREE

If a space ship came down to Earth from outer space and a man from Mars climbed out, the best thing for us to do would be to kill him.

People from foreign countries are funny.

The race a person belongs to has little to do with his ability.

Many foreign countries have helped make America a great and strong nation.

A country that keeps fighting wars all the time will finally become a big strong country.

There are people in Russia who are good.

It is not a good idea to trust anyone who does not believe the same things we do.

People who do not believe in our God are not to be trusted.

A government that is not taken seriously by the people can become dangerous.