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California State University

San Bernardino

**THE ADMINISTRATOR'S ROLE AS CURRICULUM LEADER IN IMPLEMENTING
CORE TEAMING AT THE MIDDLE SCHOOL LEVEL**

A Project Submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the
Degree of

Master of Arts

in

Education: School Administration Option

By

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1990

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ABSTRACT

The purpose of this project is to provide middle school administrators with guidelines for integrating core subject curricula, using a team approach. The need for such guidelines stems from recent recommendations, curriculum frameworks, middle school quality criteria and model curricula guides in the state of California. Through previous research and experience the author noted that while there is more than enough literature on what core team teaching is, and an abundance of research on current programs in place, there was a definite lack of data which prescribed guidelines for actual implementation.

Although the basic principle behind core subject teaming is not a new concept in education, it is certainly a renewed concern among educators. Over an extended period of time, words, terms and phrases have taken on new meanings. In light of this, the author has included a Glossary of Terms to assist in providing operational definitions for the readers.

This project begins with an introduction which provides a general description of core teaming. Chapter 2 reviews literature and state recommendations about core teaming and its advantages. The actual guidelines for implementing core teaming are described in Chapter 3. These guidelines are divided into six phases which provide the following information:

Phase I - Core Team Design: it describes the two most common types of core subject teaming (interdisciplinary and self-contained).

Phase II - Selecting Staff for the Core Team: it recognizes the importance of teaching styles, personalities and willingness of teachers as essential aspects of any core team design.

Phase III - Inservicing and Visitations: it suggests methods for providing background, current research, training and observations to assist administrators and teachers in core team development.

Phase IV - Scheduling: it discusses teacher preparation periods, student scheduling and room locations.

Phase V - Setting up the Core: it provides steps for planning and integrating interdisciplinary subjects across the core. This section also suggests methods of communicating with parents and students about the basic plan of the core team.

Phase VI - Monitoring and Evaluation: it prescribes methods of measuring the effectiveness or success of core teaming using an on-going process.

Chapter 4 provides insight into planning and contains a suggested administrative survey to use before implementing core teaming. Also found in this Chapter are ten commonly asked questions concerning core teaming with suggested responses for alleviating the problems presented. Included in the Appendix are materials developed by the author. It is felt that these documents will be useful to teachers and administrators as they endeavor to incorporate core subject team teaching as a part of their school-wide curriculum plan.

It is the writers intent that this document will be used to assist administrators in making a smooth transition from departmentalized curriculum set-ups to interdisciplinary and/or self-contained core teaching teams.

DEDICATION

This project is dedicated to:

My children, Scott and Gina Maddox, for their encouragement and pride
in all my educational endeavors.

My husband, Keith, for his loyal support, guidance, and loving assistance
in completing this document.

I extend my deepest thanks for all they have done to help me throughout my
life.

With love,

Brenda Maddox-Dolan

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GLOSSARY OF TERMS

1. At-Risk Students - students still enrolled in school but for a variety of reasons, have difficulties that may lead to academic failure and eventually becoming a drop-out from school.
2. Authentic Assessment - a means of measuring the success of a student or program based on predetermined goals, using various means other than, or including, testing (i.e., verbal skills, projects, participation, presentations, etc.).
3. Blocked Time - 1) a period of time in which core team students have consecutive classes with interdisciplinary teachers; 2) a period of time in which a group of students have one teacher for more than one academic discipline.
4. Common Preparation - teachers in a core team have simultaneous planning periods to provide increased collaboration among the team members.
5. Core Curriculum - a predetermined group of subjects in the school program which are constants - those subjects offered which all students are required to study (Bossing, 1949).
6. Core Team Chart - a document used for planning teaching units across the core subject team coordinated with state and local frameworks. (See Appendix A).
7. Flexible Scheduling - 1) the ability to use core team block times in ways which will best benefit the teachers, students and subject matter; 2) manipulation of time needed for a lesson within the core team with little or no affect on the overall school schedule.
8. Interdisciplinary Core Team - a group of teachers who share a common group of students, a common preparation period, a common block of time, and a common goal for learning. Teaching members instruct different

content areas and work toward the integration of those discipline.

9. Middle School - a school which houses only grades 6, 7, and 8 (for the purposes of this project).
10. Self-Contained Core Team - 1) a group of students who share the same teacher for two or more subject areas within a blocked time period; 2) a group of students who share the same teacher for all subjects, except physical education and electives.
11. Vision - a mental image of what could be; an ideal situation created by the imaginer and based on realistic thought processes.
12. Mainstreaming - the placement of students who are to some degree physically or academically handicapped into the least restrictive environment - the regular classroom. These students may need special instructional support which should be provided collaboratively with the resource teacher and the regular classroom teacher.

CHAPTER 1: INTRODUCTION AND BACKGROUND

The basis for this project is twofold: First is to present a case for using core teaming at the middle grade level; and secondly to provide administrators with guidelines for implementation of such a program. For the purposes of this document the middle grade school will be defined as grades 6, 7, and 8. The impetus for writing this document is due largely to the recommendations of the state of California in its Caught in the Middle Report, the Quality Criteria for Middle Grades document, and recently adopted state curriculum frameworks.

A recommendation made by the Middle Grade Task Force was that:

"superintendents and principals should ensure that the concept of team organization characterizes and permeates the structure of middle grade schools. Specifically, teachers should share the same students as extensively as students in mind". (Caught in the Middle: Educational Reform for Young Adolescents, 1987).

A team approach to core curriculum is one way of meeting the above recommendation. The core can consist of English-language arts and social science, or science and math. It can include all five core subjects, if feasible. The idea is that what is learned in one class can be reinforced and applied in another. In this way students can see the relevancy of any concept taught.

The team approach, when organized correctly, should afford the teachers and students an opportunity to share their knowledge. Teachers in the team should have the same preparation time to plan their lessons, discuss student problems, and hold parent conferences. A team can increase its access to equipment by pooling its budgets to buy audio-visual materials, computers, software, and other instructional materials and supplies.

Another asset of core teaming is the flexibility of scheduling. If a film needs to be shown, the classes in the morning core can group together to watch, and the classes in the afternoon core can do the same (assuming this is a three period core team with teachers teaching six periods). In this manner the showing of a film five or six times over a two or three day time period is eliminated, allowing more continuity in the lesson.

Core team teachers classrooms should be physically adjacent to one another whenever possible. This increases contact time among the teachers and provides easy access to students and teachers in the core team. Resource materials that are shared are easier to obtain when the teachers are in close proximity. The building of a smaller community within the total school, promotes a smoother transition for middle grade students.

The team approach allows for more creativity in the classroom. Video taping can be better utilized because of a longer time span available (core team blocks). Major projects can be completed with higher expectations, as aspects of the project are being taught and completed in the core team classes.

Teachers can do more planning together, sharing their successes and input on particular lessons. Students can benefit by knowing their core teachers are aware of what is expected of them on assignments, making it easier to obtain teacher assistance in the completion of those assignments.

The team approach to core curriculum should be looked upon as a cooperative method for teaching, reinforcing and applying skills. Content area teachers will no longer have to assume that the student does or does not know a particular skill. This is especially true in researching and writing term papers. If the English-language arts instructor is teaching term-paper writing skills at the same time the core team social science class

is assigned to write a term paper, no assumptions need be made. The social science teacher knows those skills are being taught and can then concentrate on content and the transfer of skills being taught.

The author has presented a strong case for using core team teaching situations for improving transition and integration of core subject matter. The ensuing review of literature will serve to support the authors contention that core teaming is a needed reform for the middle school grades and that the administrator plays a key role as curriculum leader in initiating such reform.

CHAPTER 2 - REVIEW OF THE LITERATURE

The state of California has again recognized the uniqueness of the middle school: its functions; structure; curriculum; and the student population it serves. The State Superintendent of Public Instruction, Dr. Bill Honig, commissioned a Middle Grade Task Force to study and present findings with recommendations to serve as a basis for educational reform at the middle grade levels.

In an introduction to the Caught in the Middle (1987) document, Superintendent Honig stated that:

"For many students the middle grades represent the last chance to develop a sense of academic purpose and personal commitment to educational goals. Those who fail at the middle grade levels often drop out of school and may never again have the opportunity to develop to their fullest potential."

This statement, in itself, emphasizes the uniqueness of the middle school and the need for specialized models for teaching its curricula and developing its adolescents.

In Maurice McGlasson's "The Middle School: Whence? What? Whither?" article (1973), he recognized that junior high/middle school education from the turn of the century has been based on the middle school as a transitional period for early adolescents. He further cites proponents of the middle school as believing that the junior high school lost sight of its transitional program and became a high school in nature and program. Yet recent trends have been to go back to the concept of the middle school as a transitional program, and not a mini-high school.

In recognizing the special needs of the middle school student, William T. Gruhn and Harl R. Douglass (1956), noted that there are six functions of middle school: integration; exploration; articulation; socialization; guidance;

and differentiation. These functions, though not unique to the middle school, bear special attention when dealing with the structure of that level.

Honig (1987), also stated that perhaps the most critical aspect of these transitional years for students is the change from one teacher to many teachers. The faculty and the schedule must be organized so that small groups of teachers share the same students and are able to work together collegially. The idea of teachers collaborating to meet the needs of their students is one method of integrating the six functions of Gruhn and Douglass (1956). Indeed, the ability to actually integrate all six functions would be the exemplary middle school criteria as described by the Montebello Unified School District in California. Montebello listed fourteen desirable program characteristics of a three major grade level intermediate school. The four that are relevant to this document are:

- Team teaching
- Flexible scheduling
- Transition pattern (from single discipline to interdisciplinary approaches).
- Innovation

Relevant research on the middle school points to the integration of curriculum through core team teaching. The Middle Grade Task Force Report (1987), states that:

"The concept of team organization should characterize and permeate the structure of middle grade schools. Specifically teachers share the same students while working together with the needs of those students in mind."

One recommendation for achieving this is the interdisciplinary core team in instructional time blocks, with flexible scheduling.

Jon Wiles and Joseph C. Bundi (1984), list 21 advantages to using an interdisciplinary team approach. Included are the concepts that:

- there is more than one teacher with knowledge of scheduling, use of instructional materials, grouping, and instructional methods.
- curriculum among subject areas can be coordinated so that the students can relate one subject to another.
- teachers better understand individual differences in students because there is more than one person making observations and evaluations of commonly shared students. Student discipline problems are therefore more easily handled.
- block scheduling allows the teachers greater flexibility in scheduling to accommodate large and small groups, remedial work, and independent study.
- a number of instructors can each lend their individual expertise to a given topic.
- block scheduling allows time for educational field trips, guest speakers, films, etc., causing less time to be lost in repetition and less interruption of the schedules of the overall school program.
- teacher awareness of student learnings in other classes, especially the core subject team, increases.
- common preparation time for planning provides for consistency in lessons.
- students identify themselves with a smaller school within a school enabling a smoother transition from the self-contained, one teacher situation.
- parent conferences can be arranged for teams when all core team teachers are available (i.e., common preparation period).

- an exchange of ideas among members of the teaching team is increased.

Using interdisciplinary core teams could be considered one example of a "good school." A school is good when it is so organized that it capitalizes on what its teachers do best and know most about (Neil Postman and Charles Weingarten, 1973). An interdisciplinary team can do just that by pooling its teaching resources and sharing them with other teachers and the students served. The interdisciplinary team is based on the concept of sharing (William M. Alexander and Paul S. George, 1987). Teachers share students, students share teachers, and they both share the same physical space, to a certain extent.

The Middle Grade Task Force suggested that:

"The most absolutely essential thing is that teachers share the same students and have the opportunity to work together with the needs of those common students in mind. Being right next door, across the hall, or in the same pod is almost as essential. Teachers who do not share the same students have little reason to work closely together, and when teachers are in separate areas of the school building, they have less opportunity to collaborate." (Caught in the Middle, 1987).

The Task Force further asserts that the concept of extended instructional time blocks for core curriculum subjects provides the opportunity for integrating skills and knowledge across subject-matter lines.

The California Quality Criteria for Middle Grades (1987), document examined all subject areas and formulated characteristics which they feel should be present in the middle school instructional design. The following summarized excerpts from that document point to the need for integration among core subject areas:

- English-Language Arts - teachers of all subjects encourage mastery of the language arts skills. The entire school community supports and models the effective use of all aspects of language.

- Mathematics - formal mechanisms for mathematics teachers to communicate and collaborate with other departments so that their subject becomes a mutually reinforcing component of students' overall core curriculum.
- Science - middle grade science program offers many interdisciplinary connections with language arts, mathematics, social science, and the arts.
- History/Social Science - history is integrated with the other humanities and social science disciplines. Instruction in English-language arts is correlated with the history-social science programs.
- Visual and Performing Arts - dance, drama/theatre, music and the visual arts are taught both as discrete disciplines as well as integrated for enrichment in other content areas.
- Physical Education - instruction is related to other curricular areas including: health science; mathematics; English as a second language and nutrition.

The above disciplines all recommend that an integration among subject areas occur. As previously indicated (Chapter 1), the interdisciplinary core team and/or a self-contained core would serve to meet these needs at the middle school level.

Young adolescents are not ready for the atomistic independence foisted on them in secondary schools, which is one of the causes of the behavior problem endemic to many junior high [middle] schools (Caught in the Middle, 1987). The Quality Criteria for Middle Grades document (1987) further emphasizes the fundamental belief that all students can succeed, including those identified as being at-risk. Through the use of interdisciplinary teams, students are known by a team of teachers who work together on a daily basis.

This type of teaching organization offers the academic support needed by the middle school student and provides an easier transition from the full day, self-contained classroom situation.

The principal plays a major role when implementing any curriculum change. The principal must be knowledgeable of the change that is desired and possess the technical skills necessary for implementing the change as smoothly as possible. It is the responsibility of the principal to facilitate curriculum planning which promotes articulation among subject areas as well as grade levels.

The Practioner (NASSP, 1978) promotes the idea that:

"...the most prominent - and common - component of successful schools is a motivated staff ... the principal is the key to a motivated dedicated staff. Who then must assume the responsibility for teacher motivation? It is the responsibility of only one person - the principal. He [she] must become the motivational catalyst, for no one else will."

During the eighteenth century the principal was more like a lead teacher. The responsibilities of solving the needs of the other teachers were in addition to the principal's regular teaching duties (L. W. Anderson and L. A. Van Dyke, 1963). In an introduction to "The Principal as the Instructional Leader." it was noted that with so many demands on their time and talents, a special effort will be required of principals who wish to earn the status of instructional leader (NASSP, 1985).

To accomplish this goal, Gordon Cawelti (1981), urges principals to take a fundamental role in designing and implementing a cohesive and integrated general education program for students. He further states that educators have a responsibility to not let tradition, departmental structures, and other restraints dictate the program students will receive. Principals who take this responsibility seriously can provide strong instructional leadership in designing

a cohesive program for tomorrow's citizens.

David H. Larson (1983), purports that curriculum as presently perceived is compartmentalized. The compartmental design is outmoded; knowledge is not segmented, it is interrelated, and holistic in design. The administrator must be ready to handle resistance to change. To do this he, or she, must first understand the rationale for change. Richard A. Gorton (1982), cites rationale for change as being based on the following premises:

1. Although the status quo is not necessarily bad, there is usually room for improvement.
2. While all change does not necessarily lead to improvement, improvement is not likely to occur without change.
3. Unless we attempt change, we are not likely to know whether a proposed innovation is better than the status quo.
4. Participation in the change process can result in greater understanding and appreciation of the desirable features of the status quo and can lead to a better understanding and appreciation of, and skill in the change process itself.

Goodwin Watson (1966), developed twelve generalizations concerning resistance to change. He states that resistance to change will be:

1. less if administrators and managers feel that the project is their own - not one devised and operated by outsiders.
2. less if the project innovation clearly has wholehearted support from top officials of the system.
3. less if the participants see the change as reducing rather than increasing their present burdens.
4. less if the project accords with values already acknowledged by participants.

5. less if the program offers the kind of new experience which interests participants.
6. less if participants feel their autonomy and security is [sic] not threatened.
7. less if participants have joined in diagnostic efforts leading them to agree on what the basic problem is and to feel its importance.
8. less if the project is adopted by consensual group decision.
9. reduced if proponents are able to empathize with opponents, to recognize valid objections; and to take steps to relieve unnecessary fears.
10. reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the project and for further clarification of need.
11. reduced if participants experience acceptance, support, and trust and confidence in their relations with one another.
12. reduced if the project is kept open to revision and reconsideration if experience indicates that changes will be desirable.

The administrator, when presented with a need for change, should use or develop a formal plan for initiating the desired change. Seymour B. Sarason (1971), states that:

"...the principal is the crucial implementor of change. That is to say, any proposal for change that intends to alleviate the quality of life in the school depends primarily on the principal."

Gorton (1972), suggests a process for introducing change which entails seven stages. In digested format, these stages are:

1. Conduct a needs assessment which will identify and examine the present system in terms of improvement needs. Then evaluate and select a new approach to replace or improve the former method.
2. Orient the target group to the proposed change by involving the members in an analysis of the present method which is up for change. Collaboratively decide on additional resources needed to complement the change, desired inservices, and building modifications needed to implement the change.
3. Decide whether to introduce the proposed change. If the decision is positive, then decide who will be affected by the change and who will be involved in the decision-making process.
4. Plan a program of implementation to include in-service, acquisition of materials and resources, and solutions for anticipated problems.
5. Implement the proposed innovation.
6. Conduct in-process evaluation by designing a plan for feedback and improvement.
7. Modify, redefine, and institutionalize the innovation. Make it a part of the school-wide plan and vision.

It is best to have a plan for implementing any curriculum change. A suggested guideline specifically directed at implementing core teaming at the middle grades level was developed by the author of this project (Chapter 3). For the most part, it is in accordance with Gorton's seven-stage process. In addition, an administrative survey for pre-implementation of core teaming can be found in Chapter 4 of this project. This survey is designed for middle grade administrators to use as a pre-planning instrument.

An important aspect of any curriculum program, new or in present use, is that of evaluation. Changes in curriculum should not be made just because they are considered innovative - innovation and change are not interchangeable. Curriculum changes should be based on a sound need and should be evaluated for revision and improvement on an on-going basis.

Wiles and Bundi (1984), see evaluation as a process to improve the educational program. Evaluation is based on evidence gathered for which judgments are made about the effectiveness of what is being evaluated. They further assert that there are specific purposes for evaluation which includes:

1. To make explicit the rationale of the instructional program as a basis for deciding which aspects of the program should be evaluated for effectiveness and what types of data should be gathered.
2. To collect data upon which judgments about effectiveness can be formulated.
3. To analyze data and draw conclusions.
4. To make decisions which are based on the data.
5. To implement the decisions to improve the instructional program.

In The Emergent Middle School (Alexander, et.al., 1969), the authors state:

"Not all middle schools will be able to mount sophisticated, controlled research studies of team teaching, but every staff planning to try team teaching should know exactly what it expects team teaching to do to improve instruction and should have a clearly understood plan for collecting evidence as to whether or not their expectations are being met."

The authors continued by offering several considerations they felt important to the evaluation process of curriculum, as a whole. Those relevant to evaluating core teaming are listed below:

1. Are there provisions for the smooth transition of students from one grade level to another? One year to another?
2. Do teachers of the same students, especially team teachers, exchange information regarding these students' experiences with their past and present teachers?
3. Can needed and available learning resources be utilized at the time they are needed?
4. Can teachers arrange for longer periods of work with pupils when needed?
5. Can individual students be moved from one home base or other organization to another when teachers agree on the need for such movement?
6. Are teaming experiences so planned as to provide a variety of learning activities with adequate time for both "doing" and "reflecting" activities?

An evaluation process should not be so general that it can fit any program. It must be so designed that it will specifically measure the program in question. Thus, the administrator must know the desired and expected outcomes before proposing a plan of evaluation.

An evaluation program should help locate causes for weaknesses and strengths. It should help formulate methods of improvement and revision. It should be the basis for setting those things found wrong, right--and for strengthening and supporting those things found to be successful.

CHAPTER 3 _ THE ADMINISTRATOR AS CURRICULUM LEADER: GUIDELINES FOR IMPLEMENTING CORE TEAM TEACHING AT THE MIDDLE SCHOOL LEVEL

The site-level administrator serves as the catalyst for implementing core team teaching. Teachers may feel threatened when faced with change (see Chapter 2). At times they may experience a loss of confidence in their abilities and doubt as to the usefulness of the strategies they are presently using. The administrator will, in some cases, have to cope with these feelings of insecurity while convincing the teachers that positive change is worthwhile. The goal then of the administrator is to instill among the teachers that trying something new does not necessarily mean that the old way was wrong.

"As teaching roles are recast in team teaching, some teachers may feel a loss of autonomy and personal freedom. The individual teacher's ideas about what is best for a particular group may have to be sublimated to the will of the team group. Even teachers who have found it desirable to work cooperatively on curriculum plans at the school-wide level may find it difficult to submit to a group plan at the classroom level...When teachers are aware of the demands of team teaching, it is very likely that they will be able to meet these demands if they see team teaching as a desirable means of achieving their instructional goals for boys and girls" (Alexander, et.al.).

Thus the responsibility of making team teaching acceptable falls upon the administrator.

The guidelines for implementing core team teaching, as defined in this paper, have been divided into six phases. Each phase represents a challenge for the administrator and teacher but is necessary if the process is to work.

Phase 1 - Core Team Design

There are basically two types of core teams; interdisciplinary and self-contained. The interdisciplinary team can consist of anywhere from two to five academic subjects. Each participating teacher is different but the students for each teacher will be the same. The students will be blocked for five periods

(if it is a 5 team core) with electives being scheduled around that time block. For example, if the five academic core subjects were math, English, reading, science and social studies, these classes might begin with second period. First period might be physical education while seventh period would be an elective. A three academic subject team might include English, reading and social studies. In this case there would be a three period block of time for those courses and there would be a morning and afternoon core, possibly separated by a common preparation period.

Blocked time periods are important in that they provide for flexibility in teaching. Core team projects, field trips and lessons can be extended or shortened when desirable. The interdisciplinary core consists of core subject teachers who share the same students, have common preparation periods, and plan lessons which integrate the selected core subjects.

The self-contained core works on a premise similar to that of the typical elementary school. Students are with the same teacher for a blocked period of time. For example, if the students were with the same teacher for three core subjects, they would have these classes consecutively. Electives and physical education would be scheduled around that time period. This provides continuity in the unit being taught, especially when a transition in learnings from one core subject to another is being made.

An advantage of the self-contained core is that it can be used to better serve the needs of at-risk students. It can also serve those students entering the middle school who need more time to make the transition from one teacher (elementary) to six or seven teachers (secondary).

The final decision as to the type of core team situation to be used will lie with the administrator and the participating teachers. Any situation chosen

will depend upon teacher credentialing, student enrollment and school plant.

Phase 2 - Selecting Staff for the Core Teams

Whether the administrator has chosen the interdisciplinary or self-contained core team type, it must be kept in mind that success will be based to some degree upon the willingness of the teachers involved and their personalities. It is best to start with volunteers and place them according to styles and personalities. The administrator should avoid grouping teachers who have the same teaching style, such as directed teaching. It is desirable to have each teacher bring something different to the core so that sharing and experimentation will become infectious. Once the decision has been made as to who will be the experimental core team, the staff is ready to begin the next phase.

Phase 3 - Inservicing and Visitation

Although the administrator has previously provided background information on core teaming, it is now time to provide in-depth inservicing. This should be done through the district staff development center, area workshops, state conferences, teacher/administrator meetings, and on and off-site visitations. The administrator should be involved as much as possible to keep abreast of findings and to assist in implementation.

- Staff Development Center - Research schools within the district to see if any have already begun to use core teaming. If there are schools using this approach, they would be ideal for providing inservicing for the staff. These schools could also be used as visitation sites.

Planning should be made enough in advance so that one can request such inservices and allow time for the staff development director to research available resources.

- Area Workshops - The administrator should contact area consortiums, county schools, universities, and other resources for scheduled conferences that deal with core team teaching. State department of education members should also be contacted for assistance in locating conferences that they are hosting or that they are aware of. Teachers should be sent to these and the administrator should attend also. Meeting after the inservices to evaluate, discuss and share what you have learned can strengthen understanding. Use what will be helpful, especially those things which pertain to:
 - scheduling of students
 - integration of subjects within a core team
 - making a core team successful
- Visitations - Seeing is believing and that's exactly what the administrator will need to have his/her teaching staff do. Get the involved teachers out into the schools that have core teams both within and outside of your district. They should be allowed time to interview teachers, administrators, those who are responsible for scheduling, and time to observe core teams in action. If feasible, input from students involved would be very helpful. Again, what is observed should be shared as a team and used to assist in the preliminary development of the type of core situation which would best fit the school's planned needs.

Phase 4 - Scheduling

The next step is to work with the site person who is responsible for scheduling classes and teacher preparation periods. The core team will need special considerations in the following areas:

1. Room locations - core team teachers should be next door to one another

whenever possible. This increases contact time among the teachers and provides easy access to students and shared equipment.

2. Students - the students in the core team should be a mixture of the entire student body population. This includes an ethnic and achievement balance. The core team is not a dumping ground for behavior problems; nor should it be an elite core group of students, i.e., GATE, Special Education, ESL (English as a Second Language) etc., unless credentialing of the teachers and or the school receives categorical funding which requires some special grouping. Even then, mainstreaming (see Glossary of Terms), should be of utmost importance when scheduling. The Middle Grade Task Force recommends that: "no student shall be tracked in grades 6, 7, and 8 according to ethnicity, gender, general ability, primary language or handicap."
3. Preparation period - the core team teachers should share a common preparation time. This will allow time to plan collaboratively, make parent contacts and discuss student and material/equipment needs. Continuity of the core lessons are very important and teachers must be provided with the opportunity and time to meet together as part of their regular schedule. Once the principal has accomplished phases one through four, it is time to move on to organizing the core.

Phase 5 - Setting up the Core

The first step in this phase is to set up a Core Team Chart (see Glossary and Appendix A) which will guide the teachers in their planning. The chart should be based on state and district level frameworks for each core subject. It can be set up by weeks, quarters, or semesters. The significance of this is that each teacher will then know what should be taught in each core subject.

From this document teachers will determine what can be taught to complement the other teachers in their core team and major projects can be worked out in advance. The Core Team Chart will assist in providing continuity among the core team teachers.

The next step in this phase is to inform and educate the parents. A core team newsletter, printed quarterly, is one method for meeting this objective. An example is provided in the Appendix B. The initial newsletter should be distributed on "Back to School Night" or "Open House", whichever term the district uses. The next day, those students who did not have a representative in attendance, would be given a newsletter to take home. The core teachers should emphasize the importance of this document because it provides answers to questions which parents might have, i.e. preparation periods, content area, purpose, and other relevant issues.

The remaining quarterly newsletters would be sent home with the students. It is suggested that each newsletter be discussed with the students so that they are aware of what they are taking home. This will increase the possibility of the newsletter reaching its destination.

Phase 6 - Monitoring and Evaluation

Once the core team has been established it is important to monitor and evaluate its progress. This will assist administrators and teachers in perfecting the operation of the team and in preparing for additional teaming the following year.

The following suggestions should serve as guidelines for on-going evaluation:

1. Weekly team meetings of core teachers should be held for at least the first quarter. These meetings could easily be held during the core

team teachers' common preparation time. The agenda for these meetings should include:

- a. Lessons - any special projects that the teachers are planning which could use team help or if there is a need for special materials and/or equipment. If more time is needed on a particular concept, flexibility in the student day can be arranged.
- b. Students/Parents - this should be similar to an informal case study of common students which the core team teachers feel might need parent contact, special assistance or more challenging assignments. Behavior problems and low motivation can also be discussed, as well as a sharing of what works for a teacher with an individual student or a particular group. If parent contact needs to be made, the core teachers should attempt to see that parent as a group. In this way the parent and teachers can emphasize the positive as well as the negative.
- c. Newsletter - this is a time to coordinate the next newsletter for the core team. The general theme should be based on where the team is on the Core Team Chart. For example, if poetry is the area to be covered across the core for that particular quarter, then the newsletter could be based on this academic skill.
- d. Student Scheduling - teachers should regularly discuss students and mutually make decisions about students who need to be transferred from one period to another period

within the core because of socialization or other problems. They should also discuss those students who have been scheduled in classes outside the core. One important concept behind core teaming is that the teachers share a common core of students and can collectively make academic decisions about their progress.

- e. Other - conferences, competitions, district displays and any other upcoming events or concerns.
2. Monthly administrator/team teacher meetings should be held to share plans and suggestions. This does not eliminate these teachers sharing concerns with the site-level administrator on an informal basis. The teachers should be made aware that they can share with the administrator whenever they feel the need to discuss an issue. Teachers are like students, when something goes well, they want to share.
3. Evaluation is an important aspect of any program. J. M. Bradfield and H. A. Murdock (1963), see evaluation as "much more than a study of the results of batteries of standardized tests or other accumulation of data about the subject matter achievement of students." Testing is not an infallible method of measuring student progress but must be used as one means of assessment.

The CAP (California Assessment Program) is administered to all students in the state at predetermined grade levels. A growth in this area could be used as one determinant of the success of core team students.

Authentic Assessment (see Glossary) can be used as a truer means of measuring success. It incorporates many methods of evaluation which include

teacher-made instruments; state, county, and district prescribed measurements, oral student presentations, and participation, among others. The administrator should consider this form of assessment when formulating a plan for on-going evaluation. The data gained should be used for improving the instructional program.

CHAPTER 4: ADDITIONAL ADMINISTRATIVE CONSIDERATIONS

Responsibility for implementation of core teaming falls upon the administrator as curriculum leader. He or she will need the technical knowledge and resources for guiding and supporting the team teachers. He or she must also possess the "people skills" needed to motivate the staff and handle resistance to change.

The administrator is responsible for interviewing and hiring the teaching staff and should seek out those teachers who have been trained in middle school criteria. The state of California offers a middle grade teaching certificate whereby seekers of this credential receive training in line with California mandates on middle grade quality criteria. This credential will clearly assist the administrator in selecting staff who are familiar with, and trained in, core team teaching.

A knowledge of resources available for training teachers in new concepts is as essential as the selection of staff. The administrator should be familiar with local, county, and state resources, actively seek out these resources, and use them on an on-going basis. Daniel L. Duke (1982), states that "inservice should not be viewed as an injection which is taken once in a large dose and expected to provide a permanent cure." Collaborative planning for staff development should be based on the principal's vision of the proposed change and the expressed needs of the staff involved in that change. In this manner all involved staff will have "purchased a piece" of the project. The faculty will more likely be motivated to make changes if those changes have been planned collegially.

Table 1 is a preplanning survey developed by the writer to assist administrators with the process of implementing core subject teaming at the

Table 1
Administrative Pre-Planning Survey for Core Subject Teaming

1. As curriculum leader, what is your tentative vision for the role of core team teaching at your school site or district?
 2. Describe the process that will be used to create a concrete vision to include staff input.
 3. What is your plan for recruiting middle school faculty and staff for the middle school who will complement your vision of core teaming?
 4. What methods will be used to involve staff in planning and presenting inservices relative to core teaming?
 5. Describe the methods you will use to provide inservice as an on-going process.
 6. How will you plan for staff input concerning the allocation of:
 - a. instructional materials and supplies?
 - b. audio-visual equipment?
 - c. technical equipment such as computers, cameras and other technology?
 - d. other resources relative to core teaming?
 7. What methods will be used to provide for:
 - a. school-wide planning?
 - b. departmental planning?
 - c. interdisciplinary planning?
 - d. other planning related to core teaming?
 8. Describe the process to be used to inform faculty of impending or proposed curriculum changes.
 9. In what manner will the faculty be involved in planning for and implementing core subject teaming?
 10. Describe a plan of action for those faculty members who exhibit resistance to change.
 11. How will on-going evaluation be handled?
 12. What means will be used for troubleshooting and what course of action will be used to resolve problems?
-

middle grade level. As the administrator responds to this survey it should be kept in mind that change is a collaborative process. This survey is intended as a guide to planning and should be adapted to the needs of the administrator and his or her school-site.

Based on experience, the author feels this survey should be completed before any curriculum change is attempted. The administrator's responses should help clarify the proposed vision for core subject teaming while providing valuable insight for following the guidelines provided in Chapter 3 of this project.

For the past six years the author has presented workshops and inservices to administrators and teachers seeking information on core teaming. Based on these presentations, the writer has compiled a list of ten of the most commonly asked questions at these presentations. Table 2 contains these questions with suggested solutions. It is felt that reviewing these will help prepare the administrator to respond to his/her staff when introducing the intended curriculum change.

The questions and responses in Table 2 are just some of the concerns that the administrator will need to be prepared to address. Of high concern will be the actual integration of core team lessons. Teachers should be made aware that they will not be coordinating everything they do in the classroom with their core team mates. Appendix C provides ample suggestions and selected topics for integrating subject areas.

Table 2

Ten Commonly Asked Questions with Responses Concerning Core Teaming at the Middle Grades Level

1. On what basis do I decide to use interdisciplinary versus self-contained core Teams?

The vision that the administrator and the staff have developed will aid in making this decision. The author believes that each type of team offers a needed strategy for support at the middle grade level. The self-contained core team should be used to provide extra academic support to at-risk students. Recommendations for this team should be made by the elementary teachers, based on their experience with these students concerning their readiness to experience six or seven different teachers in one day. This would allow a slower period of adjustment and assistance in making the transition. These students should be with one teacher for at least three subject periods for the first semester. As the new teacher evaluates student progress, some will move into the interdisciplinary core team for second semester. Those not quite ready, will remain for the balance of the year or until such time as they are ready to move on.

A five academic subject self-contained core program could be used for those students identified as at-risk (see Glossary) because of attendance, poor study skills, behavior, or other reasons. These students would stay with one teacher for five academic subjects. Part of their curriculum would be directed at extinguishing those behaviors which could preclude them from a successful educational experience. The students' electives and physical education classes would be taught by other instructors. These students would also move back into the departmentalized structure or the interdisciplinary team program as recommended by the teacher based on assessed progress.

The interdisciplinary core team has advantages beyond transition and extra student support. This method of teaming also provides collegiality among the teaching staff. It provides students with specialists who collaborate to integrate their core subjects with other curriculum. This approach also provides students with continuity in learning skills. The students will learn and practice applying skills learned in one class, to those learned in another.

2. What academic classes should be involved in core teaming?

The most commonly used combinations are English-language arts and social science due to the ease of integration. The writer recommends those two subjects as a pilot program. From there it is suggested that math and science be teamed. Visual and performing arts is another area that can quite easily be teamed with English-language arts and social science. Appendix C offers some valuable strategies for integrating English-language arts and social science.

3. How do I get my faculty to change when they feel what they are doing is "working just fine"?

The staff must be involved in the process of change from its very inception. They should participate in the decisions made regarding what and how changes will be made. The administrator should insure that the faculty is actively involved in the process and provide ample time for them to share their thoughts on the change. Constant praise and feedback should be used to encourage and support the faculty as they move toward implementing the desired change.

There will always be those who are unwilling to try something new. These are the ones for which it will take more time to convince that the change is needed. The administrator should make an all-out effort to get these people to try the new concept, even if it is just in small doses.

4. What criteria should I use for selecting a team leader?

The team leader will serve as the coordinator of the core team. In general, the selection should be based on your knowledge of the teacher and should include his/her:

- a. level of motivation toward core subject teaming.
- b. ability to use and willingness to attempt a variety of instructional practices.
- c. "people skills" in relation to listening, acceptance by colleagues and the ability to work collaboratively with others.
- d. organizational skills.

In some cases it might be desirable to rotate the role of team leader among the core team teachers. In this way everyone is provided with an opportunity to become more involved. This method might even get those resisting the change to buy-in on the process.

5. What instructional practices are best suited for core teaming?

Instructional strategies should be selected on the basis of what is the best method to teach the desired learning. All instructional practices should be employed to expose the students to a variety of learning experiences. Core team teachers should learn from one another and experiment with different styles of delivering lessons. There is no "best" way to teach. In a core team program, instructional strategies which promote integration among subject areas should include the use of small groups, hands-on activities, and student projects which incorporate learnings from all subjects in the team.

Invite and encourage teachers to try different styles and to demonstrate or model for other teachers. The administrator should actively seek out inservices which support a variety of instructional strategies, the administrator should provide additional support by visiting classrooms and maybe leaving a few words of encouragement: "I saw your lesson today - it was wonderful! Would you be willing to share this with other teachers"?

6. Suppose I can not physically locate the team members' classrooms in close proximity. What do I do?

Although the physical location of core team classrooms is important, the lack of close proximity will not cause the program to fail. If the classrooms can not be adjacent or next door, try to at least keep them in the same area of the campus.

Some things that might help to compensate for the lack of close room locations would be to make sure that:

- these team teachers have a common planning period.
- the students assigned to this team are scheduled consecutively with these core team teachers.
- a room is provided that is large enough to facilitate the core team and it is available when it is necessary to group the core team classes for special assignments. This could be the auditorium, cafeteria, library, multi-purpose room, or other space with seating capacity to house 100 or more students.

7. What should be done if I can not provide common preparation periods for the core team teachers due to various scheduling and/or other limitations?

Common preparation periods are essential to the planning and collaborative design of the core team program. The administrator must provide time for this planning to take place. Some interim solutions are:

- If the team consists of three teachers, two should have the same planning period. The administrator should provide coverage for the third teacher to allow the team time to work together. If this means that the administrator will have to teach the class, then by all means do so!
- After school faculty meetings could be used as team meetings, providing the time needed for the core team teachers to collaborate on lessons and other relevant issues.

The administrator will have to use all available resources at his/her disposal to solve this problem. The lack of a common planning period threatens the overall success of the core team program.

8. How should students in a core team be graded and by whom?

It is recommended that the team teachers should grade the students individually for work assigned in their subject area. Major projects which integrate all core team subject areas should be graded by each teacher in relation to the concepts taught by that teacher. For example, a revolutionary war newspaper might be graded by the English teacher for writing style, whereas the social science teacher would grade for historical content.

9. If there are two or more core teams of the same grade level and subject areas, how do I determine in which core team to assign GATE (Gifted and Talented Education) students without the other team teachers feeling I'm being biased?

Assuming that there is only enough identified GATE students to make one class, this will depend upon several things. If the school site has only one GATE certificated teacher at that grade level, the problem is solved. If both teams have teachers qualified to teach GATE, the administrator should divide the GATE students among the core teams. This method makes for a better distribution of learning abilities in each core team group.

The Middle Grade Task Force (1987), recommends that "every middle grade student should have access to the most advanced levels of curricula offered during each of the middle grades..." Thus all GATE students do not have to be in one classroom at the same time.

10. How do I get parent understanding, support and involvement in the core teaming program?

A few suggestions to accomplish this objective are:

- Use a core team newsletter (See Appendix B) to deliver the message you want to send to the parents. (Also see Chapter 3)
 - Conduct core team performances for the school body and parents held during school as assemblies and at night for parents, community, and students. The administrator should use this opportunity to talk to parents about the core teaming program.
 - Host core team career days which invites parents to visit the school and discuss their careers.
 - Use the school district and local publications to disseminate messages about the core teams.
 - Have students and core team teachers provide a name for their team. Place the names in prominent places on campus and provide plenty of recognition for success.
 - Use any other methods you would normally employ to get parent involvement.
-

CHAPTER 5 - SUMMARY

This project was designed to assist middle grade administrators in their endeavors to adopt core subject team teaching as an integral part of their curriculum structure. The California Middle Grade Task Force has recommended core teaming as one strategy for meeting the needs of the middle grade student. Core teaming will assist this age group as they make a transition from one teacher for all subjects to a variety of teachers who specialize in one subject.

The author feels that core subject teaming will serve to integrate subject areas so that students will be able to connect their learnings. The use of this curriculum strategy will supply teachers with one means of providing an instructional system which is both collaborative and collegial in nature.

It is the author's intent that the contents of this project be taken under serious consideration by any administrator wishing to proceed with curriculum change in this area.

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1st QUARTER

2nd QUARTER

3rd QUARTER

4th QUARTER

SOCIAL STUDIES

Geography Skills Newspapers, political cartoons, editorials Review Colonization and Revolutionary War PROJECT: American Revolution Newspapers	Constitution Supreme Court Decisions The New Republic PROJECT: News show, game show, or talk show on the	Jacksonian Democracy Westward Expansion Civil War PROJECT: Reenact Civil War Battles	Civil War Industrial Revolution Events leading to WWI PROJECT: Women in History Report
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READING

4 WEEKS	9 WEEKS	4 WEEKS	4 WEEKS	7 WEEKS	7 WEEKS
Non-fiction 1. Textbooks 2. Study techniques 3. Propaganda techniques	Biographical/Historical (Johnny Tremain)	Epic & Narrative Poetry (American themes) (Paul Revere's Ride)	Indian Mythology	Biography "The Seeing See" *(The Miracle Worker)	Novel/Drama "Where The Red Fern Grows" *

ENGLISH

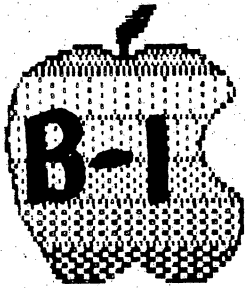
Review: Grammar Spelling Mechanics Writing: Report of information (Review) (X)** Observational (X)	Grammar/Mechanics Spelling Writing: Sentence expansion (X)(R) Problem solution Analysis (X) (X)(R) Evaluation	Grammar/Mechanics Spelling Writing: Poetry (R) (X) Auto inc (R) 1st hand bio	Grammar/Mechanics Spelling Writing: Story (X)	Grammar/Mechanics Spelling Writing: Short Story
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*=District required topic(s) X=CAP writing assessment topic R=Review

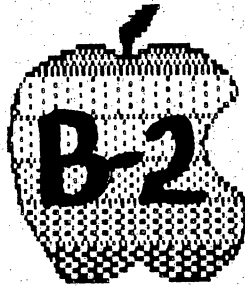
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FROM THE CORE

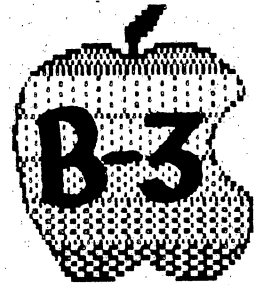
TERRACE HILLS JUNIOR HIGH SCHOOL
22579 Deberry
Grand Terrace, California 92324



MRS. DOLAN
Social Studies



MRS. WAHL
Language Arts



MS. MARIN
English

Terrace Hills Junior High School is a 7th and 8th grade Middle School
and a part of the Colton Joint Unified School District

September Issue ***** First Quarter, 1989

WE WELCOME YOUR STUDENT TO OUR EIGHTH
DE CORE TEAM! For those who are not
familiar with what we mean by core team,
let us explain. We have a morning and
afternoon core team - social studies,
language arts and reading. Your student
will have these three classes, either
in the morning or afternoon, and they
will be taught by one of us. This method
provides continuity in learning because
it reinforces major aspects of the curriculum
in all three classes. Students will be
taught a lesson three times with emphasis
placed on three different subject areas.
In this way, students will see how literature,
history and English apply to many areas.

Another advantage of the core team
is that the three teachers have the same
students and therefore can assist them
more readily. We have a common preparation
time - 4th period, and use it to plan
lessons together, hold parent conferences
and make parent contacts. Our discipline,
sequences and reward systems are basically
the same which also provides continuity
for the core team for the students.

Lessons can be taught in one day which
normally could take up to a week. If
we need to present a video which is pertinent
to the subject, we can pool the three
classes and show it once in the morning
and once in the afternoon. This eliminates
breaking the video up and spending several
class sessions reviewing and viewing.
It also gives us an opportunity to zero-in
on the lesson while it is still fresh
in the minds of the students.

Across our core we use small groups
as a valuable learning tool, academically,
as well as socially. Students are familiar
with this method and use it in all three
classes. This is one method that we use
to emphasize the importance of working
together and helping your neighbor.

This newsletter will be printed quarterly
to keep you abreast of projects, special
events and other information. We know
your student will benefit from the core
approach. They will work as a team and
so will we in order to provide the best
educational program within our means and
continue our goal of EXCELLENCE IN EDUCATION!

WATCH FOR OUR NEXT ISSUE — FOCUS ON STUDENT WORK!

SOCIAL STUDIES

MRS. DOLAN...B-1



This is going to be an exciting year in Social Studies. I have planned activities which will involve active learning for our student and will include art, literature, reading and writing from an historical approach.

Part of the first quarter will be spent viewing skills which are necessary for our student to perform at his/her highest level. Geography, exploration, graphs and timelines, essay writing, news writing and more are among the topics to be covered.

During this quarter we will also study some important events which led to the American Revolution. We will review pertinent aspects of colonization and different forms of government. Major emphasis will be on the founding of the United States America and the Constitution.

As we study colonization students will use horn books under the direction of our school librarian, Mrs. Lee Patterson. These books were used as study aids for colonial children. Mrs. Patterson will also be working with the students on Reader's Theatre. She has written a short play adapted from the book "THE WITCH OF BLACKBIRD HOLE." This unit will serve as a basis to explain and expound upon the concept "witch hunting."

Research skills are important for students and they are emphasized throughout the year. Social Studies students will use these skills to complete an American Revolution Newspaper. This will be an in-class project and all research materials will be available in the classroom. Students

will work in small groups to complete this project and some of the finished newspapers will be displayed in the Colton School District Board Room.

Our American Revolution Unit will coincide with the **Johnny Tremain** reading in Language Arts. Newspaper writing is currently being taught in English and will be given further emphasis once we reach this point in history. Students will be able to get assistance from all three core teachers to complete this unit.

Another exciting aspect of this unit will be the introduction of period art into the social studies curriculum. Our art teacher, Mr. Pike, will be teaching a unit on portraits using **Paul Revere** as his subject. He will come into our classroom for this special presentation and I feel the students will not only benefit, but will also enjoy his efforts!

Poetry is another very important aspect of history. Time will be spent reading poetry aloud and interpreting it from an historical viewpoint. Again the Language Arts and English classes will teach and reinforce this area.

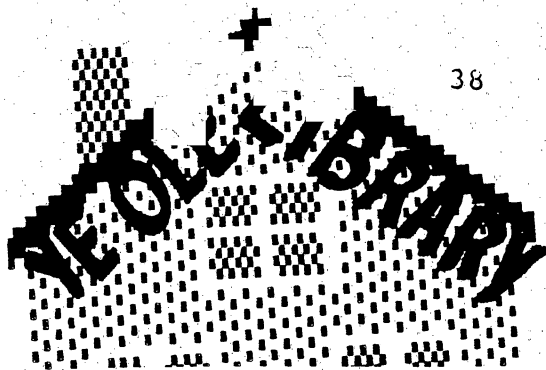
Journal writing will be done in the classroom two or three times a week. Students will write their impressions as we study time periods and write from a "you are there" standpoint.

As the year progresses, we will be doing a variety of hands-on type activities. Video taping, computer history games, chalkboard history competitions, field trips, plays, and much more.

I hope your student will enjoy this year and in the process, learn to appreciate history. I also feel they will have fun while they are learning new things and that they see that **THERE IS A HISTORY TO EVERYTHING!**

LANGUAGE ARTS MRS. WAHL.....B-2

38



During the first week of school, the 8th graders worked on communication skills. Since they will be doing several group activities, team effort is necessary for successful achievement. Students demonstrated eye contact and listening skills when discussing values found in literature. In addition, each student chose a novel to read for their book report. They spend a portion of class time reading their novel and as a part of their homework, continue reading and writing in their reading logs." This book report is due Tuesday, October 3rd.

This year our Literature Department has new textbooks. I am very excited about the text: **LITERATURE, BY PRENTICE HALL.** The text has several units and topics that will interest today's young people. Presently, we are studying the non-fiction units in which writers inform us about personalities, media, and inventions. These lessons not only expose the reader to topics of interest, but also teach concepts such as detail, fact and opinion, text clues, etc. Students will go beyond the reading by writing essays, giving them the opportunity to think critically.

The unit project this quarter will require each student to present a news program with their group before the class. They will observe and research how the news is prepared and they themselves will come "Connie Chung" and "Jerry Dunphy" for a day. In addition, these presentations will be video taped. Parents, please encourage your child to read the newspaper and/or watch the news on television. This will help prepare them for this unit project.

The next unit will be the study of the novel **JOHNNY TREMAIN** by **Esther Forbes.** This is a story about Boston in revolt against the British. The themes in this novel will accompany the students' study of the pre-Revolutionary War in their Social Studies class. Not only will students read this novel, but they will participate in activities that will enhance their learning. Since several of the characters in **JOHNNY TREMAIN** were real (Paul Revere,

John Hancock, Sam Adams, etc.), groups will research information about them in our library and present this before the class. Studying these people before reading the novel will give the students an awareness of the seriousness and danger that existed during this turbulent period of our history.

Other activities relating to **JOHNNY TREMAIN** will include writing an essay which reveals Johnny's personality and how he changes as he matures into a young adult. Students will have the opportunity to role play, discuss, interview characters, be in the "Hot Seat" (as a character), and create a **JOHNNY TREMAIN** poster for the class. The **GATE** students will be creating a **JOHNNY TREMAIN TRIVIA GAME** that will include vocabulary, facts, sequencing events, character analysis, and theme. All eighth graders in this core will get to play the **JOHNNY TREMAIN TRIVIA GAME** once the **GATE** students complete their project.

We have a computer in our room and there are several programs available to allow students to achieve literary skills. Programs such as **WHERE IN THE WORLD IS CARMEN SAN DIEGO, WORD INVASION, CRYPTO CUBE, SPELLDOWN, PUNCTUATION SKILLS, WORDMAN, FREDWRITER** and **PRINT SHOP** are provided for student use throughout the year. Additional software programs are on order, too.

These units fit perfectly into the core of Social Studies, Language Arts and English, because the studies provide historical information from a literary view and give students a deeper understanding of the values being fought for. The writing techniques that are taught in the English course are used in students' essays and also in their news reporting project.

It is my hope that every student will work hard and enjoy the objectives of this Literature course.

ENGLISH

MISS MARIN....B-3



Once again, we are off to a great year English. Activities planned include many creative projects to motivate students write.

Time will be spent fine tuning student writing in preparation for the written competency test, English Mechanics test, the California Assessment Program (P) test.

During the first quarter of the school year, students will be learning various styles of writing. The first type of writing will be news writing. News writing will include writing straight news stories, an interest features, personality features editorials. This should prepare students a project they will be assigned in social studies later in the quarter.

Students will write to prepare themselves science, also. During week two and the end of the first quarter, students will learn the five step format for lab writing. The five step lab reports gives students background in technical writing. Students will watch videos of short experiments write up the title, the purpose of the experiment, what they think will happen, or their hypothesis, what does happen and if they were correct in their guess or not. This is fun for the students as well as good preparation for their science writing.

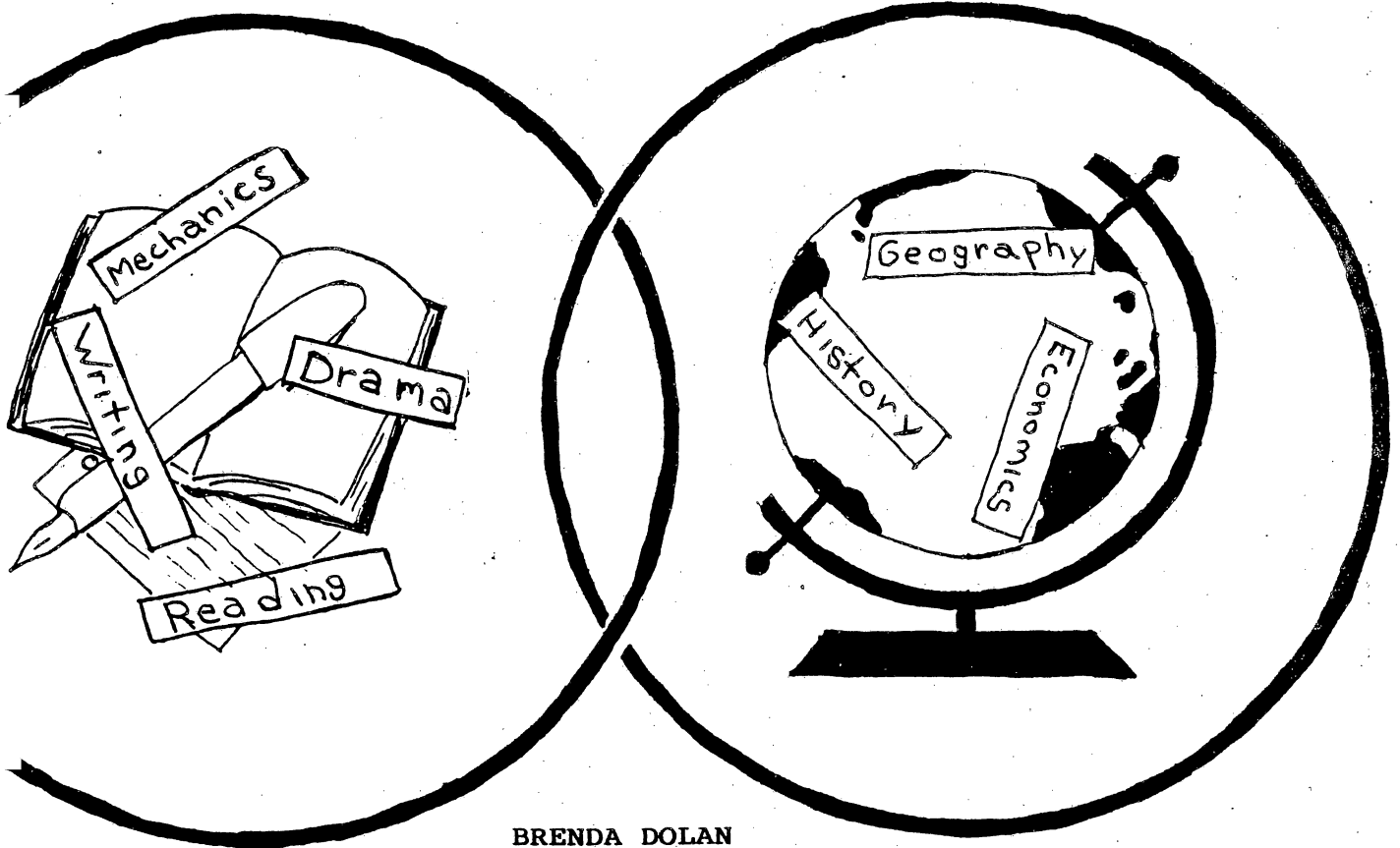
Students will also learn observational writing. This type of writing will call on students' observational skills, ability to list chronologically and their ability to remember details. This is one of the writing styles which will be covered in this quarter.

Journal writing will be used to stimulate students' imaginations for creative writing. Each student will have his/her own journal and be responsible for bringing it to the classroom each day. Topics will be assigned by the teacher. These topics will vary, but they will be topics which the students are familiar with and can relate to. Periodically, these journals will be collected and points will be assigned. This is a fun activity and we take volunteers to read aloud what they have written.

During the last part of the quarter, report of information writing will be reviewed. Students will complete research reports on a given topic or I will allow them to select their topic. During this portion of the quarter, I will be taking the students to the library to review skills for using the library, such as research strategies, reference materials familiarity and using the card catalog. Students will be required to put together a group research report at that time.

I hope your student will have some great writing experiences during the year. We look forward to some fun projects, creative videotaping, radio programs, choral reading, play writing and a close working relationship with the library. I know that by the end of this school year your child will know the "WRITE STUFF!"

LANGUAGE ARTS AND SOCIAL STUDIES PARTNERS IN CURRICULUM



BRENDA DOLAN
Mentor Teacher
Terrace Hills Junior High School
Colton Joint Unified School District

LANGUAGE ARTS AND SOCIAL STUDIES

PARTNERS IN CURRICULUM

Within these pages you will find a myriad of suggestions for integrating language arts in the social studies curriculum. These are just samples which have worked for me in the classroom and they are by no means conclusive.

This booklet fits into the new History-Social Science Framework (July, 1987) and offers materials and methods to use in grades five and eight. A video-tape which contains excerpts from Choral Readings, excerpts from a play (The Witch of Blackbird Pond) and creative methods for using technology when covering biographies, is included.

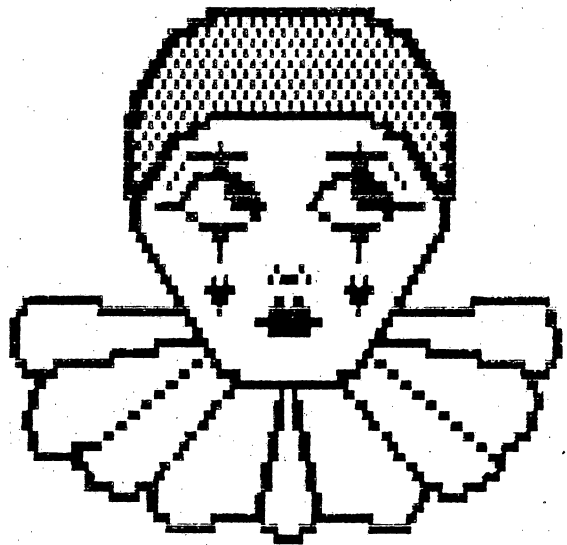
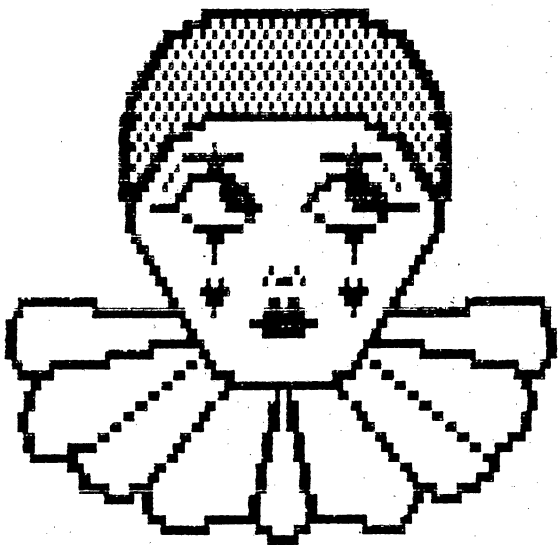
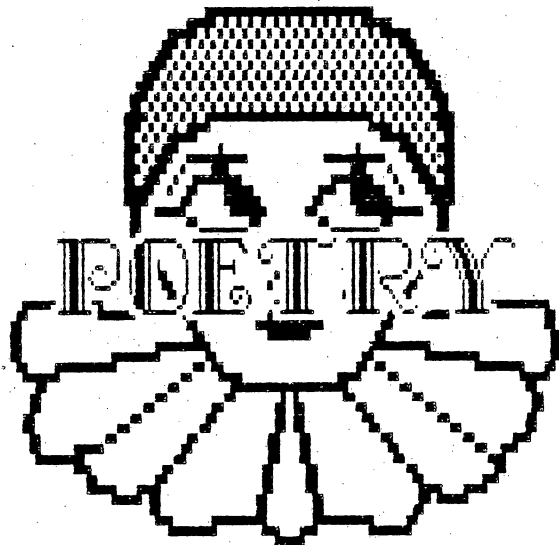
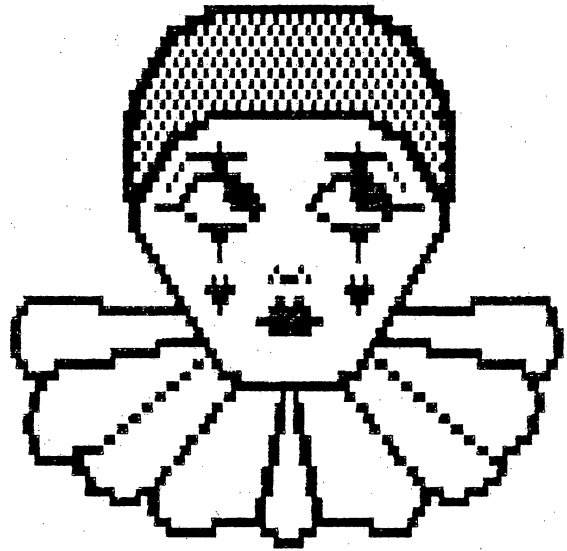
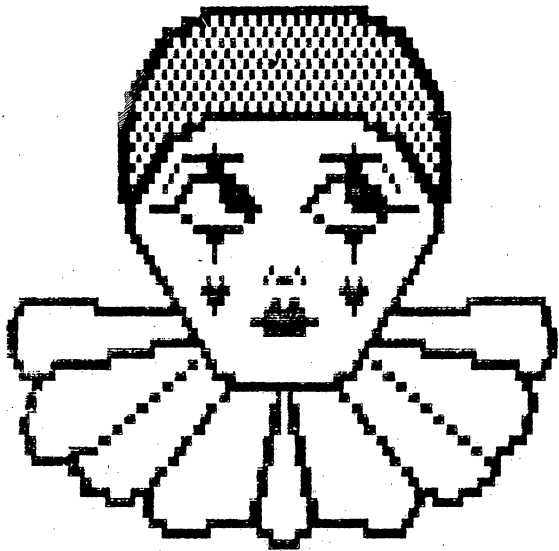
Some of the information you will find was presented at the Area VI 1989 Language Arts Conference. TOWARD THE 21ST CENTURY: DIRECTIONS IN THE LANGUAGE ARTS. This conference was held at the LAX Hilton Hotel, April 10-11.

Browse through the pages, use the ideas as they are or adapt them to your needs. I do provide further inservicing/workshops on this subject as well as numerous others. Please contact me for more information or if you have any questions or need assistance implementing the suggestions found within this booklet.

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POETRY

"POETRY IS A UNIQUE FORM. IT DERIVES POWER AND MEANING THROUGH AN ECONOMY OF LANGUAGE 'THE BEST WORDS IN THE BEST ORDER'. POETRY SHOULD BE HEARD AS WELL AS SEEN. IT SHOULD BE READ ALOUD, AND IT SHOULD BE EXPERIENCED." (Quoted from The Annotated Recommended Reading In Literature, California State Department of Education.)

As time periods in history are taught, poetry can be introduced as an integral part of capturing the mood of the people, their politics, economics, social system, and much more. Below are a few examples which demonstrate how easily poetry can be tied into any historical unit.

AMERICAN REVOLUTION

"The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow.

This poem can be read as group reading or by the instructor. As the poem is read a discussion can be held on what the author meant, what point was being made. As the students study Lexington and Concord they will learn that Revere did not make that ride alone. This information provides an excellent opportunity for students to write a poem. Their poems should include William Dawes and Dr. Samuel Prescott, the signal lights, the capture of Dawes and Revere and the finish of the ride by Dr. Prescott. They will have fun with this activity while learning about poetic rhyme and historical events.

The following poems were written by eighth grade students from Terrace Hills Junior High School. These examples are not edited, although you will wish to do so. Students complete these in groups and present their finished poem to the entire class.

FREEDOM'S RIDE

Out upon the midnight clear,
Began the ride of Paul Revere.
On a horse beside him, riding fast as the wind,
Was William Dawes his patriot friend.

It was April eighteenth, Seventeen seventy-five,
And the two men were riding to keep freedom alive.
Over hills and through valleys the horses hooves flew,
To make sure their message would make it through.

Soon Samuel Prescott joined their side,
To help the two men in their valiant ride.
The British are coming, they'll soon be here,
Shouted Dawes, Prescott and Paul Revere.

The trio was ambushed, Revere had no chance to flee,
 But Dawes and Prescott managed to escape the melee.
 Dawes turned back, he couldn't get through,
 But Prescott made it before the British could pursue.

He rode on alone, his heart racing wild,
 He knew he must warn every man, woman and child.

After hours of riding he saw Concord ahead,
 So he urged his horse on and together they fled.

This is the truth I assure you my friend,
 The midnight ride has come to an end!

This poem was written by Danny, Matt, Lisa and Chris,
 And you'll never read a poem that is better than this.

PAUL REVERE'S RIDE by Chris Hanxleden, Jerry Martinez and Maria Rodriguez

Listen, my children, and you shall hear
 The truth of the ride of Paul Revere.
 In Seventy-five on April eighteen
 Many remember the sight they'd seen.

By land or sea the British would march
 As a signal hung in the belfry arch
 Of the North Church, for looking on was Paul Revere,
 On the opposite shore, his face sincere.

With him was William Dawes to wait
 To tell the towns of their fate.
 Away they rode when they saw the signal shining
 To warn Boston of the upcoming fighting.

In Lexington Dr. Prescott joined their flight
 To warn everyone of the next day's plight.
 To Concord the three rode on
 "Til a British patrol caught them, every one."

Then Prescott escaped and continued the ride
 And successfully warned the countryside.
 Dawes escaped too.
 But he couldn't get through.

The so-called message of Paul Revere
 Made Bostonians shout and cheer
 But now, my friends, the truth is known,
 He didn't ride that night alone.

Another poem which can be used during this time period is: "To His Excellency, General Washington." This poem was written by Phillis Wheatley, an ex-slave, to George Washington in 1775. References are made to The French and Indian War, Queen Anne's War, King William's War and classical mythology.

ON WAR, IN GENERAL

The American Peace Society was first organized in 1828. Its goal was to persuade nations to adopt arbitration instead of going to war over disputes. The following poem can be read to students to emphasize the devastation of war and to reinforce peace. A discussion of what point was being made should be included in the lesson.

"The Little Girl Saw Her First Troop Parade" by Carl Sandburg. The overall theme of this poem is that war is senseless and, as quoted from the poem, "Sometime they'll give a war and nobody will come."

BLACK HISTORY, SLAVERY, CIVIL WAR

When studying slavery and its moral implications, there are numerous poems that can be introduced to support certain aspects. The following are examples which are suitable for the classroom and provoke healthy discussions.

"We Wear the Mask", by Paul Lawrence Dunbar. This poem describes the "cover-up" used by blacks to hide intelligence and portray obedience to avoid unwanted consequences. Other interpretations can be used and examples of slave behavior and the role of blacks in movies during the 1900's can be tied in. Although this is a post-civil war poem, it is general enough to be used at any point when discussing black roles in society.

"Song of the Freedman", a Civil War Marching Song. Any songs of the time period are excellent because they provide an opportunity for students to sing-a-long and be active. This particular song depicts the feelings of blacks about the civil war and a general attitude that dying on the battle field was preferred to dying in the cotton fields.

CHORAL READINGS

Choral readings are always fun for students because they get involved. Students can be divided into small groups to make the required responses. Incidents in history can be used and students can create their own choral reading and sound effects.

COWBOY STORY

Sound Effects:

Guns:	Bang! Bang!	Outlaws: Stick 'em up!
Horses:	Clippity Clop (on lap)	Cattle: Moooooooooooooooooooo.
Texas:	"Deep in the Heart of Texas."	Indians: WooWooWooWoo

Once upon a time there was a peaceful little city in TEXAS. In it lived many COWBOYS and SHY LADIES who had a great number of HORSES and large herds of CATTLE. Not far from the little city in TEXAS lived an INDIAN tribe. They had been very friendly to the COWBOYS and SHY LADIES, and had not once bothered them or their HORSES and CATTLE.

One day, the big chief of the tribe came to see the COWBOYS. He told them he heard that there were OUTLAWS on the way to try to rustle all of their CATTLE and HORSES. They were very brave about the whole thing, but the SHY LADIES became afraid and the COWBOYS had to console them by telling them that they would see to it that the OUTLAWS would not harm them.

Meanwhile, the OUTLAWS had been planning to sneak up to the city and steal the CATTLE and HORSES late at night. The little city in TEXAS looked as if it were asleep that night, but in reality the COWBOYS and SHY LADIES were wide awake, and waiting on the outskirts of the city. The OUTLAWS were now in the city, not knowing that they were expected. They quietly walked into the barn, where many of the HORSES and CATTLE were kept, and started to lead the animals out. The COWBOYS surprised the OUTLAWS, pointed their GUNS at them and told them, unless they stopped rustling people's HORSES and CATTLE, they would throw them in jail. Of course the OUTLAWS didn't want to go to jail, so they promised that they would never steal any CATTLE or HORSES again. They got on their HORSES and rode away. The COWBOYS put their GUNS away, and went back into their barn to quiet the HORSES and CATTLE, with the SHY LADIES, while the INDIANS mounted their HORSES and rode away.

THE SHOOTING OF DAN MCGREW by Robert W. Service. (Adapted for choral response by Mrs. Lee Patterson, Terrace Hills Junior High)

Sound Effects:

The Boys:	"Bang! Bang!"
The Kid:	"Come on - Along, Come on Along" (to the tune of Alexander's Ragtime Band)
Dangerous Dan McGrew:	"Big bad Dan, Big bad Dan"
Lou:	"Can Can Music"
He, Him, Stranger, A Miner:	"Came a Miner - 49er"
Woman:	"Oh my! Oh my!"
All Respond:	
Dog:	"Woof-Woof"
Timber Wolf	"Howl!"
Two Guns:	"Pow, Pow! Pow, Pow!"
To Kill, To Kill	"To kill, to kill"
Repay, Repay	"Repay, repay"

A bunch of THE BOYS were whooping it up in the Malmute saloon: THE KID that handles the music box was hitting a rag-time tune: Back of the bar, in a solo game, sat DANGEROUS DAN MCGREW, And watching his luck was his light-o-love, the lady that's known as LOU.

When out of the night, which was fifty below, and into the den and glare,
There stumbled A MINER fresh from the creeks, dog-dirty and loaded for bear.

HE looked like a MAN with a foot in the grave and scarcely the strength of a louse
Yet HE tilted a poke of dust on the bar, and HE called for drinks on the house.

There was none could place the stranger's face though WE THE BOYS searched
ourselves for a clue;
But WE THE BOYS drank his health, and the last to drink was DANGEROUS DAN
McGREW.

There's men that somehow just grip your eyes, and hold them hard like a spell:
and such was HE, and HE looked to me like a man who had lived in hell:
With a face most hair and the dreary stare of a DOG whose day is done.
As he watered the green stuff in his glass and the drops fell one by one.

Then I got to figgerin who HE was, and wondering what HE'D do,
And I turned my head - And there watching him was the lady that's known as LOU.
HIS eyes went rubbering around the room and HE seemed in a kind of daze,
TILL at last that old piano fell in the way of HIS wandering gaze.

The ragtime KID was having a drink; there was no one else on the stool,
So the STRANGER stumbles across the room and flops down like a fool.
In a buckskin shirt that was glazed with dirt HE sat, and I saw him sway;
HE clutched the keys with his talon hands - my GOD! but that MAN could play!

Were you ever out in the great alone, when the moon was awful clear,
And the icy mountains hammed you in with a silence you could almost hear;
With only the howl of a TIMBER WOLF and you camped there in the cold.
A half-dead thing in a stark, dead world, clean mad for much called gold;
While high over head, green, yellow and red, the North lights swept in bare?
Then you've a hunch what the music meant...hunger and night and starts.

And hunger not of the belly kind, that's banished with bacon and eggs,
But the growing hunger of lonely MEN for a home and all that it means;
For a fireside far from the cares that are, four walls and roof above;
But oh! so cram full of cozy job and crowned with a WOMAN'S love -
A WOMAN dearer than all the world and true as heaven is true -
(God! how ghastly she looks through her rouge - the lady that's known as LOU.)

Then on a sudden the music changed, so soft you scarce could hear;
But you felt that your life had been looted clean of all that it once held dear;
That someone had stolen the WOMAN you loved; that her love was a devils' lie;
That your guts were gone and the best for you was to crawl away and die.
T'was the crowning cry of a hearts' despair and it thrilled you through and
through - "I guess I'll make it a spread misere," said DANGEROUS DAN MCGREW.

The music almost died away...then it burst like a pent-up flood;
and it seemed to say, "REPAY, REPAY" and my eyes were blind with blood.
The thought came back of an ancient wrong and it stung like a frozen lash,
And the lust awoke TO KILL, TO KILL...then the music stopped with a crash,
And the STRANGER turned and his eyes they burned in a most peculiar way.

In a buckskin shirt that was glazed with dirt HE sat. I saw HIM sway;
 HIS lips went into a kind a grin, and HE spoke and HIS voice was calm,
 and "BOYS, says HE you don't know me, and none of you care a damn;
 But I want to state, and MY words are straight and I'll bet MY gun they're true,
 that one of you is a hound of hell...and that one is DAN McGREW."

Then I ducked my head and the lights went out, and TWO GUNS blazed in the dark,
 And a woman screamed and the lights went up and two men lay stiff and stark.
 Pitched on his head and pumped full of lead was DANGEROUS DAN McGREW;
 While the man from the creeks lay clutched to the breast of the lady that's known
 as LOU.

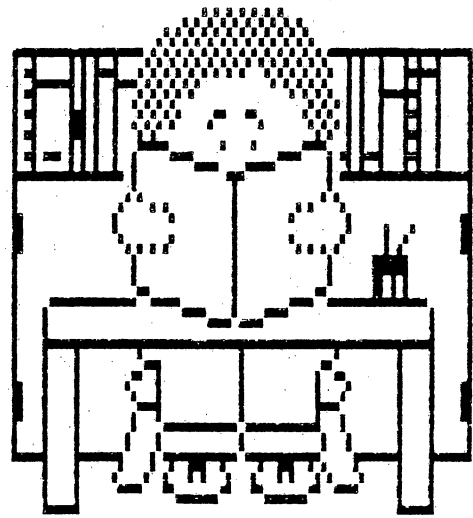
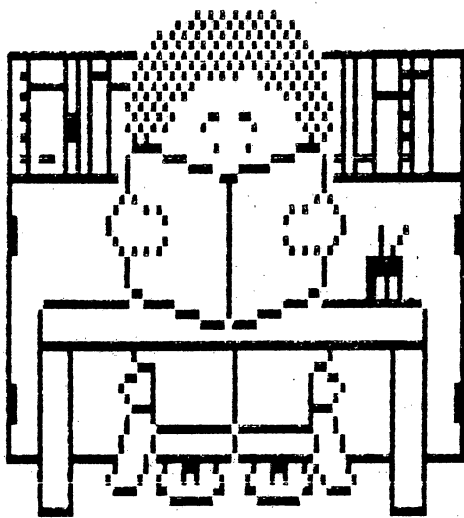
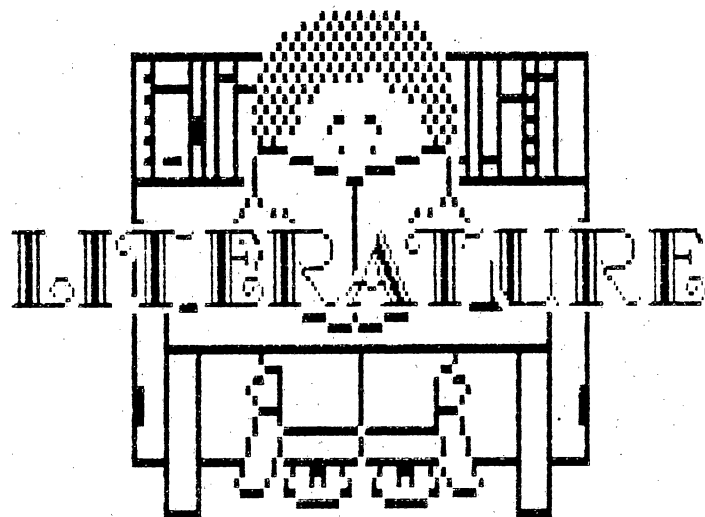
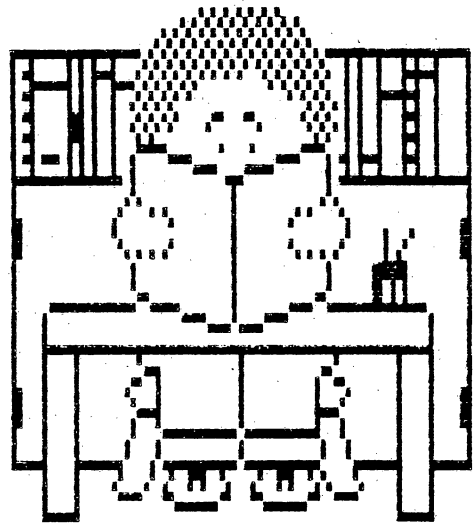
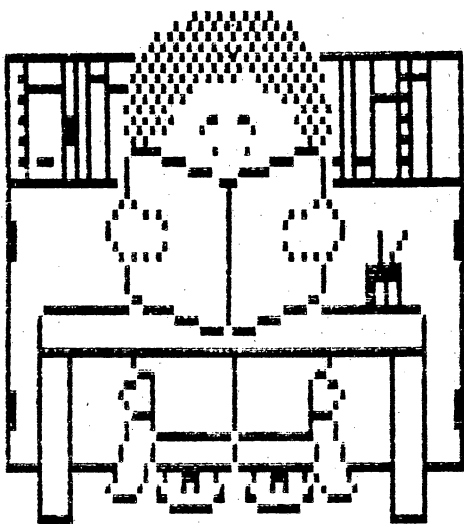
These are the simple facts of the case and I guess I ought to know,
 They say the STRANGER was crazed with hooch, and I'm not denying it's so,
 I'm not so wise as the lawyer guys, but strictly between us two...
 The WOMAN that kissed him...and pinched his gun...was the lady that's known
 as LOU.

CHILD LABOR

"The Cry of the Children" by Elizabeth Barret Browning. This poem was read to parliament in response to an official report on the employment of children in mines and factories in 1843. This is an excellent piece of literature which can create profuse discussion among the students. It really brings home the plight of children in the 1800's, something that most students have no real concept of.

GENERAL POETRY

An excellent book to keep handy on your desk is "The Premier Book of Major Poets", an anthology edited by Anita Dore. The book contains English and American poetry from the Middle Ages to the present, with a rich selection of modern verse. There are 270 poems in this volume and they are grouped thematically. Among the themes included are: War: Generation: Protest and Human Condition.



READINGS FROM LITERATURE

"The (social science) teacher is expected to integrate the teaching of history with the other humanities and the social science disciplines. The teacher is also expected to work with teachers from other fields, such as the language arts...in order to achieve correlation across subjects. Within the context of this framework, history is broadly interpreted to include not only the political, economic and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences and technology."

(Excerpt from the History-Social Science Framework, California State Department of Education.)

All periods in history lend themselves to the inclusion of literature pertinent to the "times". The following examples are provided to get you started.

COLONIZATION

The Witch of Blackbird Pond by Elizabeth George Spear (John Newberry Medal Winner)

This book depicts life in the New England colonies during the time of the witchcraft trails. It is an excellent example displaying accusations of witchcraft as a lack of knowledge. Within the book there is a trial of a young girl accused of witchcraft. Students will have fun writing the dialogue and reenacting the trial.

Selected students could perform the trial, in costume, for the entire student body. Costuming is easy to make using construction paper and streamers for bonnets and hats. Boys can wear black pants with long white socks, hair in pony tails, white shirts and black shoes. Girls can wear long skirts or dresses in dark colors and bonnets.

A script written by Mrs. Lee Patterson, Terrace Hills Junior High librarian, can be obtained by contacting me (see inside cover page).

THE WAY TO WEALTH BY BENJAMIN FRANKLIN

Readings from Poor Richard Improved provide students with insight into the past. Students read and interpret the authors meaning as well as relate the sayings to present day situations. The following excerpts are excellent examples that can be used for discussion and writing exercises.

"We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners cannot ease or deliver us by allowing an abatement."

"Sloth, like rust, consumes faster than labor wears; while the used key is always bright..."

"But dost thou love life, then do not squander time, for that's the stuff life is made of..."

"He that hath a trade hath an estate; and he that hath a calling, hath an office of profit and honor..."

"At the workingman's house hunger looks in, but dares not enter..."

Students should analyze these quotations, telling what they mean in their own words. After all quotations have been discussed in class, selected quotations would be included on a final essay test.

An added project of interest could be to have students make their own quotations which provide moral lessons. These are always fun and provide an opportunity for students to get involved. This can be group projects and students should present their quotations to the rest of the class and let the class try to interpret what lesson is being taught.

Suggested topics for quotations can include: education; friends; family; dating; peer pressure; drugs, etc.

SLAVERY, CIVIL WAR, PROTESTS

TO BE A SLAVE, by Julius Lester (A Newberry Honor Book)

Excerpts from the book should be read and discussed in the classroom. The book looks at slavery through the eyes of those enslaved, their ancestors and observers.

Excerpts from THE ADVENTURES OF HUCKLEBERRY FINN by Mark Twain

This book provides an excellent opportunity for students to read a great book and learn about this period of time. This book can be assigned reading for every student and weekly discussions can be held. The following is an example of an excerpt which depicts the struggle Tom was experiencing over slavery.

...I thought, till I wore my head sore, but I couldn't see no way out of the trouble. After all this long journey, and after all we'd done for them scoundrels, here was it all, come to nothing, everything all busted up and ruined, because they could have the heart to serve Jim such a trick as that, and make him a slave again all his life, and amongst strangers, too, for forty dirty dollars.

Once I said to myself it would be a thousand times better for Jim to be a slave at home where his family was, as long as he'd got to be a slave, and so I'd better write a letter to Tom Sawyer and tell him to tell Miss Watson where he was. But I soon give up that notion... That's just the way: a person does a low-down thing, and then he don't wait to take no consequences of it. Thinks as long as he can hide it, it ain't no disgrace. That was my fix exactly. The more I studied about this, the more my conscience went to grinding me, and the more wicked, and low-down and ornery I got to feeling, And at last, when it hit me all of a sudden that here was the plain hand of Providence slapping me in the face and letting me know my wickedness was being watched all the time from up there in heaven...

Well I tried the best I could to kinder soften it up somehow for myself, by saying I was brung up wicked, and so I warn't so much to blame...being the kind of a boy I was, and be better. So I kneeled down, but the words wouldn't come. Why wouldn't they? It warn't no use to try and hide it from Him...It was because my heart warn't right; it was because I warn't square; it was because I was playing double. I was lettin' on to give up sin, but away inside of me I was holding on to the biggest one of all. I was trying to make my mouth say I would do the right thing and clean thing, and go and write to that nigger's owner and tell where he was; but deep down in me I knowed it was a lie-and He knowed it. You can't pray a lie - that I found out.

So I was full of trouble, full as I could be; and I didn't know what to do...so I got a piece of paper and a pencil, all glad and excited, and set down and wrote:

Miss Watson your runaway nigger Jim is down here two mile below Pikesville and Mr. Phelps has got him and he will give him up for the reward if you send Huc Finn.

But somehow I couldn't seem to strike no places to harden me against him, but only the other kind. I'd see him standing my watch on top of his'n, stead of calling me - so I could go on sleeping, and see him how glad he was when I come back out of the fog; and when I come to him again in the swamp, up there where the feud was; and such-like times; and do everything he could think of for me, and how good he always was; and at last I struck the time I saved him by telling the men we had small-pox aboard, and he was so grateful, and said I was the best friend old Jim ever had in the world, and the only one he's got now; and then I happened to look around and see that paper.

"All right, then, I'll go to hell" - and tore it up.

It was awful thoughts, and awful words, but they was said. And I let them stay said; and never thought no more about reforming...

FURTHER SUGGESTIONS

The following selections are suggested to be kept on hand in the classroom and referred to at the appropriate times.

Black Protest-History, Documents, and Analyses, 1619 to the Present, by Joanne Grant.

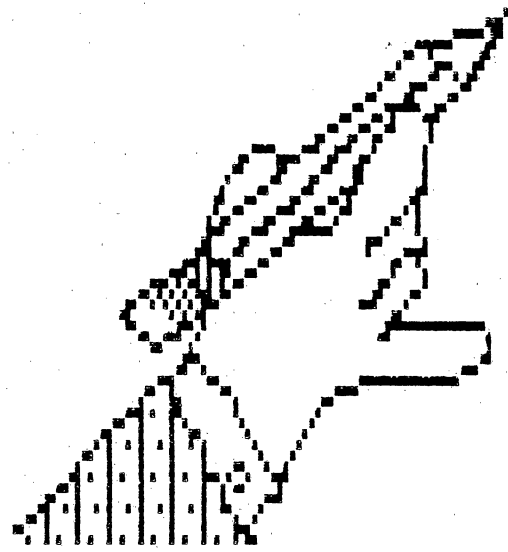
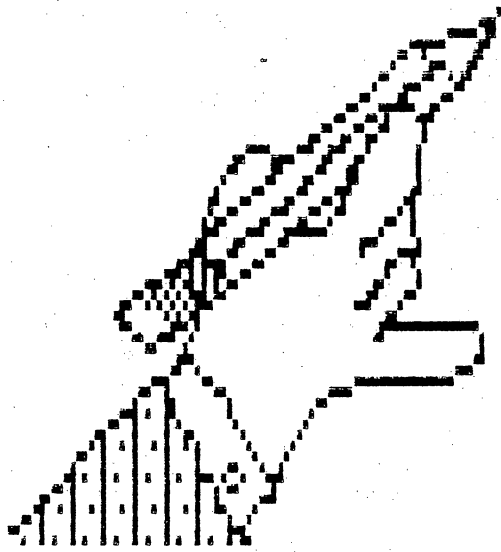
This selection contains speeches, articles, and events which shaped the slavery, Civil War and reconstruction era. The book also includes documents from the 1900's when protests of inequality were in the social forefront.

Civil War Soldiers - Their expectations and their Experiences, by Reid Mitchell.

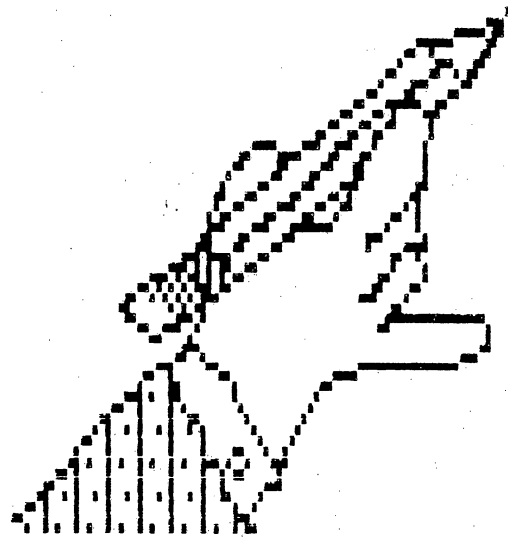
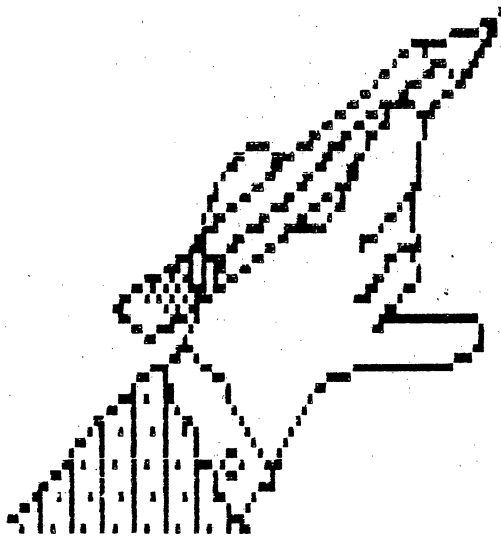
The Civil War - Strange and Fascinating Facts by Burke Davis.

The Underground Railroad by Charles L. Blockson

The above selections provide brief readings to start or end the class period. They provide for profuse discussions.



WRITING



WRITINGS

The History-Social Science Framework provides examples of practice which should be included for sustained reading and writing. Among other areas, the Framework denotes the following areas which should be stressed under Basic Study Skills.

- Locate, select, and organize information from written sources, such as books, periodicals, government documents, encyclopedias, and bibliographies.
- Retrieve and analyze information by using computers, microfilm, and other electronic medial.
- Organize and express ideas clearly in writing and in speaking.

The following projects and/or assignments are suggestions which can be used for implementing the above areas into the social studies curriculum.

Auto/Biographical Writings - Students can research a person, i.e., founder of the Constitution, president, famous woman, famous people, multicultural person, etc., and perform a report for the class. Students would incorporate drama and be graded on information and creativity. These reports could be video-taped and critiqued by the entire class. A short quiz or a summary paragraph at the end of each presentation assures student attention.

Journal Prompts - In a core team approach the language arts teacher can use social studies topics for journal writing. They do not have to be done there, they can be used in the social studies classroom to start or end the period everyday, or a few times a week. The topics should be based on the previous day's learning as a review to moving on or they can be used at the end of the period as a closure activity.

The following suggestions are to give you a feel for the types of topics which can be used. These topics are high interest and get the students involved in the writing process. They would call for the students to create a short historical fiction story.

EXAMPLES:

"When I awakened I found myself on the North Shore with Paul Revere." (This topic would require the student to tell what led up to the North Shore and what happened after that. How much the student would include in his/her writing would depend upon how much was taught during the lesson.)

"What do you mean, it's not worth a Continental ! ?" (This prompt would be used to describe the economic situation of the continental government during the American Revolution.)

"He did it! Burr shot Hamilton! I couldn't believe it, yet I saw the whole thing!" (Another incident in history for which the students could write about incorporating fiction with fact.)

You would make your own prompts which would emphasize your lessons. Just remember to keep them creative and exciting.

WRITTEN BY MIAESHA WADE, STUDENT
AT
TERRACE HILLS JUNIOR HIGH SCHOOL

PROMPT: I can't believe it! He actually strangled Atahualpa. (Given after a lesson on Pizarro and the Incas.)

I can't believe it! He actually strangled the man. I can't believe I witnessed it. I know many of you are wondering what I'm talking about so I'll tell you. It started like this...I was summoned by what I thought at one time, was a great man, Francisco Pizarro to be one of his soldiers. I was ecstatic. I was actually going to be in his, the great Pizarro's army. We were to set sail to Peru to capture Incan gold. Yes, gold in 1530...no, 1532.

Well, Pizarro started talking about capturing the Incan capital and I thought he was nuts. Us, an army of 180 soldiers over an army of 40,000? Never! I shouldn't have been so judgemental for we did defeat the Incas and captured their leader Atahualpa. The poor Incan tribe members ransomed their chief with enough gold to last 20 men and women a lifetime.

I was feeling really sorry for the Incas around this time and was greatly relieved when Pizarro told the Incas he would not shed their leader's blood if he turned Christian. Well Atahualpa did turn Christian. And yes, Pizarro did not shed his blood...he strangled him! So much for heroes.

WRITTEN BY SUNNY JOHNSTON, STUDENT
AT
TERRACE HILLS JUNIOR HIGH SCHOOL

PROMPT: Life was exciting with Drake and Hawkins. Why I remember so well the time we traded with the Spanish Colonists in the New World. (Given while studying privateers and Spain in the New World)

Life was exciting with Drake and Hawkins. Why I remember so well the time we traded with the Spanish colonists in the New World. We would sail into the Spanish Caribbean, not as privateers, but as traders. We'd sell Africans as slaves to the Spanish planters even though Spanish colonial trade with England was against the laws of mercantilism. The colonists wanted slaves and we had them.

Our second trip was a little more difficult since Spain had warned us not to come back, but not like the third trip. We suffered storm damage and had to get our ships repaired in the Mexican port. We tried to repair our ships as fast as possible but it was too late, the Spanish fleet arrived bringing the new Viceroy. During the night the Spaniards attacked our ships, but with luck, Hawkins, me, and two ships of men managed to escape with most of the cargo.

From that moment on we considered Spain as a personal enemy. Drake came back later with all of us who had escaped with Hawkins and on the fourth try we stole Spains gold and silver.

Research - Period newspapers are excellent projects to incorporate research, computer usage and writing skills. Students learn the parts of a newspaper, write editorials, design and draw political cartoons, write international, national and local news stories, classifieds, etc. They do all of this from the "you are there" viewpoint.

The newspaper is a tough assignment but an excellent learning tool. This project should be completed as small group assignments. Recommended computer programs are Print Shop, Newsroom and Fredwriter. For more information on how to organize, books needed, etc., please contact me.

The following is a sample assignment sheet to get you started.

NAME _____ YEAR _____ PERIOD _____

CIVIL WAR AND RECONSTRUCTION NEWSPAPERS 1861-1877

You have prepared a newspaper for colonial times so this assignment should be familiar to you. There is a difference - this newspaper requires news, news, and more news. You also have from January through December 31 of the year you are assigned to write about.

1861-1865

If your year falls within the above, you should include the following information:

1. Description of battles, who won, impact on the war.
2. Biographical sketches of generals involved in major battles (2 or 3).
These are short write-ups of background information on the General such as where he was born, what state he is from, what did he do before the war, how many battles he has won, etc. Any information relevant to the general could be used especially which side he is on.
3. Controversial Issues - these are or could be laws that have been passed that people are divided over, battles which have caused looting and destruction, the issuance of the Emancipation Proclamation, etc. Controversial issues are those things that not everyone agrees on but affects everyone. Examples from present day: Nuclear Arms, Abortion, legalization of marijuana, helmet wearing for motorcyclists, etc.
4. Laws, proclamations, amendments - if any of these were passed during that year, you will include them. Not all years will have this information.

1866-1877

1. Laws, Black Codes, Amendments, Agencies set up to help blacks, etc.
Your newspaper will be full of reconstruction news - that is, those things that happened after the civil war.
2. Controversial Issues - methods used to get the south back into the Union, such as the 10% plan, and other plans where states had to pledge allegiance to the Union. The Ku Klux Klan could be a controversial issue.
3. Amendments, laws, etc. which were passed during your year.
4. Biographical sketches of important people. Background information on the President or people who introduced laws or public officials.

ALL YEARS

The newspapers should include:

National news - things happening all over the United States during your year.

Local news - if you decided to base your newspaper in one state, include things happening in your state. You might have a brief history of your state, when it entered the union and which side it fought on during the Civil War.

Opinion page - basic one-sided write-ins from the readers about their concerns. These could include the treatment of soldiers, the destruction and looting of cities, slavery, etc.

Editorial page - A statement from the editor of the newspaper about an important issue such as an Amendment. This statement will be in support of or against. Letters will be written to the editor either against or for the editorial statement.

Political Cartoons (3) - these can mock generals, presidents, political people, or they can comment on the times. Example: Are blacks really free? A Cartoon showing blacks in the cotton fields after the civil war or depicting some of the black codes.

This assignment is due Tuesday, May 30. No late newspapers will be accepted unless otherwise arranged with the teacher before May 26th. All news will be factual and you should have plenty of news to report on. Don't do just two or three stories - you should have 15 to 20 stories or more.

Try to type your newspaper. Computers will be available in the classroom as of Monday, May 22.

Comparing and Contrasting - students are taught how to compare and contrast in English or it can be taught in Social Studies. They are provided with a list of transition words to use in their writing. The topics can be easy or difficult, depending upon your grasp of students' abilities.

The following pages contain examples of student work. Topics will vary depending upon your subject area.

WRITTEN BY JUSTIN SCHIER, STUDENT
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COMPARING AND CONTRASTING
THE FIRST THREE PRESIDENTS

Once, there lived three illustrious men that we call our first three Presidents. They served in the first twenty years of the new country, America. The exact years were 1789-1809. They were George Washington, John Adams, and Thomas Jefferson. They were all alike in many ways, but they also had a few differences. Through these differences, they all had one mutual purpose - to make our country great.

These three Presidents all had their own economic policies. Some of them were somewhat alike and some, quite different. They all had a pretty mutual agreement on Hamilton's Federalist economic policies. They all agreed on a National Bank just as they all agreed that a lot of the nation's income should be through tariffs. Some points that they disagreed upon were the size of the Army and the Navy and about the size of the National debt. Washington and Jefferson both had a small Army and Navy when Adams had a large military force. Out of all of them, the one that was most concerned about the national debt was Thomas Jefferson. He wanted to make the government "frugal", as he referred to it. He did three main things to reduce the national debt. He reduced the size of the Army and Navy (which Adams increased from Washington's low number of troops), reduced the number of government jobs, and sold lands in the West to land speculators and settlers. This is a general overview of the first three Presidents' economic policies.

These men all had some foreign policies all their own. There are some similarities and differences in the ways that they achieved their one shared goal. This goal was for the United States to stay out of war. While they each were President, they all managed to stay out of war. Little did they know that they only postponed a war. Their foreign affairs all dealt with Great Britain and France, with the exception of Jefferson, who had also to deal with North Africa. The ways that they achieved their goal were for the most part different. Washington succeeded in staying out of war by passing the Neutrality Proclamation. This specified that the United States would not take sides in the wars of other countries. Unlike Washington, Adams was forced into a situation where he could have been in a war. France was mad at the U.S. because of the Jay Treaty. France told the U.S. that American ships carrying supplies to Britain would be treated as enemies and captured. They did capture our ships and it was apparent that war would be engaged between the United States and France. Adams sent three diplomats to France to negotiate peace. They were told that they would have to pay a bribe to negotiate and the U.S. would have to lend millions of dollars to France for a peace treaty. The Americans left.

The people were angry and Adams called the diplomats X, Y, and Z. It was named the XYZ Affair. Adams still strived for his goal. He sent three more Americans to France. They succeeded in making a treaty. Jefferson's foreign policy was not entirely unlike Adams's. Britain and the Barbary Pirates (ship hijackers from the Barbary Coast in northern Africa) were capturing American Ships and Britain was impressing parts of the crews of the ships. Americans were infuriated. Jefferson resorted to drafting an embargo against these opponents. It helped somewhat, but a lot of people broke it. These are the main foreign policies of the first three Presidents.

The three Presidents had many achievements and accomplishments. They also made some mistakes. Some main achievements of Washington were: he proved that the President can and will enforce laws. He proved this through the Whiskey Rebellion in which he sent 2500 troops ready to exert force upon, more commonly known as scare, the approximately 50 farmers composing the Whiskey Rebellion. This was more an exhibition of power and force than anything else; not really that much force was needed. He also set formulated the idea of having a cabinet of advisors. He established that the President's office was the highest office in the government. He stuck to the idea of loose interpretation of the constitution and used the elastic clause to back him up. Adams, on the other hand, intensely sought a peace treaty with France. It was against his political party's desires and it probably cost him a second term, but it was the right thing to do and he knew it. To keep Federalist power in the government, he appointed John Marshall to the Supreme Court Justice. This was a very smart move. John Marshall was smart. He gained power for the Supreme Court and gained respect for the government. Jefferson was unlike Adams and Washington in a few ways, but he was like Washington in one way also. One of Jefferson's best accomplishments was the purchase of the Louisiana Territory. He bought 828,000 square miles west of the Mississippi River from Napoleon for \$15,000,000. That is known to be the greatest land deal in history. As I mentioned earlier in the paragraph, these men also made some errors. Something that happened during Washington's presidency that was attributed to be his error was that he signed the Jay Treaty. This was an act that made everyone angry. Also, during his presidency, political parties were formed. This was bad because it split up the people of the nation. Likewise, Adams made some pretty stupid mistakes. These included the signing of the Alien and Sedition Acts. These were thoroughly and entirely unconstitutional (except for the part about the aliens). These acts stated that an alien had to wait nine years for citizenship. They also said that anyone who met "with intent to oppose any measure or measures of the government of the United States" or printed or said something "against the government of the United States, or the President of the United States" could be fined or jailed. He did this just to get rid of the opposing political party, the republicans, and the aliens joining it. Adams also tried to leave even more Federalist power in the government by appointing "midnight judges" who got their name from him writing their appointments on the night before he had to vacate office. Neither Jefferson nor Marshall were inclined to honor these appointments and they didn't. Different from Washington and Adams, Jefferson made only one major error during his presidency, and that was (as was realized later) that he decreased the size of the Army and Navy. These were the major achievements and errors of our first three presidents.

As you can see, these were three fine men. In spite of their errors, they led the country well. They worked diligently to achieve their common goal, to build a great country. They all succeeded, but they did it in different ways. They were all a great asset to this young country of ours and we couldn't have gotten such a great start without them.

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THE ENGLISH COLONIES

There are many differences and many similarities between the New England, Middle, and Southern Colonies. One of the main differences is their location. One of the main similarities is that they are all English Colonies.

The New England colonies were made up of Rhode Island, Connecticut, New Hampshire, and Massachusetts. Massachusetts played a leading role in the colonies. The Middle colonies were New York, New Jersey, Delaware, and the capital, Pennsylvania. The Southern colonies were made up of Virginia, Maryland, North Carolina, South Carolina, and Georgia.

The New England colonies banished people with different religious beliefs. The Southern colonies were made up of Anglicans; however, the Middle colonies let any religion settle in their territory. They were also at peace with the Indians. In this way the colonies were different.

The New England colonists came only for religion, unlike the Southern colonists who came to make profit. The Middle colonists came for both religion and profit. Both the New England and Middle colonies had proprietary charters. William Penn was the proprietor of the Middle colonies, and the New England proprietors were wealthy farmers. On the other hand, the Southern colonies were there on a business charter, growing tobacco.

The three groups of colonies all had different economic systems. The New England colonies had a mixed economy, and depended on English trade. (They did not depend on one crop or one trade.) On the other hand, the Southern colonies' economic system depended on only one or two crops, mainly tobacco. The Middle colonies' economic system was based on a variety of crops; they didn't have a common pattern. All three also had different labor systems. The New England colonies had no need for slaves, mostly because they depended on trade with England; but, the New England colonies had skilled labor and everyone did their own work. The Middle colonies also traded but not as much, and also had many people with a few slaves. The Southern colonies had many slaves to do their work.

Except for farming, all three colonies had different trades. The Middle colonists were traders, farmers, fishers, and shippers. The Southern colonists were farmers, slave cobblers, dressmakers, blacksmiths, and carpenters. The New England colonists were farmers, and skilled laborers.

The geography of New England colonies was mountainous, rocky, with some good soil. The chilled ocean currents from the Atlantic Ocean made the winters long and hard. On the contrary, the Middle colonies were made up of rich land, which meant they were able to have many plantations. The Southern colonies were near the ocean, which produced warm currents. Their soil was good, but it wore out quickly.

Their governments were also very different. In the Southern colonies, the wealthy farmers basically took charge. On the other hand, the Middle colonies were run as a democracy. But, the New England colonies were run by religion and money. Unlike the Middle and Southern colonies, in which the plantation was the center of society, the New England colonies were centered around the church.

As you can see, the three groups of colonies - Middle, Southern, and New England - had a few similarities, but many differences.