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Trends in The Development of Teaching American History in the Seventh Grade

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TRENDS IN THE DEVELOPMENT
OF TEACHING AMERICAN HISTORY
IN THE SEVENTH GRADE
by
James A. Spears
TRENDS IN THE DEVELOPMENT OF TEACHING AMERICAN HISTORY IN THE SEVENTH GRADE

A paper presented to
Dr. William H. Zeigel
Eastern Illinois State College

In partial fulfillment of the requirements for the degree Master of Science in Education

By
James A. Spears
Summer, 1955
Acknowledgment

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To his wife who has done all the typing, the writer would like to express his deepest gratitude.
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CHAPTER I
DEVELOPMENT OF HISTORY IN THE UNITED STATES

Growth of History Teaching in the United States

Henry Johnson believes "history in some form has probably been a part of instruction since the earliest dawning of historical consciousness." The people of antiquity handed down traditions from the old to the young. Through the centuries history has been handed down to us by story telling, songs, and written work passing along, political, religious, moral literary, dramatic, patriotic, heroic, and economic points of view. The story telling of Herodotus, the didactic ideal of Thucydides, the dramatic ideal of Froude, the heroic ideal of Carlyle, the patriotic ideal of Green, and the combined literary and political ideals of Macaulay are only a few examples that testify to the various viewpoints according to which history has been written.

According to Arthur C. and David H. Bining, "the Greeks were the first writers of history in the accepted sense of the word. In its original meaning the word 'history' was applied to any kind of knowledge; then it was narrowed to include a knowledge of human affairs as distinguished from the natural sciences; and finally was applied to a sequence of events." "History in its broadest sense," Johnson tells us, "is everything that has ever happened."

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3 Johnson, op. cit., p. 1.
History is one of the oldest social sciences. Social sciences are the storehouses of knowledge, the source of scientific social knowledge as far as the information exists. The social sciences are concerned with the detailed, systematic, and logical study of human relationship.

"In contrast with social science, the social studies are designed primarily for instructional purposes." The term social studies indicates materials whose contents as well as aims are predominantly social. A fifth grade unit on milk, a seventh grade lesson on cotton, or a twelfth grade project on currency would have very little to contribute to the sum total of human knowledge. They are, however, examples of the utilization of social sciences for instructional purposes. They are examples of social studies material.

The teaching of history in the United States has been very slow to develop. In the colonial period history was taught by means of the classics. The European countries were studied more than our own country. "No textbook appeared in American history and all indications pointed to the fact that neither colonial history nor British history found a place in the colonial schools." The development of United States history had a slow start; it began after the war of 1812. The new history really became popular after the Civil War. The teaching of civics had its

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5 Eding, op. cit., p. 7.
6 Ibid, p. 10.
origin in the third decade of the nineteenth century. The political sciences were offered until about 1890, but since then civics has replaced them. Today, if taught as a separate subject, it is usually in the senior high school. Economic thought was stimulated in the early 1900's by the rapid expansion of American industry and business. The Civil War brought about the rise of the new economics in the last decade of the nineteenth century with a view to training students in economics and citizenship.

Sociology, the science of associated life of humanity, was first introduced into the college curriculum about 1878 and by 1918 it had become an accepted subject in the curriculum in American high schools.

The course sometimes called "problems of democracy" is one of the latest additions to the new history. It was not possible for the students to take all the social studies offered in high school; therefore, a new course was proposed to be made up of important political, social, economic materials, and of the other social studies. This new course, as its name suggests, was to be organized and taught in the form of problems. Little progress was made in introducing such a course in the schools until after 1920 when suitable textbooks for such a course began to appear.

World War I provided the impetus for the introduction of current events. As our country has become more dependent on the rest of the world, current events have become more important. Many reasons may be found to explain the growth of such a course. Pupils are interested in the events of the world; the world has become a smaller place in which to live; and students have had more contact with other countries by means of radio, television, movies, magazines, and other means of communication.
Geography has been passing through significant changes in objectives and content, which brings it closer to the realm of social studies. It is a study showing how the environment has conditioned and influenced the rise and movement of civilization as well as the lives and destinies of peoples. It has departed a long way from the old formal subject known as geography, which was made up largely of lists of geographical names and descriptions of boundaries.

The program of history varies in our schools today, but it usually follows a pattern such as this:

Primary grades

   Famous men, heroes, Indians, colonial dress, famous days, Columbus, pilgrims, and other general events that will open the eyes and ears of these children to the development of the world today.

Grade 4

   Living in different environments.

Grade 5

   The United States - a union of peoples and regions.

Grade 6

   A land of people with conflicting interests, and its neighbors of the old world.

Grade 7

   Geography

Grade 8

   American History

Grade 9

   Civics
As a result of our complex changing environment, a greater emphasis today is being placed upon the social sciences in our school curriculum. A well integrated program must be worked out in order to provide for effective citizenship. One method of developing such a program, "though not the most widely followed, but the most generally approved organization of instruction of today, is the Unit plan."  

### The Aims and Objectives of Teaching History in the United States

In primitive time education dealt with the preservation of life. With the development of formal education from the time of the Greeks to our own, statements of objectives have represented the advanced thinking of the age in which they are formulated. The aim of early American education for more than 200 years was to prepare the students for the Universities. "Remote as it may seem from the practices of American high schools and colleges, Greek, Latin, and mathematics were, within the memory of men living, almost universally regarded as the essential core of curriculum of secondary education."  

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Generally accepted aims of secondary education are the Cardinal principles of which there are seven. These are: "one, sound health, knowledge, and habits; two, command of the fundamental processes; three, worthy home membership; four, education for vocation; five, education for good citizenship; six, worthy use of leisure time; and seven, ethical character."\(^9\)

Arthur C. Bining and David H. Bining in their book, Teaching the Social Studies in the Secondary Schools, makes this statement, "These objectives have been stated, restated, revised, and modified in various ways by educational writers and theorists."\(^10\) In view of this quotation the writer wishes to cite two publications of the National Education Association, Educational Policies Commission, Washington: The Purposes of Education in American Democracy published in 1938 and Education for all American Youth published in 1944.

The chief purpose of teaching history in our public schools is to train citizens and not to produce scientific historians. "The materials of social studies must be used in conformity with the purpose of secondary education."\(^11\)

The Methods of Teaching History in the United States

According to the Binings', "the origin of modern methodology may be traced to the theories of Jean Jacques Rousseau."\(^12\) Rousseau was chiefly a political theorist who wrote against the rigid

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\(^{10}\) Bining, op. cit., p. 28.

\(^{11}\) Ibid, p. 33.

\(^{12}\) Ibid, p. 49.
disciplinary practices of the education of his period. Many were stimulated by the work of Rousseau such as Pestalozzi, Froebel, and Herbart. Pestalozzi favored more and not less correlation and in 1817 his ideas found expression in the attempt of fusion. The new ideas of Pestalozzi changed the method of instruction in the schools of Europe and America. Careful analysis of ideas of Pestalozzi show that they were based upon sympathetic insight rather than upon scientific principles. It was left for his disciples and followers, Fredrick Wilhelm August Froebel and Johann Fredrick Herbart to develop elaborate systems of education.

The work of Froebel dealt largely with the kindergarten and therefore will not be discussed. There was a change of philosophy which had its beginning in the United States before the last decade of the nineteenth century. "By 1890 the Herbartian philosophy of education was introduced into this country from Europe and did much to discourage belief in the doctrines of formal discipline. Herbart conceived the mind as a unit and not a number of faculties." 13

By 1910 Herbartianism, as a system of education, was generally criticized. The emphasis upon the teacher and upon formal procedure especially was opposed. A new conception of learning was arising based upon a new psychology and founded upon scientific procedure. According to the new educational philosophy of such men as John Dewey and W. H. Kilpatrick, learning is an active process. Herbartianism stressed the teacher; the new philosophy emphasizes the pupil. Learning does not consist in training the

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13Sining, op. cit., p. 55.
"faculties" of the mind or in the mere acquisition of an "aperceptive mass" of ideas, but is a constant process of reorganizing and reconstruction experience. Education, then, is an active rather than a passive process. The school not only is a preparation for later life, but must be regarded as life itself. The activities of the school must be socialized in order that they might reproduce real life situations. The interest of the pupil individually and collectively must also be considered. The central place in the school, in theory at least, has been given to the pupil. The teacher cannot substitute his activity for that of the pupil in the learning process. Education must begin with the child and must be adapted to the needs and requirements of the child as he grows.

There are several methods of teaching history such as the discussion method, the textbook method, the lecture method, the method utilizing source, the problem and project method, the supervised study method, and the unit method. The methods that are mentioned above may be used very effectively in the teaching of history.

The discussion method is a planned and prepared discussion involving study and preparation, selecting and organizing material, exchanging of ideas with others, and often results in pooling opinions and joint actions. Discussions may be informal, or may assume some form as a debate, symposium, panel, or round table.

The method utilizing source is concerned almost wholly with written or printed accounts. Because the facts of history are beyond visual recall, the teacher must find a substitute for
direct experience. Sources may be utilized by the reading of a vivid passage from a source or assigning pupil readings that are of interest to the class. These are just two ways the teacher may utilize source to find substitutes for experiences that are beyond visual recall.

These methods may be used in teaching history, but the writer will discuss in this paper the lecture and textbook method, the project and problem method, the supervised study method, and the unit method.

**Lecture and Textbook Method**

Wesley tells us "the lecture method involves teaching by the spoken word. In general it has come to mean a formal and rather extended talk by the teacher." The widespread use of the lecture method in European schools and its acknowledged effectiveness have had very little effect on the American attitude. "Conditions in the secondary schools of the European countries are more favorable for such procedure on account of their highly trained teachers, their selected type of pupils, and the military discipline of the schools." These facts may explain the use of the lecture method in the European schools. It is not followed in the American schools because we have developed the idea that education is for everyone and is an active process. There are times when the lecture may be used. According to Wesley, "the lecture may be used to motivate, clarify, review, and to expand the contents."

Today in our American schools we demand, for the most part,

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15Bining, *op. cit.*, p. 69.
that students be trained in the mastery of the textbook. From the point of view of American conditions, the most important aid in the teaching of history is the textbook. Since the textbook lends itself readily to a variety of both poor and good procedures, perhaps it would be well to indicate some of them. The most unworthy use of the textbook is its being used in memorizing for a recitation. Another unfortunate use is the assignment of pages in the text and then the assignment of a formal question and answer period covering the material. A good use of the textbook may be, after reading pages in the text, pupils may make outlines and summaries. The textbook can be used to teach the student how to read. There can be more than one text used, and the textbook may be used as a supplement. Wesley tells us "there are certain advantages and disadvantages in the use of a textbook."17 Some of the advantages of a text is that it is a reasonably accurate account of the subject, it presents an organized content, it makes use of many devices such as pictures, maps, outlines, references, etc., it furnishes the class with a common core of content, and lastly, the text furnishes definite basis for drill, assignment, and projects.

There are also disadvantages to a textbook such as these: texts are survey of rather wide scope, they are so condensed they may neglect a wealth of colorful material, the use of one text for all needed materials, and because of its definite content, it could formulize procedure. The textbook has meritorious aspects when properly handled by a competent teacher.

Project and Problem Methods

The Binings' point out "the term project probably originated at Columbia University, as the name of a procedure that came into being as a revolt against current methods used before 1918. Dr. W. H. Kilpatrick of Columbia University defined the project method as 'wholehearted purposeful activity, proceeding in a social environment.'\(^{18}\) Before 1918 a common method used in teaching consisted in having pupils make articles in imitation of models. This close copying of models came to be severely condemned. As a result, a new way was devised by which the pupils themselves planned and worked out what they made. The term project was used in referring to this new method. According to Wesley "the word project indicates some activity that is directed toward the learning of a specific skill or process."\(^{19}\) In social studies the project method has much educational value in that learnings resulting from real elections, clean-up weeks, publishing of school papers, etc. take on added significance. There are certain dangers in the project method such as unguided pupil activity, the need for a liberal amount of supplies, and the possible displacing of the needed drill and routine work. This need not be the case if the activity or learning is directed toward the learning of a significant skill.

The word "problem" usually indicates the necessity for finding a solution. To find the answer to a problem usually requires study and investigation. The problem method is likely to be utilized

\(^{18}\) Binings, op. cit., pp. 88-89.

\(^{19}\) Wesley, op. cit., p. 473.
by the teacher at appropriate times rather than following it consistently. There are certain advantages of the problem method. The problem furnishes natural objectives; it can be adjusted to all grade levels; it provides logical procedure; it can be adjusted to groups as well as individuals; it promotes harmonious relations between the student and teacher. Quillen and Hanna report that students using the problem method "... acquired a more liberal viewpoint and demonstrated more interest in school activities." 20

There are also dangers in the problem method, depending upon the teacher. Some of these are: the students may think they are actually solving society's problems; they may solve simple problems and get the idea that they can solve them all; the problem method may take too much time and may be too hard for the pupils to use.

There is a very close relationship between the project and the problem method; each involve the other and they cannot be separated.

**Supervised Study Method**

It may be wise to define the term. "By supervised study, we mean the supervision by the teacher of a group of pupils as they work at their desks." 21

The supervised study method is used by teachers to supervise a group of pupils at work. This method gives the students help when it is needed and tends to eliminate homework. It not only helps dull students but is a challenge to the bright because students are allowed to work at their own rates of speed, and there is sufficient work for the average student. One of the

20 Wesley, op. cit., p. 473.

21 Bining, op. cit., p. 110.
purposes of education in our schools today is to help all the
students help themselves; with supervised study dull students
receive necessary help while the brighter ones may proceed at their
own speed and not be held back by the slower students.

Unit Method

Caswell and Campbell have several definitions of a unit.
Several are listed to point out the difference in emphasis on
the environment, group culture, subject matter, child experience,
and interest and activities that the different definitions have.

1. A unit is any division of subject matter, large or small,
that when mastered gives an insight into some aspect of life.

2. A unit is a comprehensive and significant aspect of the
environment of an organized source, of an art, or of conduct,
which being learned results in adaptation in personality.

3. A unit of work means the larger learning situation which
will draw on all phases of experience and make use of all kinds of
subject matter."22

These are just three of many definitions of a unit, but it is
possible to see the difference of opinions. A unit of study may be
developed by using vast amounts of material so long as the objectives
are clearly stated and the activities result in worth-while
experiences.

The third definition of a unit is one of the best because
it brings out the purpose the writer wishes to illustrate in the
unit prepared in Chapter III.

22 Hollis L. Caswell and Doak S. Campbell, Curriculum Development
There are several kinds of units of learning such as: subject matter, activity, and experience, but according to Caswell and Campbell's classification, "there are two kinds of units; one, subject matter units, and two, experience units." The unit prepared for this paper will be an illustration of an experience resource unit. The writer realizes that subject matter is an integral part of an experience unit, but the emphasis will be put on the experience of the learner as a result of the subject matter used. The writer does not wish to imply or suggest that students doing the work in the unit be left to do as they wish, but rather use the subject matter as a guide to achieve these experiences for the student. "It does not follow, as is sometimes concluded, that subject matter is considered as non-essential in units of this type. It is recognized that a unit cannot be developed without subject matter. However, the initial point of orientation and source of the unit is sought in the experience of the learner." "A resource unit then is simply a collection of suggested learning activities and materials organized around a given topic."

This collection of material not only aids the teacher in preparing the unit, but also in teaching the unit. A resource unit is broad and flexible, and materials are available for all students. All students may participate in the program, even the slowest in the class may make a contribution. There is enough work to keep everyone working on the material in the unit.

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23 Caswell and Campbell, op. cit., p. 405.
The division of subject matter into units is easily determined in most subjects, but history is a subject with a broad scope and therefore divisions are harder to make because of the overlapping of material in other fields. It is necessary in the teaching of history to divide it into its broad aspects.

Edgar Marion Draper in his book, Principles of Curriculum Making, lists six criteria for selection of the material for a unit of study:

1. The objectives must be clearly stated so the teacher and pupil can understand the objectives and work together for their realization.

2. The unit must have coherence.

3. The unit should provide for the participation of all the pupils.

4. The unit should be organized so it is practical in the particular community or school system.

5. The unit should challenge the pupils at the particular grade level, but it should contain minimum essentials which are within the pupils' ability to achieve.

6. The unit should reproduce real life situations and should make use of activities, experiences, and material which occur in the life of the community. 26

The writer of this paper wants to make the following comments on these six criteria of Draper:

1. The teacher should know what concepts should be emphasized for the students, and these should be clearly stated so the students

can understand what the teacher wants. If this is not the case, the unit of work is of little value to the teacher or the student. They both must understand what is to be gained by the use of the unit.

2. There must be a natural transition from the experiences the students may have had in the unit to real-life activities of the students. There will be certain limitations to this, but a good teacher will take advantage of every opportunity he can.

3. The students should be able to participate in the planning, originating, and working out of different phases of the unit which may be done in the classroom under supervision.

4. A unit that would meet the needs of one community would not be the same for another. The relationships of life experiences would be different in the city than on the farm. Each of these would have experiences natural to its environment, but these experiences would have little meaning if they were switched and a teacher tried to use such experiences in a unit of work.

5. The unit should challenge the exceptional child at both upper and lower levels. We have a two-fold duty of keeping the interest of the bright and average students so they may grow, and also giving the dull students enough so they may take their place in society as useful, substantial citizens.

6. The personal experiences that happen to a student in the community in which he lives are important.

Edward A. Krug's six criteria for the evaluation of a unit are:

1. Does it have unity?
2. Does it arouse the interest of the pupils?
3. Do all of the students participate some way in the unit's work?
4. Were there factors that could be related to the present?
5. Do the students understand the material?
6. Does the testing show favorable growth of students?

In the analysis of a unit using the criteria above, how could the unit be improved when used again? There isn't a unit of study that is perfect; but if the teacher has a professional attitude and wants to improve the methods of teaching a unit, a continual program of evaluation and revision is necessary.

There are certain dangers in and limitations to a unit of study.

Some curriculum theorists insist that "the term unit is developed psychologically in the pupils as a means of integration and who object to using that same term to mean a collection of things on paper."27

If this mistake is made, the whole purpose of the unit could be defeated because it should have unity, meaning, and should result in the growth of the students through experiences that may be understandable to the students. Experiences should be made real, and to make these experiences real the students must become a part of the unit. If this is not done, a vital teaching method has probably been wasted. Words and materials without meaning are of little value to the student because if they are not clearly stated, the student may not understand.

27 Krug, op. cit., p. 158.
CHAPTER II

THE ROLE OF THE TEACHER IN TEACHING HISTORY

Characteristics of a Good Teacher

The American people of this generation show an unswerving faith in the need for efficiency in education. As a result of this belief we see in many communities fine equipment with elaborate school buildings. Money has been spent lavishly in many ways. The curriculum has been enriched and extra curricular activities have been added. But the most important aid to the education of youth has often been neglected. This is the teaching staff. It is safe to say that a good teaching staff with poor equipment could accomplish more than a poor teaching staff with many materials. Standards have been so low that the inferior have been able to qualify for teaching positions.

"Of all the subjects in the curriculum, the social studies have suffered the most from poor teacher."26 When history first appeared in the curriculum of the schools, it was generally accepted that anyone could teach the subject. All that was necessary was a textbook and the ability to read it. The teacher's task was to see that the pupils knew the material as presented in the book. A history class is still frequently given to a teacher to round out his schedule without too much consideration as to the efficiency of his teaching of history.

If the social studies are to aid the pupils in understanding this complex world in which we live and in order that they may better adapt themselves and prepare themselves for intelligent citizenship,

is not a well-trained and a superior type of teacher required? Many other factors enter into the make up of a successful teacher, but three are basic. "They are scholarship, professional training, and personality."\textsuperscript{29}

It cannot be over-emphasized that to become a successful teacher, scholarship is not only desirable but essential. A teacher must have not only a sound knowledge of the subject or subjects that he teaches, but also a general liberal education. By liberal education is meant a well rounded knowledge of other subject fields. This may be achieved by actual experience or in the teacher's formal college training. The teacher's knowledge must be much broader than the subject that he teaches. This is especially true of the social studies with its vast amount of related material.

The second essential characteristic mentioned, as a requisite to successful teaching, is professional training. There is much debate as to how much should be required as a part of the teacher's formal college training. Many courses have value, but studies tend to show that beginning teachers say the following are the most helpful: "... practice teaching, the observation of teaching, and courses in methods (general and specific)."\textsuperscript{30} Since educational thought is not static, but ever progressive, the teacher, to develop professionally, must keep up his training. There are various ways whereby a teacher may train himself while in service. Among

\textsuperscript{29}Bining, \textit{op. cit.}, p. 204.

\textsuperscript{30}\textit{Tbid}, p. 209.
the more important are reading, college courses (summer and evening), attendance at institutes, and travel. "For general orientation in the whole field of education the social studies teacher will find it highly desirable to keep up with the yearbooks published by the National Society for the Study of Education." 31

The third essential characteristic mentioned for successful teaching is personality. The elements entering into personality fall into three major divisions: "physical aspects (those aspects which give us our first impression of individuals); passive virtues (those virtues which attract us to those who possess them); and executive abilities (those abilities which are possessed by leaders, and without which leadership is impossible)." 32

Physical aspects of personality are often over-looked by many teachers, not only for the impression they create, but also for the lack of respect they engender in those with whom they come in contact. Among the most important of these are personal appearance, recognition of the amenities of life, voice, good English, and health.

The passive virtues include those qualities which make a teacher a power in the lives of his pupils. Several of the most important are friendliness, sincerity, tact, fairness, self-control, patience, sympathy, and understanding.

Executive abilities have been defined as those found in leaders. The most important are self-confidence, self-control, initiative, adaptability and resourcefulness, organizing ability,

31 Wesley, op. cit., p. 21.

32 Bining, op. cit., p. 213.
directive ability, and industry.

The teacher who has these three essentials should be vitally interested in the development of his pupils. He should always remember that the school is the agent that society has set up for the training of its young members. He, therefore, has a definite relationship to society. The teacher should form contacts in the community in order that he may have certain influence and enjoy the respect of the community.

Teacher Preplanning

Careful planning is essential to good teaching. At all times during the teaching of a unit, the ultimate objectives must be remembered. There must be close harmony between objectives, and care should be taken that the work in the unit does not present such difficulties that the students cannot achieve. The teacher must keep this thought in mind at all times to meet the individual differences of all the pupils. The slowest child in the class should be able to contribute in some way to the class, and there should be sufficient material so the better students do not get bored and lose interest.

During recent years some educators have advocated pupil participation in the planning of work to be done. Many plans have been proposed; these are: the teacher in co-operation with the class works out the unit based on the interest of the pupils; in another the teacher comes to class with a general idea of the unit, but the class organizes the details; in another the faculty decides on unit topics and the pupils, under the guidance of the teacher, determine the method of attack, the topics to be investigated, the bibliography, and the plan of procedure. It is
difficult to evaluate the worth of pupil planning; some of those who have used it say the pupils are too immature to participate in extensive planning, and the work falls back on the teacher. Frequently the difficulty in pupil planning is the lack of teacher training. The teacher does not know how to develop pupil planning.

These two factors are good reasons why real pupil planning has not made much progress in our schools. Under the present set up, teachers, to be successful, must carefully plan their work. This does not mean that the procedure must be made so rigid that no deviation is permitted. It must be remembered that no plan must violate motivation and pupil interest.

There are two important phases in the problem of planning a course. One, the entire course, or the year's work, should be mapped out in general; and two, when the time comes, the lesson for each day must be planned. This may be done a week or a day in advance of the assignment of the lesson. The work for the year and the daily lesson plan should be flexible enough to be modified if the need should arise.

"There are two types of preplanning aids: teaching units and resource units. The teaching unit is a specific lesson plan. It contains detailed statements of what the teacher and the students will do. A resource unit, then, is simply a collection of suggested learning activities and materials organized around a given topic to be used as a basis for a teacher's preplanning." 33

In all planning the dominant note must be the objectives. They must extend from the general and proceed to the specific.

33 Krug, op. cit., pp. 159-160.
They include:

1. The general objective of the educational process.
2. The subject, or course, objectives.
3. The unit, or large-topic, objectives.
4. The specific teaching objectives for the daily lesson.

As indicated in Chapter I the accepted general objectives of secondary education are the Cardinal Principles of Secondary Education. The subject, or course, objectives consist in the contribution that the particular subject, or course, makes to the general objectives of education. The unit, or large-topic, must be divided into sub-topics or problems by the teacher at the beginning of the school year. There must be a governing aim for each problem, or sub-topic, and these must be consistent with the large topic. The teacher must know his purpose for teaching each problem, or sub-topic, and this must be in harmony with the teaching of his subject. The specific teaching objective concerns what the teacher expects to achieve during the class hour. "In the actual lesson, there may be four essential parts; these are review, the advanced lesson, the summary, and the assignment."34

There are two main purposes in review. First, it will bring out the broad meaning of the previous lesson, and second, it will give a basis for the new lesson. The advanced lesson is the beginning of the new material in the unit. The summary is used to close the material in the lesson. The assignment is the work to be done the next day, and there may be blocks of time each period that students may use for supervised study. These above mentioned are all essential to good lesson planning.

34Hining, op. cit., p. 231.
The time a teacher spends in preplanning is time well spent because the aims and objectives will be clear, and the subject matter will be arranged so that aims and objectives may better be achieved.

**Materials Needed for Instruction**

What should be taught in social studies and how it should be taught is very controversial. In recent years educators in the field of history could not agree on just what should be taught in history. One aspect of the problem is the concern over the relative importance of history and non-historical history.

In the field of history itself, there are certain trends. Ancient and English history are passing out, and world and American history is taking their place. "In the subjects themselves, there is a growing trend toward less emphasis on the political and military and more on the social and economic subjects."\(^{35}\)

There has been a lot of discussion concerning correlation, fusion, and integration. In our junior high schools there is a definite movement toward fusion courses. There are those who advocate the teaching of non-historical facts, but for our purpose it is not practical because we must have both formal history and non-historical facts. The first is necessary so the present may be evaluated, and the second is necessary so that we may understand our present world. All sides of the question must be brought into view if the student is to form his own opinions based on facts.

Today in our schools we must prepare units of work and make sure that all pupils, according to their ability, have a part in

\(^{35}\)Bining, *op. cit.*, p. 198.
developing these units, so they may feel as though they have achieved some success.

There are instructional aids that may be used by the teacher in preparing units of work for participation of all students. Instructional aids that may be used are dramatizations, historical poetry, music, recordings, debates, field trips, films, film strips, radio, newspapers, the classroom bulletin board, and other aids that may be used by the teacher in his particular situation.

John Dewey makes the statement, "... When the school introduces and trains each child of society into membership within such a community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious."36

**Importance of Social and Civic Training**

Caswell and Campbell believe "the social functions procedures are based on the assumption that the activities of children in school should be organized in such a way as to carry over with greatest ease to real life situations."37

American education has been criticized for over emphasizing the development of personal efficiency, which has resulted in selfish individualism. Carefully worked out plans of social and civic training in our schools are essential to provide for the needs and well-being of a democratic society. There are many agencies for this training, but the home and school are the most important. The entire school program, especially the social studies,

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37 Caswell and Campbell, op. cit., p. 173.
must contribute to the social and civic training of our youth. Such training must be a continuous process throughout school-life and can be accomplished through the material of instruction, methods and procedures, the various situations that arise, the guidance of pupils, and by providing opportunities for training and citizenship.

Teachers must teach the students to recognize and evaluate materials and methods; they must emphasize attitudes, ideals, and other qualities in order that the school may contribute to the making of a citizen that will be of use to society.

"The chief purpose of education," wrote the Binings', "is alerting the Americans to the duties and responsibilities of citizenship." The school teaches the American way of life; therefore, it should function in accord with the American way of life.

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38 Binings, op. cit., p. 353.
CHAPTER III
ILLUSTRATION OF AN EXPERIENCE RESOURCE UNIT
IN AMERICAN HISTORY (COLONIAL LIFE IN AMERICA)

Since the unit method has been gaining momentum, the primary function of this chapter is to cite ideas, activities, and materials to aid in the development of instructional units in our schools.

These units will include a number of activities, possible problems, and sufficient materials to implement the program more adequately in grades five through eight with special emphasis on grade seven. It is hoped that these units will promote and substantiate the fact that natural science should, like other subjects of the curriculum, be taught as an integral part of a social science unit.

The questions and problems for the committees, for the class as a whole and for each subject are merely suggestions for the purpose of demonstrating the possible uses and approaches in teaching the unit.

It is suggested that the following material may be used as an example for the development of a unit of study in American Colonial History. It might well occupy a period of about six to twelve weeks, two hours per day.
Introduction of the Unit

It is very important that a teacher should have some generally accepted objectives concerning colonial history in America before undertaking the work of preparing a unit.

The teacher must realize that children should share in selecting, planning, executing, and judging the activities.

Each child has a two-fold responsibility, that of working as independently as possible as well as contributing to the work as a part of a group.

It should be interesting to show that step by step the inquiring minds of men have learned to control natural forces and to improve the mode of living by application of scientific discoveries.

Most pupils are concerned about the real struggle of real people.

These pupils have admiration for the brave and resourceful people who were the first settlers.

Objectives of American History

The general objectives of secondary education (Cardinal Principles) were published by the United States Bureau of Education in 1918. In 1944 the National Education Association, Educational Policies Commission, Washington, D. C., Education for all American Youth, published ten imperative needs of youth. Society is constantly changing, therefore, our objectives must be made flexible enough to meet the needs of our youth in society.

Because of the similarity in the different objectives of secondary education, the writer would like to use the Cardinal Principles as the general objectives of education for the following experience resource unit.
A. Cardinal Principles of Education

1. Sound health, knowledge, and habits
2. Command of the fundamental processes
3. Worthy home membership
4. Education for a vocation
5. Education for good citizenship
6. Worthy use of leisure time
7. Ethical character

B. General objectives of social studies

The following objectives may be set up in social studies to accomplish the general objectives of education.

1. The enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within their environment.

2. The training of pupils to take their places in a democratic society in such a way as to make their country a better place in which to live.

Objectives of the Unit

A. Understandings

This unit on colonial life will seek to enable pupils to understand:

1. The relative independence of the colonial family as compared with the family of today.

2. The ambitions and felt needs of individuals and colonies that caused them to struggle in competition with one another, with the Indians, with the natural elements

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39 Vernon L. Nickell, Superintendent of Public Instruction, Illinois Curriculum and Course of Study Guide for Elementary Schools (Springfield, Illinois), Circular Series 4, No. 32, pp. 130-135. The material for the development of this experience resource unit was obtained from this source.
and their environment.

3. The forces, social, economic, natural, spiritual, and political, which have shaped and produced our country, so that as the child grows, he or she, may put forth a more intelligent effort in the solution of his or her problems.

4. The need for and the purpose of co-operation, past and present, in all fields of endeavor, coupled with a knowledge of some of the results of such efforts.

5. How the topography of a country will influence a peoples' mode of living.

6. How people developed and changed their environment to meet their needs.

7. That an understanding and tolerance of people is highly desirable.

8. That good sportsmanship is essential in giving and receiving criticism.

9. That certain desires caused people to move from places in England, such as Portsmouth, to settle in colonies such as Jamestown, Plymouth, and others.

10. That certain differences existed between the homes that early settlers left in Europe and the ones they established here.

11. That some of our customs and folkways, such as attending church on Sunday, square dancing, and the waltz, originated or were perpetuated by the early settlers. (Colonists)

12. That certain kinds of work such as log raising, farming,
weaving, and securing food were essential for their livelihood.

13. That certain signs led to recognizing changes of weather and the approach of seasons.

14. That climate and weather which is experienced today is primarily the same as was experienced by people in the colonial days.

15. That the factors which make up climate, such as moisture, temperature, sunshine, and wind, are put together in various amounts and in different manners to influence where to determine people live, how they live, the work they do, the homes they build, the clothes they wear, the way they spend their leisure time, as well as their health, energy, and disposition.

16. That certain signs told of the approaching dangers, such as Indians, wild animals, snakes, and inclement weather.

17. That certain signs denoted polluted streams rendering them unfit for use.

18. Indian customs, such as the war dance, burial rites, and modes of life.

19. That the value of peaceful, democratic, and harmonious solution of their differences with the Indians were desirable, including such differences as clearing the ground for farming, respecting the hunting grounds and fishing areas of the Indians as well as fair trading of articles and supplies. Many other differences can be included in this list.
20. How our forefathers lived, in colonial days, in contrast to our present ways of living. These could include such specific understandings as listed in Part 2 of this section.

21. That most communities at one time were pioneer (or colonial) settlements. This especially is true in their basic organization for the purpose of settling, protection, government, and co-operation.

22. That our present government has developed by the will of the people and the Grace of God.

E. Skills - Habits - Knowledge

This unit seeks to promote certain general skills, habits, and knowledge on the part of students as:

1. A systematic procedure and skills for problem solving and a desire upon the part of the children to plan, and evaluate outcomes.

2. The ability to participate in discussions and possible solutions of controversial issues.

3. The development of creative self-expression.

4. The ability to co-operate as a leader or a follower.

5. The ability to apply educational facilities and democratic processes in the solution of present and future problems.

6. The development of habits such as fair play, courage, kindness, and neatness in the care of self and materials.

7. The ability to locate simple factual materials by use of the table of contents and index.

8. The ability to use maps, globes, and charts to locate Jamestown, the Hudson River, Plymouth, England,
Atlantic Ocean, Rhode Island, and similar specific locations pertinent to the unit.

9. The development of reading, writing, spelling, literature, science, and other allied subjects of the curriculum.

10. The ability to use simple tools, pencils, saws, crayolas, wool cards, weaving frames, and such others as may be necessary for the unit.

11. The knowledge of Indian tribes, such as Iroquois, Alagonquins, Winnebagos, Hurons, and Seminoles, their habits, homes, and attitudes toward the colonists in their territory.

12. The knowledge of leading men in the frontier period or movement namely, John Smith, George and Cecil Calvert, Roger Bacon, George Oglethorpe, Roger Williams, Lord Baltimore, Governor Bradford, Miles Standish, William Penn, and others.

C. Attitudes

This unit seeks to develop certain socially and morally acceptable attitudes on the part of the students such as:

1. The development of responsibility and co-operation on the part of the pupils in group work.

2. The development of wholesomeness toward the ideals that are necessary for life in a democratic society.

3. The development of tolerance toward people of different beliefs in religion, training of children, and family relationship.

4. The development of appreciation for thrift, conservation, industry, co-operation, and perserverance.
5. The development of appreciation for literature, poetry, and art which has for its subject, the colonial life.

6. Of appreciation for the courage, sacrifice, and service of our forefathers and to help them see how our present life grew out of colonial days.

7. The development of appreciation for our homes, clothing, food, methods of storing and preserving food, our modern scientific development, mode of travel and communication, and added educational opportunities as compared to the colonial period.

Suggested Approach to the Unit

To create interest of the students in developing the unit, several approaches are suggested. A time limit of two to four days; one hour per day should be sufficient to complete these suggested approaches to the unit.

1. The use of pictures of colonial days placed on the bulletin board with no comments concerning the intentions.

2. The reading of several stories about colonial leaders such as John Smith and Miles Standish. The teacher may select the chapters pertinent to the unit if needed.

3. The teacher may invite someone from the community to come and talk with the pupils about his or her colonial collection.

4. The arranging of a table with many books, articles, and pictures of colonial life.

5. The use of a film strip or movie pertaining to colonial life. (This may be used for creating interest and as part of the study).
6. Be receptive to the wishes of the pupils who bring articles about the colonial period to school. Watch for pupil suggestions about schools, methods of punishment, or play-lets that they wish to discuss. By this time there should be an active interest in developing a unit.

Problems, Plans, and Activities of the Unit

In developing the problems, plans, and activities of the unit, the teacher and students arrive at the desired topics for discussion.

A. Introduction of the unit to the students

On the first day discuss with the pupils what they would like to find out about their forefathers and their ways of living, clothing, shelter, home furnishings, schools, churches, recreation, travel, methods of securing food, home heating and lighting, news, protection, farming, government, and other colonial activities.

The teacher has a tentative outline, but allows the students to suggest and arrive at the desired topics for discussion. The teacher may add to the outline to assure proper coverage of the material. It is desirable that the teacher act as a leader for this portion of launching the unit.

Don't hurry; this may take more than one day. Don't be afraid to allow the pupils to ramble awhile, rerouting will come.

The second day may lead to the formulation of certain problems for the unit. Some of which will be solved by the
whole class; others may be solved by the students working in committees.

Some problems that might be suggested by the students follow.

B. Problems suggested by students

1. Why were the colonists interested in finding and settling new lands?
2. What did they look for in choosing a place to settle?
3. How were their homes built?
4. How were their homes furnished?
5. How did they get their food?
6. How was their clothing made?
7. How did they get their clothing?
8. How did they travel?
9. How did they have fun?
10. What kind of schools and churches did they have?
11. How did they find out about things, (news)?
12. How could they grow into towns, cities, states, and a nation.
13. What were the reasons for the colonists demanding independence from England?
14. How were they governed before and after their independence?
15. What work did they carry on?

Problems 1, 2, 11, 12, and 15 are suggested committee problems for the whole class to work on. Problems 3, 4, 5, 6, 7, 8, 9, 10, 13, and 14 are suggested problems for individual committees to work on.

For at least the first attempt of this type of instruction, students are usually divided into groups by the teacher.
This is done because it is desirable to have everyone on a committee, and there are some students who would not be chosen because of their ability, personality, and other traits the student's disliked.

After the students have been assigned to committees, they must choose a chairman and a recorder. The chairman's responsibility is to see that the students do not stray too far from their problem. The recorder keeps a written account of what the committee has done, and these accounts are used when the committee reports to the class on their problem.

Committee work and planning is useful not only as being expedient, but it gives the students an opportunity to practice the techniques of planning, while the procedure is fresh in their minds.

Not only does it afford an opportunity for the pupils, but it gives the teacher an early evaluation of his or her effectiveness of procedure and methods.

The students will have questions that have come up in their committee work. A second planning period is usually necessary. This period should clarify, eliminate, and bring about restated problems.

All the questions concerning the problems of each committee could be placed on the board. The whole class could eliminate the duplicated problems or questions and assign such questions to the appropriate committee.

After these experiences, the problems, leading to complete class participation, could be approached.

Further discussion of the log of events will not be made
in this report other than the following: committees report
their findings to the class; a notebook can be kept by each
pupil as an accumulative activity; and, plans can be formu-
lated as to the culminating activities.

C. Questions of the student committees

The following are types of questions which may be formulated
by each committee.

1. Homes and furnishings

a. What kind of furniture did they have?
b. Did they have electricity?
c. How did they keep warm?
d. How close were their houses together?
e. Where did they get their iron and other metals?
f. How did they get the powder for their guns (if they
   had guns)?
g. How long did it take them to make their homes?
h. Who invented the first rifle for defense?
i. What kind of tools did they have?
j. What kind of windows did they have?
k. What kind of dishes did they have?
l. What were their floors covered with?
m. Did they have soap?
n. What kind of cooking utensils did they have?
o. Was it hard to keep fires going?
p. What kind of stoves did they have?
q. How did they light their cabins?
r. What kind of weapons did they have and how did they
   use them?
2. Schools and churches
   a. Did they write like we do?
   b. What kinds of schools did they have?
   c. Did they talk like we do?
   d. Did they learn their A-B-C's?
   e. What did they do in church?
   f. Did they go to church?
   g. What did they study in schools?
   h. What did they write with?
   i. What did they use to write on?
   j. Did they have books?
   k. Did they have funerals?
   l. Did they have music?
   m. Did they have weddings?

3. Occupations
   a. How did they get their food?
   b. What kind of work did they do to make a living?
   c. Did they have chickens?
   d. Did they trade?
   e. Did they have doctors and dentists?
   f. What did they use for money? (If they had money)
   g. Did they have gardens?
   h. How did they get their news?
   i. Where did they get their clothing?
   j. Where did they get their iron and metal?
   k. Did they have livestock?
   l. Did they live on farms or in villages?
   m. Did they keep bees?
4. Travel
   a. What were the modes of travel from 1492 to 1955?
   b. How did travel in the colonial period differ from travel today?
   c. Why was it hard for them to go places?
   d. Did they move often?
   e. What kind of roads did they have?
   f. How many miles a day could a covered wagon travel?
   g. How many miles a day can a rocket travel?
   h. How did they cross rivers in a covered wagon?
   i. Did they have garages to stop and repair their wagons like we do for our automobiles?
   j. Did they change their horses on a covered wagon trip?
   k. Did their wagons have springs? What kind of wheels?
   l. What did they eat and how was their food prepared on a covered wagon trip?
   m. What other ways of travel did they have?
   n. Did they have other kinds of domestic animals?
   o. What animals pulled the covered wagon?

5. Recreation
   a. What kind of celebrations did they have?
   b. Did they have music?
   c. Did they raise flowers?
   d. What did they do to have a good time?
   e. Did they play games?
   f. Did they dance?
g. Did they have movies?

h. Did they have books to read?

6. Clothing
   a. What kind of clothes did they have?
   b. What was their clothing made of?
   c. What kind of shoes did they have?
   d. Did they ever get their hair cut?
   e. Did they wear glasses?
   f. What did they wear on their heads?
   g. Did they have Sunday clothes?

7. Food
   a. What did they have to eat?
   b. Where did they get their food?
   c. Where did they get their water?
   d. Did they eat on tables?
   e. Did they have coffee, milk, cocoa, and juices?
   f. What did they use to sweeten their food?
   g. How did they keep it from spoiling?
   h. What kind of food did they take on trips?
   i. Did they smoke or use liquor?
   j. Did the colonial family use salt? If so, where did they get it?

8. Government
   a. Did they have any trouble with the Indians?
   b. How many pioneers came to our country? From where did they come?
   c. Why did they call the first people to live here "Pilgrims"?
d. Who invented the first rifle for defense?

e. Where were the large towns? Were there any large towns?

f. How did they punish people for doing wrong?

g. Did they quarrel?

h. Did they have laws?

i. Why did the colonies want independence from England?

j. What are the fundamental beliefs of the Constitution of the United States?

k. Who were the men responsible for writing the Constitution of the United States?

9. Protection, conservation, and thrift

a. Why was it necessary to observe carefully the tracks of animals that were seen?

b. What were some sounds they listened for to warn of danger?

c. Did they have tornadoes?

d. Where did they locate their homes to protect them from the weather and from possible attack?

e. What climatic conditions did they think of when they chose their homes?

f. Did they think of over-planting?

g. Did they consider under-cultivation?

h. Did they worry about wearing the soil out?

i. Did they have insect pests?

j. Did they have any means of protecting their crops from insects and other pests?

k. Did they need to have a crop rotation program?
1. Did they learn any new things about planting and saving their crops?

m. Was the moon of any more meaning to the colonists than it is to us?

n. What means did they have for putting out a fire?

c. Did they have matches?

d. Was it necessary to keep live coals or a small fire going all the time?

q. What did they do with the hides from animals they captured?

r. What do you suppose they did with the clothing they out-grew?

s. What did they do with the wagon wheel that broke?

t. What did they do with the tallow that dripped from the candles they burned?

u. Suppose a fiddler broke his fiddle string, where did he get another?

v. What did they save, money, hides, or what valuables?

w. Did knowing the position of the stars, moon, and sun help protect the colonists?

x. Did they drink spring water or river water? Was it safe? Could they make it safe to drink?

D. Teachers' plans for integrating the subject matter with other phases of the curriculum

1. Language - oral and written

   a. Short oral reports on books read with emphasis on:

      1a. Cooking

      2b. Pioneer games
3c. Pioneer schools
4d. Quilting parties
5e. Spelling matches
6f. Log rolling
7g. Travel in colonial days
8h. Making clothing
9i. Furniture
10j. Pony express
11k. Going to church
12l. Battles with the Indians
13m. Places visited by the pupils such as Mt. Vernon, The Hermitage, Jamestown, or Plymouth.

b. Letter writing to people thanking them for contributions made to the class by them. A business letter asking for or ordering materials for the unit.

c. Written stories or plays made up by the students, using colonial characters such as Betsy Ross, Patrick Henry, John Smith, and others. A play about colonial children in the home or school. Famous dates such as the first Thanksgiving, landing on Plymouth Rock, or the Boston Tea Party.

2. Literature

a. Stories

1a. Jobs of Jeremiah (Southern Colonial Days) - Nolan
2b. New England Colonial Days - Duff
3c. Homespun Playdays - Duff
4d. America, My Home - Clifford
5e. Soap Bubbles - McGowan
6f. America Builds Homes - Dulglish
7g. Growth of the Colonies - Coffman
8h. A Day in a Colonial Home - Prescott

b. Poems
1a. Ride of Paul Revere - Longfellow
2b. The Old Clock on the Stairs - Longfellow
3c. The Huskers - Whitter
4d. Other poems suggested by the pupils

3. Geography
a. Find out the differences among the northern, middle, and southern colonies as to climate, surface, vegetation, and how these differences lead to different occupations, industry, and modes of living.
b. Make a map of the thirteen original colonies, as well as advanced settlements - outline maps for booklets.
c. Find out how early farming was carried out, also the different kinds of farming in each section. Compare with present day methods.

4. History
a. Read and tell stories about famous colonial leaders, John Smith, Miles Standish, Peter Stuyvestant, John Alden, William Penn, Daniel Boone, and especially about suggested stories from the children.
b. Talk and study about houses, clothing, food, recreation work, worship, protection, government, etc.
c. Study about the Indians as related to the colonists:
1a. How they helped them.
2b. How they were sometimes mistreated by the whites.
3c. Indian raids and massacres.
4d. Treaties and agreements.
5e. What control the country they left had over them.
6f. Were they French, English, Dutch, or what?

5. Science
a. Build an early colonial site locating it to the best advantage so it may provide protection from wind, storms, rock slides, rivers over-flowing, and attacks from animals and Indians.
b. Make a miniature well with rope, bucket, and windlass as might have been built by the colonist. Explain the principle of pulleys, levers, and gravity.
c. Keep a daily and weekly recording of temperature at 9:00 A. M. to 12:00 noon to 3:00 P. M.
d. Observe and discuss cloud formations associated with their importance to colonist and to us.
e. Make candles, weave rugs, make objects which might appear in a colonial school, church, jail, and home, such as horn books, one legged stools, benches, pillory, and whipping post.
f. Study early means of communication, such as signaling, by arm, flags, and smoke.
g. Why were the early colonists disappointed and disturbed about the severity of the climate here in comparison to the climate of England, even though they landed about one hundred miles south of latitude of England?
h. Make a map showing the course of the Gulf Stream.

i. Discuss its influence upon climate.

j. Mount pictures of various animals. Draw tracts of each under the pictures.

k. Make miniature rabbit traps; fish traps.

l. Make drawings showing the position of Ursa Major (Big Dipper) and Ursa Minor (Little Dipper) in relation to the North Star for both, in Spring and Autumn. (Beauchamp, Mayfield, and West - Science Problems - Pages 130-131)

m. Note the four main stages of the moon for the month. (Size, shape, and position). Observe the man in the moon.

n. Make a rock collection.

1a. Arrange on a table

2b. Classify as to granite, slate, limestone, sandstone, mica, marble, etc.

c. Make a board for stretching the skins of animals caught.

6. Music

a. Folk songs and ballads of the colonial period.

b. Patriotic songs.

c. Minuet, Virginia Reel, and square dancing - the students may learn to dance these.

d. Religious music of the colonial period.

7. Fine arts

a. Frieze around the room or top of blackboard, depicting scenes in colonial or Indian life.
8. Handicraft
   a. Paper craft
      Tear from paper: animals, birds, flowers, and people representing colonial life.
   b. Cut animals, birds, flowers, and people representing colonial life.
   c. Make a frieze of either cut or torn pictures.
   d. Make cuttings from folded paper or articles used by colonial people.
   e. Make booklets for holding pictures and written stories.
   f. Stick-printing, stenciling, and blueprinting may be used to announce plays and exhibits.
   g. Make colonial silhouettes.
   h. Use clay for such animals, pottery, and articles for the scenes constructed such as a fort, homestead, blockhouse, store, etc.
   i. Textile weaving of rugs, mats, sweaters, etc.
   j. Bring samples of wool, wash, clean, card, and make thread.
   k. Bring samples of cloth, tear apart to find out how it is made or woven.

9. Picture study
   a. Penn's Treaty with the Indians - Benjamin West.
d. Pictures for bulletin board

1a. A colonial kitchen
2b. A typical master's school
3c. Shipbuilding in colonial days
4d. Process of spinning
5e. Early colonial cabin
6f. Making soap
7g. Colonial lighting
8h. Dipping candles
9i. Puritans at Church
10j. Landing of the colonists
11k. A typical New England village
12l. Types of homes
   aa. New England Colonial
   bb. Early New England Colonial
   cc. Dutch Colonial
   dd. Swedish Colonial
   ee. German Colonial
   ff. Pennsylvania Colonial
   gg. Southern Colonial
   hh. New England Georgian
   ii. Middle Colonial Georgian
   jj. Georgian Architecture
   kk. Southern Architecture
13m. Kitchen and table utensils
14n. A quilting party
15o. Colonial hand loom
16p. The cotton press
17q. The minuet
18r. Music room of the plantation home
19s. A typical plantation
20t. Stocks and pillorys
21u. Such other pictures that the children may bring to school pertaining to colonial life.

10. Arithmetic
   a. Number work in using rulers for making booklets.
   b. Number of immigrants and the population trends in the thirteen colonies.

11. Spelling
   a. Make a list of words misspelled by children in their written papers in language.
   b. Identify and spell new words pertaining to the unit such as canoe, protection, muskets, rifle, tomahawk, Indian, hunter, wigwam, explorer, colony, pioneer, blockhouses, wampum, scent, homespun, woodcraft, etc.

12. Other suggested activities
   a. Make a fort, showing means of punishment such as stockade, blockhouses, store, cabin, etc.
   b. Make a homestead scene showing barns, homes, woods, stream, tools, rail fence, cleared field. Twigs, cornstalks, pins, toy animals, and clay could be used to make furniture and other articles.
   c. Such articles could be made as a dunce stool, dunce cap, cradles, one legged stool for punishment, stock, pillory, quill pen, tin lantern, covered wagon, and other articles or activities suggested by the pupils.
d. Articles for an exhibit
   1a. Spinning wheel
   2b. Cradle
   3c. Grain cradle
   4d. Ax-wedge
   5e. Old letters, newspapers
   6f. Horn books
   7g. Iron kettle and other cooking utensils
   8h. Quilts
   9i. Coffee grinder
   10j. Weaving frame
   11k. Wool carding
   12l. Fire bellows
   13m. One legged stool
   14n. Lantern
   15o. Candle holder
   16p. Fort stove
   17q. Gourd dipper
   18r. Floor covering
   19s. Musket guns
   20t. Churn - dasher type

e. Field trips
   1a. To collect materials for construction of projects, twigs, cornstalks, sand, and sawdust.
   2b. A trip to see some collection made of colonial nature within the community.
   3c. A trip to a colonial structure within the community.
f. Collection of properties for the play or exercise to be given to the mothers and fathers when the unit is completed.

g. Organizing a library corner.

h. Learning to weave.

Books for the Unit

The following are partial lists of books and other materials for the unit.

A. Books for students

1. Job for Jeremiah (Southern Colonial Days) - Nolan
2. New England Colonial Days - Duff
3. Homespun Playdays - Bailey
4. America, My Home - Clifford
5. Soap Bubbles - McGowan
6. America Builds Homes - Dalgliesh
7. Growth of the Colonies - Coffman
8. A Day in a Colonial Home - Prescott
9. Ride of Paul Revere - Longfellow
10. The Old Clock on the Stairs - Longfellow
11. The Huskers - Whittier
12. Other suggestions by the children

B. Reference books

1. Encyclopedias
   a. World Book
   b. Compton's
   c. Child's World with volume and page references:

<table>
<thead>
<tr>
<th>Title</th>
<th>Volume</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Around the Wigwam</td>
<td>5</td>
<td>19-22</td>
</tr>
<tr>
<td>Climate</td>
<td>4</td>
<td>82-86</td>
</tr>
</tbody>
</table>
Clothing
   Indian  5  21-22
   Fur     4  176
   Leather 4  91-94
Declaration of Independence 2  164
Dwellings
   Early American Log 4  168
   Indian  5  15-16
   Indians 5  21-201
   Patriots 2  83-162
   Paul Revere 2  79
Signal Drums, Smoke, Fire 4  193-194

C. Textbooks and other materials

1. Textbooks
   a. People of Today and Yesterday
      History on the March Series - Emerson and Chase
   b. Pioneer Children in America 8-11
      D. C. Heath Co., Chicago 16, Illinois
   c. Makers of America - Age 10-12
      Norris and Urell
      D. C. Heath Co., Chicago, Illinois
   d. Studies of Pioneer Life
      Boss
   e. Adventuring with Pioneers - Age 8-10
      Browning
   f. America's Building
      Freeland, Adams
g. America’s Progress in Civilization
   Freeland, Adams

2. Film strips and films
   a. Pioneer Life - Watland Bros.
   b. Colonial Children - P-I-J*
   c. Colonial Expansion - J-H-C
   d. Pilgrim Days - I-J
   e. Pioneer Life - P-J
   f. Boston Tea Party
   g. Candle Making
   h. Kentucky Pioneer
   i. Overland to California

   University of Illinois Audio - Visual
   Champaign, Illinois

Pupils could select from this list.

* Key for above-
  P - Primary
  I - Intermediate
  J - Junior
  H - High School
  C - College

Suggested Culminating Activities for the Unit

A. Activities

As to the suggested plan of the pupils, a display of the work can be given for the parents.

Invitations can be made out in the form of a log cabin, Pilgrim child, or any form suggestive of the unit.

The setting can be completely colonial in design. The children can dress in appropriate costumes, (perhaps restricted to cuffs and collars, shoe buckles, and head gear). The boys
may act as guards and guides. Each member of a committee could briefly describe some phase of the committee's findings. A tour and brief description of the exhibit could be presented. Pupils can discuss their activities such as weaving, candle making, the scenes constructed, and projects made. The pupils may dance the Virginia Reel.

A short play of a colonial school may be presented.

If possible, a trip to a site such as Lincoln Log Cabin would be desirable.

B. Evaluation of student's work

At the conclusion of a unit of study, the work of the students should be evaluated. The following aspects of student participation should be subjected to teacher evaluation.

1. Committee work
2. Reports - oral or written
3. Map work
4. Student's notebooks
5. Projects and exhibits
6. Testing

Samples of questions for the testing program of the unit.

a. Completion test

Fill in a word to complete the sentence.

1a. Around each fort there was ________.

2b. The ________ was used for cooking as well as heating the cabin.

3c. The cabins were made of ________.
b. Matching test

Draw a line from the word in column II that you think belongs to the word in column I as shown.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Flatboat</td>
<td>candle</td>
</tr>
<tr>
<td>2b. Tallow</td>
<td>hotel</td>
</tr>
<tr>
<td>3c. Pony express</td>
<td>raft of logs</td>
</tr>
<tr>
<td>4d. Thatch</td>
<td>matted grass, leaves, straw</td>
</tr>
</tbody>
</table>

c. Multiple choice test

Choose the word that best completes (finishes) these sentences. You may draw a line under the word you wish to use.

1a. The churches were made of bricks, concrete, stone, or logs.
2b. The pioneer cooked on an open fire, fire place, wood stove, or coal stove.
3c. Johnny cakes were made of oats, wheat, corn, barley.

d. Discussion test

Write a short story about different parts of the unit. For example: colonial schools, travel in the colonial days, colonial farming, and other topics that have been studied in the unit.

C. Evaluation of the unit by the teacher

1. Personal
   a. Have you enjoyed teaching these lessons?
   b. Has the material been easy to present?
c. Has the period seemed long or short?
d. Has discipline been easier?
e. Have the pupils been interested and happy?
f. Would you enjoy repeating the unit?
g. How do you like the idea of associating and integrating the subjects into one unit?
h. What comments did your supervisor make?
i. What were the reactions and comments of your parents?
j. What carry-over values do you expect?

2. Objective

a. If you gave tests, what degree of satisfactory attainment did you record?
b. Did the evaluations of the students indicate knowledge of the generally accepted objectives of education and of the unit?
c. How many pupils contributed to the activities and planning?
d. Did your unit interest more boys than girls or vice versa?
e. Are your pupils able to participate in the planning periods as you expected?
f. Did you successfully tie up the unit to the present?
g. Did the unit enrich the lives of the pupils and give them new appreciation for the natural sciences as being permanent to the social development?
BIBLIOGRAPHY (TEACHER'S)

BIBLIOGRAPHY (PAPER)


