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## An integrated approach to teaching history in the middle schools

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AN INTEGRATED APPROACH TO TEACHING HISTORY  
IN THE MIDDLE SCHOOLS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education: Middle Grade Option

---

by  
Kimberly Ann ElRite  
Randi Dawn Seligson  
Laura Ann Stanley  
Deborah Ann Trautner

June 1996

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June 1996

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*July 31, 1996*  
Date

## ABSTRACT

The purpose of An Integrated Approach to Teaching History in the Middle School is to enhance the social study's curriculum in the middle school grades 6 - 8 using the Houghton Mifflin (1991) social studies text. This project introduces students to an interdisciplinary approach to experiencing history.

## **PREFACE**

This project was compiled and written by Kimberly Ann ElRite, Randi Dawn Seligson, Laura Ann Stanley, and Deborah Ann Trautner. The first four chapters were written collaboratively. The sixth grade units were contributed by Randi Dawn Seligson and Kimberly Ann ElRite. The seventh grade units were written by Deborah Ann Trautner, and the eighth grade units by Laura Ann Stanley. Kimberly and Randi are sixth grade Language Arts and Social Studies teachers. Deborah is a seventh grade Math and Science teacher, and Laura is an eighth grade Language Arts and Social Studies teacher.

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## CHAPTER ONE

### Reason for Project

The National Middle School Association's Curriculum Task Force (1993) supports learning experiences which are integrated, address students' own questions, and focus upon enduring issues and ideas, as well as actively engage students in problem solving and a variety of experimental learning opportunities. It is the Task Force's position that integrative curriculum programs are an essential component in the central mission of middle schools by aiding adolescents in acquiring the skills and knowledge necessary for successful adaptation to adulthood. These programs encourage socially constructive peer interactions, provide opportunities for creative expression, and provide activity-based opportunities for hands-on investigations. Not only do students enjoy these types of interactions, but integrated experiences are more likely to be carried forward to new experiences and existing schemes of meaning than if information is simply stored away in separate categories.

Integrative curriculum has many implications for teachers. Our district prescribes team teaching. Unfortunately, we are teams in a name only. Math/science teachers do not plan with Language Arts/Social Studies



teachers. What we see are minimal attempts at integrating curriculum, even though this is a central feature in the middle school movement. Team teaching, in its true sense, allows teachers to work together to develop instructional units around shared concepts with an outcome of a curriculum that is articulated and integrated. Most important, integration fuels teacher interactions and opportunities for sharing the rewards as well as frustrations of daily classroom teaching. Amazingly, what occurs is a teacher mentoring process, in which teachers are able to work cooperatively with trusted colleagues in perfecting lesson plans and teaching styles.

This project proposes to become a driving force for the types of interactions described above and to allow teachers to begin to work together in ways in which they are no longer bound by subjects. Integration is a completely new way of thinking for some teachers, and obviously they will need some assistance. We will be giving them a model of how to design an interdisciplinary unit, as well as providing training in its implementation. Hopefully, this type of positive, non-threatening experience will field future opportunities for further creation of integrated curriculum programs.

### Introduction of Project

To our knowledge, the implementation of an integrated program has not been tried in our district before. The constraints seem to be time, money, and the fact that social studies has not been an area of focus. There has been evidence of some parallel teaching among team partners, but full integration of units of study has yet to be designed.

### School District Information

The approximately 1500 middle school students in the Etiwanda School District are predominantly middle class, with a population that is 44% White, 31% Hispanic, 12% Black, and 13% Asian or Pacific Islanders. To accommodate the rapid increase in student enrollment and changes in student diversity within the past six years, attention has been given to changes in curriculum, instruction, and organizational structure. These changes have primarily revolved around math, science, and language arts. Based on results of past CTBS scores and teacher observation in the classroom, we have identified social studies as an area of need.

## Current School Situation

Academic education at the middle school level in the Etiwanda School District is taught within core teaching teams. One teacher instructs students in the core subjects of language arts and social studies, while his or her "team partner" teaches math and science. Physical education and elective/exploratory classes are taught as individual subjects. All classes run for fifty minutes each day.

Teachers are able to integrate curriculums within their block of core subjects and time. There is a natural integration with language arts and social studies. The district has a core literature program. At each grade level there are district approved literature selections. At the middle school level there are some literature selections that allow for social studies' integration.

Social studies is an ideal subject to use in cross-curricular thematic teaching. Teachers of all subject areas need to be exposed to the social studies' curriculum so that integration and implementation can occur. Curriculum connections need to be made, but many teachers do not know how to make these connections.

Most teachers at the middle school level have multiple subjects teaching credentials. History and the social studies are usually taught as methods courses.

Different university programs determine the amount of focus upon this subject area. Method instruction usually focuses upon an elementary school curriculum. Many teachers enter the middle school to teach social studies without any practical experience. These teachers have never been exposed to the middle school textbooks, curriculum, or even the state framework. A teacher must then rely on available subject area trade books and his or her colleagues for ideas beyond the existing textbook and supplemental materials.

The current textbook in use at both of the middle schools in the Etiwanda School District is published by Houghton Mifflin. Some textbooks are written at a reading level geared toward mid to high achievers. Lower students have difficulty achieving success. Engaging students in the text has proven to be a challenge to most teachers. The publisher-designed chapter tests are difficult for even the most advanced learners. Students are learning and memorizing facts, but the skills they are learning are not relevant to their daily lives. The skills the students are learning should be extended beyond the classroom.

At both middle school sites within the Etiwanda School District, there are science and computer labs, math manipulatives, and a gymnasium. The science lab is utilized only for hands-on science experiments and activities. Only science teachers have the training and access to the science

lab. The computer lab is available to any and all teachers and classes. There are a variety of software programs available, with only a limited number of social studies related programs. Math teachers have access to a variety of manipulatives which are shared among the teachers within their own grade levels. The physical education department has their own gymnasium facility with which to instruct students. Social studies instruction has neither a specialized lab nor manipulative supplemental materials.

Technology at both middle school sites consists of computers, television/VCR's, and laser disk players. Computer lab use is limited because of the large number of students sharing the facility. Students may make use of the lab on the average of half an hour per month. The computer labs contain all Macintosh computers, laser printers, and scanners. A variety of software and CD ROM programs are available for student use. Each grade level shares two portable television/VCR units. There is a limited selection of videos available on campus for teacher use. A larger selection of video programs can be ordered on loan from the county district office. The schools also have a television, computer, and laser disk player connected unit available for check out. At this time the programs for this system are very limited.

The materials and equipment provided for social

studies are inadequate. To supplement the social studies curriculum, a variety of computer software and CD ROM programs are needed. There is only a small library of videos that correlate to the social studies curriculum. A greater variety of programs and materials need to be made accessible to teachers.

Although technology is provided for teacher use, many teachers do not have the knowledge needed to properly use the materials. Teacher inservices on utilizing technology in the classroom are greatly needed.

### **Justification**

History and science have a natural connection that is not always recognized when the two subjects are taught independently. The tremendous strides made during the Industrial Revolution, for example, showed dramatically how science can be an impetus to move history in a given direction. Advances in technology have shaped the history of man. The discoveries made during wartime, such as the medical improvements during and after the Civil War, demonstrate that history can motivate science. Geography affects how people and animals live on the earth. Physical environment effect culture, and culture, in turn, makes history.

Using these connections to teach middle school students will heighten their understanding and their interest in both subject areas, and will allow for discussion and debate about current problems prominent in the lives and communities of the students themselves.

(Jones, 1990)

By focusing on ideas, discussion, and activity, our program will give students opportunities to see the meaning in the study of history. The use of thematic teaching and integrating the core curriculum will help to demonstrate the broad effects of history. Our units will provide for a more in-depth study of major historical periods, one of the mandates of the state framework, than currently provided in our school's history curriculum.

The History-Social Science Framework for California calls for teachers of social studies to work with teachers from other core curricular areas. Because "...history is broadly interpreted [by the framework] to include not only the political, economic, and social arrangement of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology..." (p. 4) it is imperative that teachers work to help students understand those basic connections. History is not a subject separate from all others; it pervades every endeavor of mankind. It is the study of individuals and their

thoughts, ideas, and actions, and the study of how those ideas and actions move the world.

The California Science Framework requires that teachers "...create long-term projects with students" and that students should "...have the cognitive ability to understand that developments in one field can have major implications for another." (p. 161). Our project will demonstrate exactly that to our students.

The goals of the Social Science Framework are to foster participation in learning and help students to develop critical thinking and basic study skills. Our project will meet those goals by presenting interesting problems or situations to students. Teachers will encourage interaction and participation as students use research, organization, and interpretation skills to complete group assignments. Students will be actively engaged in the learning process with a variety of motivating and cross-curricular tasks.

### **Limitations and Delimitations**

Undoubtedly, the implementation of an integrated curriculum will meet with a variety of limitations, as well as delimitations. Obvious constraints seem to be time, money, and the fact that social studies is currently not an



area of focus, losing out to the push for excellence in math and science. In addition, the Etiwanda School District has no formal program which requires teachers to implement integrated curriculum projects. Any new additions or changes in curriculum must be approved by the district school board, who only reviews such changes twice a year. Although there is some evidence of parallel teaching among team partners, full integration between units of study has yet to be formally designed.

Other factors that could limit the production of an activity-based, integrated curriculum are time appropriated for teacher training, funding, incentives, and teacher buy-in. Integrated units take a great amount of time, energy, and cooperation to develop. Some materials used in activity-based instruction are consumable as well as expensive, and teachers seldom receive reimbursement for materials. The incentives must be in place to encourage reimbursement for materials. Finally, the incentives must be in place to encourage teacher buy-in. As is common in many schools there are teachers who resist change and are hesitant to allow students to become engaged in learning with an active environment.

We foresee the delimitations we will incur to be fueled by the positive working environment that exists in our district. Administrative support of an integrated

curriculum program is overwhelmingly positive. In addition, working in an environment in which risk-taking is encouraged, teachers feel safe and assured in piloting new programs and methods of teaching. We are fortunate to have a staff which enjoys challenges, offers assistance to one another, and is not intimidated by experimenting with new ideas. In these ways, we feel our integrated program will meet with great success.

### **People Affected by the Project**

It is hoped that this project will affect everyone connected to the integrated curriculum. Teachers will be affected in several ways. Information and activities that were once lacking in a middle school teacher's knowledge base will be provided. Teachers will have more of a connection and buy-in with social studies instruction. Familiarity with curriculum will result. Instruction that may once have been strictly lecture and textbook reading will come alive with variety and high teacher and student interest.

Ideally, administrators will be involved in an advisory and supportive manner. Administrators will support their social studies teachers through project approval, purchases of video and software programs, as well as

encouragement of teacher participation.

If our program is successful, parents will be pleased to see their children involved in appropriate activities in which knowledge through experience is attained. Parents will also be involved through sharing their expertise, hobbies, collections, or even assisting the classroom teacher. Through community service, individuals within the community will be connected to the social studies curriculum. Our program will include field trips and guest speakers.

Lastly, but most important, the student will be affected. Successful experiences will be the basis for student interest and enjoyment. Activities and projects resulting in the student who can think critically will formulate lifelong learning. A larger, real world context will result from integrated studies.

### **Past Problems**

Approximately half of our staff consists of teachers who are either new to the profession or new to the grade level or subject area they are teaching. Sixth and seventh grade teachers work in teams with one teacher teaching math and science and his or her partner teaching language arts and social studies. The "teaming" consists mainly of

sharing students, not sharing plans or curriculum. Eighth grade teachers do not team at all because they share students with more than one teacher.

Grade level meetings are generally held with departments, so very little time is spent with teachers in other fields. While cross-curricular instruction is emphasized in the elementary schools in our district, it is left up to individual teachers and their team partners in the middle schools. Some team members plan together daily, some plan occasionally, some not at all. There is no district-wide or school-wide program to suggest ways in which the curriculum should be integrated. There is no planning time allotted to make it easier for teachers to share ideas. District emphasis and therefore district money has been given to math, science, and technology programs, at the expense of language arts and social studies.

Our program is designed to supply teachers with an organized, integrated, well-planned curriculum, interesting to both students and teachers. Rather than add to the workload, it would cut down on planning time for teachers while encouraging connections between science, math, social studies, and language arts. Our staff of enthusiastic teachers and our supportive and forward thinking administrations add to the likelihood of success of our program.

### Discrepancy Statement

Currently, our district finds itself in an area of great discrepancy between what the ideal situation is and what it could be. Through the use of team teaching, our intermediate schools have been set up to encourage the type of curriculum integration toward which we so desperately aspire. Why then do we see a majority of teachers integrating only within their respective subjects of math and science or language arts and social studies, if at all? Our environment may be the correct setup to allow for curriculum integration, but is it truly fostered and encouraged with district as well as administrative support? Sadly, our reality is that integration is happening only at each teacher's own discretion and is not being mandated or even made accessible to all teachers across the board.

### Conclusion

In our school district, teachers are provided the text, accompanied by maps, study guides, and chapter tests. In our activity-based, integrated curriculum, our goal is to produce students who can communicate their own ideas, instead of simply recalling facts from the text. Students will be exposed to hands-on, interactive experiences that encourage inquiry and help them make connections across the

curriculum and in the real world. These types of experiences will allow all learners to master basic skills and concepts, enabling all children to achieve success and become lifelong learners.

## CHAPTER TWO

### A Review of the Literature

The argument discussed in the broad range of literature both in favor of and against an interdisciplinary curriculum can be narrowed down to two questions: What do students need to learn in school, and how can we engage them in the learning process?

Educators who are uneasy with the idea of integrated instruction seem to weigh these two questions in the balance and find the first to be most important. They conclude that student interest is not nearly so valuable as student mastery of information. (Peltzman, 1994)

Those in favor of activity-based instruction believe that it is of paramount importance to engage the student, and that to do so, information must become the means to a goal, not the goal itself. (Clark and Astuto, 1994)

The most forceful argument against integrated, activity-based instruction is that a move away from a subject-centered curriculum will necessitate a move away from basic skills, discipline, and knowledge. An examination of the inappropriate or sporadic use of integrated instruction would certainly lend credence to its detractors. Steadily dropping test scores, parents who

remember their own conservative schooling, and media criticism of public education's trend toward theme-based instruction and assessment, also serve to denigrate an integrated curriculum.

Correctly administered, activity-based instruction, is not a replacement of skill-based instruction; it is a means of focusing skills toward a meaningful product or purpose. If students "need help in integrating information to build connections that make learning meaningful across separate subject areas (Boser, 1995)," rote learning of isolated facts will not suffice.

A well-planned, thoughtfully executed curriculum that allows the student to use facts to create a product interesting and significant to his life, will answer both questions posed: Students need to learn the skills and information that will enable them to solve real problems and students will be engaged in learning because what they learn will have relevance to their world.

When "...knowledge is called forth in the context of problems ... and concerns at hand ... (Beane, 1995)," learning becomes meaningful and the student becomes a willing participant, rather than a captive observer.



## Adolescent Developmental Needs

"Middle grade schools and community agencies must collaborate to help young adolescents succeed." (Loda, 1995) Much attention has been focused away from early adolescence, which like early childhood, is a time of rapid change. During these changes young adolescents must develop skills vital to successful adaptation to adulthood. Acquiring the skills and knowledge necessary for successful adulthood is a key task to the young adolescent and central to the mission of schools.

Educators must keep in mind these overwhelming survival issues and focus upon the developmental needs of young adolescents. In planning a supportive program to service these students, The Center for Early Adolescence (1991) has developed a listing of seven such developmental needs:

- Positive social interaction
- Structure and limits
- Competence and achievement
- Creative expression
- Physical activity
- Participation in the community
- Self-definition

Good programs in the schools and in the community are

needed to help young adolescents meet these developmental needs. At the core of the middle grade reform movement is the belief that successful learning can occur only when the special developmental needs of young adolescents are met. (Loda, 1995) Reform in the educational community is vital but will only be successful if there is an accompanying community response to the needs of youth. Students need access to supportive adults, settings that encourage positive peer relationships, opportunities to acquire new skills and experiences that promote success. All of these need to be provided in a stable, safe environment, with reasonable and understood limits on acceptable behavior. Young adolescents will succeed only when these conditions exist in both the schools and in the community. (Loda, 1995) Our program will fill this need by allowing and encouraging peer interaction in a meaningful educational environment.

### **Adolescents and the Instructional Environment**

The need for students to be actively involved in interdisciplinary or thematic activities is one of the key recommendations for the reform of middle school instruction. (Carnegie Council on Adolescent Development, 1989) The Carnegie Council of Adolescent Development (1989) has stated that, "Young adolescents demonstrate an ability to grapple

with complexity, think critically, and deal with information as parts of systems rather than as isolated, disconnected facts."

Although students are developing higher level cognitive abilities, Toepfer (1991) suggests that the majority of the students at the middle school level need a great deal of help in integrating information to build connections that make learning meaningful, across separate subject areas. Thematic activities provide a way to help middle school students develop interdisciplinary connections. (Toepfer, 1991)

Middle school reform is being explored through a variety of far reaching means that are developmentally appropriate for the adolescent learner. Hands-on activities and thematic or interdisciplinary approaches are key recommendations of matching instruction for the learning characteristics of middle school students. (Boser & Gallo, 1995) Adolescents at this level have the capacity to deal with abstract and complex ideas, but often need assistance in making connections between facts and systems. Thematic and interdisciplinary activities, such as those that link construction technologies to history, mathematics, or science, help young adolescents make connections across subject areas. (Toepfer, 1991) Activities that emphasize problem-solving and decision-making provide the opportunity

for exploration of personal interests, and assist young adolescents in discovering their likes and dislikes. This will promote the search for personal identity.

Group simulations that encourage peer interaction will allow students of different abilities to work together with common goals. Role-playing will also allow students understanding through self-expression. Small environments that encourage cooperative learning, successful management of small groups, and other activities will provide opportunities. (Boser & Gallo, 1995)

Adolescents need to be provided with an education that will play a significant role as they choose paths toward their futures. Instruction needs to be student-centered and activity based. Educators at the middle school level need to plan instruction with the adolescent in mind. The exploration of teaching methods consistent with the needs of young adolescents will be most successful.

### **Curriculum Integration**

Integration, as defined by David L. Hough and Dan Donlan (1995), refers to a combination of instructional strategies employed within a given unit or lesson plan to maximize student learning." For integration to be considered worthwhile, significant curricular goals must be

accomplished in two or more subject areas simultaneously.

(Alleman & Brophy, 1993)

Sonja Darlington and Dennis Drake (1994) have laid out a set of principles for interdisciplinary education:

- Interdisciplinary curricula must emphasize meaningful, interactive experiences among students, teacher, content, and school environment.
- Interdisciplinary curricula should involve multi-level approaches to the acquisition of knowledge and the act of learning.
- Interdisciplinary curricula should focus on rigorous, critically-oriented creating and interpretive activities.

The wealth of articles on the topic of integrative curriculum, clearly points out that one of the central purposes of an integrated curriculum is to help the student create his own self and social meanings through questions and concerns of personal relevancy around which learning experiences are organized. (Burnaford, Beane & Brodhagen, 1994)

According to Gordon F. Vars (1992), integrative curriculum, in various forms, has been around since the dawn of history. Yet with all the specialization being brought in by technology and modern mankind, people are in danger of losing sight of the big picture. Vars (1992) relays the old

joke that "learning 'more and more about less and less' may lead to the specialist that 'knows everything about nothing.' The goal is to balance between generalization and specialization, the ability to see both the wood and the trees."

The real push for developing curriculum to counteract this fragmentation of thought began during the progressive education era of the 1930's and 1940's. (Vars, 1992) Even then the integrative programs, known as "core," were producing impressive results when compared with those who completed more conventional programs. (Vars, 1992)

Russia's Sputnik in 1957 did even further damage to integrative curriculum movements. The event spurred heightened interest in math and science programs, focusing curriculum back to specific disciplines. (Vars, 1992)

It was during the middle school movement of the 1960's that educators once again tried to "balance general and specialized education." (Vars, 1992) Out of this movement evolved the interdisciplinary team approach and therefore interdisciplinary units of study. Many attempts at this type of program are seen in today's education. Unfortunately, educators supporting the recent theories of faculty psychologists and mental discipline continue to be opponents of curriculum integration. Once again, they have attempted to compartmentalize the mind, exercising its parts

separately with particular disciplines. (Beane, 1995)

James Beane (1995) adamantly argues against the separate-subject approach these theories support. Beane (1995) maintains that this approach "offers little more than a disconnected and incoherent assortment of facts and skills. There is no unity, no real sense to it all. It is as if in real life, when faced with problems of puzzling situations, we stopped to ask which part is science, which part mathematics, which part art, and so on." Since this is not the way in which the brain works to process events and problem solve, then why is this the method in which students continue to be taught?

Beane (1995) believes the separate subject approach continues to be at the forefront of curriculum because it is protected by four powerful factors:

- The network of education elites whose existence is founded upon it:  
i.e. teacher educators in universities, state and district-level subject supervisors, test and text publishers, and those whose job titles and office doors signify a particular subject area.
- The parents and adults who feel threatened about children learning other than "what they need" or what they remember learning in school.
- Teachers and supervisors who have built their

professional identify along subject matter lines.

- Proponents of the current conservative era who don't like an approach that began during the progressive education movement.

It would seem as if a large portion of the resistance to curriculum integration is due to the personal interests and purposes of academicians who want to maintain the status quo, rather than do what is best for students.

Many current conversations about curriculum integration unwittingly perceive the disciplines of knowledge as the enemy. In his article "Curriculum Integration and the Disciplines of Knowledge" (1995), Beane wants to set the record straight: "In the thoughtful pursuit of authentic curriculum integration, the disciplines of knowledge are not the enemy. Instead they are a useful and necessary allies." When knowledge is called forth to solve a problem or issue, it does not come in neat little compartments called disciplines of knowledge. It is naturally integrated and interpreted by the mind to produce the desired result. Knowledge is useful and necessary, yet it should be taught as it is utilized and processed by the mind.

Madeline Friedman (1994) believes it is impossible for bodies of knowledge to stand in isolation of one another. Curriculum should be viewed as a system and interaction of knowledge, rather than a set of facts everyone should know.



"In this sense the view of learning shifts from one predominantly of recall to one that inspires and fosters the ongoing formation of conceptual interrelationships. The whole becomes different from if not greater than, the sum of its individual parts." (Friedman, 1994)

According to Beane (1995), "Young people and adults have been led to believe that the purpose of education is to master or 'collect' facts, principles, and skills that have been selected for inclusion in one or another subject area instead of learning how those isolated elements might be used to inform larger, real-life purposes." Too often educators see the evidence of isolation in that students view a subject as "a time of day, a textbook, or a change in teacher attitude." (Jacobs, 1992) Or even worse, teachers are continually asked, "Why are we doing this?" And teachers respond, "Because it will be on the test" or "Because you will need it next year." (Beane, 1995) What kind of message is being relayed to the students? This deadening effect of separating disciplines of knowledge on the lives of young people cannot be overestimated.

Elizabeth P. Pate, Elaine Homestead, and Karen McGinnis (1994) surveyed student perceptions of integrated curriculum and came up with some highly supportive results. A majority of the students surveyed responded in favor of integrated curriculum. Two-thirds of the high ability students in

support of integrated curriculum responded that "it was fun, interesting, and different," they "learned more in integrated curriculum," it "prepared them for the job world," and "you can't tell the difference between the subjects." (Pate, Homestead, & McGinnis, 1994) Of the three-fourths of average ability students who responded in favor of integrated curriculum, responses included that it "teaches students a lot," "everything is combined," "it is easier to learn," "it is not boring," and "it teaches you more about life." (Pate, Homestead, & McGinnis, 1994) Finally, with the one-half of low ability students in favor of integrated curriculum, reactions included "you do big projects and learn a lot," "it helps us understand how it all works together," "we have to rely on ourselves and sometimes group members," and "you do all subjects at the same time." (Pate, Homestead, & McGinnis, 1994) It is quite evident that students of all levels have the opportunity to succeed and benefit from integrated curriculum.

There exists a plethora of material which also establishes the benefits teachers reap when working with an integrated program. James T. Scarnati (1994) believes that demonstrating the relationship of the disciplines will therefore heighten their relevancy for students. "From a teacher's standpoint, integration is more motivational because it allows students to develop relationships between

the subject areas. The process of integration uses class time more efficiently; it encourages dialogue among colleagues; and it improves outcomes." (Scarnati, 1994) Many of the subjects taught at the middle school level naturally overlap, which makes curriculum integration even more logical. Heidi Hayes Jacobs (1993) warns, however, that artificial links or forced connections not only are confusing to students and hard to teach, but might even polarize a staff.

There are many factors, nevertheless, that determines whether a teacher will meet with success or not. Sonja Darlington and Dennis Drake (1994) give credence to the idea that success depends upon whether a teacher is willing to "risk overstepping discipline boundaries so that learning and doing can become more interdisciplinary and holistic." It is essential that educators are willing to be positive and flexible.

Janet Alleman and Jere Brophy, in their article "Is Curriculum Integration a Boon or a Threat to Social Studies?" (1993), warn teachers that they need to assess activities for sufficient educational value to merit inclusion in the curriculum," not just whether students enjoy them or are able to complete them. Even though activities should be made challenging for students, they should not be so difficult that students cannot complete

them, or call upon knowledge the students do not yet have. Alleman and Brophy (1994) also caution that teachers must consider all the constraints they have to deal with (e.g., space and equipment, time, and types of students) before they implement an activity into their curriculum. What looks great on paper may not work well with a particular environment or classroom. Once again, teachers need to be the ones making these particular decisions, taking into consideration their situation.

When truly considering an integrated curriculum approach, educators need to be aware that for every success story there are many interdisciplinary programs that just do not make it for one reason or another. (Panaritis, 1995) In his article Phillip Panaritis (1995) warns that anyone considering an integrated program needs to be aware that interdisciplinary education is more than a little problematic.

Many of the programs that call themselves interdisciplinary are that in name only. "Most often the various subjects are merely correlated. That is, the sequences of the different courses are adjusted so that students encounter similar themes, topics, or issues in several subjects at the same time." (Vars, 1992) Therefore, educators need to take a close look at their programs and determine if they are living behind a facade.

Janet Allerman and Jere Brophy (1993) believe that "most of the problems occur with forms of integration that are not inherent in the topic and thus involve integration for integration's sake." They have found that many of the supposed "integrated" activities included in social studies texts and teacher manuals either "lacked educational value in any subject or promoted progress toward significant goals in other subjects but not in social studies." (Alleman & Brophy, 1993) They also admonish these activities as an invasion of social studies time rather than an integration with social studies. (Alleman & Brophy, 1993)

There is no foolproof plan for implementing a successful interdisciplinary program as each school, educator, and environment is distinct. "The nature of success is as diverse as the settings, goals, capabilities, and personalities of the people who created the program." (Panaritis, 1995) As a result of experience and research Philip Panaritis identifies the most important key elements for success:

- time to learn, plan, implement, and evaluate as a team;
- resources to nurture, sustain, and expand the program;
- incentives to acknowledge, support, and reward participants;

- talented and committed teachers to get the program off the ground;
- patience and flexibility to develop the program effectively and fully.

Basically each program needs to be personalized to meet the particular needs of each situation, in addition to teachers having a positive outlook and a great deal of flexibility.

In summation, the goal of integrated curriculum is to develop a view of learning which is seen as a "continuous integration of new knowledge and experience so as to deepen and broaden our understanding of ourselves and our world. Its focus is on life as it is lived now rather than on preparation for some later life or later level of schooling. It serves the young people for whom the curriculum is intended rather than the specialized interests of adults. It concerns the active constructions of meanings rather than the passive assimilation of others' meanings." (Beane, 1995) With such high minded ideals at its forefront, curriculum, integration should be the aspiration of every educator.

### **Team Teaching**

"A central feature of the middle school movement is a curriculum development process that involves teams of teachers working together to develop instructional units

around a common theme and around shared concepts." (Powell & Mills, 1994) Interdisciplinary teams have become the most common approach for addressing middle school students' needs for continuity of instruction and inclusion in a core group. Supporters of the interdisciplinary team approach believe it is "not only more instructional effective for young adolescent learners, but it is also a more enlightened, progressive, and empowering type of work organization for middle level educators." (Husband & Short, 1994)

Numerous proponents feel that teachers become empowered in an interdisciplinary teaming program when they have opportunities for autonomy, responsibility, choice, and authority. (Husband & Short, 1994) Empowerment is seen as the "opportunity to act on one's ideas and to influence one's professional performance." (Husband & Short, 1994) This occurs when teachers are involved in the decision making and take on the responsibility for their actions.

Richard R. Powell and Rebecca Mills (1994) focus on the fact that when teachers begin sharing their insight and classroom wisdom with other teachers, as is evident in the teaming process, what occurs is a natural mentoring process. "Through this collaborative process team teachers have opportunities to share the rewards and frustrations of daily classroom teaching with trusted colleagues." (Powell & Mills, 1994) These collaborations not only help team

teachers overcome feelings of classroom isolation, but assist in creating higher levels of trust and professional intimacy.

"An ideal outcome of this collaboration is the development of a curriculum that is articulated and integrated. Another outcome of teacher collaboration, one that is inherent within the middle school team structure, is the dynamic and ongoing daily interactions in which teachers from different subject areas engage as they work together to plan and implement classroom instruction." (Powell & Mills, 1994) During the process of interdisciplinary content mentoring resulting from teachers' conversations, they found they were learning content from other subjects as well as developing a greater understanding of their own subject area. Consequently, with interdisciplinary and integrated curriculum it is a "necessity for teachers to work together in a collaborative manner to develop units of instruction." (Powell & Mills, 1994) Hopefully, introducing more integrated curriculum projects will foster these types of valuable teacher interactions.

A multitude of benefits have been documented as a result of interdisciplinary teaming. According to Ronald E. Husband and Paula M. Short (1994), "where teachers receive sufficient information and hold collective responsibility for making decisions, it has been found that teachers will



work 'harder and smarter' on behalf of students and parents." Research finds that, within a teaming situation, as teacher's confidence in themselves and others grew they began to experiment more with new strategies that were less familiar to them. (Schroth, Dunbar, Vaughan, & Seaborg, 1994) Other positives include a heightened sense of faculty morale and belongingness, as well as an elimination of isolation and fostering of interdependence.

Interdisciplinary teaming has also exhibited positive outcomes for students. Husband and Short (1994) have established that interdisciplinary team membership assisted in the "development of the whole student" with its emphasis on a "strong team identity." Other notable benefits include student gains in achievement, improvement in attitudes toward school subjects, a reduced number of absences, in addition to a decline in the number of discipline referrals. (Schroth et al., 1994)

As with any progressive program, interdisciplinary teaming is bound to meet with a number of possible hindrances. There still exists a population of educators who believe their only purpose is to prepare students for high school through memorization of facts by drill and practice, not conceptual processing skills. (Schroth et al., 1994) These educators are content to stick with the status quo and not be bothered with risk-taking or

interdisciplinary instruction. They have lost sight of their primary focus which should be on students' needs rather than those of adults.

Other road blocks Schroth et al. (1994) encountered in team teaching have to do with personality clashes. "Although teaming may be effective in middle schools, when teachers do not cooperate it can be more dangerous than helpful." (Schroth et al., 1994) They caution that "even the best staff development will not work until teachers learn how to work together." (Schroth et al., 1994) "Operating cooperatively is not simply sharing. Cooperating begins with a willingness to be creative, open, flexible, and learner-focused." (Schroth et al., 1994)

Unfortunately, negative attitudes within a staff are directly passed on to the students. Educators must really believe "in the concept of interdisciplinary instruction and in each other to work through difficult challenges."

(Schroth et al., 1994) An effective instructional team begins when there is teacher buy-in of the team concept and what it means.

In summation, the success of an interdisciplinary teaming approach is based predominantly on two factors: "(1) their willingness to consider new alternatives and (2) their openness to the opinions of their team members." (Schroth et al., 1994) Many challenges must be taken into account before

a truly successful program is implemented, namely the development of interdisciplinary units, creation of personality-compatible teams, and integration of subject areas into thematic topics. "When implemented successfully, interdisciplinary teaching allows teachers and students to achieve higher levels of intellectual and emotional growth." (Schroth et al., 1994) When unsuccessful, however, it can have substantially negative consequences for both teachers and students.

### Cooperative Learning

Jones (1990) states that "Cooperative learning is developmentally appropriate for meeting the needs of middle grade students and can function as a viable element in the middle grades reform called for by the Carnegie Task Force on Education of Young Adolescents." (Jones, 1990)

Cooperative learning is a natural solution to many of the problems presented in middle school classrooms. Adolescents are generally more concerned with the judgment of their peers than with any academic instruction. Teachers who try to motivate learning through lecture or solely through teacher-directed instruction are fighting an uphill battle. With the movement away from homogenous grouping in

classrooms and from tracking according to ability, teachers are confronted with the challenge of instructing large groups of students with a wide range of interests and abilities. Cooperative learning solves these problems by allowing students to interact with one another as part of the learning process and by encouraging a feeling of teamwork rather than competition between students.

Verbalizing ideas and concerns and listening to the feelings of other students can be intimidating and difficult in a large group. "Durling & Schick (1976) reported that students who vocalized during problem solving were more successful than those students who did not vocalize. In nearly every cooperative learning strategy, verbalization is an integral part of the learning process." (Jones, 1990)

Cooperative learning focuses on the student and the material to be learned and the problems to be solved, rather than on the teacher. It demands activity and involvement of the student, rather than the passive behavior acceptable in a lecture-based classroom. It takes advantage of the students' natural interest in their peers, and their ability to learn through activity.

Learning in a small group of four to five students, being encouraged to share ideas and develop interpersonal skills, as is required in cooperative learning situations, work to build students' self-esteem and can "...provide a

structure of the development of a sense of belonging and can create an atmosphere of care and concern." (Jones, 1990)

Where cooperative learning is ineffective, the groundwork often has not been laid or expectations have not been made clear, or students' learning styles have not been accommodated. In order to use cooperative learning effectively, teachers should follow set procedures to introduce assignments so that students understand what is expected both in behavior and in product.

### **Assessment**

Assessment in social studies in our district is at present a matter of paper and pencil exams and research papers. One of the aims of our project is to expand assessment to include projects and activities in which students are required to use information learned to produce something new. This approach makes the learning process meaningful to the student.

"The kinds of skills required to earn school credits, good grades, and high scores on typical tests are often trivial, meaningless, and contrived by both students and adults. In contrast, a 'restructured' vision of the goals of education seeks to evaluate performance activities that are worthwhile, significant, and meaningful..." (Newman,

1991)

Authentic assessment does two things for students. First, it increases their interest in the material to be learned and gives them the opportunity to become creatively and actively involved in the learning process. Second, it gives students' practice in the real life skills of deriving meaning from fact and of applying knowledge and skills to solve problems.

Meaningful projects, rather than tests, encourage students to perform "...if grades and recognitions are based on the rank-in-classroom of one's performances, then students whose starting points are considerably above the classroom average find that even modest efforts typically are sufficient to ensure them of scores near the top of the class in comparative terms." Lower ranked students "...quickly become frustrated...because even substantial progress on their part still leaves them near the bottom of the class in comparative terms. (MacIver & Reyman, 1994)

But if grades are based on long-term projects, assessment is dependent on individual student progress and growth, rather than class ranking. All students can be expected to show improvement and growth no matter what their starting point may be. High ranked students are compelled to put forth their best effort and lower-ranked students are

rewarded for their hard work.

### **Technology's Impact on Learning**

"Technology can enhance the learning power of all students in a variety of ways. It can advance an existing talent or help overcome a specific learning disability." (Johnston & Johnston, 1996) Students can enhance their strengths and strengthen their weaknesses through the use of technology. The understanding of how technology can support learning is more important than ever. (Johnston & Johnston, 1996) Nevertheless, some educators do not give technology the high priority, ignoring that most students will need to develop basic computer literacy, ranging from keyboarding to fundamental equipment use. The argument is that the time it takes to instruct a student in basic skills areas, subtracts from curricular instructional time. Many middle schools teach students how to use computers in an exploratory course, and some educators view this instruction as irrelevant to their mission. (Boser & Gallo, 1995) Many students already have skills that are more advanced than those offered in basic courses.

In today's world, students need to be prepared to communicate and make decisions that will reach far beyond their immediate families and surrounding communities. Our

world is becoming one in which technology plays a major role. Students need the opportunity and experience to understand what modes of technology and research are explored and utilized within social studies. Appropriate technology can assist a teacher to create a variety of theme units, implement alternative assessment, help at-risk students, enrich ESL programs, and more, through innovative uses of equipment, supplies, distance education, instructional television, computer programs, telecommunications, and other electronic teaching tools. (Klenow 1993)

Simply placing computers in a classroom will not reform teaching and learning. For educational reform to take place, technology needs to be integrated into a "broad effort for school reform, and considered not as the instigator of reform or a cure-all but as a set of tools to support specific kinds of instruction and intellectual inquiry." (Means & Olsen, 1994) Students should experience the tools of technology first hand within the curricular area of instruction in order to motivate students and enhance the learning process. In the classroom, teachers need to locate and implement creative, effective ways to incorporate technology into ongoing efforts to improve education.

Technology should be utilized to create an interactive



learning environment. Many classrooms today look no different than they did in the 1950's, 60's, or 70's. Most information comes from books, many of which are decades old. (Johnston & Johnston, 1996) Many teachers are most comfortable teaching in an environment similar to the ones in which they were instructed. Every day young people leave the highly interactive, engaging world they live in to spend six to seven hours in essentially passive activity.

(Johnston & Johnston, 1996)

Most existing classroom technology is considered to be rather ancient in form. Many school sites continue to use equipment that has been on their campus for decades. "The age of illustration is upon us, and to illustrate we must gain and hold the attentions of young and old." (Dockterman, 1988) Presently, computer and multimedia technology claim to be the solution: interactivity. All of the past's technologies were passive; computer-based technology is interactive. Real breakthroughs in learning can occur within an interactive classroom. (Dockterman, 1995) Today's student insists on engagement with learning, with other students, and with the tools of the twenty-first century.

(Johnston & Johnston, 1996)

Students need to make interpretive connections to the past to better understand it. Technology offers opportunities to place students in a time and a place with

which they could not otherwise experience or interact. Learning takes on more meaning for a student who can be a part of the past, in the present. Students can also make real life and global connections through telecommunication networks like the INTERNET. The INTERNET is a tool for discovery. Students especially find the INTERNET exciting, not seeing it as an educational device, because they are used to using computers as a toy. (Kalmbacher, 1996)

INTERNET exchanges can connect students to people in locations around the world. The ability to access information first hand is a valuable learning tool. Using interactive telecommunication services also gives students an arena for sharing their own information with others, as well as an audience for their writing communication skills.

Technology can serve as an extra or replacement teacher in much the same way automatic teller machines serve as an extra bank employee. In classrooms, the computer acts in place of the teacher by delivering information, providing drill and practice, and gathering evaluation information about student learning. Just as the ATM improves the overall functioning of the bank by freeing up human tellers, the computer frees the teacher to attend to more individual tasks, such as mentoring and guiding individual students through difficult material or new ideas and concepts.

(Miller & Olson, 1995) The computer can be, at times, more

effective and efficient in delivering basic skills instruction.

Informational resources, both archival and on-line, allow students to conduct independent research to support and extend content learning and incorporate the most up-to-date materials. (Johnston & Johnston, 1996) Various technologies allow students to experience history. Programs are able to reproduce the sights and sounds of important people and events from all aspects of life. They are engaging, interactive, and generally of very high quality. Students are able to access, retrieve, organize, and use information from all over the world. Students can also communicate with other students and researchers and scholars who are engaged in the field that they are studying. (Johnston & Johnston, 1996)

At the highest level, technology transforms what is learned, how it is learned, and where. The classroom becomes a workplace and students engage in meaningful, product oriented activities that focus on authentic problems, issues, and opportunities.

### Trade Book Use in the Curriculum

In her article entitled, "The Integration of Trade Books into the Social Studies Curriculum", Fuhler (1992)

firmly opines that state mandated textbooks are not enough to educate students appropriately in social studies. "A typical social studies classroom could be depicted as being filled with students who are being treated like empty vessels. Students patiently or impatiently wait to be filled with the outpouring of wisdom from teacher and text." (Fuhler, 1992) In traditional terms, students are "passive," "uninvolved," and are only "going through the motions" when involved in instruction which heavily involves the use and abuse of textbooks.

Textbooks often expose students to boring material. Fuhler (1992) feels that textbooks can be "bloodless, evasive, uncritical, and generally uninformative." These social studies textbooks are all too often safe and non-controversial and attempt to fill students with information that masquerades as the final truth. In most instances, students are expected to parrot back this information. To improve the learning environment teachers have to integrate carefully selected, well-written trade books into the social studies curriculum.

After carefully looking at textbooks, Fuhler (1992) concludes that publishers are striving to please. They promise interesting and motivational materials, but despite these claims, students are not particularly interested in their beautifully packaged textbooks. "Teachers pick texts

based upon their curricular objectives, leaving students with no voice and no choice in the matter. Without the element of choice, students have little personal involvement with materials." (Fuhler, 1992) Many textbooks sacrifice coherence for skimpy details and have no logical structure except chronological order, they ignore meaningful topics and themes. Sometimes they will offer a collection of separate, unrelated topics giving the false impression of being significant. Fuhler encourages teachers to "just say no" to books that are designed to bore and confuse their students. (Fuhler, 1992)

Trade books can provide a rich source of accurate and detailed information about many segments of history and can provide excellent opportunities for promoting higher level thinking processes. "Literature can provide learners with opportunities to broaden their horizons, to extend and enrich their learning of social studies content in a number of ways," states Fuhler.

The study of the Civil War is an example of how trade books can enrich social studies. Such books as Runaway to Freedom will allow the students to put themselves into the character's places and struggle in their minds through the days in the shadow of slavery. Sojourner Truth's remarkable life story can be relived and understood in A Girl Called Boy. "Whether students work in small groups or

individually, meaningful insights into life during the Civil War can be shared as a result of special encounters with trade books." (Fuhler, 1992)

The use of trade books, when integrated in the social studies curriculum, will allow students to make connections between the past and the present, through more personal involvement. In Fuhler's article, teachers are gently admonished to reexamine their priorities. Students need to have truly engaging, memorable materials from which to learn. This can be a reality in the social studies classroom when trade books are coupled with textbooks to become an integral part of memorable instruction.

### **Curriculum Reform**

Curriculum reforms from elementary schools through colleges are founded on the idea that process is as important as content. Changes in curriculum almost always involve the tenet that the teaching of research skills, problem solving, and practical application of information, rather than rote memorization, will serve our students.

According to Stephen Levy, "Visions of a Blue Ribbon," Leadership, May 1992, Olive Pierce Middle School, in San Bernardino County, has put into place a curriculum that connects students to the world. "The course focuses on

issues relevant to 12 to 14-year-old youths." In addition to local issues, "discussions are held about world news and the effects on all of us...Through projects, cooperative group presentations, and role playing, students are able to present solutions on a myriad of topics." (Levy, 1993)

In his article, "Learning for the 21st Century," Leadership, September 1992, Glen Thomas states, "The state's eight curriculum frameworks focus on student understanding and student engagements. There are a number of common elements across the frameworks, including:

- Emphasis on thinking and conceptual understanding.
- Complex problem solving based on real life problems.
- Active learning and activity-based instruction.
- Extensive use of students collaborative work.
- Assessment that features application and use of students' knowledge and problem solving skills in multiple settings."

Susan Davis, in "Reform Strategies for All Students," Leadership, September 1992, lists strategies for reform set forth by four task forces convened by Bill Honig from 1987-1992.

- Subject areas within the curriculum must be well integrated and presented in a way that is meaningful to students.
- The curriculum should provide students with a

greater depth of understanding in a wider range of areas.

- Teachers should emphasize the practical application of information in order to make it relevant to students.
- Schools must focus more on critical thinking and problem-solving skills.
- Rote memorization skills must be replaced with an ability to understand when more information is needed, to gather that information, and to make meaning of it.

In the February 12 issue of the Daily Bulletin, Physics Professor Thomas Moore, of Pomona College stated, "We're recognizing ...that our goal is to teach people how to think, not what to think." Pomona College has published a list of ten "intellectual capacities and skill's students should possess." According to reformers, students should be able to:

- Read literature critically.
- Use and understand the scientific method.
- Use and understand formal reasoning.
- Understand and analyze data.
- Analyze creative art critically.
- Perform or produce creative art.
- Explore and understand human behavior.



- Explore and understand human culture.
- Compare and contrast contemporary cultures.
- Think critically about values and rationality.

Any attempt at curriculum reform must focus on the presentation of material in such a way as to catch the interest and imagination of students in order to encourage the practice of thinking, synthesizing, and creating. Fact finding needs to be merely the first step in a complex and creative process of learning that involves the student as an active participant.

### **Staff Development**

One of the most recent and important changes in middle school curriculum has been the change from textbook to thematic unit instruction. This kind of change requires significant changes in philosophy, school organization, curriculum, and methods of instruction. Current research heavily supports thematic instruction, however, very few professional workshops focus on the development of thematic units. Therefore, teacher training in this area is vital. Moving from textbooks to thematic instruction includes:

- Improving the ways middle level students learn and teachers teach,
- Designing instruction appropriate to middle level

students' needs and empowering teachers to make major decisions.

- Creating a climate of inquiry, exploration, and flexibility
- Expanding school boundaries to involve parents, community leaders, and businesses. (Stephen & Varble, 1995)

Above everything else, teachers involved in thematic teaching must be willing to change their philosophy about how children learn.

While gaining momentum across the nation, changing from textbooks to thematic units does have at least one drawback: lack of teacher buy-in. Some teachers are reluctant to implement this new approach simply because they lack the knowledge regarding the development of thematic units. Some teachers fear political pressure and administrators' orders not to engage in thematic instruction. Consequently, schools must come up with staff development in this area to alleviate the fears of these educators.

According to Joyce (1986), staff development has been defined as a "broad endeavor aimed at generating a rich environment, one in which every educator becomes a student of education and works continuously to improve his or her skills." However, Fullan (1991) found that research-based innovations in teaching are not getting into the classrooms

in an efficient manner. Fullan states that in order to reach this goal, "it is necessary to identify programs and strategies that facilitate implementation of training."

(1991)

One informal method of teachers training each other is that of peer coaching. In a study conducted by Hall and Hord (1987), teachers commented that peer coaching encouraged them to reflect upon their teaching, to take risks, and to change. Again, change in philosophy about how students learn is very important when making the transition from textbooks to thematic units.

In their article, "Staff Development Model: Thematic Units in the Middle School Level," Schools in the Middle, May 1995, Stephen and Varble mention a more structured staff development model that may be beneficial. This model includes six sessions for thematic unit development. They include:

Session 1 - Getting to Know You - In this session, through informal discussion, teachers explore expectations, student and school needs, skills and competencies of students, personal philosophies, and background knowledge of thematic teaching. Middle level goals and expectancies are also addressed in this session. Discussions focus on teaching and evaluation strategies, curriculum integration, and lesson planning and development, to name a few. A small

group of teachers may be assigned a theme, in which they will create integrated lesson plans.

Session 2 - The Value of Thematic Instruction - This session concentrates on how teachers design thematic units, using different types of instructional strategies, and implementing various types of alternative assessment to best meet the needs of the students. Discussions focus on the rationale for thematic units, brainstorming of topics that are relevant to students, and what type of literature should be included in these topics. Educators in this session are on common ground and are provided with access to the same information at the same time.

Session 3 - Developing Thematic Units - Teachers actually get to develop a thematic unit in this session. Groups are usually composed of interdisciplinary teams. Each small group selects a topic or unit and then determines the goals of the unit. Major concepts and skills to be taught in the unit are outlined, then teachers design lesson plans which incorporate other subject areas and a wide variety of teaching strategies.

Section 4 - Using Literature - This is a very important aspect of thematic teaching. Appropriate literature is discussed in this session. Teachers work together to find books related to their themes.

Section 5 - Assessing Student Progress - This session's

focus is on different types of alternative assessment, including portfolios, teacher observation, videos, performances, etc. Teachers brainstorm ways they can use these different types of assessment in their thematic studies. Teachers should evaluate their lesson plans and include other than traditional methods of evaluation.

Session 6 - Implementing Thematic Instruction - In this session, teachers address such issues as time for planning and teaching, integration, resources available, and other logistics. Personal reflection and communication are important in this session as well.

If teachers are expected to effectively connect instruction to the lives of their students, then training in the development of thematic units is vital. Thematic instruction has proven to be an effective method of bridging the gap between subject areas and, according to Stephen and Varble (1995), "helping teachers create thematic units is one way we can help students better understand tomorrow's world." With staff development, teachers and students alike are learning new skills and information needed for success in our changing world. (Stephens, 1995)

### Family and Community Involvement

While bridging the gap between subject areas is

important, how do we bridge the gap between school and home, or school and the community? One way to link the community to interdisciplinary studies is through service learning. According to Clark and Welmers (1994), "service learning, which involves young adolescents helping others in their school or community, provides a unique opportunity to integrate curriculum and school activities." Working in an interdisciplinary unit, the theme of the unit can be a youth service project in which teachers from different disciplines can create meaningful learning experiences for their students.

Turning Points (Carnegie Task Force, 1989) suggests that, "Every middle grade school should include youth service -- supervised activity helping others in the community or in the school -- in its core instructional program." In a review of studies on service learning, researchers have discovered the following benefits:

- Students improve their social and personal responsibility
- Students have more favorable attitudes toward adults
- Students' self-esteem is increased
- Students develop greater communication skills (with groups), conversing comfortably with the world they live in
- Students develop greater communication skills (with

groups) conversing comfortably with strangers, and getting adults to take their ideas seriously. (Clark & Welmers, 1994)

In addition to these benefits, service learning programs provide teachers and students the opportunity to naturally integrate content and help middle grade students make connections with the world. As with the process of changing from the textbook to thematic reading, a service learning program begins with developing a vision, identifying a purpose, and implementing an action plan. (Clark & Welmers, 1994) Ideally, this program would begin with an interdisciplinary unit taught by an interdisciplinary team. In this type of unit, a variety of individual interests, learning styles, skills, etc. are developed. In their article on service learning, Clark and Welmers (1995) state that "young adolescents need to be needed; they need to feel that what they are doing has merit and worth." When teachers connect integrative units to service learning, they allow the diversity of student interests and skills to be validated and to flourish.

## CHAPTER 3

### Course of Action

Currently the district approved Social Studies textbook is the only material consistently available to every teacher in the district. While creative teaching methods and activity-based lessons are encouraged by administrators, materials are not supplied by the district. Individual teachers are responsible to augment the text on their own. There is no forum for sharing ideas among grade levels or for articulating between grade levels, other than randomly scheduled grade level meetings. Great ideas might or might not be shared. The strengths of individual teachers, therefore, are not used effectively to encourage excellence in the district as a whole. Learning opportunities at anyone grade level are not always equal, and the transition from one grade level to another is not always smooth.

New materials for Social Studies, such as videos, maps, research materials, etc., are ordered once a year by department heads. There is no master plan for acquiring new materials, and no system for making teachers aware of their availability, or of ways to fit the material into the established curriculum. Often they gather dust in the library or in the back of a cupboard.



Our project consists of six to eight units for the sixth, seventh, and eighth grades. There is a logical sequence of difficulty and depth from grade level to grade level, so that skills build upon one another. All students who have been taught in our sixth and seventh grade will be ready by eighth grade for the complex thinking skills required of them. The units are designed to be used on their own or as a supplement to the text used in the district. This will allow individual teachers to adapt the materials to their own teaching styles. Teachers uncomfortable with activity-based instruction and cooperative groups can use the units as an easy introduction to new teaching techniques. Teachers will find that the student centered format of these lessons keeps the interest level high. Even teachers reluctant to step away from lecture-based instruction will find these units easy to use. The material focuses on ancient history in sixth grade, world history in seventh grade, and U.S. history in eighth grade. Because of the emphasis on cooperative learning and hands-on activities, students will be more interested and involved in class, which will encourage teacher use of the project. Students will be required to find meaning in facts learned and to come to conclusions, make assumptions, and create new products. These skills will spill over into all content areas. Communicating new ideas, forming logical

conclusions from information, and problem solving in groups are skills that are needed in science, math, and language arts, as well as in social studies.

The project authors have piloted the program in their own classrooms and can demonstrate its effectiveness. After board approval has been attained through the presentation of student work, the units will be copied and bound for each teacher. Every teacher at every grade level will have the same materials made available. The project authors will hold an inservice at each grade level to introduce the material and explain its use. Teachers will be given the opportunity to observe in classrooms where the material is being used.

Periodic grade level meetings will be held to monitor progress and adapt lessons to teacher styles and student abilities and interests. New ideas developed by teachers can be shared and added to the units to take advantage of the expertise of all teachers.

Principals at both middle schools in our district are enthusiastic about the project and will lend their support and encourage its use. Projects created by students will be showcased on campus and elsewhere in the community.

### Implementation Time Line

An implementation time line for project introduction must be established. Teachers need to be slowly fed the information and materials if this curriculum is to become an important part of their already established social studies program. Ample time for modeling, sample usage, and evaluation need to be set up.

Teachers will be informed from the start of the introduction of the project that there is support from both district and school site administration. Support will also be supplied by on-site social studies mentor teachers as well as from the social studies lead teachers, the authors of the project. The school librarian and computer lab director, in addition to their assistants, will support the project by working with teachers to establish needed use of their facilities. These individuals will publish a listing of all existing materials (videos, books, computer programs, etc.) so that teachers have an accessible listing for checkout and use. The project will be contained within bound books, stored in the library and available for check out. The school office personnel and clerical staff will assist in supplying and running off needed duplicated materials. Teachers will have access to needed materials upon request.

Project implementation will be constructed into three phases. Each phase will focus upon specific areas of the implementation: introduction, modeling and usage, and evaluation. The project will be presented in sections within the three phases so that teachers are not overwhelmed and are receptive to the project.

### Phase I: Introduction

The Etiwanda School District requires all teachers to report to their respective school sites one week prior to the start of school. These days are filled with staff meetings, classroom preparation, and inservices. Early during the preparation week, as scheduled by the principal, one to two hours will be set aside to introduce the project to the entire staff. A survey will be conducted at this initial meeting to address teachers needs in the social studies, as well as connections it makes to the other curricular areas. (See Appendix A) The results and responses of this survey and discussion will create a premise for the introduction of the project. The bound books containing the lessons and materials for each grade level will be presented, as well as ways of how to integrate this project across curricular areas. The lead social studies teachers will share a general overview of the entire

program, the time frame needed, units offered, in addition to what type of support to expect. The principal will be present at this meeting to show support and encourage implementation.

Later in the preparation week, prior to the start of school, another two hours will be set aside for all grade level social studies teachers to meet. At this meeting, lead social studies teachers will introduce the first units. Materials will be handed out and gone through step by step. Discussions will be held about how to implement the project. Activities from these units will be modeled with the teachers, who at this time will play the role of the student, and view the activity from their point of view.

Through this introductory phase, teachers hopefully will establish a buy-in to the project. They will realize that they are being supported by their district, school site administration, mentor teachers, and lead teachers. Having played the part of the student in a modeled lesson, hopefully the teachers will be sold on the value of the project experiences and activities. Financial support for any materials, not already available from the school site, hopefully will be provided through a social studies budget. Any necessary duplicated materials will also be made available upon request. Teachers, through the support and motivation given, hopefully will be excited about using the

project.

## **Phase II: Modeling and Usage**

Within the first three weeks of the school year, lead social studies teachers will demonstrate teaching a lesson from the project with a class of students. On designated days and times, social studies teachers will be released from their classrooms by mentor teachers or a scheduled substitute teacher. Teachers will get to observe the project in action as the lead teachers model it for them, as well as view how students respond and participate.

Teachers will be encouraged to begin teaching the first unit for their grade level sometime within the first six weeks of school. At the next meeting of grade level social studies teachers, the project will be on the meeting agenda. Discussions will be held about how the lessons went, student responses, and teacher evaluation. Any problems will be addressed and questions will be answered. At this time, the next unit will be distributed. New lessons from these units will be discussed and modeled. Teachers can sign up with lead teachers and or mentor teachers on an "as needed" basis for modeling, observation, and consultation. Administrators will schedule time to observe lessons from the project being taught. It is anticipated that teachers will enjoy using

the project because of the amount of support, the ease of use, and the high interest and enjoyment of their students.

### **Phase III: Evaluation**

Periodically at grade level meetings, which occur at least once a month, the social studies project will be an agenda item. On a regular basis teachers will be issued units until all have been received. Modeling and assistance from lead teachers will continue as needed by the social studies department. At this point in time, it is anticipated that teachers will have completely bought into the project program realizing its value and benefits.

Toward the end of the school year, evaluation of the project and its implementation will be addressed. The survey requiring teacher responses will be reissued.

(Appendix A) Lead social studies teachers will collect all surveys and meet to evaluate them. The principal will be consulted to learn of the survey results and give input. At the next subject area meeting of social studies teachers, the results of the survey will be shared. Teachers can share with one another what they thought was most beneficial from the project. Ideas for improvement will also be addressed. Analysis of the project will be completed so that in future years it can be improved. Teachers, being

unique and individual in their teaching styles, will offer needed input. All ideas and recommendations will be valuable for any altering, additions, or deletions to the project.

### Current Teaching Situation

Middle school students in the Etiwanda School District are taught by instructional core teaching teams, in addition to the physical education department. There are six 50-minute periods of instruction daily. Four of these periods are filled by the core subject areas, one period is physical education, and the final period is an elective or exploratory course. Core teaching is done by a teaching team; one partner teaches language arts and social studies, the other teaches math and science. Within the core subjects of an individual teacher, there is the opportunity for curriculum integration. It is a rare occurrence that the teaching team has curricular material to integrate and is willing to do so. It is a fact that teachers within the same grade level are not aware of the curriculum taught by their partners and experienced by their students. The P.E. teachers are included in not being aware of a core subject curriculum, as core teachers are not aware of a physical education curriculum. Projects that will involve all



subject areas, inform teachers of current teaching topics, and encourage teachers to work together as a grade level, are greatly needed.

Currently at the middle school sites, there is no supplemental support for social studies. Science has a lab, materials for experiments, and even a sixth grade science camp. Mathematics has manipulative and electronic hardware for student use. Language arts has access to the library as well as a selection of grade level appropriate core literature. Physical education even has its own equipment and gymnasium. The computer lab does not have software related to social studies. At this present time there are a few social studies related videos available for checkout, as well as some classroom maps and globes. The school district needs to make a commitment to the subject area of social studies, just as it has done with other subject areas. Due to this current situation, teachers are often left to their own resources, as well as each other for new and exciting ideas. This places a financial burden upon individual teachers, who as a result, can become disenchanted with social studies. Many teachers, without school district support, have sought to gain knowledge themselves for their social studies instruction, as well as for professional growth reasons. If these teachers were handed a completed, high interest project program that has support from the

school district, their interest and willingness to invest their teaching time may be enhanced.

### **Assumption of Leadership Roles**

In order for an integrated social studies program to be implemented successfully, various people in the district must take a supportive role and assume certain responsibilities. These people include the lead social studies teachers, who have developed the integrated units, site mentor teachers, school principals, and members of the district office.

The lead social studies teachers have developed and attempted to implement an integrated curriculum. These teachers will take on the key leadership roles. First and foremost, they will conduct inservices and meetings to teach and evaluate the project. Many other teachers will have questions about integration and the lead teachers will provide answers as well as a connection between their colleagues and the administration. They will offer encouragement while communicating with teachers of other subject areas about what exactly their roles are. They are to make sure that materials are understood and available to all, and will communicate with the office about purchasing these materials. The lead teachers will be mentors,

encouraging others to come to their classrooms and observe integration in action. Regularly scheduled meetings to assess implementation are essential. Lead teachers will continuously discuss how the project is going and any changes that need to be made. A survey will be conducted at the end of the project for further evaluation.

The role of the mentor teacher is to assist the lead social studies teachers. Discussions will be held between the mentor and the lead teacher about ways they can be of assistance. Mentors are more of a connection between the lead teachers and the district office. At their site, they can make themselves available to assist with modeling various units for other teachers, or take classes for the lead teachers so they can observe others and give them feedback.

The school principal must be supportive in order for integration to be successful. The principal's role is to urge all teachers to try the project and offer support and encouragement. He or she must provide inservice time for the lead teachers to show others how to implement the project, as well as time for staff and grade level meetings to discuss progress. Roles of the principal also include reporting to the district about progress, approving funding for materials, and allowing the lead teachers to help select these materials. Periodic observation and consultation with

the lead teachers is vital to the strength of the integrated program. Personnel at the district level have the responsibility to communicate with the school mentors and principals. They must be supportive and allow the lead teachers to pilot the integrated program and approve the funding for it. They will need to provide substitutes for the lead teachers to model integrated teaching and observe other teachers. District personnel will receive updates of the program from mentor teachers or principals as well as copies of evaluation. Finally, the lead teachers should be given district approval to present their project to the public, via school board meetings.

Communication, encouragement, and support at all levels are determining factors for the strength and success of the integrated social studies curriculum.

### **Teacher Incentives**

For any program to be met with success the critical element of teacher buy-in must be present, as well as a plan for incentives to spark interest and commitment. Fortunately, the Etiwanda School District supports and encourages the middle school philosophy of curriculum integration. Principals and upper administration have applauded our program and have guaranteed to schedule our

proposed inservices during school hours and regular meeting times. This in itself is an incentive to teachers in that our material will be made readily accessible to them within their normal work hours. This in turn will not require teachers to sacrifice their own time.

A further incentive will be that teachers will be given the opportunity to participate in teacher directed inservices. Not only are these inservices more cost effective for the district budget, but they make materials more meaningful and accessible to the general teacher population. In addition, teachers teaching teachers is good for staff morale. Teachers will be given the convenience of guaranteed access to useful tools ready to be implemented in their classroom.

Teachers will be introduced and made comfortable with the program through hands-on experiences. Nothing could be a more effective motivator than teaching fellow teachers a sample lesson with them acting as the students. Hopefully this will excite them about the material, and assist them in developing a deeper understanding of the process as well. The natural teacher mentoring process that occurs will allow teachers to work through their fears and frustrations of curriculum integration as a team. This type of teacher directed inservice provides them with the opportunity to work through their successes as well as difficulties and

realize they are not alone in them. Learning from each other is an invaluable process and one which will incite further reactions between teachers.

Likewise, teachers will be motivated and given opportunities to utilize our integrated curriculum program with directed use through our district mentor program, which provides teachers with history/social studies expertise. Direct assistance can be given in the classroom by lead teachers supported with substitute and mentor release time. In doing so, teachers are provided with opportunities to observe lessons given by the lead teacher in action, or be observed giving an integrated lesson with assistance and feedback. This will encourage teacher use in that a non-threatening environment has been created in which teachers will work together to share successes and frustrations. This type of natural mentoring allows teachers to share experiences, build closer relationships and further develop their teaching skills. Furthermore, it is a boost for the mentoring program in promoting the sharing of ideas and experiences, and allowing each teacher to become a mentor for one another.

Teachers will be encouraged to utilize our program because it promotes inclusion. Curriculum integration further develops a sense of involvement amongst teachers. Within our program teachers will be invited to get and give

feedback as to the effectiveness of the program. In addition, this program exhibits that teachers' opinions and experiences are valued, as well as furthers the team teaching process and sharing of ideas that already occurs.

Consequently, our curriculum program will contribute to the professional growth of our staff. Inservices and mentoring time add to the professional growth hours necessary to renew teaching credentials. There is also an intrinsic motivation that goes along the lines of professional growth in that it furthers their careers in assisting them to become more effective educators. Many teachers carry with them that natural love of learning and continually strive to become the best that they can be. It is the hope of our program that these qualities will surface and be rekindled within our staff.

## CHAPTER 4

### A Look Back at Objectives

Implementing an activity-based, integrated social studies curriculum for the 6th, 7th and 8th grades will encourage students to become independent, curious, and critical thinkers. In our middle schools, teachers are teamed in the four core areas, with one teaching language arts and social studies and the other teaching math and science. Together, teachers will guide and direct the students to become actively involved in the learning process, resulting in crystallizing experiences. Through this integrated project, students will learn lifelong skills and concepts by experiencing history, not simply reading about it. They will build upon what they learned in previous years, and by working together, teachers and students will establish a deeper understanding of social studies.

This project has its own set of objectives, as well as objectives for students.

### Project Objectives

- Immediate use of all materials; the project will be complete in form. All areas of study, throughout



the focused grade levels of sixth, seventh, and eighth, will be integrated. Methods to implement all lessons and activities will be included.

- A variety of teaching strategies will be used to enable students to succeed. Lessons have been tested for relevancy. All students, low level learners in particular, will be able to comprehend the subject matter.
- All students will be engaged through hands-on activities. Learning will be extended beyond the classroom. Activities will be challenging to develop independent, curious and critical thinkers.
- Educators will support and implement the project activities. All activities are in accordance with the California State Framework for Social Studies.

### Student Objectives

- The learner will use a base of knowledge that will allow the formulation of individual questions and opinions. The learner will develop his or her critical thinking skills.
- The learner will apply gained knowledge of what he or she is presently learning about the past and make connections, comparisons, and analyses of the world

he or she lives in today.

- Students will organize, synthesize, and integrate information into a productive and meaningful outcome.

The creators of this project have gone to extensive measures to make certain it is user-friendly and comprehensible to teachers of all subject areas. The lessons are organized and easy to use right away, and target each of the middle grade levels (6-8).

The lessons in this project have already been successfully piloted in the classroom. Hands-on activities provide the challenge to higher level learners, while offering a comprehensible alternative to book work for lower learners. Students are engaged in the activities because they are challenging, yet fun. The students become more responsible for their learning which really allows for success.

Students and teachers both benefit from this project. Self esteem is raised when students are successful in what they do at school, and the activities in this project promote student success. Students enjoy coming to school if the subjects they are learning about are interesting and relevant to them. Teachers enjoy hands-on, integrated activities because students are indeed motivated to learn. If teachers successfully integrate their curriculum, they

will not only be meeting the California State Framework, but also better preparing their students for high school and beyond. This allows teachers to meet a very important professional goal - to prepare students to become responsible, productive members of society.

### Future Developments

Once the project is in place and teachers are comfortable using the units and developing and sharing their own, we will begin to expand the program. We will review the material yearly with all teachers involved in order to keep the work interesting and challenging to students. Additional units developed by teachers will be added to the original project. Science and math teachers will be involved in expanding the units to integrate all curricula and to encourage team teaching of thematic units.

Future workshops and planning opportunities will be arranged in order to review practical methods of team teaching, including flexible schedules.

Once the content areas are integrated, whole school projects can be implemented. A study of Greece, for instance, begun in sixth grade social studies, could lead to a school-wide Olympics in P.E.; an eighth grade unit about the Constitution might lead to a school-wide competition to

write a campus bill of rights.

Our project can be shared at seminars and conferences involving other districts such as Region Q and California League of Middle Schools. The INTERNET could be used as a way to share our units with a wider audience and to build our repertoire of lessons and teaching techniques.

### Results

An evaluation of our integrated approach to teaching history will occur on varying levels. Currently, lessons are being piloted by the lead teachers in their classrooms to determine their effectiveness. Opportunities for students as well as team and grade level teacher feedback are given prior to and concluding each activity. Input at all levels is essential to the success of our program.

In addition, a needs assessment and evaluation questionnaire will be administered to teachers following our proposed inservices. Appendix A contains the evaluation form we will use to refine the further development of future inservices.

The form addresses the current extent to which teachers are currently utilizing integrated teaching strategies within their own classroom or with their team partner. Teachers are asked to openly respond to forms of curriculum

integration they are currently using in addition to apprehensions they might have toward implementing such a program. Hopefully, from the results of this survey we will be able to assess the current situation and determine the degree to which teachers are comfortable with the idea and use of curriculum integration.

The form then continues to evaluate the curriculum integration inservice that will be presented. Six statements are given in which teachers must circle a number on a scale from five to one to determine whether they agree or disagree with the statement. Each item is included to determine the effectiveness of the inservice and to provide a forum for continual reassessment to meet the needs of our staff.

The inservice evaluation form also includes areas in which teachers can indicate whether they would like to observe further integrated lessons given by the lead teachers, or have a lead teacher observe or assist in their classrooms. They can include a date and time when they would like to receive release time to participate in further mentoring.

Finally, the inservice evaluation form focuses on future development and improvement of the program. Teachers are given the opportunity to openly respond to future areas they would like to see covered by the inservice, as well as

suggest ways in which the presentation be improved upon. In addition, an evaluation of the types of inservices teachers find valuable in attending was offered for response. It is the purpose of this evaluation form to determine teacher satisfaction with materials and strategies provided, in addition to the presentation, and continue the ongoing process of refinement and reassessment of the needs of the staff and students.

Informal discussions with our colleagues, in addition to team members who have piloted some of the activities have been extremely positive. Our fellow staff members are excited to have teacher-friendly, understandable, effective integrated lessons compiled by grade level and ready to use. Never before has such a project been undertaken at our middle schools. Integration occurs here and there, but not across the board as it should be.

Most important, if an integrated approach to teaching history is put into effect, we anticipate that our integrated curriculum activities will excite and motivate teachers to further develop materials of their own and become aware of the natural areas of overlap inherent in our curriculum. It is the intent of this program to provide teachers with the materials, strategies, and guidance to have a positive experience in curriculum integration, as well as dispel any anxieties they have about

interdisciplinary instruction and working more closely with their team partner. Consequently, we anticipate this program to create an open forum in which teachers can share their ideas, experiences, and emotions concerning curriculum integration. In doing so, this vital component inherent in the middle school philosophy will receive the attention and focus it so well deserves.

## APPENDIX A

### Inservice Forms

Name: \_\_\_\_\_

#### 1. Needs Assessment

- a. How often do you integrate curriculum between your core subjects? (i.e. math and science, or language arts and social studies)

more than 3 times a week       sometimes

once or twice a week       never

once or twice a month

- b. How often do you integrate curriculum with your team partner?

more than 3 times a week       sometimes

once or twice a week       never

once or twice a month

- c. If you were given materials and strategies to utilize curriculum integration in your classroom would you use them?

yes       no       not sure

#### 2. Current Use of Curriculum Integration

- a. If you are currently integrating curriculum as a teaching strategy, either with your team partner or







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j. What incentives to attend this type of inservice  
are of value to you?

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k. Suggestions for improvements:

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## APPENDIX B

### Sixth Grade Unit Activities

Ancient world history, the development of civilization, and geography are the focus of the sixth grade social studies curriculum. The text currently in use is the Houghton Mifflin Social Studies Series: A Message of Ancient Days (1991). The following activities correlate with certain units in the textbook. There is a variety of activities which integrate language arts, math, and science with social studies. The goal of these activities is to provide students with the opportunity to experience history in a relevant, meaningful way.

Sixth grade social studies focuses on the students gaining general knowledge of our ancient past. There is a special emphasis on geography and the introduction and appreciation of different cultures. The activities in this unit allow students to make connections in their learning across the curriculum.

## GLOBE PROJECT

### Objective:

The student will graph a map of the world on a dimensional model, illustrating and identifying all continents, tropics, and major oceans. Students will compare their globes with ancient world maps of early cartographers. Students will identify their completed globe format as a Robinson projection when presented with project styles.

### Materials:

18" x 36" piece of construction paper per student  
rulers and yard sticks  
pencils, markers, and crayons  
scissors  
tape or brackets for connecting  
hole punch  
string

### Procedure:

Part A: Marking lines of latitude (Parallels)

1. Create 18 lines of latitude 1" apart.

Students should take their ruler and make

slash marks along the inches across the paper. Next students should draw out these lines to the opposite end of the paper.

2. Mark the center line of latitude as the equator. Draw over this line in dark ink and label it.
3. All of the lines of latitude should be labeled in 10 degree intervals.

Part B: Marking the lines of longitude (Meridians)

1. Make 36 lines of longitude of 1" each. (Same as was done with the latitudes.)
2. Mark the Prime Meridian as the center line of longitude. Draw over this line in dark ink and label it.
3. All of the lines of longitude should be labeled in 10 degree intervals.

Part C: Plotting the continents

1. Follow the plotting pattern on the continent directions. Always locate the latitude first and the longitude second. The plotting is done like a dot to dot. Once a point is plotted, connect it to the previous point before going on.
2. Once the continent is formed, color and label it. Continue the same procedure of all the

continents, coloring each one a different color.

3. Locate the tropics at 25 degrees latitude and longitude, and label each.

Part D: Putting the globe together

1. Cut along each line of longitude until the cut reaches the "Tropic of Capricorn" and the "Tropic of Cancer".
2. Punch holes into the top of each cut strip. Connect all strips with a bracket or tape.
3. Continue to connect all pieces, top and bottom, until a rounded globe shape appears. Connect with tape to hold securely.

**Evaluation:**

Students should have successfully created all of the continents, colored, and labeled them correctly. Major oceans and the tropics should have been labeled and colored as well. Students will have success if their papers turn into a rounded globe. Completed globes can then be compared to maps and a variety of projects.

Students will complete an essay about what difficulties a cartographer in the ancient world would have in creating a map. Students will compare and contrast the differences

between ancient and modern maps.



**AUSTRALIA**

Latitude	Longitude
10S	140E
25S	155E
32S	155E
38S	150E
40S	145E
38S	140E
35S	135E
32S	130E
35S	115E
22S	115E
20S	120E
14S	130E
12S	137E
18S	140E

**AFRICA**

Latitude	Longitude
35N	5W
38N	10E
33N	10E
30N	20E
32N	25E
30N	35E
10N	42E
10N	50E
7S	39E
15S	40E
20S	35E
25S	35E
35S	20E
25S	10E
15S	10E
3N	8E
5N	10W
15N	20W

**NORTH AMERICA**

Latitude	Longitude
55N	165W
58N	158W
62N	163W
72N	160W
70N	82W
58N	94W
52N	80W
63N	78W
58N	67W
61N	65W
54N	56W
45N	72W
48N	65W
46N	63W
43N	65W
45N	65W
30N	82W
25N	81W
25N	82W
30N	84W
29N	95W
25N	97W
18N	95W

**NORTH AMERICA (CONT'D.)**

Latitude	Longitude
18N	92W
22N	92W
22N	86W
26N	88W
15N	83W
10N	82W
8N	76W
7N	77W
9N	79W
7N	80W
7N	81W
20N	105W
31N	112W
32N	114W
23N	109W
23N	110W
40N	125W
48N	123W
60N	140W
61N	148W
60N	148W
59N	151W
62N	150W

NORTH AMERICA (CONT'D.0

Latitude	Longitude
59N	153W
58N	153W

GREENLAND

Latitude	Longitude
90N	25W
80N	25W
75N	20W
70N	23W
65N	38W
60N	43W
54N	52W
70N	50W
77N	59W
76N	68W
80N	72W
90N	78W

SOUTH AMERICA

Latitude	Longitude
10N	70W
8N	60W
0 Equator	50W
5S	35W
17S	39W
20S	40W
25S	50W
35S	52W
38S	58W
40S	62W
55S	70W
50S	75W
20S	70W
15S	78W
5S	80W
5N	75W
9N	79W

**EURASIA**

Latitude	Longitude
72N	80E
71N	78E
72N	76E
68N	72E
72N	70E
71N	65E
72N	60E
68N	43E
68N	40E
70N	27E
58N	5E
59N	10E
52N	13E
65N	23E
60N	22E
60N	30E
52N	20E
52N	10E
48N	5W
42N	2W
42N	10W
38N	7W
42N	7E
38N	17E

**EURASIA (CONT'D.)**

Latitude	Longitude
44N	16E
38N	18E
40N	25E
38N	40E
30N	35E
13N	42E
22N	60E
30N	50E
20N	70E
10N	80E
21N	90E
17N	95E
17N	97E
0 Equator	105E
17N	100E
10N	105E
17N	110E
20N	107E
30N	122E
40N	123E
35N	130E
42N	133E
55N	142E
57N	138E

**EURASIA (CONT'D.)**

Latitude	Longitude
60N	143E
62N	162E
50N	158E
60N	170E
60N	180 Prime Meridian
67N	178E
69N	178E
67N	175E
71N	170E
72N	140E
70N	135E
75N	115E
77N	90E

## PACKING MY BAG

### Objective:

Students will identify various locations on a map when given a set of latitude and longitude coordinates. Students will use a local city and or state map to identify specific points from an index directory.

### Materials:

"Packing My Bag" worksheet

Social studies text book with an atlas, or an atlas

Pencil

Red pen for correcting

### Procedure:

- Pass out a copy of "Packing My Bag" to each student. Using an atlas and the latitude and longitude coordinates given, students are to locate the name of places on the world map in their atlas.
- Students will first identify what is at the coordinates location on the map, then check the suitcase of choices to see if there location is a correct one. Students will then write the correct answer in the line provided next to each set of

coordinates. Students will do this for all coordinates given.

- After a determined amount of time, have students correct their work.
- Supply students, or group of students with local city and or state maps.
- Provide students with a list of locations they are to identify from the maps' index.
- Students will create a list of coordinates that the locations were found at. Students will identify these locations on the map.

**Evaluation:**

Students should be successful at locating latitude and longitude coordinates on a map. Correct answers will show understanding.

Students should write out, in their own words, how to locate places on a map to another student. Students will create a "treasure hunt" of student directions for another student to locate.

## PENNY ARCHAEOLOGY

### Objective:

Students will observe, identify, and list conclusions drawn from the analysis of an artifact. Students will study a collection of artifacts and draw conclusions about their significance. Students will compare their conclusion with actual archaeological interpretation.

### Materials:

One Lincoln penny per student or per pair of students

Pen or pencil

Artifact Data Collection Sheet - one per student

Civilization Summary - one per student

Connecting the Experience with History - Student Worksheet per student.

Student text; pages 54 - 83.

### Procedure:

- Pass out an Artifact Data Collection Sheet to each student or team of students. Direct students to examine each artifact and create a list of ideas about the civilization that created the artifact.
- Pass out a Lincoln penny to each student or team of



students.

- Explain to the students that they are archaeologists from the planet Mars. They have just landed on an uninhabited planet called Earth. They are to observe their artifact (penny) as if they have never seen they before.
- Students will carefully discuss and brainstorm ideas while looking at the penny. They will list any information that the penny contains that identifies something about the culture of the people who created it. Students will list all ideas onto the Artifact Data Collection Sheet.
- Students will then take their listings of artifact data and summarize their lists by completing the Civilization Summary.
- Conduct a class discussion about student conclusions drawn from the artifact activity.
- Assign students the Connecting the Experience with History Student Worksheet to be completed as a form of activity evaluation.
- Students will reinforce this activity by viewing a collection of artifacts, either first hand or using pictures from the student text.
- Students will interpret the significance of each artifact by creating a list of important factors to

the culture.

- Students will compare their results to actual archaeological findings.

**Evaluation:**

Students should be able to draw realistic conclusions from the analysis for the Lincoln penny. The Artifact Data Collection Sheet and the Civilization Summary will serve as measurable accounts of the students' experience and understanding. The Connecting the Experience with History Student Worksheet will serve as an overall activity evaluation.

## CONNECTING THE EXPERIENCE WITH HISTORY

### Student Worksheet

Answer the following questions in complete sentences. Indicate as much information as you can from our notes and classroom discussions on "Penny Archaeology".

1. How did it feel to look at one object for such a long period of time? What was the most challenging about it?
2. How many ideas did you end up with on your data listing?
3. Do you have anything on your list which you think is unique? Which item and why do you think your ideas are unique?.
4. Did you notice and/or learn anything different which you hadn't seen before on this artifact?
5. What problems did you encounter in examining this artifact?

6. What does this experience teach you about archeology?

## TAKE OUT THE GARBAGE

### Objective:

Students will analyze a collection of kitchen midden (garbage) and seek out its archeological value and interpretation. Students will research actual ancient discoveries that are a form of kitchen midden.

### Materials:

A collection of 10 kitchen midden (garbage) items per team.

Pencil or pen

### Procedure:

- One week prior to the activity ask students to collect ten items of garbage from their homes. (Give specific directions as to what types of garbage are acceptable and how garbage is to be stored and transported to school.
- Place students into archeological teams of two to three students each.
- Give each student team a copy of the Take Out the Garbage student worksheet packet.
- Pass out a collection of ten kitchen midden objects

to each team. (Keep the identity of who the garbage came from private.)

- Explain to the students that they are to analyze each item of garbage in the kitchen midden collection they will be given. Each item is to be described for the following criteria:
  1. What is the object made from?
  2. Describe the size, shape, color, and condition of the object.
  3. Is this object a written or non-written source?
  4. Illustrate the object in a sketch.
  5. How might this object have been used?
  6. What can you learn about the people who used this object?
- Assign to students an ancient discovery research assignment. Some topics include the Rosetta Stone, Emperor's Army, King Tut Tomb, and the remains of Pompeii.
- Students will share their results in an oral presentation where the focus is upon the archaeological significance of the discovery.

**Evaluation:**

The Take Out the Garbage student worksheet will serve

as a form of evaluation. Students should accurately identify if the object is a written or non-written source, as well as a primary or secondary source. Students should successfully differentiate between objects and their value as a learning tool. A discussion and/or sharing of student results will identify student comprehension.

## TAKE OUT THE GARBAGE

### Student Team Worksheet Packet

Number each of your kitchen midden items 1 - 10.

Respond to the following questions and statements for each item. Decide on responses as a team, selecting a team member to record the team's results. At the conclusion of the activity, each team member will respond to the summary questions individually.

- What is the object made from?

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

- Describe the size, shape, color, and condition of the object.

- 1.
- 2.



- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- Is this object a written or non-written source? Is this object a preliminary or secondary source?

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

- Illustrate the object in a quick sketch.

- How might this object have been used by the people who disposed of it?

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

- Write a summary of what you have learned about the people whose kitchen midden you have been studying. What details do specific objects tell you about the people? How is kitchen midden useful to an archeologist?

## PEOPLING THE EARTH

### Objective:

The students will construct a map of the world, indicating the migration routes of the early humans.

### Materials:

Large piece of blue paper (12" x 18")

Scraps of paper in seven different colors

White tissue paper

Yarn, glue, markers, scissors

### Procedure:

- Using a map and the colored paper, shape the seven continents (don't use blue or white). Tear paper to shape - don't use scissors.
- Fold large, blue paper in half both ways to indicate equator and prime meridian.
- Place all torn continents on torn paper. Use the map to position them accurately.
- Glue the continents in place.
- Referring to p. 95 in the textbook, use white tissue paper to represent the ice sheets. Glue in place.
- Use yarn to indicate migration routes (p. 95). Glue

these in place.

- Use markers to make dots to indicate where early humans were found on each continent. Use a different color for each type of human. For example: blue = Homo Hibilis, red Neanderthal, etc. This is on p. 95 as well.
- Make a legend at the bottom of the map to explain the ice sheets, migration routes, and the dots representing location of early humans.
- Use markers to label continents and oceans.

**Evaluation:**

Students will meet the desired objective through completion of a world map. Students will be able to compare their results for accuracy. Students will add personal migration routes in an extension activity.

## EARLY MAN

### Hunters and Gatherers

#### Objective:

Students will understand the necessity for group cooperation in a hunting and gathering society, particularly in circumstances in scarcity. Students will relate their experiences to those of the characters in Cave of the Morning Shadows by Thomas Millstead.

#### Materials:

Construction paper

Scissors

Rulers

Pencils

Glue

#### Procedure:

- Divide students into four equal groups of "Clans".

Each "Clan" is different:

1. Individual members work alone (every person for themselves) with enough supplies so that each member has his/her own.
2. Individual members work alone with a scarcity

of supplies - two pairs of scissors, two rulers, two pencils, two bottles of glue for the group to share.

3. Cooperative group where members must work together with enough supplies so that each member has his/her own.
  4. Cooperative group with a scarcity of supplies - two pairs of scissors, two rulers, two pencils, two bottles of glue for the group to share.
- Explain to students that there will be a contest to see which "Clan" is the most productive and prosperous. The challenge is to see which group can produce the longest paper chain. (The paper chain will represent human hunting and gathering success.) The groups must follow the directions of their "Clan", whether they are to work together or have every person fend for themselves.
  - Direct students to create paper chains that are 6" x 1" from full sheets of construction paper. The links must be glued together to hold. (Broken chains will not be counted.) The links must be interlocked at the very end to form one "Clan" chain.
  - Distribute Materials to students and set a specific time limit to the activity. (20 - 30 minutes is an

effective time.)

- As students are working to create paper chains, remind them that there is no working together in Clans #1 and #2, but there is cooperation in clans #3 and #4.
- When time is up, have all the "Clans" end their role, and attach together all chains. Measure all chains to determine the longest.
- Allow students time immediately following the activity to answer the following questions:
  1. Was the assigned task easy or hard to complete as a member of your "Clan" and why?
  2. Describe what early hunting-gathering societies must have been like if they had roles similar to yours in this activity.
  3. What type of group do you think would be the best to be a part of in ancient times and why?

**Evaluation:**

Allow each "Clan" to explain the ease or the burden of their activity assignments. Discuss with students the results and their thoughts behind them. Turn the discussion towards early hunting and gathering societies. Students will write an essay explaining their personal experience in

the activity. Included should be an explanation as to their theory of the results. Students should comment on if these "Clan" societies were real, which "Clan" would they wish to belong to and why. Students should make a correlation to today's society. Students will then create a compare and contrast list to relate their experience to that of the early humans in Caves of the Morning Shadows.



## CIVILIZATION PIE GRAPH

### Objective:

The students will differentiate the concepts behind the beginning of civilizations and show their understanding of how and why people developed from bands of hunter-gatherers to living in societies.

### Materials:

Large piece of white construction paper (12" x 18")

Crayons, markers, or colored pencils

Compass

Houghton Mifflin textbook

### Procedure:

- Have students select ten ideas or topics from the list below that they feel are the most important as to the reasons/developments that allowed civilizations to develop.
- Have students draw a large circle on the white paper, using a compass. They will then use a ruler to divide the circle into a pie graph (pizza). Each section will contain a reason they chose in #1. The larger the piece, the more important the idea is.

The smaller the piece, the less important the idea is. They should make a total of ten pieces.

- Have students label each pie piece with the idea or topic. They should then color each section a different color (use markers for writing and colored pencils for coloring).
- On the paper surrounding the graph, have students write 3 - 4 sentences for each section to support their topic choices.

**Topics to choose from:**

farming	mud brick homes	rivers
herding	burial practices	trade
surplus	irrigation	ziggurats
(stable food	social levels	government
supply)	organizations	culture
specialization	domestication of animals	
of labor		

**Evaluation:**

Students will be evaluated on the historical and factual accuracy of their responses. Students must support all of their topical ideas in complete sentences, using proper spelling, punctuation, and grammar.

## BARTERING

### Objective:

Students will engage in a simulated barter activity to learn the economic concept of relative value and methods of trade. Students will identify special problems Neolithic Traders experienced related to exchanging products rather than money.

### Materials:

Handout #1 - goats and rugs

Handout #2 - camels and olive oil

Handout #3 - flour

Sign #1 - camel

Sign #2 - goat

Sign #3 - rug

Sign #4 - olive oil

Sign #5 - flour

Five envelopes labeled as follows:

Camel Traders

Goat Traders

Rug Traders

Olive Oil Traders

Flour Traders

## Barter Experience Student Worksheet - one per student

### Procedure:

- Ask students to describe a time when they traded some service or possession with another person. What did they trade? Why did they trade it? What was the outcome? Was each person satisfied? Why or why not?
- Explain to students that bartering creates special problems of pricing. The value of the object will be determined by availability and need. People of the past thought of bartered items as a form of money.
- Write the following value of various products on the chalkboard. All values are related to a sack of flour, the most plentiful and accessible product.
  - One camel equals 50 sacks of flour
  - One goat equals 20 sacks of flour
  - One rug equals 10 sacks of flour
  - One jug of olive oil equals 5 sacks of flour
- Divide the class into five groups for the activity.
- Give each group one of the marked envelopes. Fill the envelopes with the appropriate marked item, as

copied and cut from Handout #1, #2, and #3.

- Arrange the classroom desks into trading booths and call the classroom a market or bazaar.
- Give each group the sign that matches their marked envelope to hang on their booth. (Students may create additional signs.)
- Discuss the following rules of trading with the students. You may wish to write them on the chalkboard.

### **Rules**

1. The number of items in each envelope should be kept secret from the other trading groups.
2. Trading Group Rules:
  - A. Elder - This person stays in the trading booth and does the trading.
  - B. Traders - Each trader receives an allotted number of items to take to another booth to trade.
  - C. If there are more than four traders in a group, two students can work as trading partners and go to the booths together. An extra person on the team can be assigned Elder's Assistant or Accountant.

3. There is seven minute time limit to the trading.
4. The goal of the activity is to end up with all five items at the end of the trading.
5. The Trader may return to his/her booth to get a new trading assignment from the Elder, or to exchange his/her surplus products for other items the traders want.
6. Deals must be accomplished fairly. The teacher or selected class committee may serve as a "Bazaar Fair Trade Commissioner or Commission".

- Students should select roles and develop a strategy for trading.
- Establish a start and stop time for the trading. Trading stops when time is up, or a timer goes off.
- When time is up, students are to return to their groups to count up products.
- The Elder of each group will report to the class what the group was able to gain during the trade.
- Lead the class in a discussion to help them make connections between what happened in their simulated trading experience and real barter.

**Evaluation:**

Students should respond to the questions on the Barter Experience Student Worksheet to evaluate their experiences and understanding. Writing assignments focusing on the advantages and disadvantages of a money system can also be used to evaluate students' experience.

## BARTER EXPERIENCE

### Student Worksheet

- Why did or didn't all of the groups get the products they needed?
- In real life, what would have happened to groups who did not get the products they needed for survival?
- What problems arose during the trade? How did your group handle the problems? Now that the activity is over, how could you have better handled the problem?
- Now that we have money in our society, why do some people still barter?



## THE CODE OF HAMMURABI

### Objective:

Students will learn about the world's oldest set of written laws by constructing and role-playing court cases based on laws from the code of Hammurabi.

### Materials:

Laws from the Code of Hammurabi

Overhead projector

Transparency of Selected Laws from the Code of Hammurabi.

Paper

Optional costumes and props

Summary Discussion Questions - one per student

### Procedure:

- Provide students with background information about Hammurabi and his Babylonian Law code.
- Place the transparency of Laws from the Code of Hammurabi on the overhead projector. Read aloud the sample laws and discuss how these laws compare with modern day laws.
- Select students to role-play parts from the same

teacher created and or student created samples. Provide each student with their own script. Role-play in front of the class. Have students in the audience guess which of the law codes applies to each court case.

- Pass out a copy of some laws from the Code of Hammurabi to each student, as well as paper and pencils. Students can work individually or in groups.
- Have each student or group of students select a law from the Code of Hammurabi. Students are then to prepare a sample court case of their own that will illustrate and dramatize the law.
- Students are to write out copies of their court cases script style, similar to sample Court Cases. Students are to prepare everything except the verdict; then the judge and the rest of the class will decide which law applies and what the punishment, if any, should be.
- Students are to participate in the role-playing of their court cases.

**Evaluation:**

Students will participate in the role-playing of the

court cases gaining an understanding of what life may have been like in ancient Babylon. Students should respond to Summary Discussion Questions at the conclusion of the activity for assessment and individual comprehension.

### SUMMARY DISCUSSION QUESTIONS

- How are the laws in the Code of Hammurabi like our laws? How are they different?
- How much difference did what class the accuser belonged to make? Does this happen now in our country?
- Which do you think was the fairest of the laws presented?
- How could we find out how much a myna of silver is?
- What difference would it make to have a jury decide the verdict instead of a judge? In modern times, do all cases have a trial by jury?

## PROPORTIONAL DRAWING

### Objectives:

Students will demonstrate their skills of working with coordinating points, as well as ratios and proportions. Students will complete an art project that involves every student in the class and requires interpersonal cooperation skills. Students will experience skills that ancient people employed in their works of art.

### Materials

Picture to be proportionally drawn (Sample provided)

1/4" sheet of graph paper

Transparency of 1/4" sheet of graph paper

Superimposed picture - one per student

6 x 7 square inch grid - one per student

Pencils

colored pencils or crayons

Tape

### Procedures

- Select picture to be proportionally drawn four times as large. Prepare a good copy of the picture on 8-1/2" x 11" paper.

- Create a transparency of the 1/4" graph paper.
- Place the graph paper transparency over the good copy of the picture and Xerox the two together so that the result is your picture with a grid placed over it, the superimposed picture.
- Provide each student with a copy of the superimposed picture, with graph lines and labeled sectioned. Have each student identify the section that they are responsible for reproducing and enlarging.
- Students are to re-draw every element in their 6 x 7 section and proportionally reproduce it on their 6 x 7 inch grid paper. They are to make an exact copy of the smaller square onto the larger square, magnifying the original drawing. Students are to draw lightly with pencil. Duplicate art work one square at a time.
- Periodically, call students who have corresponding numbers together so that they can even out their lines, which will connect when completed. If students finish early, they can assist other student or complete another section of the picture that was not assigned.
- When all students are done, use tape on the back side of the of the pages to attach. All pieces should be added as to reproduce the original

picture. Keep this in sections for purposes of touching up lines and details. Have students color in their sections together so that they can decide on colors and share materials.

- When all lines have been touched up and all color has been added, connect all sections together with tape.
- Hang the proportional reproduced masterpiece on the wall for all to see and be proud of.
- Students will respond to the following questions:
  1. How could the Mesopotamians proportionally create art without modern tools like rulers and graph paper?
  2. Besides art, what else could ancient or modern people use proportional drawings for?
  3. What does the drawing you did tell you about peoples of ancient times?

**Evaluation:**

The finished product will speak for itself. This activity will allow individual students to create a proportional drawing. At the completion of the project, students must work cooperatively to complete the project. Students should write out a description of the process that

is used for creating their drawing. A math lesson on ratios and proportions should precede or conclude the activity.



## THE TORAH TELLS . . .

### Objective:

Students will be able to identify the five books of the Torah. Students will extract and interpret information from the Torah text to draw conclusions about ancient Hebrew life. Students will create a book illustrating what they have learned. Students will use the Old Testament of the Bible as a historical text.

### Materials:

Torah quotes need to be placed onto a set of index cards.

The Torah Tells...Student Worksheet - one per student.

Drawing paper

Pencils

Colored pencils, crayons, or markers

### Procedure:

- Explain to students that the Bible is an important source of information about history as well as a document to give faith. Archaeologists use the Bible as a supplement to artifactual evidence about the lifestyles of ancient people.

- Pair up all students.
- Pass out a set of Torah quote cards (Handout #1) to each pair of students. There are 27 cards in all, which should be precut.
- Students should sort through the cards noticing the references found on the bottom right of each card. This shows exactly where the quote is from. Students should supply the sources in a class discussion of books of the Torah. Create a listing of the five books of the Torah on the chalkboard.

The five books are:

Genesis

Exodus

Leviticus

Numbers

Deuteronomy

- Pass out The Torah Tells....Student Worksheet to each student. Using the quotes found on the torah quote cards, students will complete the worksheet with their partner.
- Go over the worksheet with students in class to check for accuracy.
- Students will use the information on the note cards and worksheet to illustrate a book about the ancient Hebrews (Israelites).

- Students will add factual information in the form of captions to their illustrations.
- Students will focus on the following topics for their illustrations and descriptions:

Clothing

Food

Customs

Housing

Laws

**Evaluation:**

Students will exhibit knowledge of the ancient Hebrews through quotes from the Torah. Student worksheets and described illustrations will serve as a form of comprehensive assessment.

## THE TORAH TELLS....

### Student Worksheet

The Torah gives us clues about how the ancient Hebrews lived. Use "The Torah Tells....cards to answer the following questions.

1. What are some of the foods that the ancient Hebrews ate?
2. What animals did the Hebrews have? How were they used?
3. What kind of clothing did the Hebrews have? What can you find out about their clothes?
4. Did the ancient Hebrews own slaves? How do you know?
5. The ancient Hebrews prayed to their God by making sacrifices and offerings. What is a sacrifice? What did they offer?
6. The ancient Hebrews looked upon God as Lord and law-maker. What does this mean? How is this

shown in the Torah?

7. What tools or weapons are mentioned on the cards?  
What did the Hebrews live in? What uses did olive oil have?
8. What is one way the ancient Hebrews gave Tzedakah (help to the poor)?
9. According to the Torah, how should people act toward each other?
10. Create a chart that compares the lifestyle of the ancient Hebrews to people of today. What qualities have remained similar? What has completely changed or has been eliminated from our society?

**EXTRA! EXTRA!**  
**READ ALL ABOUT IT!**  
**MESOPOTAMIAN NEWSPAPER**

**Objective:**

Students will create a newspaper of ancient Mesopotamia as if it was made in ancient times about ancient events. Students will explain factual historical information in a creative newspaper style.

**Materials:**

Paper for each student (any type of paper can be used, depending upon how large and how long the activity is to be)

Pencils

Student Idea Chart - one per student

Colored pencils and crayons (optional)

tea for staining paper (optional)

**Procedure:**

- After studying ancient Mesopotamia, inform students that they will be creating a newspaper of the ancient times. They are to write original and creative articles as well as advertising.

- Pass out Student Idea Chart to each student.
- Determine how many pages long the newspaper is to be. Look at some modern day newspapers for basic design and format ideas.
- When students complete their rough drafts of their story ideas, have them place the final copy on the newspaper. Illustrations can be added.
- Students can brush brewed tea over their newspaper for an ancient look. Students, with adult supervision, may want to burn the edges.
- Students will respond to the following questions:
  1. What did you learn about Mesopotamia culture in your research?
  2. List some ways that the Mesopotamians are just like modern Americans.
  3. What forms of technology existed in the culture of the Mesopotamians?
  4. What did the Mesopotamians create that still exist today?

**Evaluation:**

All newspaper articles and ads should be accurate to the time period focus of the assignment. All accounts should be factual or based on facts. All writing should be

in complete sentences and free of spelling and grammatical errors. The finished product should demonstrate the student's knowledge of history and writing.



## STUDENT IDEA CHART

### Story Ideas

New irrigation canals dug  
Tigris River floods  
Wheels improve life  
Dam built  
Ziggurat built  
New caravan items arrive  
The latest chariots  
Thief has his hand cut off  
New dancers at palace  
calendar invented  
Trade route safe  
Boats arrive  
King's schedule  
City walls improved  
Market or Bazaar news

### Ideas for Thought

weather  
temple news  
real estate  
sports:  
hunting  
bow and arrow  
lion hunting  
fishing  
running  
comics  
cartoons  
fashion news  
food news  
farm news

STUDENT IDEA CHART (continued)

<u>Ad Ideas:</u>	<u>Cities:</u>	<u>Newspaper</u> <u>Names:</u>
pottery	Ur	Times
wheels	Hit	Post
carts	Lagash	Flash
chariots	Nippur	Herald
food	Eridu	Register
grain	Kish	Gazette
sheep	Mari	Bulletin
mud bricks	Assur	
jobs	Babylonia	
metals	Uruk	
tools	Sumer	
boats	Akkad	
statues	Syria	

## MINI SARCOPHAGUS

### Objectives:

The students will create a miniature model of an Egyptian sarcophagus and write a description of the ancient character for whom the sarcophagus has been constructed.

### Materials:

Manila tagboard

Scissors

Rulers

Sarcophagus patterns (top and bottom halves)

Resource books for pictures of sarcophagus'

Colored pencils, markers, etc.

### Procedure:

- Pass out sarcophagus patterns, have students trace a top and bottom half onto the tagboard and cut them out.
- Use pictures and hieroglyphic alphabets to inspire students to begin designing their sarcophagus'. Have them think of or make up a specific Egyptian who will be placed in the sarcophagus for their afterlife.

- The bigger pattern is for the top of the sarcophagus, and should show the face of the dead person, as a real sarcophagus would. This top cover should be heavily decorated. Hieroglyphics can be used for secret messages about the deceased.
- The smaller pattern is for the bottom of the sarcophagus. This should mimic the designs from the top piece, minus the face.
- The sides are made by cutting a 3" strip from the tagboard. Add more strips as needed. The strips should be divided into thirds length-wise. On the two-thirds portion, decorations and patterns should be made. The remaining one-third should be folded back. Slits should be cut along this folded edge every  $\frac{1}{2}$ ". Starting with either half of the sarcophagus, place a line of glue along the underside edge of the decorated piece (the artwork is face down). Place the tagboard strip, the folded cut section, into the glue to set, and use the cut edges to follow the curves of the pattern shape. Repeat this with the other half. When finished, the top half should fit over the bottom half.
- Students can write stories about who this sarcophagus was created for. Stories, as well as mummies and afterlife artifacts, can be placed

inside the sarcophagus. Hang sarcophagus 'b' placing a push pin through the bottom half into the wall, and simply place the top half back on.

**Evaluation:**

Are the stories historically accurate? Are details included?

Have a whole class discussion about the reason for this method of burial, the class of person buried in this manner, and the information archeologists can find by studying the relics.

## EGYPTIAN CARTOUCHE

### Objective:

The students will demonstrate knowledge of the Egyptians' hieroglyphic writing system by creating a name cartouche.

### Materials:

Markers, colored pencils

Cartouche pattern

Hieroglyphic worksheet or Houghton Mifflin textbook

### Procedure:

- Explain to the students the meaning of the cartouche (it was a symbol of royalty). Show pictures, if possible.
- Hand out a worksheet containing hieroglyphics or have students turn to p. 488 in their textbook and study the hieroglyphics.
- Students may practice writing in this style, if they haven't done so already. Have them especially practice their names, as that is what they will write on their cartouches.
- Hand out a cartouche pattern to each student. Have

them write their first name in hieroglyphics vertically on the cartouche. They start at the top and go down.

- Have students color their cartouches when they finish writing their names. Display on the wall.

**Evaluation:**

The students will be evaluated on the accuracy of their name written in hieroglyphics.

## KING CLUCK

### Objective:

The students will demonstrate the process of mummification similar to that performed by the Ancient Egyptians.

### Materials:

- 1 Cornish game hen
- 1 large zip-lock bag
- 2 bags of salt (to simulate natron)
- 1 bottle of olive or scented oil
- 1" strips of linen
- Spices (rosemary, cinnamon, or cloves)
- Resin or laquer

### Procedure:

- Assign students into groups of four and have them give their "mummy" a name.
- Wash the hen and pat it dry with a towel.
- Put the hen in the zip-lock bag and cover it with salt. Seal the bag.
- Check periodically to see if the hen is drying out. Change the salt every 10-12 days. The whole drying



process may take more than four weeks.

- Remove the dried out hen from the bag. Wash it, rub it with oil, and cover it with spices.
- Wrap enough cloth strips to stop the oil and spices from soaking through.
- Coat the mummy with oil or laquer.
- Complete the mummification process by creating a sarcophagus for the mummy, using a shoe box. Decorate the box in the manner of the Egyptians. Other activities include burying the mummies (to be dug up later by another class) or having a funeral procession for the dead "kings".
- Science teachers will connect the experience with lessons focused on the physical phenomena that allowed mummification to work and last for thousands of years.

**Evaluation:**

The students will be evaluated on the historical accuracy of their mummy and their participation in the whole process.

Lead a discussion about the reasons for mummification.

## TEMPLE BUILDING

### Objective:

The student will construct a model of an ancient Greek temple using elements of design, balance, beauty, and symmetry. There is a strong math/science connection with construction and measuring of the temples, as well as the study of the various types of architecture.

### Materials:

White construction paper (16 sheets - 9" x 12")

Scotch tape

Markers

Paper clips

Pictures of Greek architecture

Houghton Mifflin Textbook (pp. 490 - 91)

### Procedure:

- Go over with the students various elements of Greek architecture (columns, capitals, orders, entablatures, Doric, Ionic, Corinthian, etc.) Show pictures of modern day buildings which feature Greek architecture and design.
- Put students into groups of six. They are to

construct a temple in a certain amount of time, using nothing but the materials listed above. Each group will begin with the same amount of materials and compete to build the most beautiful temple.

- Students are allowed to use pictures of Greek temples to help them plan their work.
- Each student in the group should have a job to do, such as working on the base, the columns, the roof, decorations, etc. They should assign jobs to each other and work on these jobs at the same time so as to finish in the allotted time period.
- Another option is to make this a two day project. On day one, students can make a type of sketch or blue-print of what their temple should look like. On day two, they would build the temple.
- Display all temples on a table or shelf in the classroom.

### **Evaluation:**

These temples can be judged by you, another teacher, or even a student. They will be evaluated on beauty, symmetry, proportion, completed on time, and cooperation of group.

Students will discuss the place of temples in the lives of the Greek people.

## GREEK VASES

### Objective:

The students will create a replica of ancient Greek amphorae (vase) using elements of balance, design, and symmetry. There is a strong art and geometry connection with this activity.

### Materials:

Watercolor paints, brushes

Black and white construction paper

Scissors, glue

Cup of water

### Procedure:

- Brush water onto the piece of white construction paper so that it is all wet.
- Fill the brush with color and drop onto the wet paper. Let the color bleed. Select up to five colors. Let dry.
- Have students study some vase designs. Cut out a vase shape from the black construction paper. Explain that what was on the outside of the vases sometimes told what was inside. Archeologists

learned much cultural information from studying pottery left behind by others.

- Students should carefully cut designs into their vase shape. Discuss with them positive and negative space.
- Glue the vase and cut designs onto water colored paper. Allow for spacing so the design looks broken and watercolor paper can show through.
- You can mount, laminate, and display these works of art.

**Evaluation:**

The students will be evaluated on the successful completion of their vases, as well as symmetry and proportion. They will discuss what vase art tells us about the Greek people.

## GREEK DRAMA

### Objective:

The students will dramatize an ancient Greek myth, design props, and execute a completed performance.

Students will relate the use of myths in the lives of the people during this time period.

### Materials:

Myth - "Demeter and Persephone"

"Demeter and Persephone" - script version

Sheets for costumes

Paper, tagboard, scissors, markers, tape, etc. for props

### Procedure:

- This play should be acted out after a unit on Greek mythology. Students should be familiar with the concept of the gods/goddesses, the Underworld, and other characters and places associated with Greek mythology.
- Read aloud to the students the story of Demeter and Persephone. There are a variety of ways the teacher can choose students for the main parts. The teacher

may choose students for the main parts. The teacher may choose students at random or stage try-outs for the main parts. Students may try out in front of the class, or at lunch or after school.

- Once speaking parts are established, have all students sit in a circle and read through the play a couple of times. This will familiarize the actors with the material as well as the students who will be working on props. Those working on props should make a list of all props they will need and begin working on them right away.
- How often the play is practiced and for how long is up to the teacher and his/her schedule. Actors should be on one side of the room and props people on the other, each group working on their own different jobs. The teacher can set due dates for props to be made and certain lines to be memorized.
- Performances are also up to teacher discretion. Plays may be performed for other classes, or videotaped and shown only to the performing class.
- Analyzing various themes and characters in the play adds more of the literature connection. Extended writing assignments are an option as well.

**Evaluation:**

The students will be evaluated on their participation in the play, whether involved making props, speaking parts, etc.

Lead a discussion about the use of myth to explain natural phenomena.



## GREAT GREEK REPORT

### Objective:

The students will research and present information on a significant figure in Greek history in the areas of literature, science, math, or philosophy.

### Materials:

Houghton Mifflin textbook

Encyclopedias and other types of resource books

Writing materials

### Procedure:

- This assignment can be used during or after your study of ancient Greece. It also may be taught in any subject area and offers students the chance to write across the curriculum.
- Assign each student one of the Greek figures listed at the bottom of the page. Assign due dates at this time as well.
- Each student should use at least two sources in his/her report and include the following information:
  1. Bibliography

2. When did this person live?
  3. List three facts about this person's life.
  4. Write one accomplishment of the person
  5. How has this person influenced our lives today?
  6. Draw a sketch of the person or a symbol or picture to represent his or her accomplishments.
- Each student will give an oral presentation to the class, showing their visual (picture) and reporting the information they learned about their person.

**People to choose from:**

**Literature**

Homer	Thucydides
Hesoid	Demosthenes
Sappho	Aristotle
Aeschylus	Epitetus
Sophocles	Pindar
Euripides	Xenophon
Menander	Plutarch
Herodotus	Aristophanes

**Math/Science**

Aristarchus	Pythagoras
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Euclid

Hippocrates

Archimedes

Ptolemy

Esotosthenes

Democritus

Hipparchus

Heraclitus

Anaxgoras

### Government/Philosophy

Alexander the Great

Epicurus

Socrates

Pyrrho of Elis

Philip II

Diogenes

Plato

Solon

Zeno

### Evaluation:

The students will be evaluated, using a rubric, on the content of their reports and on their oral presentation.

## GREEK ALPHABET AND NUMBERS

### Objective:

The students will identify the Greek alphabet, apply numerical value to Greek symbols, and calculate mathematical operations using the Greek numeral system. Discuss the evaluation of the Roman alphabet from the Greek alphabet. What were some of the Greek alphabet's drawbacks?

### Materials:

Worksheet containing the Greek alphabet and number system

Pencil/paper to perform calculation

### Procedure:

- Give students background history of the Greek alphabet and number systems. Tell them they will probably appreciate the system we use today after studying some of the ancient ones.
- Hand out a worksheet containing the Greek alphabet. This is a simple alphabet that students enjoy trying to memorize. This can be a one day activity.
- Explain how the Greek number system assigned

numerical values to the letters of their alphabet.

Hand out the worksheet illustrating this.

- Have the students practice with simple numbers and move on to more complex numbers. They can do simple addition and subtraction.

**Evaluation:**

The students will be evaluated on their completion of the problems assigned to them in class, and on the worksheets.

## ROME IN A BOX

### Objective:

The students will illustrate various aspects of Roman culture. List the requirements of a civilization and relate it to the structure of the ancient Roman Empire.

### Materials:

Large pizza box  
Construction paper  
Markers  
Dough recipe  
Reference books, atlas, magazines  
Outline map of the particular culture

### Background:

Geography - students must be able to create a topographical map.

Study skills - students will draw a historical time line.

Civilization - students will explain how this culture meets the requirements of a civilization (Staple food supply; specialization of labor; system of government; social levels; and a highly developed culture that

includes art, architecture, religion, music, law and a system of writing).

**Procedure:**

1. Explain to the students that they will be working on a project where they will try to portray the various aspects of the Roman culture through pictures.
2. This project may be done in groups of 2 - 3.
3. First each group needs to start with a pizza box, paper, and markers depending on how the student wants to cover the box.
4. Hand out to each group an outline map of Rome. Have them either cut out the outline and glue it on the bottom of the box or use it as a guide to draw an outline of the culture on the inside bottom.
5. Next, give students a copy of the dough recipe, which they are to make at home. Students are to use this dough to create a topographical map of the area which they are studying. Atlases should be provided at this time so students can show major rivers, lakes, mountains, etc. Dough can be made into different colors by adding food coloring.
6. Inside lid contents - picture with captions on art,

political leaders, composers, writers, costumes/clothing of the people from the Roman period, technology, inventions, etc. These pictures can be cut out of magazines, photo copied, or student created.

7. Outside edges of box - Time line of Ancient Rome. This is to be illustrated with captions and should cover three sides of the box.
8. Top cover - Student choice of one aspect from Ancient Rome that he/she found interesting.
9. Final activity - Students will give an oral presentation of their box, starting with the geography (map) and ending with the information on the top cover.

### **Evaluation**

Historical accuracy of the pictures and time line, geographical accuracy of the map, creativity of material used to create the box, and students' understanding of the culture as presented in their speech.



### DOUGH RECIPE

In medium-sized pot, mix in the following ingredients:

2 c. flour

2 tbs. cream

2 c. water

1 c. salt

1 tbs. oil

Cook over medium heat, stirring constantly until stiff. Let cool and knead. This dough is especially long lasting when stored n a ziplock bag. To make dough different colors, add one to two drops of food coloring.

\*\*This recipe will probably make more than enough dough for two people, so you may want to experiment with half of this amount.

## CAESARVISION

### Objective

The students will create a news program based on the events they learn about in their study of Ancient Rome.

### Materials:

Houghton Mifflin Textbook

Background Report and Format Sheet Information

Caeservision Script (newscaster)

Materials such as tagboard, markers, scissors, rulers, construction paper, etc. for props

Video camera

### Procedure:

1. After completing the chapters on Rome in the textbook, put students into groups of four.
2. Hand out Caesarvision Information Sheet and Background Information Report. Go over the information sheet, then assign topic to each group (8 total). Each student must complete a background information report. Have them begin working on this in class and finish for homework.
3. Once background information reports are collected,

groups may begin working on their format sheet, which will indicate how they would like to present their topic on the news program.

4. Once a format is selected, groups can begin working on their part of the news program. One person may do the writing, one may do props, cue cards, etc. They may need a few days to work on this.
5. Select two newscasters (a boy and a girl) and have them practice their scripts.
6. When all is completed, begin filming Caesarvision.

**Evaluation:**

The students will be evaluated on completion of the background information report, format proposal, historical accuracy, and delivery of their segment of the news program.

List together important events during this time period and give reasons for their importance.

## CAESARVISION

### **The Official Network of the Roman Empire**

In this project, we assume that television existed in 476. As a class we will create a news show that reviews what went on during the "Glory That Was Rome". Using your skills as writers, actors, speakers, and artists we will create a 20 minute show known as ... "XX/XX: ROME: A LOOK BACK.

Working together in news teams 1-8 you will be assigned a specific story to research. Listed below are the story topics.

1. The Etruscans
2. Hannibal and the Growth of Rome.
3. The Conquered Creeks/Greco Roman culture.
4. The greatest Caesars of all time
5. Daily life during the Pax Romana
6. The rise of Christianity
7. The Barbarian Invasions

After your news team is assigned a topic, you must research your topic and complete your Background Information Report.

Next, your news team must decide how you want to

present your topic. You must complete your Format Proposal. Your Format Proposal must then be approved by the producer. At this point you begin writing your scripts, creating your props, costumes, and rehearsing for your taping date.

## CAESARVISION

### Background Information Report

This is what you should include in your reports (1 - 2 pp.):

1. Describe the basic facts of your topic (who, what, where, when, why, how, etc.)
2. Tell why your topic is important enough to be included in this program (why not skip it?)
3. Describe any controversy (arguments) around your topic. Did the people reach a compromise? What was it?
4. Are there any really juicy details or exciting stories that relate to your topic? How can you include them? As a news team you may help each other as you prepare your reports. However, **each news team member must turn in his/her own report.**

You cannot begin work on your formats until background information reports are completed and turned in.

THE PRODUCER

## CAESARVISION

### Developing Your Format Proposal

#### Options:

- Read the story to the camera News team #:
- Read the story and show a graphic
- Interview in the studio or on location
- Do an on-the-scene report
- Present an editorial (one or both sides of the story)

Title of Story -

Format Selected -

Tell me about your group's proposal:

## CAESARVISION

### Script

(Greeting)

Flavius - In the name of CAESAR, greetings and welcome to a special edition of Venti/Venti, for the 20th of December, 475. I'm Flavius Caprinus...

Jusilla - ...and I'm Jusilla Servina. Tonight, at a time when our great empire is threatened from many directions, we will pause to take a look back at who we Romans are, where we came from, and possibly, where we may be heading.

Flavius - Using both live reports and historical footage from previous Caesarvision news broadcasts, our news teams will have brought together the essential elements of our great history in a fascinating report we call --- ROME: A Look Back.

Jusilla - You know, Flavius, what with all the many predictions of the possible fall of Rome, it is essential that we have a complete understanding of our past.

Flavius - That's right, Jusilla, and that's what we here at



Venti/Venti hope to give you. Let's not waste any time. In our first report, NEWS TEAM ONE has close look at our early history, with their report on the ETRUSCANS, entitled:

And now here they are.

(Cut to news team one)

Jusilla - The influence of the Etruscans merely foreshadowed our embrace of Green culture, later to come. As Rome began to expand, we received stubborn opposition from the Carthaginians.. Here with their report on Hannibal is NEWS TEAM TWO.

(wait until news team two is finished)

Flavius - When we return, we'll take an Objective look at the conquered Greeks and their influence in our lives, along with a look at the glorious father and son team Julius and Augustus Caesar, founders of our great empire.

(Commercial break #1)

Jusilla - As Rome expanded, we began to adapt and learn from those we conquered. This is especially true when we speak of our Green subjects. Here with their report is News team Three.

(Wait until news team three finishes)

Flavius - It's hard to believe at one time people thought the Greek ways would harm Rome.

Jusilla - Nowadays, no thoughtful Roman would be caught dead without an understanding of Greek culture and language.

Flavius - Yes, times do change. In our next report News team Four looks at the men whose lives brought fundamental change to our society, our government, and even our whole concept of ourselves as a people. Here's news team Four with a look at the Greatest Caesars of all time.

(Wait until news team four finishes)

Jusilla - Augustus' reign marked the beginning of a remarkable period of our history. For more than 200 years, our vast Roman empire was united and, for the most part, peaceful. When we return, we'll take a look at this period of time known as the Pax Romana.

(Commercial break #2)

Flavius - With us now is News team Five with their report on Daily Life In The Pax Romana.

(Wait until news team five finishes)

Jusilla - Along with daily life in Rome, each person

belonged to a particular social class. However, relatively few enjoyed the best of the empire's benefits. Here with a report on Social Class in Rome is News team Six.

(Wait until news team six finishes)

Flavius - We know that the Romans were a polytheistic culture, but surrounding areas and lands we conquered believed in Christianity.

Juscilla - That's right, Flavius. Christianity began at the height of the Roman Empire, endured persecution, then grew and gained strength. Could it have been Constantine's conversion and Theodosius' split of the empire that led to our rapid decline? These are topics we'll look at right after this message.

(Commercial break #3)

Flavius - By A.D. 200, the Pax Romana was just a memory. Military leaders fought each other for power. Invaders have begun to defeat our might empire. As Rome is beginning to decline, another power is rapidly rising -- The Christian Church. Here is News team Seven with their report on The Rite of Christianity.

(Wait until news team seven finishes)

Jusilla - Now we tackle our most difficult subject, The Barbarian Invasions and the Predicted Fall of Rome. It is obvious to most everyone that our once great empire is in a period of change, decline, or possible death.

Flavius - No one can escape the fear of Barbarian invasions and their sometimes brutal attack on Rome and its countryside. Here with a report on this greatest threat to Rome is News team Eight.

(Wait until news team eight finishes)

Jusilla - We can only predict what the future holds for us. Will we fight back and regain the power we once had, or will our empire end in death and destruction?

Flavius - We hope you have enjoyed your journey back through the history of Rome, as it brings us to where we are now. This is Flavius Caprinus...

Jusilla - and Jusilla Servina, reporting for Rome: A Look Back. This is Venti/Venti, December 20, 475. Thank you. Good night.

## ROMAN NUMERALS

### Objective:

The student will calculate mathematical operations using the Roman numeral system.

Discuss the Roman numeral system as compared with our numbering system.

### Materials:

Worksheet containing the Roman numeral system.

Pencil/paper to perform calculations.

### Procedure:

1. Give students background history of the Roman numeral system. Tell them they will probably appreciate the system we use today after studying some of the ancient ones.
2. Explain the Roman numeral system, and how we still use Roman numerals today. Hand out the worksheet(s) illustrating some of the rules they follow using the system. Have the students practice with simple numbers and move on to more complex numbers. They can do simple addition and subtraction.

**Evaluation:**

The students will be evaluated on their completion of the problems assigned to them in class and on the worksheets and on their ability to explain why our number system is easier to use than the Roman system.

## Seventh Grade Unit Activities

### World Cultures and Biomes

World history and culture are at the core of the seventh grade social studies curriculum. The text currently in use is the Houghton Mifflin Social Studies Series Across the Centuries (1991). A unified seventh grade theme of World Culture and Biomes has been chosen and is further developed in the following activities. This unit will extend throughout the year and will be taught in conjunction with the corresponding social studies units on world cultures and science units on world biomes. The goal of the World Cultures and Biomes unit is to provide students with direct involvement and experiences within the cultures and biomes being studied. In addition, students will be encouraged to integrate their learning from the various disciplines to solve problems within these cultures and biomes.

The activities included in this unit were written with the intention of promoting an integration of curriculum and ideas, as well as reinforcing team teaching between core curriculum partners. Both groups of core students will be taught together during the four core subject blocks of time. The math/science and language arts/social studies teachers will work in conjunction with one another, each acting as

the master teacher when the learning focuses on their respective areas of expertise. These activities are designed to allow the students to experience interdisciplinary instruction, as well as a marriage of all core subject areas. In addition, the purpose of having both teachers working together is to promote further experiences in curriculum integration for both the students and teachers. Hopefully these non-threatening experiences with curriculum integration will allow teachers to develop a positive attitude toward interdisciplinary instruction and incite further opportunities to work and communicate with their team partner on a more regular basis.



## THE ISLAND PROJECT LESSON PLAN

### Objective

Students will integrate learning from different areas into a plan for the creation and development of a tropical island. Through this process they will discover and develop an understanding of the Hierarchy of Needs.

### Materials

student copy of The Tropical Island Project  
world map with latitude and longitude  
graph paper  
colored pencils  
crayons  
colored markers

### Procedure

(Note: This project should be taught concurrently with or following the social studies unit on Mayans, Incans, and Aztecs, and the rain forest unit in science).

#### Assignment One

- Read through and discuss introduction with students.
- Guide students to use a world map to record the

latitude and longitude of their island (remember their latitude should be near the equator).

- Discuss with students how the cultures they have been studying in the rain forest were effected by its land features.
- Follow activity direction.

#### Assignment Two

- Students should be placed in groups of four.
- Give students a time limit to come to their decisions for this assignment.

#### Assignment Three

- Go over instructions with students and model different ways to put the four pieces of graph paper together to create their island. Note: students should not tape pieces of graph paper together as they will eventually be working on each of these cities separately.
- Model for students how to come up with the scale for their map. Hint: it is usually a good idea to count up the total number of squares in the length and width on their graph paper and work from there.
- Impress upon students the importance of meeting the basic needs of their population. Possibly generate a discussion as to what to place on the

island.

- Students can use the list in Assignment Four for ideas as to what to place on their island.

#### Assignment Four

- Give students a time limit to rank the items on the list from 1, being the most essential, to 20, being the least essential.
- Students will compare their list with the teachers list (see below) and calculate their total score.
- Allow students time to discuss and defend their rankings.

#### Teachers List

1. Drinking water source (treatment plant)
2. Food source (agriculture and ranching)
3. Residence (homes, apartments, etc...)
4. Roads
5. Energy source (electricity, dams, nuclear reactor, windmills)
6. Hospital
7. Fire Department
8. City Hall, Courthouse, Jails, Government
9. Police Department
10. Schools
11. Churches (places of worship, temples)

12. Manufacturing and Technology (jobs, work)
13. Waste management facilities (landfill, sewage, trash disposal)
14. Harbor facilities (docks, piers, ships)
15. Airport
16. Mass Transit (railroads, buses, monorail, subways)
17. Shopping mall
18. Parks
19. Baseball stadium
20. Movie Theater

#### Assignment Five

- Describe and discuss each of Maslow's Hierarchy of Needs. (See attached)
- Have students respond to how the ancient civilizations they have been studying have met their needs without the modern technology we have today. Brainstorm, then discuss.

#### Assignment Six

- Students should respond to the questions in detail and use complete sentences.
- Can be given as a homework assignment.
- If desired use questions to stimulate a closing discussion.

## **Assessment**

Students will have met the intended Objective with the completion of The Tropical Island Project packet, in addition to a colorful, labeled map displaying their island and details of each individual's city.

## HEIRACHY OF NEEDS

### Psysiological Needs

The physiological needs include food, water, shelter, and space. These needs are by far the most demanding in that they must be satisfied before we move on to higher levels within the hierarchy. In adverse circumstances, there are still cultures today whose daily activities center around meeting these basic needs.

### Safety Needs

After our physiological needs have been met, we become more concerned with our safety needs. Some of these include stability, security, protection, the need for social structure, law and order, in addition to freedom from fear and disorder. In an effort to satisfy these needs, cultures develop governments, militaries, religions, banks, class structure or social order. These needs being met allows us to feel secure and deal with higher level issues.

### Belongingness and Love Needs

After our physiological and safety needs have been met, we soon see the desire for love, happiness, and friendship emerge. It is important that we feel ties with a group or

family. Many find that to feel satisfied with their life they require the time, support, and networking of friends and loved ones.

### **Esteem Needs**

As we travel up the level of the hierarchy we are able to become more concerned with ourselves and how we are perceived by others. We want to be seen as competent and deserving of admiration and respect. However, for our esteem needs to be truly satisfied, we must feel that this respect is deserved. Some satisfy this need by the job or position they take in society, or by becoming well educated. It is important that these esteem needs are addressed or we can experience feelings of helplessness, discouragement, and inferiority.

### **Self Actualization**

Even when all of these other needs have been met, there is still something necessary in our lives to make us feel complete. We increasingly become concerned with developing to our full potential. We begin to ask ourselves what we want out of life, what goals are we trying to attain, or what do we want to accomplish. Each of us and our goals are obviously different, but what holds true is that we must be

true to our own nature. Even though few of us will ever reach complete self-actualization, we feel the need to continue to strive towards our full potential.



## The Tropical Island Project

### Introduction

Welcome to the New World. Today you will be involved in creating your own utopia or "imaginary or ideal world." You will be graded on individual as well as group assignments. However, the most important aspect of the grade will be how you combine imagination, creativity, and innovation with the basic requirements. The object of this project is for you to develop a hierarchy of needs and to clarify and use your values, wishes, ideas, knowledge, and talents to create a personal and group statement about what you want and hope for in life.

### Assignment One

Although you are extremely wealthy, you and your friends are tired of the rat race and decide to get away. You decide to buy an island, but before seeing a real estate agent each of you:

1. Determine where you might find a rain forest island.
- 

2. Choose a location for your island. Include its

longitude and latitude degrees.

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3. Using your knowledge of the rain forest, what natural features (ex: rivers, mountains) would you expect to find on your island? List at least five.
- 
- 
- 

4. How did the cultures you have been studying in the rain forest make use of these land features?
- 
- 
- 

5. On the back of this sheet, sketch the shape of your island. Your island should have a surface area of 400 square miles. (ex: 20 miles x 20 miles = 400 square miles) Remember your island will be divided into four equal cities, so shape is important.

6. Now think of possible names for your island. Come up with at least two.

## Assignment Two

Now you are ready to meet your island comrades. Once in your group, you will need to do the following things:

1. You all need to decide on one island shape.
2. You all need to decide on an island name.
3. You all need to name the city on the island that you are in charge of.

## Assignment Three

Your group is now ready to make the official map of your island. Place your four sheets of graph paper together to create one large drawing area. Sketch your island together making sure each of your particular city boundaries lies on only one of the sheets of graph paper. After the large shape is drawn, you can then take your piece of graph paper containing your city and work out the details.

Each map will need the following items:

1. A Legend. Include everything, otherwise no one will know what is located on your island. (For a list of ideas see Assignment Four.) Your group should come up with symbols that represent terrain features and man made features, such as mountains ^^, rivers ~~ , dams @@, roads --, beaches \*\*, etc.
2. Drawn to scale. The total surface area should be

400 square miles. Be sure to include the scale in your legend. (ex: 1 square = 1 mile)

3. Island name and city names must be prominently displayed.
4. Show transportation routes - railroad tracks, roads, freeways, airports, ships.

**\*\* MAPS ARE COMPLETE WHEN ALL OF THE ABOVE LISTED THINGS HAVE BEEN DONE. JUST A REMINDER, MAPS LOOK BETTER IF THEY HAVE SOME COLOR. CRAYONS OR COLORED PENCILS WORK WELL, ESPECIALLY WHEN YOU WANT TO SHOW FOREST, MOUNTAINS, RIVERS, ETC. USE INK PEN ONLY TO OUTLINE.**

#### **Assignment Four**

Look over the following list. You will need to rank and defend each item on the list as it relates to your city. Use your knowledge of man's hierarchy of needs and remember that your city lies on an island. (Each person ranks and defends their own city).

1. Hospital
2. Movie Theater
3. Airport
4. Shopping mall
5. Energy source (electricity, dams, nuclear reactor, windmills)

6. Fire Department
7. Residence (homes, apartments, etc...)
8. Harbor facilities (docks, piers, ships)
9. Mass Transit (railroads, buses, monorail, subways)
10. City Hall, Courthouse, Jails, Government
11. Food source (agriculture and ranching)
12. Schools
13. Roads
14. Police Department
15. Drinking water source (treatment plant)
16. Waste management facilities (landfill, sewage, trash disposal)
17. Baseball stadium
18. Churches (places of worship, temples)
19. Parks
20. Manufacturing and Technology (jobs, work)

**Scoring:**

1. Rank the list of twenty items according to what you believe your hierarchy of needs will be to get the city started. Then compare that list with the master list.

For example:

you select Hospital as rank 10

The master selects Hospital as rank 6

The score for the Hospital is 4

2. Add each of the articles and come up with a total score.
3. 20 articles give or take 2 from each side ( $20 \times 2 \times 2 = 80$ )

Cities will **PERISH** if score is 80 or more.

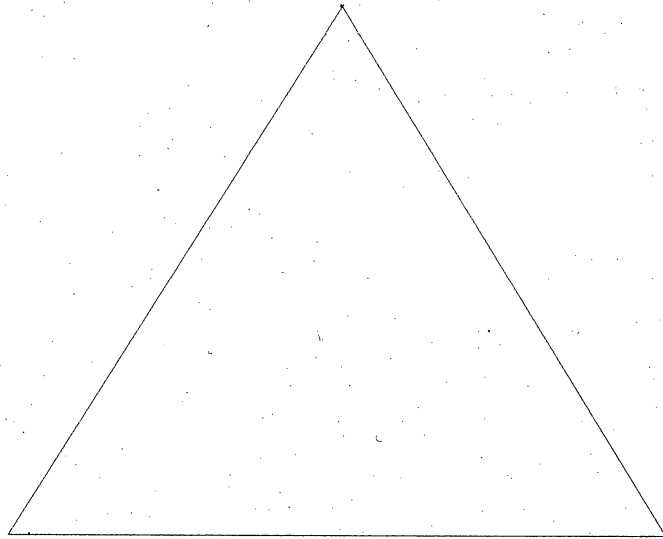
Cities will **SURVIVE** if score is 79 or lower.

(If all student scores are within four points of the master score, the cities will survive.)

4. Add your group scores together to get a total island score.
5. Defend your selection of ranking. Valid arguments will increase your city's chance of survival.

**Assignment Five**

Fill in the triangle with the Hierarchy of Needs and describe each.



How did the Mayan, Incan, and Aztec cultures you have been studying meet the needs of their civilization without the modern technology we have today? Come up with at least five ideas.

## Assignment Six

Respond to the following questions in detail, using complete sentences.

1. Grade each person in your group, including yourself. Explain why you feel they (and you) deserve that grade.
2. Did you like the island project? Write a paragraph explaining your answer.
3. What would you change about the island project and why?
4. What did you learn about yourself during this project?
5. What things make a group work well? Write a paragraph explaining your answer.



6. What things make a group work poorly? Write a paragraph of explanation.
  
7. What was the biggest problem your group had?
  
8. What was the best thing about your group?
  
9. Did certain people in your group become the leaders, and certain people become the followers? Which were you? How did that make you feel?
  
10. What did you learn about how a society meets its physical, social, and emotional needs?

## LESSON PLAN: PHYSIOLOGICAL NEEDS

### Objective:

Students will apply the concepts and principles of the physiological needs of a culture to prioritize those needs, in addition to planning the shelter and spacing of a community. Students will role play to debate the issue of deforestation.

### Materials:

Students worksheets.

### Procedures:

- Review the four necessities of a habitat: food, water, shelter, and space.
- Have students prioritize the four necessities according to what they have been studying about life in the Mongolian Empire.
- Discuss how those cultures met their basic needs, i.e. what type of food, housing, shelter was available to them.
- Ask students if they would prioritize the four necessities for themselves as they did for those who lived in the Tundra or Taiga areas of the Mongolian

Empire.

- Students will complete rationing activity. Discuss the implications of rationing for Kublai Khan's Army traveling across Asia. Why would rationing be essential to his success?
- Students will calculate surface area to determine which house shape yields the most space in Activity 26 The Shape of a House. (Zaslavsky, 1993)
- Discuss as a class the importance of planning for adequate space within a culture. What happens in culture as large and populous as China if there is not enough space for its population?
- Have students complete the Space Planning Map using a symbol for the house shape they determine was most efficient in Activity 26. (Zaslavsky, 1993) Have them take into consideration the various land features on the map and how the cultures they have been studying planned their villages making the most out of their natural resources.
- Read together a Dilemma: Tundra vs. Taiga.
- Have students volunteer to role play the various characters or you might have them draw names from a hat.
- Follow the directions in the activities and have them debate the issue.

- The Debriefing Assignment can be given at the end of class and used as a discussion, or as a homework assignment.

**Assessment:**

Students will have met the learning Objective with the completion of activity packet and participation in the group debate.

## A DILEMMA: TUNDRA VS. TAIGA

### **Background**

Human population is higher in the Taiga than in the Tundra. This is due mostly to the milder climate and abundance of trees which provide shelter and valuable resources.

Most of the Taiga's trees lie on public land, some of which has been designated as a national park. They remain beautiful, untouched areas of natural wildlife.

Developers have planned five new towns to be built on Tundra land. They plan on bringing much needed jobs, modern facilities, and better shelters to people already living in these areas under terrible conditions. These new modern towns will hopefully encourage more people to settle the area.

Unfortunately, the Tundra climate and ecosystem cannot support the growth of tall trees. Yet, the Tundra developers need lumber, and lots of it, to undertake such a large construction project. The Taiga is just filled with needed trees.

To access these trees, roads must be built across the untouched Taiga. Towns, work camps, and lumber mills will have to be established. Rivers will be used to move the

logs downstream to the mills where they will be cut and transported by truck up to the Tundra.

### **Activity**

In this activity, your classroom will become a courtroom. Some of the students will take on the role of various characters who will be affected by the cutting down of trees in the Taiga or the land developers and current townspeople of the Tundra. A jury, made up of the remaining students, will listen to the arguments presented by opposing sides. The jury will have the responsibility of making a decision regarding future exploitation of the Taiga and its resources. The teacher may take on the role of judge to maintain control in the courtroom.

## **Characters**

### **Tundra**

President of developing agency

Vice-president of developing agency

3 planners from developing agency

Mayor, Tundra community

Construction foreman

Truck Driver

2 Lumber Mill Representatives

5 native Tundra townspeople

### **Taiga**

Forest Ranger

National Parks Representative

Endangered Animal Representative

Resort Owner

Fisherman's Association Representative

5 Wildlife Conservationists

5 Taiga townspeople

## DEBRIEFING ASSIGNMENT

Respond to the following questions in detail, using complete sentences.

1. Why do physiological needs, such as food, water, shelter, and space form the basis of the hierarchy of needs pyramid?
2. In what ways did meeting these needs add to the success and power of the Mongolian Empire?
3. Why wouldn't you be concerned with love or self-esteem needs before your basic physiological needs are met?
4. Why doesn't the hierarchy of needs end with physiological needs if they are so important?



5. What other needs were considered during the Tundra and Taiga debate?
  
6. Did you like this project? Write a paragraph explaining your answer.
  
7. What would you change about this project and why?
  
8. During the debate, what was the biggest problem your group had?

## LESSON PLAN: SAFETY NEEDS

### Objective:

Students will portray different roles within the feudal system to problem solve a major issue influencing their safety needs.

### Materials:

Student copies of "The Duchy of Sembia"

Job cards

Student copies of debriefing assignment

### Procedure:

- Read together "The Duchy of Sembia".
- Discuss the connections with their study of the feudal system.
- Break students into the following groups:
  - four peasant groups of 10-12 students within each group
  - four members of the nobility
  - five guild masters
  - five members of the clergy
- Distribute corresponding job cards to each group.
- Each group should discuss their options or

strategies.

- After a reasonable time limit bring all groups together to come up with a solution to the situation.
- Teachers will act as the mediators.
- Discuss with students how it felt to be in the particular role or situation they were in. Relate back to daily life in Medieval Europe.
- Students will complete the debriefing assignment - either discuss or assign for homework depending on time.

**Assessment:**

Students will have met with the desired Objective through participation in the role play activity and completion of the debriefing assignment.

## THE DUCHY OF SEMBIA

The Duchy of Sembia spans a fertile valley in western Europe, sandwiched between rolling hills to the north, a great forest to the south, and marshland to the east. The entire valley is owned by the local lord, Sir Cedric Drake, whose family has owned the land since it was granted to them by the emperor 150 years ago. Sir Cedric, like his father and his father's father, has used the land to produce crops and livestock, most of which is sent to the current emperor, Maximillian, in return for more land to the east of the marshland, titles for himself and his brothers, and continued ownership of the Duchy.

The Duchy itself consists of one town with a fortress, three manors where Sir Cedric and his brothers live, and few small and dirty villages. Like elsewhere in Europe, most people live in the countryside, farming and raising livestock (mostly pigs). They keep very little of what they grow and raise. Most of it is transferred to the fortress and used to pay taxes and rent to Sir Cedric for the privilege of living on his family's land. Failure to pay timely taxes and rent will result in exile - meaning certain death in the great forest to the south or the marshlands to the east.

The only portion of land not owned by Sir Cedric is occupied by a monastery in the rolling hills to the north. This is owned by the church, and Sir Cedric must pay an annual tithe to the monastery for its upkeep. This tithe represents 10% of the Drake family income and is paid by collecting a "smoke tax" from the peasants. (This means that every bundle of wood burned for heating purposes costs the peasants one Crown, and it is called a smoke tax because the tax collectors will roam the countryside looking for smoke.) Apart from a small chapel in the fortress, the monastery represents the only religious center in the duchy.

Some portions of land are owned by Sir Cedric, but occupied by his father's servants. Unlike the peasants, these men, or vassals, are allowed to do what they wish with the land they occupy as long as they honor an agreement between themselves and Sir Cedric. This agreement is called a feudal contract. These vassals include: a Captain of the Guard, a Bailiff, certain guild masters and master craftsmen, and other men with experience in arms and other crucial skills. Along with the land, they are sometimes issued titles as well.

This is the way life has been led for the last 150 years. But it is changing. In some parts of the valley crops will no longer grow. In other parts of the valley crops will grow, but in fewer numbers than before. Some

peasants have tried to move through the marshland in order to find better land. Few return, and those who do, usually become sick and die shortly after returning. Some wish to cut the great forest down in order to grow crops on the land there, but this would require a full year of work, leaving the peasants with no crops to pay taxes, and facing exile. Others claim the solution lies within the guilds - building utensils of value for trade with other regions. Still others say the land is cursed with evil spirits and witches, and more must be tithed to the monastery in order to build a large church near the fortress.

Clearly, the safety of the Duchy of Sembia is at risk. What would you do if you were a peasant? What would you do if you were Sir Cedric?

## ROLE AND RESPONSIBILITIES

### Sir Cedric Drake

As the Grand Duke of Sembia, our role in solving the emerging "land crisis" will be crucial. The failure of the land to produce bountiful crops is placing your land and privilege at risk. You see, in return for the land and your title, you must honor the feudal contract that your grandfather made with the emperor. Under this contract the Duchy of Sembia must be the "breadbasket of the empire," and provide 1,000 head of livestock and 5,000 roods of crops per year. In addition you have promised to ransom the emperor, if necessary, raise and maintain an army of 3,350 pikemen for 40 days and 40 nights of service per year, maintain causeways, entertain the emperor's entourage, and maintain the monastery in the rolling hills to the north. Failure to meet these obligations will result in the emperor stripping you and your family of all lands and titles forever.

So here is the problem - your land is not producing enough crops or livestock to pay the emperor. You have made up for the shortages by contributing some of your personal fortune to the emperor, but this will not last long, (and besides, you were saving your wealth as a dowry for your daughter!!).

Another problem is your army of 250 pikemen. Since the crops have not been coming in, you cannot afford to pay or feed your army. As they grow restless and hungry, they begin to loot the peasants for food that the peasants were going to use to pay taxes. This means even less of the crops are getting to the fortress. As the peasants get looted, they become more and more distrustful of you and your representatives. As long as the army is not paid and fed, they, too, become distrustful.

Do not forget about the monastery, either. The last thing you want is for the clerics and monks to have cause for complaint. If they are not properly cared for, the church will lodge complaints with the emperor, and the emperor will wonder why you are not living up to your obligations. Remember, without crops to sell, the peasants will have no money to pay the tithe to the monastery.

Finally, there are members of the guilds and master craftsmen that feel their contributions to the duchy are not adequately rewarded. Usually, you would grant them a title (such as "Grand Cobbler of the Realm"), but with such a title comes the right to occupy land, like the other vassals in Sembia. The more land you assign to your vassals, the less land is available to farm and ranch by the peasants. And if you were to strip all of your vassals from their land, there would surely be an attempt to remove you from



power.

### Peasant (general)

As a peasant you have been farming the lands of Sembia for as long as anyone can remember. Your short life will be passed with long days of physical labor. The only break from this labor comes every other Sunday when a Friar from the monastery comes to conduct Mass, and during the festival periods - four days in midwinter and three days in the middle of summer.

As a male you will grow up working your father's land. When you turn eighteen, you will be issued your own plot of land and a marriage will be arranged. From this land you must produce one rood of crop per year and donate it to the Duke, Sir Cedric, at the fortress. If you are very good at farming, Sir Cedric may grant you another plot to farm. Any crops produced in excess of the one rood you may keep. When this happens you usually take it to the open air market outside of the fortress to trade or sell with other peasants. If you do not produce the required rood for the duke, he may expel you from the duchy.

The land that you farm is not yours, it is the duke's. Although he will probably expel you for not producing your rood, he may expel you at his pleasure, for any reason at

all. He may also move you to any other plot of land, conscript you into the army, or do anything else with you that he pleases. Although you are entirely at his mercy, you rarely, if ever, see him, are not allowed to talk to him directly, and as long as you pay your rood, he does not bother you much.

As a female, you will work for your father until you are suitable for marriage, usually at about fourteen. At this time, a marriage will be arranged for you, and you will be married to the family that offers the most money and goods to your father. This is a dowry. If you are pretty, you will command a high price. If you are not, your family will have a hard time marrying you off, and may even have to pay a dowry to see you married (which is still cheaper than feeding you). Your primary duty is to produce children for your husband to make work easier. This is difficult because most of the children die in infancy.

When not struggling to pay the duke rood, you are struggling with the weather. The summers are hot and exhausting. The winters are cold. In addition, if you burn the duke's wood to stay warm, you are charged a tax of one crown. All of the wood in Sembia belongs to the duke. This "smoke tax" is collected by gents of the duke who will show up at your house and demand payment for whatever is currently burning as well as all of the cut wood he can

find. Sometimes the tax collector will waive the tax if you house and feed him - but not usually.

### Peasant Group I

Here is your problem. The plots of land that you farm no longer produce enough crops to pay the duke his rood and provide for your family and neighbors. Many in your group think that cutting down the great forest to the south would solve two problems - it would clear fertile land so that the crops will flourish again and it would provide enough wood to keep your homes warm in the coming winter. You would be glad to pay the "smoke tax" on all this wood if the duke would forgive your taxes for this year so you can concentrate on clearing the forest.

### Peasant Group II

Here is your problem. The plots of land that you farm no longer produce enough crops to pay the duke his rood and provide for your families and neighbors. Luckily, you have been secretly stashing away crops in hidden dugouts for years, rotting them when they get old and are unusable. You like the idea of clearing the trees from the great forest, but are tired of the taxes being levied against you all of the time. Also, you notice that some soldiers and merchants

are awarded property of their own! This doesn't seem right since your contribution to the duchy is just as important, even more so, than the merchants and soldiers. You would be happy to clear the forest and farm the land there, but only if you are granted the same rights as the merchants and allowed to own the land for yourselves.

### Peasant Group III

For years you have been noting that the soil was losing its power to produce crops and the day that you have been dreading has arrived - not enough crops can be produced on our plots of land to both pay the duke and feed your families and neighbors. The cause is clear to you - the land is cursed because Sir Cedric is illegitimate and not the rightful heir to the throne of the duchy. His grandfather's ghost haunts the land with witches, ensuring that nothing good will ever come from the land until Sir Cedric surrenders the throne. You believe that the church should administer the land. If the taxes were paid to the monastery for the construction of a proper church, and not to the imposter of the rightful heir, the land would flourish as never before.

#### Peasant Group IV

Here is your problem. The land does not produce enough crops to pay the duke's rood and to feed your families and neighbors. Many of your group have crossed the marshlands to the east and the rolling hills to the north in an attempt to find better, fertile land. The few that return from the marshlands seem to come down with a sickness and die shortly thereafter. But they bring with them news of land in abundance. You are willing to leave the duchy forever and pursue the fertile lands described in these stories, but you fear that without the protection of the duke's pikemen you will fall prey to marauders and barbarians.

#### Guild masters

Your group consists of leather workers, cobblers, weapon's forgers, clock makers, and merchants. You are tired of hearing about the peasants' hardships and their constant complaints. The future prosperity of the duchy is in the crafts. If the duke were smart, he would forget about crops and livestock, bring more of the peasants into the fortress to train as apprentices, and marry his daughter into the emperor's family. The future lies in trading, not in agriculture, and everyone knows it. Within one year's time, the guilds could produce enough crafts and utensils to

sell throughout the realms to buy the crops owed to the emperor ten times over.

### Clergy

Your group consists of the clergymen who live in the monastery in the rolling hills to the north. Every other Sunday you send friars into the duchy to administer the sacraments and do the work of the church. It bothers you that there is no proper church in the duchy, and the spiritual lives of the peasants and noblemen alike are not adequately met. You feel that the duke should make the construction of a magnificent new church his top priority. After all, how can Sir Cedric expect the duchy to grow and prosper without God's blessings?

## DEBRIEFING ASSIGNMENT

Answer each question in detail using complete sentences.

1. After experiencing this activity, how do you think the feudal social order contributed to the safety needs of this Medieval Europe?
2. What was your role in this activity? Were you a peasant? A nobleman? How did you feel about your role? Powerful? Helpless?
3. Describe how playing your role helped to contribute to the solution.
4. How do you feel about the solution? What would you have done differently to solve the problem?

5. Do you think that the feudal system of order was a good one? Can you think of any other systems for social order, and how would the solution be different in that system?



## Lesson Plan: Belongingness and Love Needs

### Objective:

Students will recognize their own needs for love and belongingness to their class through the designing and creation of their own geometric rug pattern, in addition to working together to create a class rug.

### Materials:

Activity sheet 31 and 32 from Multicultural Mathematics (1993)

Graph Paper

Colored pencils, crayons, markers

Tape

### Procedure:

- Review the hierarchy of needs.
- Why would love belonging to a group be necessary to people living in a grassland or desert biome?
- Social studies teacher should give background on African and Islamic cultures students have been studying. Emphasize the importance of communal support necessary for the survival of these cultures in the desert and grasslands.

- Discuss secondary artifacts and the relationship they display between the individuals that created them and the group or family to which they belong.
- Discuss history and importance of rugs in various cultures (i.e. the prayer mats of Islam, family heirlooms passed down through the generations.)
- Introduce students to activity sheets 31 and 32. Follow the directions to have students complete their own geometric rug design for their portfolio.
- Create a class rug in which each student contributes a symmetrical square. Tape them together and display in the classroom.
- Students will write their own myth or legend about:
  - How their rug came to be;
  - What the design in their rug represents;
  - Magical powers their rug holds;
  - A creative story of the rug's lineage;
  - Or any other idea you or your students come up with.

**Assessment:**

Student assessment will be based on their completion of a geometric rug pattern that follows the symmetrical guide lines along with a myth or legend about their rug. In

addition, students will be assessed on their contribution of a geometric square design to the class rug.

## LESSON PLAN: ESTEEM NEEDS

### Objective:

Students will analyze the values and heroic qualities of the Japanese culture and compare them with their own personality traits which meet their esteem needs.

### Materials:

Student copies of Activity 38 from Multiculture Math (1993)

Cowrie shells, macaroni shells, or thumbtacks

Teacher personal objects (see Activity Three)

Drawing paper

Coloring utensils

### Procedure:

- Pose question: How would living on an island surrounded by water effect the development of its culture?
- Isolation might cause a monocultural society to develop.
- Social studies teacher should give background on Japanese culture and how its geography influenced its early development as a nation.

- Discuss: Is everyone truly alike, regardless of isolation? Why do we need differences?

### Activity One

- Review Japanese use of I Ching, or Book of Changes to tell the future.
- Break students into small groups to complete Activity 38.
- Students will recognize and evaluate assumptions of the Japanese culture in decision making.
- Discussion:

How does probability or chance factor in what happens in your life?

How much does it affect how you turn out or what you become?

Inevitably, do you have control over your own destiny?

### Activity Two

- Compare and contrast the Samurai warriors and the Bushido Code to our heroes of today, using a Venn Diagram.
- Discussion or writing assignment:

How do heroes display honor and esteem?

Why do cultures need heroes?

Are the same heroic qualities or traits admired equally in all cultures? Why or why not?

### Activity Three

- This activity will help us identify those personality traits that are admirable in each of us in addition to learning what a symbol is.
- A personality is what makes that person special and different from others. Things we enjoy and do well, as well as our feelings contribute to our personality.
- The teacher should bring several items from home that represent his/her personality, i.e., a paper clip for organized, a baseball for athletic, a light bulb for creative.
- Present objects to the class and have students generate words that might describe the personality trait it represents.
- Together come up with a list of possible personality traits, i.e., musical, artistic, athletic, outgoing, shy, friendly, happy, caring, funny, neat, responsible, optimistic.
- Direct students to come up with three objects or symbols that could represent their personalities.
- Have students make detailed, colorful drawings of their objects or symbols. Remind them that the details they include and the colors they choose are very important to the meaning they represent.

- Students should present their drawings to the class (or in a smaller group setting). Teachers and students should give positive feedback.
- Display student drawings in the classroom.

**Assessment:**

Students will have met with the desired objective upon completion and participation in the activities, in addition to producing a colorful, detailed drawing representing three personality traits.

## LESSON PLAN: SELF-ACTUALIZATION

### Objective:

Students will apply their knowledge of the Hierarchy of Needs and the cultures they have been studying in Social Studies for a culminating activity in which they will create their own culture.

### Materials:

student brainstorm pages  
a poster board for each group  
coloring materials  
hat filled with biome names on slips of paper

### Procedure:

- Break students into groups of 4 or 5. Have students choose cooperative group roles within their group.
- Have each group draw from a hat the biome or ecosystem in which they will be developing their culture.
- Review Hierarchy of Needs.
- Have students brainstorm some of the cultures they have studied and their development within those biomes.



- Remind students they must work from the bottom of the pyramid up and meet all human needs for their culture.
- Discuss the importance and relevance of each level.
- Students will work together through the student pages to brainstorm and develop their ideas. Hint: you may want to give them a time frame in which to complete each level.
- Final product will be displayed on a poster to advertise all aspects of their culture. Students will then give an oral presentation on their culture to the class.
- You may want to make this class competition in which students are trying to attract the largest population to live in their culture. If so, have students rate top 3 cultures in which they would prefer to live. Tally the score and award the top 3 cultures.

**Assessment:**

Students will be individually assessed and given feedback concerning their participation within their cooperative group. Student groups will have met the requirements set out in the student pages upon completion.

Student work should display an understanding of the development of meeting a culture's needs, as well as making use and reference to the natural resources provided by their particular biome or ecosystem. Students will also be graded on the quality of their oral presentations and visual displays.

## PHYSIOLOGICAL NEEDS

**\*Remember:** Utilize the knowledge you have about your particular biome. Use your biome portfolio as a reference as need be.

Answer in detail using complete sentences.

1. What kind of food sources are available for your culture in your biome or ecosystem?
2. How will you get food?
3. Invent a favorite recipe of your culture.
4. What water sources are available in your biome or ecosystem?
5. How will your culture make use of these water

resources?

6. What types of materials are available for your culture to build shelters?
7. What type or shape of shelter would best protect you from the elements in your biome?
8. What would be the best location for your shelters?
9. On a separate sheet of paper, draw a detailed, colorful picture of what your culture's shelter will look like. Also include the background setting in which it will be placed. (This can be done on your poster.)



## SAFETY NEEDS

Answer in detail using complete sentences.

1. What type of jobs will be necessary to meet your culture's needs?
2. How will people be paid for their services?  
(Consider the barter system, trade, favors, money, etc.)

**\*\* Skip questions 3 & 4 if you did not choose money as a form of payment.**

3. What is your money based on? (What is the piece of paper backed up with to give it worth or value?)
4. Draw a picture of your coin, paper currency, or whatever items you choose to use for money.

5. Describe the social order of your culture. How will men, women, and children be valued?
  
6. Describe in detail the system of government your culture will have.
  
7. Will your culture have a military? If so describe in detail how it will be set up, who will participate, and how they will protect the people.
  
8. Religion is another form of social order that makes people feel secure. Describe in detail the religion that will be practiced by your culture and how it meets their needs for safety.

## Belongingness and Love Needs

### Answer in detail using complete sentences.

1. What kind of group or organization will your culture offer that will provide everyone with a sense of belonging?
2. How will you avoid membership in these groups from becoming exclusive (only certain people can be members) and prevent people from feeling rejected?
3. How will friendships be valued and promoted?
4. How will the family be valued and promoted?
5. What are some other ways you can help people in



your culture feel loved and part of the group?

6. Will your culture include certain rights of passage? If so what will they be?
  
7. How can you avoid people from feeling lonely or rejected in your culture?
  
8. Why are these so important to the survival of your culture?

## ESTEEM NEEDS

Answer in detail using complete sentences.

1. What type of qualities will be admired and respected in your culture?
2. What types of behaviors will be discouraged?
3. Design a system of education for your culture.
4. What types of things will be taught?
5. Will it be like a school or apprenticeship?

6. At what age will people attend and for how long?

7. Why does your culture believe it is important to be educated?

8. What benefits will there be for your culture by having a well educated population?

## SELF-ACTUALIZATION

Answer in detail using complete sentences.

1. How will your culture encourage people to reach their full potential in setting goals, working towards them, and perfecting and making the most out of their talents?
  
2. Why is it important for your culture to have goals and work toward them?
  
3. What would happen to your culture if people were not encouraged or given the opportunities to reach their full potential?
  
4. Development of the arts and humanities are essential if a culture is to reach its full potential. Describe programs your culture will

provide in order for people to reach their full potential in areas such as music, art, literature, philosophy, career, leadership, etc.

5. Provide examples or describe the types of music, poems, art etc. that will be produced by your culture.

## Eighth Grade Unit Activities

These units are designed to be used along with the Houghton-Mifflin eighth grade Social Studies text, A More Perfect Union. They can be taught in conjunction with corresponding chapters, or on their own, with the text as research material.

The assignments included here will require students to use information learned to reach for new ideas, to make assumptions, and to form conclusions. The research students complete in these units is only the first step in the more sophisticated task of creating a project or analyzing information, giving the learner the opportunity to become involved in the learning process.

## Family Heritage Book

### Day One.

#### Objective:

Students will develop an outline for the Heritage Book.

#### Procedure:

Introduce the project, and discuss organization. Chapter One should include statistical and historical information. Chapter Two should contain subjectivity and narrative information, comparing parents' and grandparents' experiences with the students. Chapter Three should be a compilation of family favorite anecdotes and customs. Teach outlining procedures, using the student project sheet.

#### Guided Practice:

Students make lists of what they already know and what they need to know in order to write their book. They will organize their notes into appropriate chapters in the outline.

## Day Two.

### Objective:

Students will interview family members.

### Materials:

Notebook

Tape recorder or video cameras.

### Procedure:

Brainstorm information to be obtained in an interview, make a list including what historical events the interviewee recalls; family statistics, changes in fashion, price changes of commonly purchased items, changes in school, technology, etc.

### Guided Practice:

Students will personalize and add to their list of interview questions.

### Independent Practice:

Students will interview family members at home.



### Day Three.

#### Objective:

Using information from their interviews, students will develop a time line of historical events than coincide with their families' histories.

#### Materials:

Reference books

Chart paper

Felt pens.

#### Procedure:

Discuss how historical events may have changed or impacted students' families. (Caused immigration, job changes, etc.)

#### Guided Practice:

Students develop time lines.

## Day Four.

### Objective:

Students use information gained from research and interviews to write family heritage book.

### Materials:

Computer

Paper

Pens

### Procedure:

Review students' project sheet and rubric. Demonstrate the procedure to turn notes into paragraphs. Review paragraph organization.

### Sources:

The Great Ancestor Hunt (1987)

Lila Perl, Clarion Books, New York.

Immigrant Kids (1980)

Russell Freedman, Scholastic Inc. New York.

## Family Heritage Book

(Students Page)

This is an outline to help you organize your research about your family. If you find interesting information that isn't listed here, please add it wherever you think it fits. The book should be written in paragraph form. You may write or print, but be sure your work is neat and that you remember to edit. Your book must be bound and should include a jacket with information about the author on the flap.

### Chapter One:

- Statistics about you and your family; when and where were you and your parents born?
- What is your place in your family? (Are you the oldest, youngest, only child?)
- Do your parents have brothers and sisters?
- When and where were your grandparents born?
- What important historical events coincide with events in the lives of family members? (Who was president when you were born? What wars or conflicts do you or your parents or grandparents remember?)

## Chapter Two:

- Tell about a typical day at school, and about a favorite activity after school.
- Interview your parents and grandparents about their eighth grade year. What classes did they take? How well did they do in school? What were their favorite subjects? How does their experience compare with yours? Ask them about how they spent their free time. Compare styles of dress and hairstyles. Include photographs if possible.

## Chapter Three:

- Describe your favorite family holiday. Include how you spend your time together and special foods you eat. You may want to share family recipes.
- Interview family members who are good at telling funny family stories. Write the story down to include in your book. Ask older family members to share some memories with you.
- Who was the first member of your family to come to this country? Where did they come from and why? How difficult was it to adapt to a new country?

### Appendix:

- Make a personal time line that includes important events in your life. Add historical events that have occurred during your life.
- Fill out the four generation ancestry chart.

#### 1. Presentation:

- The book is bound neatly. Corners are well done and there is no excess glue. Pages turn easily.
- Handwriting is neat and easy to read. The book is written in blue or black ink. The work has been edited.
- The jacket of the book is attractive and complete.

#### 2. Content:

- The book is interesting and well written. Information is organized in a logical way.
- All of the information asked for in the outline is included in the text.
- The historical time line is accurate and complete.
- Follow Up Questions for Discussion:
  1. List the historical events remembered by students and their parents.
  2. Discuss the impact of these events on the

students' families.

## Colonial Newspaper Project

### Objective:

Students will work in groups to complete a newspaper detailing events leading to the Revolutionary War.

### Materials:

Computers

Word processors

Research materials that include primary sources.

### Procedure:

Review events leading to the Revolutionary War. Together, make a time line of events, focusing on the action/reaction of the British and the Colonists. Discuss differing points of view of the groups involved in the conflict. Look at the different sections of a modern newspaper. Make a list of sections to include in students' papers. Discuss anachronisms and how to avoid them. Review research and note taking skills.

### Guided Practice:

Students work in groups to prepare a newspaper, using

the student project sheet as a guide.

- Follow up questions for discussion:

1. Review the events that led to the Revolution:

The Proclamation of 1763, The Quartering Act, The Stamp Act, The Boston Massacre, The Boston Tea Party, The Intolerable Acts, from the viewpoint of each side.

2. Review the course of the Revolutionary War.

Discuss the effects of French support for the colonists.



## Colonial Newspaper Project

(Students Page)

- Your colonial newspaper can encompass any time period between the Proclamation of 1763 and the Treaty of Paris. Whatever date you choose, be careful not to mention anything that occurred after it! The paper can be written from a Tory or a Patriot point of view, however letters to the editor can display the opposing viewpoint.
- The paper may be typed or handwritten, but it must be in a standard newspaper format. It should include a masthead, (the title and date of publication). It should be written in columns, and each story should have its own heading. The front page should have a banner, or top headline. Avoid anachronisms.
- Include the following features in the paper:
  1. The banner story, such as the Boston Massacre or the Treaty of Paris.
  2. An interview with an important leader of the day, such as John Hancock or Thomas Jefferson.
  3. An interview with an ordinary citizen of the day about how the news affects his life.

4. Letters to the editor. (Include more than one point of view here).
5. Advertisements of things for sale and for jobs available.
6. At least one political cartoon.

## Industrial Revolution

### Objective:

Students will demonstrate, orally and in written form, the connection between history and technological development.

### Materials:

Texts

Time lines

Reference books

### Procedure:

Discuss the ideas that the need for invention and innovation is often influenced by history, and that one idea of discovery builds on another. Brainstorm various inventions that illustrate these ideas: WWII led to the atomic bomb, which led to nuclear energy in peace time. Nuclear disasters in Chernobyl and elsewhere led to an increased interest in solar energy and alternate energy sources. Elicit other examples from students (rising oil prices lead to changes in automobiles, etc.)

Review the inventions of the 1800's and early 1900's.

Discuss the influence of history on the need for these particular discoveries; discuss the influence of these inventions on history.

Review research and note-taking procedures, as well as paragraph organization. Read together the student project sheet.

**Guided Practice:**

Students choose an invention and research historical events surrounding it. They write a four paragraph paper with a description of the invention and its purpose, the reason the invention was needed, and other inventions that lead to or came from this one. Information about the inventor should also be included.

**Independent Practice:**

Students will build models or draw detailed diagrams of the inventions they studied.

**Assessment:**

Students present their models to the class and explain their historical significance.

● Follow Up Questions for Discussion.

1. Review the reasons for immigration during the mid-1800's by the German intellectuals and by the Irish poor.
2. Discuss the reasons behind the development of Nativism and the "Know-Nothing" party.
3. How did the invention of the steam engine help to bring about the Industrial Revolution?
4. Discuss the role of transportation systems (roads, canals, railways) in the Industrial Revolution.

## Industrial Revolution Project

(Student Page)

Choose an invention or discovery from the years between 1800 and 1900. Research facts about the inventor, the importance of the invention, the need that led to its discovery, the effects of its discovery on the economy or the people of the time, any future inventions it may have made possible.

Your project should include research notes, a written paper, and a model or illustration of the invention. Use the following guidelines.

- Take notes from at least three sources: the computer lab, the encyclopedia, and an additional reference.
- Use your notes to write a four paragraph paper about the invention. The paper should contain the following information: a description of the invention and what it did, the reason the invention was needed, other inventions that led to or came from this one, information about the inventor.
- Build a model or draw a detailed diagram of the invention, models and diagrams should represent your best work and show that you have spent time preparing them.

- The notes, paper, and model, will each be worth 25 points. Presentation will be worth an additional 25 points.

## Wagon Train Project

This unit is designed to last from one to two weeks and uses the westward movement to teach geography, math, science and creative writing skills. Depending on the ability of the students, the unit may be broken down into individual teacher directed lessons with independent student work to follow, or the entire project may be assigned to small groups to work through at their own pace. A detailed outline of the project, along with a rubric that describes expected outcomes, is included for that purpose.

### **Teacher Directed Lessons**

#### Lesson One:

##### Objective:

Students will demonstrate an understanding and appreciation of the hardships faced by settlers traveling west in the early 1800's.

##### Materials:

Map of U.S.



Index cards

Patty Reed's Doll, by Radel K. Laurguard

**Set:**

Use a topographical map to show the routes taken by settlers.

**Procedure:**

Read an excerpt from the novel, Patty Reed's Doll. Discuss the trials and tribulations faced by members of the Donner party. List those problems mentioned, and brainstorm others. List possible incidents that might be considered good luck.

**Independent Practice:**

Students write "fate cards" to be used throughout the unit in order to travel across the map on their journey west. The cards should describe some realistic event that happened along the way, either good or bad. Students assign positive or negative points to the cards, and receiver of the card uses the number to move forward or back on the map. \*\* Through the unit, use the map and the fate cards, along with bonus points assigned for quality work, to move students along on the journey.

## Lesson Two:

### Objective:

Students will demonstrate an understanding of the effects of geography on lifestyles by designing a chart that illustrates land use by various native American tribes.

### Materials:

Map.

Research material about Native American Indians,  
atlases.

### Set:

Use a topographical map of the United States to show the variety of terrain in our country.

### Procedure:

Lead a discussion of a review of the different landform and climates within the continental U.S.. Discuss the

challenges and opportunities presented by the natural resources found in each area. How is clothing, shelter, diet, and culture determined by environment?

**Guided Practice:**

In groups of three, students will design and prepare charts that illustrate the independence of culture and environment. Categories should include Northwest Coast, Plains, Southwest, Northeast Woodlands, and Southwest Tribes. Research materials should be available to each group.

**Assessment:**

Groups will present the information learned to the class.

**Lesson Three:**

**Objective:**

Students will demonstrate the ability to use a map key to calculate distance. Using an average number of miles traveled daily, they will calculate the time necessary for the journey.

### **Materials:**

Map

Rulers

Calculators

### **Procedure:**

Review the use of the map key. Give student volunteers the opportunity to compute short distances on the classroom map.

### **Guided Practice:**

Students work together to compute the entire distance from the point of departure to their destination. They then calculate the time necessary to travel.

### **Independent Practice:**

Students use current highway maps to compute the distance over roads, and then to find the time necessary to travel the route by car.

### **Lesson Four:**

#### **Objective:**

Students will compile a complete and accurate

description of one biome crossed on their journey.

**Materials:**

Atlases

Almanacs

Reference materials

**Procedures:**

Discuss the interdependence of plants and animals on each other and on the environment in which they live.

Discuss such variables as temperature, rainfall, altitude, distance from a large body of water, existence of rivers or lakes.

**Guided Practice:**

In groups, students research one biome they will be crossing on their trip west. They should compile a scientific journal that includes drawings or photographs of plants and animals, descriptions of terrain and landform, presence of lakes or rivers, and the climate of the area.

**Assessment:**

Students share the information learned with the class.

## Lesson Five:

### Objective:

Students demonstrate the ability to communicate what they have learned in written form.

### Materials:

Notes from previous lessons.

### Procedure:

Discuss the genre of historical fiction. Emphasize the idea that historical facts are used to make a story interesting and believable. Discuss the facts learned about the westward movement so far in this unit.

### Guided Practice:

In groups, students write a journal that incorporates all of the information they learned while studying this unit. The journal should take the form of a diary written by a member of a wagon train party. Give students the outline of the project and the rubric.

### Assessment:

Students share their finished work.

- Follow Up Questions for Discussion.

1. List reasons that settlers traveled westward.  
(Financial religious, etc.)
2. What part did the discovery of gold play in the western movement?
3. Review the Lewis and Clark expedition, the U.S. annexation of Texas, and the idea of Manifest Destiny and relate them to the push to move west.

## WAGON TRAIN PROJECT

(STUDENT PAGE)

The object of the Wagon Train game is to move your wagon across the map from Staunton, VA to Sacramento, CA. The number of spaces moved each day will depend on the following criteria:

- Cooperation among group members.
- Staying on task.
- Quantity of work done.
- Quality of work done.
- Fate cards.

Negative points will be assigned to groups failing to meet the first four criteria. Negative points will cause the group to move backwards on the map.

Read the following list of tasks before you begin. The first three or four should be done in the order listed, but after that you may work on any task you choose. You cannot reach Sacramento without completing every task.

Describe the members of your family group. Include the age, health, occupation, temperament, and appearance of each. You may want to draw a family portrait. Photographs are also acceptable, but should be black and white and the "family" should be dressed appropriately.



Explain your reasons for leaving Virginia and your reasons for choosing Sacramento for your destination.

Load your wagon. Research the kinds of supplies and the amounts needed for your trip. Find out how many oxen will be needed to pull your wagon. Make a diagram of your loaded wagon. Remember that you will have to unload supplies daily, and reload again to move on.

Describe a typical day crossing the prairie, and a typical evening in camp.

Make a list of the possible hardships you might encounter. Use this list when you write daily entries in your journal or diary.

Research the length of time it would take to complete the different parts of the journey, (crossing the prairie, climbing the mountains, traveling across the desert.) List important rivers, mountain ranges, deserts, forts, cities along the way. Research rainfall and temperatures of each region. Cut out or draw pictures of flora and fauna of each state through which you will travel.

Illustrate two or three points on your trail.

Make a map of your route.

Make illustrations of wild flowers you have "collected" along the way.

Use all of the information gathered and fabricated to write a convincing, fact-filled journal of your adventure.

Find, make, or draw a family heirloom or remembrance of the journey. This could be a rag doll, an old china cup, a faded sun bonnet., etc. Make up a short story about who carried it across the country, and why.

Your project will be graded on completeness, creativity, neatness, time management, and accurate use of facts.

## WAGON TRAIN PROJECT RUBRIC

(STUDENT PAGE)

Your finished project should take the form of a journal. The research you are doing should be used in your journal entries to make the writing realistic and historically accurate. You will be graded on the following items:

- The finished journal is attractively presented.
- The research you have done is included at the back of the journal in an appendix, and is woven into your story.
- The first part of your journal includes descriptions of crew members, reasons for leaving Virginia, and details about supplies in the wagon.
- You have included illustrations of crew members, points of interest along the trail, and plants and animals "discovered".
- The "heirloom" your group has chosen is plausible and your story is entertaining.
- The completed journal has been edited for spelling and grammatical errors by each member of the group before being submitted.

## CIVIL WAR BOARD GAME

### Objective:

Students will create a board game that teaches about some aspects of the Civil War.

### Materials:

Foam boards  
Construction paper  
File cards  
Glue  
Research materials.

### Procedure:

Introduce several aspects of the Civil War with photographs, letters, journals, etc. (Possible sources are listed below.)

Review research and note-taking procedures, brainstorm popular games; Wheel of Fortune, Sorry, Risk, Monopoly, Bingo, etc. Discuss Methods of adapting these games so that they teach about the Civil War. Share the student project sheet.

**Sources:**

The Boys' War. (1990)

Jim Murphy, New York, Clarion Books.

The Fighting Men of the Civil War (1986)

William C. Davis, London, Salamander Books.

- Follow Up Questions for Discussion.
  1. Compare and contrast the economies of the North and the South before the Civil War.
  2. Review the Abolitionist Movement and its major proponents:  
Frederick Douglas, William Lloyd Garrison, Sojourner Truth, Harriet Tubman, etc.
  3. How did the Kansas Nebraska Act help to incite the war?
  4. How did President Johnson's inability to compromise with Congress impede the healing of the nation after the war?
  5. What was one of the technological advances during the Civil War?

## CIVIL WAR BOARD GAME

(Student Page)

Design and create a board game to teach about the Civil War. The finished game should include written rules, the "object" of the game, game cards, a game board, and game pieces. You may choose to focus on one aspect of the war, such as medical conditions, weaponry, or one famous battle; or you may decide to include a general overview of the war. You may choose to have a complicated board with coordinate points (as in "Battleship"), or a traditional board, like monopoly. Remember that the purpose for the game is to teach facts about the Civil War.

Your game will be graded using the following criteria:

1. Presentation. Is the board carefully drawn? Are game cards neatly printed? Is the game complete and creative?
2. Organization. Are the rules clear? Is the Objective of the game stated? Can the game actually be played?
3. Educational value. Does the game teach the player about the Civil War?

## INDIAN CHIEFS PROJECT

### Day One:

#### Objective:

Students will complete a questionnaire about a specific Indian chief.

#### Materials:

Indian Chiefs, by Russell Freedman  
questionnaire

#### Set:

"We soon began to notice that each time we made a treaty, we lost a little more land, although each time we were told that the new reservation was to be ours forever, the white man meant "until we want it ourselves." Kiowa Woman

#### Procedure:

Discuss this question. Students respond to questions: If you were an Indian leader what would you have advised your people to do? Would you have fought or cooperated? Why? What were the consequences of each choice?

### **Guided Practice:**

Break class into groups of five, distribute chapters of Indian Chiefs. Groups will read about one Indian Chief and discuss his choices and the ramifications for his people. Students will complete the attached questionnaire. Their answer will be used to form a basis of a presentation to the class.

### **Day Two:**

#### **Procedure:**

Outline the requirements for the presentation:

- The information on the questionnaire should be included in the presentation.
- Students should have a map of the tribe's original land and of the reservation land they were confined to.
- The group should share their thoughts about whether the leader they studied made effective choices for his people.
- The presentation may take the form of a lesson, a dramatization, a series of narrated illustrations, or a combination of these.
- The rubric should be used to evaluate the



presentation.

**Practice:**

Students use their outline to prepare to share information with the class.

**Independent Practice:**

Students present information to class.

**Evaluation:**

Use the rubric given to critique the presentation.

● Follow up questions for discussion:

1. Discuss the point of view of the White settlers and that of the Indian tribes concerning the westward movement. Include the idea of Manifest Destiny and the opposing ideas about land use and land ownership held by these groups.
2. Review the actions of the government during this period:  
treaties, broken treaties, massacres, etc.
3. What effect did the transcontinental railway have on the resettlement of the west and the displacement of the Indians?

## INDIAN CHIEFS QUESTIONNAIRE

(Students Page)

1. Give the name of the chief and the dates of his birth and death.
2. Give the name of his tribe, the area in which the tribe lived, and their lifestyle before settlers came on the scene.
3. Tell how this man became a leader.
4. Detail specific problems with white men.  
(Encroachment of farmland, trains or trails through hunting grounds, etc.)
5. Discuss the treatment of the Indians by white authorities. Give names of Union soldiers or agents.
6. Give details of treaties made and tell whether they were kept or broken, and why.
7. Tell who was president at the time.

8. Tell how the chief lived at the end of his life, how he died, and what effect he had on his people.

9. Copy a quotation from the chapter that includes the words of the chief himself.

\*\*\* Discuss together the actions of the chief and their consequences. What were the reasons for the action? Were they justified? Were there other alternatives? What are your feelings about the government's treatment of the tribe?

## INDIAN CHIEFS RUBRIC

(Students Page)

1. Was all the information on the questionnaire included in the presentation?
2. Is the map neat and detailed and is the information clear?
3. Were your voices loud and did you speak clearly?
4. Did you use visual aides?
5. Did you stand up straight and appear confident?
6. Did everyone in the group participate?
7. Did you share your ideas about whether the Indian Chief made the best decisions possible for his people?

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