1981

Summer Enrichment Program for Academically Talented Students

Michael D. Gray
Eastern Illinois University

This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

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SUMMER ENRICHMENT PROGRAM
FOR ACADEMICALLY TALENTED STUDENTS
(TITLE)

BY

Michael D. Gray

THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Specialist Degree in Educational Administration
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1981
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

[Signatures and dates]
SUMMER ENRICHMENT PROGRAM
FOR ACADEMICALLY TALENTED
STUDENTS

By

Michael D. Gray

ABSTRACT OF A FIELD STUDY
Submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University

Charleston, Illinois 1981
ABSTRACT

This field study is written to serve as a guide for a summer enrichment program for academically talented students. The program as presented can be used in part or as a whole.

The study is presented in five chapters and appendices. The first chapter is the introduction. The second chapter is the research supporting the values of a summer enrichment program. The third chapter is the curriculum for the program and the fourth chapter is the finance needed to run the program. The fifth chapter is a conclusion. The appendices contain worksheets that can be used in the curriculum, letters to parents of children in the program, and an evaluation that could be used.

The research is based on four sources. One, a reading project designed to prevent summer learning loss by Carol M. Anderson, Doctor of Education, Nova University. The second is a study performed by Jane Lisa David for her Doctoral Dissertation. The third source is from Earnest L. Perlini in developing a schoolwide enrichment program for identified gifted students. The last source is an evaluation of a successful remedial summer program by Stephen A. Roderick.

Chapter two is the curriculum for grades one through eight. The grades are divided into three groups. One summer class is made up of students from grades one through three. The second group is made up of students from grades
four and five. The last group is formed from students in grades six through eight. Each group's curriculum contains daily lesson plans and objectives. The author has written this curriculum with hopes that any teacher reading it could teach any of the groups from the lesson plans.

The third chapter is one proposal of how to finance this type of summer program. The finance report has been figured allowing for variables in the program and the amount of money a district may have available. The author feels that summer programs could be supported by the same financial system outlined in this study.

The appendix contains worksheets that can be duplicated and used in the presentation of parts of the curriculum to the students. The appendices also contain a suggested letter to parents of children in the program and an evaluation form that the parents could respond to.

The author feels this program is a viable means of providing for academically talented students within a school district and within the district's limited finances set aside for programs dealing with academically talented children.
ACKNOWLEDGMENTS

I would like to thank Dr. Merigis for his help and guidance in preparing this document and the rest of the Educational Administration Department for their assistance throughout my program.

I would like to thank the Army Corp of Engineers of Shelbyville, Illinois for its cooperation in putting together parts of the curriculum in this document.

Last, I would like to express my appreciation to my wife, Brenda, for taking my periods of high and low emotions during my program while being supportive and loving.
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CHAPTER I
INTRODUCTION

This field study was written by a teacher in the Sullivan School District #115 to be used in the district's new summer program for academically talented students.

The foundation for this the fourth through eighth grade program was obtained from Dennis Gothman, Army Corps of Engineer Park Ranger, for the Lake Shelbyville area. The Army Corps of Engineers presented a weekend program for the Lake Shelbyville area teachers to show them the educational possibilities of their facilities. The Army Corps of Engineers, Dennis Gothman, sat down with the author and helped plan the field trips contained in the field study. Mr. Gothman also worked out programs to be presented to the students dealing with herpetology, a dam visit, a nature hike, a water study, and the Lithia Springs Chautauqua. The Army Corps of Engineers provided handouts for each of these programs.

The remaining portion of the fourth through eighth grade program was obtained from an outdoor education program used by an elementary physical education teacher in the Sullivan District and ideas the author had used in the classroom.
The author used meetings with the parents to decide what types of programs they wanted for their children. The author used this opportunity to discuss this field study. The parents offered their opinions and suggested changes. The parents suggested the language arts program for the first through third grades.

Mr. Jim Dwyer, Principal of Sullivan Junior High School, helped put together the finances connected with the program. Mr. Dwyer advised the author about costs and helped arrive at tuition costs for each student.

The first through third grade program was written by the author with help from the Sullivan Junior High, Mary Hutchings. She advised the author of many aspects included in the first through third grade program.

The field study was submitted to Mr. Dwyer. Mr. Dwyer presented the field study to the Sullivan Board of Education. After discussion the Board of Education adopted the study to use as a summer program.
CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

School districts have offered summer enrichment programs in the past, and these programs will be conducted in the future. The evaluations of the programs and enrichment programs contained in this chapter have been positive.

A project to foster interest in independent reading to overcome summer learning loss was analyzed by Anderson.\textsuperscript{1} The project dealt with seventy-five elementary students and the changes in reading achievement between April and September. Twenty-five children were taught using the experimental enrichment program, and twenty-five were taught using the school's regular basal reader. These two groups were compared to each other and twenty-five students who had no school related summer activities by the changes in reading achievement scores from April to September. According to Dr. Anderson, the conclusions showed that the twenty-five students in the reading enrichment program made significant gains in comparison with the other two groups.

Part of a study performed by Jane Lisa David, for her

\textsuperscript{1}Anderson, Carol M., Analysis of an Alternative Reading Strategy for Elementary Students, ED 133688, 165 p., 1976.
Doctoral Dissertation, in 1974\textsuperscript{2} used data from a small experiment to show that participation in a summer program increases achievement growth and that the increase is maintained throughout the following school year.

The findings by Ms. David from three of the four programs used are quite similar. The findings indicate the programs did have a substantial short term effect on achievement. The findings also substantiated that a portion of this effect is maintained throughout the following school year.

Perlini developed a schoolwide enrichment activity program for identified gifted students.\textsuperscript{3} A needs assessment conducted with thirty-two middle school gifted students, an analysis of a parent survey, and teacher survey revealed ten primary needs areas. These needs areas included opportunities for advanced skills, independent thinking, expression of creativity and originality, and acceptance from grade level peers. Enrichment activities in career awareness in computer science, environmental awareness in oceanology, communication awareness in critical observation and writing, and speed reading development to provide experiences to meet the identified needs.

\textsuperscript{2}David, Jane Lisa, Summer Study: A two Part Investigation of the Impact of Exposure to Schooling on Achievement Growth, ED 124669, 184 p., 1974.

The school counselors were asked to test and mark the students before and after the program. They marked the students in the areas of effort, initiative, and achievement. Eighty-one percent of the students showed improvement by at least one grade level in all three areas. Ninety percent of the students showed improvement in two out of the three areas and ninety-three percent in at least one area.

Stephen A Roderick and others performed an evaluation of a successful remedial summer school program and presented their paper to the annual meeting of the American Educational Research Association in April, 1979.4

A follow-up study was conducted of summer school programs in Ann Arbor, Michigan. The programs provided remedial instruction to 395 students of which 185 were Title I students and 210 were non-Title I students. All the students were in grades first through sixth. The Title I students were given a pretest in May or June and a posttest during September. All non-Title I students were tested during the first and last week of the six week course.

The Woodcock Reading Mastery Tests, Letter Identification, and Word Identification subtests were used to test reading results in grades one and two. The Woodcock Reading Mastery Tests, Work Identification, and Passage Comprehension subtests were used to test reading results in grades three

through six. Math results were tested in grades one through six by use of the Peabody Individual Achievement Test.

Sixty-four and nine tenths percent showed at least one month gain in grade equivalent units on the Peabody Individual Achievement Test. Fifty-three and five tenths percent showed at least one month gain in grade equivalent units on Letter Identification, sixty and seven tenths percent showed at least one month gain in grade equivalent units on Word Identification, and eighty-two and one tenth percent showed at least one month gain in grade equivalent units on the Passage Comprehension Test.

The gains for Title I students were not as substantial as those for non-Title I students. It should be remembered at this point the difference in testing of Title I and non-Title I students. This may be the cause of more significant gains by non-Title I students. Preliminary indications were that students attending summer school had achievement gains or less regression than students who had not attended.

These studies appear to show positive gains from a summer enrichment program. It is hoped similar gains can be shown from the summer enrichment curriculum for gifted students contained in this document.

Criteria

The school district for which this program was written has certain test scores on which to base their criteria for
entrance to the program. The students, during the normal school year, are given the Iowa Basic Cognitive Skills Test in September and April. Each student is also given the Houghton Mifflin Cognitive Abilities Test used as a group intelligence quotient test.

The following criteria has been chosen and will be met by each student to gain entrance to the summer enrichment program for gifted students:

1. IQ scores of 118 or higher as registered on the Houghton Mifflin Cognitive Abilities Test, or
2. a score on the Iowa Basic Cognitive Skills Test of one year or more grade equivalency above current grade placement, and
3. classroom teacher recommendation.

The scores from the Iowa Basic Cognitive Skills Test and the Houghton Mifflin Cognitive Abilities Test may be used each year to study whether gains are being made by attendance at the summer program.
CHAPTER III
SUMMER ENRICHMENT PROGRAM
CURRICULUM

This program is designed for students in grades first through eight. These grades are divided into three grade groupings: first through third, fourth through fifth, and sixth through eight. The grouping of these grades may vary slightly according to the size of the enrollment.

The class sessions will be from 9:00 a.m. through 11:30 a.m. for one month, twenty school days. With the exception of students on field trips, each session will have a twenty minute recess. The class instructor is responsible for recess time.

These sessions will not result in any grades for the students. The program will be evaluated by an evaluation form sent home to the student's parents, Appendix L, and oral evaluations from the instructors. A written report summarizing these evaluations will be made to the Board of Education by the administrator.

It is hoped the experiences contained in this program will be of a different nature than the students have experienced in their classrooms. This program stresses the
scientific method of inquiry and discovery in solving problems. The program is written to allow hands on activities.

The author believes this program, if properly administered and taught, will benefit the academically talented student in our district. The author feels from observance in our district, these students have been largely ignored.
SUMMER ENRICHMENT PROGRAM
FOR ACADEMICALLY TALENTED
STUDENTS

Grades First Through Third

The emphasis of language arts, creative writing, and story telling was placed on the first through third grade curriculum.

First Through Third Grade

Day 1 - Use introduction exercises of making name tags and Appendix A. The instructor will discuss events that will occur during the program. The rules for the summer program, Appendix B, will be distributed and discussed. The instructor will explain the process of keeping a scrapbook. The students will design a cover for their scrapbooks.

Objective - It is desirable for the children to become familiar with each other, in particular those from surrounding districts. It is important that each student understand what is expected of them. Each student will demonstrate creativity in designing their own scrapbook cover.

Day 2 - The class will walk to the State Bank of Sullivan to
observe computers. After returning to the school they will watch a film, "Science for Beginners," obtained from the Moultrie County Film Library.

Objective - The students will have concrete experiences with computers including some ideas of what they can be used for. The film describes and discusses the scientific method of investigation which will help the students answer questions on the field trips.

Day 3 - Students will take a field trip to Camp Camfield. Camp Camfield is an area of government land developed by the Army Corps of Engineers into nature trails and an outdoor amphitheatre. This field trip will be led by one of the rangers. The students will use Appendix C, Appendix D, and Appendix E on the field trip.

Objective - The students will see, touch, and smell the plants and animals that inhabit the immediate vicinity of Camp Camfield as described by the ranger.

Day 4 - Making use of Appendix C, Appendix D, and Appendix E, from the previous day and Appendix F, make a list of animals and plants seen during the field trip to Camp Camfield discussing the habitats involved. The
instructor will lead a class discussion on the topic of environmental impact.

Objective - The students will use long term memory and data recorded on field trip. The students should begin to realize the habitats needed by each species and the environmental impact of man on each.

Day 5 - The students will take a field trip to the Shelbyville Dam. While there the students will take a tour of the dam, led by a ranger, and have a course on herpetology also instructed by a ranger.

Objective - The students will be shown the operation of the dam, how it was built, and the benefit of the dam to area residents. While in the tunnel area of the dam the students will see stalagmites and stalagmites and be informed of how they form. The herpetology study will inform students of the species of snakes that inhabit the United States, Illinois and the area of Lake Shelbyville. The students will be informed of the snakes characteristics. The students will have a chance to handle the non-poisonous snakes.

Day 6, 7, and 8 - The students will visit the Eisner Grocery
Store during this period. First the students will make a list of products and find out where they come from. Second, each student will plan a balanced meal to serve his/her family. During the trip to the store the student will shop for these items, keeping track of the cost, amounts needed for his/her family, and canned versus frozen foods. Third, the students will walk to the Eisner Store. After their trip the students will discuss their findings. As a follow-up, the students will use a United States map to find where some products, that they bought, came from within the United States. The instructor will lead a discussion on how location effects prices and supply of some products. Last, the students will observe a film "Sugar in Today's World" obtained from the Moultrie County Film Library.

Objective - The students will begin to realize the efforts of planning meals and the costs involved. The students will recognize some factors effecting prices. The students will have a short lesson on the basic rules of production and supply.
Day 9 - The students will take a field trip to Coon Creek Pond and Nature Trail. The students will take water samples from the pond and any other sources of water they find on the trail. These samples will be kept in plastic vials. The instructor will lead the class on the nature hike on the trail. With plaster from the Science Department, the students will make casts of any prints or tracks they find and try to identify them.

Objective - The students will take and compare, with microscopes, the different water samples, observing the differences of each sample. The students will learn to make casts of animal prints and to identify them as instructed by the teacher.

Day 10 - The instructor will lead a class discussion trying to answer the following questions:
1. What is life like in our community?
2. Why is life different in Alaska?
3. Why is life different in Mexico?
4. Why is life different in Chicago?
The students will use maps, globe, and encyclopedias in search of their answers.

Objective - The students will become aware of differing
life styles and customs and the reasons behind each. The students will also sharpen their skills in locating information.

Day 11 - The students will be entertained by speakers from Mexico, Thailand, and Chicago. They will be informed of these places life styles and allowed to ask questions.

Objective - The students will have a real experience with people of differing customs and backgrounds.

Day 12 - Using encyclopedias and books from the Sullivan Junior High Library, the students will research and prepare a paper on the topic, "I Am A Boy/Girl From _____________ And I'd Like to Tell You About My Life." The students will read these papers aloud to the class.

Objective - The students will sharpen their skills in locating information and writing in their own words. The students will read orally their stories to the class to gain experience in talking before an audience.

Day 13 - The students, in groups of three or four, will collage a picture of a scene of their choice; either
a city, a farm or another country. The students will see the films "People are Different and Alike," and "Mexican Boy: The Story of Pablo" obtained from the Moultrie County Film Library.

Objective - The students will use their creativity in art involving life styles of different areas. The students, through observing the films, will realize even further the likenesses and differences of people from different areas.

Day 14 - The students will prepare for the Lithia Springs Chautauqua visit. Using Appendix G the instructor will lead a discussion of the area and time period involved. The students will walk to the Moultrie County Historical Society and read articles on the Lithia Springs Chautauqua.

Objective - The students will hear, discuss, and read of a historical site and a part of history that took place in their community.

Day 15 - The students will take a field trip to the Lithia Springs Chautauqua site. The tour will be conducted by a ranger with discussion and pictures of the site and period of time.

Objective - The students will visit and see a site of
history near their community. They will learn of customs of people who visited the Chautauqua.

Day 16, 17, and 18 - The students will participate in follow-up activities on the Lithia Springs Chautauqua. These activities include:

1. Make up an incident or story that might have occurred during this period of time and location. The students will have the option of writing a story or acting out a story.

2. Draw a picture of what a Chautauqua meeting looked like.

3. Build log cabins or other buildings of the era with wood from Industrial Arts.

4. Make clay pots from raw materials, clay, to finished baked products. They will bake the pots in the Home Economics ovens.

5. The students will make butter from cream obtained from Mr. Elder's milking cow. They will use the Home Economics room and appliances.
6. The students will be read stories from this era on Johnny Appleseed, Paul Bunyan, etc. The books will be obtained from the Sullivan Junior High Library.

7. The students will see films on Johnny Appleseed and Paul Bunyan obtained from the Moultrie County Film Library.

Objective - The students will use creative writing, use creativity in art when making pots and buildings, and be informed of stories of the Chautauqua time.

Day 19 - The students will walk to the Titus Memorial Library in Sullivan. They will be given a tour by a librarian, library cards for those who don't have one, and be allowed to check out books. An evaluation form, Appendix L, and a stamped, addressed envelope will be sent home with the students, for the parents to complete and send back to the Principal.

Objective - The students will become familiar with the new library in Sullivan and its uses to them.
Day 20 - The students will finish their scrapbooks. The scrapbooks will include student illustrations and writings on each activity and photographs that were taken. The students will write a story entitled, "The Story of John Q. Maple Tree Who Lives In Wyman Park."

Objective - The students will finish their scrapbooks filled with their creative art and writings. The students will use creativity in writing their stories.
SUMMER ENRICHMENT PROGRAM
FOR ACADEMICALLY TALENTED STUDENTS

Grades Four and Five

The emphasis of science and mathematics related to outdoor education was placed on the fourth and fifth grade curriculum.

Fourth and Fifth Grades

Day 1 - The students will create name tags and use Appendix A as introduction exercises. The instructor will discuss and give the students a copy of the schedule for the summer program. The instructor will pass out and explain the rules for the summer program, Appendix B.

Objective - It is desirable for the students to become familiar with each other, especially those students from surrounding districts. The schedule and rules will inform the students as to what is expected of them.

Day 2 - The students will prepare for a field trip to Camp Camfield. The instructor will lead a class discussion on types of trees, plants, and birds. Each student will be given handouts of Appendix D,
Appendix E, and Appendix F. The students will then walk to Wyman Park to observe and record the various species they can find.

Objective - The students will begin to become familiar with the species of plants, birds, and trees that are common to their environment. They will start to recognize these species of plants, birds, and trees from characteristics discussed in class.

Day 3 - The students will take a field trip to Camp Camfield for a nature hike conducted by a ranger. Camp Camfield is an area of government land adjacent to Lake Shelbyville, developed by the Army Corps of Engineers for educational use by school districts. The students will fill in Appendix C on the field trip.

Objective - The students will be informed and shown, by the ranger, the species of plants, trees, and birds that inhabit the local environment. They will be able to touch and see as many of the species as possible.

Day 4 - The instructor will lead a class discussion on the scientific classification of plants and animals. The students will be given a handout, Appendix H,
to follow during the discussion.

Objective - The students will be introduced to the scientific classification of plants and animals along with the characteristics of each classification.

Day 5 - The students will take a field trip to the Lake Shelbyville Dam and have a short course on herpetology. The tour of the dam will be conducted by a ranger as will the herpetology study.

Objective - The students will learn the process by which the dam was built and why that process was chosen. The students will learn the operation of the dam and the dam's benefits to the community. The students will be shown stalagmites and stalagtites and informed how they are formed. The herpetology study will inform the students as to the species of snakes that inhabit the United States, Illinois, and the Lake Shelbyville area. The ranger will also inform the students of each species characteristics.

Day 6 - The students will handle and observe two hog-nosed snakes that are kept in the Science Laboratory. The students will each make a clinometer from a ruler or
yardstick, protractor, thumbtack, string, weight, and straw.

Objective - The students will be able to handle, if they desire, a non-poisonous snake. The students will observe the snake at close range while handling it. The students will make an instrument, clinometer, used to find the heights of objects. They will be instructed in the reading of a protractor.

Day 7 - The students will walk to Wyman Park and use their clinometers to find the heights of various objects. The student will record the data, or reading on the protractor with the object measured so the height can be figured later. The students will be instructed in two methods, one for measuring heights and the other for measuring widths, and allowed to practice on Wyman Park Pond, trees, and buildings. Appendix I will describe these two methods the students will be instructed in.

Objective - The students will read a protractor in use of their clinometers. Each student will keep his/her data to be used later. The students will learn two methods of measuring large items if they don't have an instrument with them to do so. The students will use
mathematic computations and their clinometer readings to figure objects heights.

Day 8 - The students will make the tools they are to use in the water study at Coon Creek Pond. The students will make the following items:

1. Turbidity stick - made from a yardstick by coloring the first two inches approximately the same color as the soil in the area to be used. This device measures how far a person can see into the depths of the water. The reading tells how many inches deep one can see and gives an indication of how dirty the water is.

2. Depth finders - these will be made with twine and a weight fixed to one end. An empty plastic gallon jug with a sealed lid will be used as a bobbler. The jug will be fixed with a knot that will allow it to be adjusted. By throwing the weight, twine, and jug out into the water and adjusting the jug one can find the approximate depth of the water.

3. Water and sediment scoops - these will be made from plastic gallon milk jugs. The bottom end of the jug will be cut away in a scoop form allowing the handle of the milk jug to be used as the scoop handle.
4. Containers to hold water samples - these will be plastic vials with snap-on lids from the Science Department. These will need to be labeled.

The instructor will lead a class discussion of watersheds, water pollution, and water consumption.

Objective - The students will make and learn about uses of tools in a water study. The students will be informed of the use of watersheds, sources of water pollution and possible cures, and discuss water consumption.

Day 9 - The students will take a field trip to Coon Creek Park. Under instruction of the class teacher the students will take water samples, soil samples, turbidity readings at various spots in the pond. The students will measure the width and length of the pond using the method taught on Day 7. The students will measure the depth of the pond at three points along a straight line that runs across the middle of the width of the pond and three along the length of the pond. Using thermometers the students will take temperature readings at different depths of the pond.

Objective - The students will conduct a small scale water study. They will learn to collect and store
data at the site. The students will notice the watershed area and habitats of plants and animals surrounding the pond. By measuring the temperature of the water at various depths, the students will learn of thermal layering.

Day 10 - The students, with microscopes in the Science Department, compare samples of water from Coon Creek Pond, Wyman Park Pond, and the city drinking water. The students, using their data from the water study, will complete the water study worksheets, Appendix J.

Objective - The students will learn skills in using a microscope and comparing collected data. The students will use their math computation skills in completing their worksheets.

Day 11, 12, 13 - Mr. Bill Elder will give instruction to the students in computer usage. Mr. Elder will inform students of the binary number system used in computers, various language forms, and the connection of the State Bank of Sullivan's Computer to the University of Illinois by phone. The students will be allowed to work on the State Bank's computer. Each student under instruction of the class teacher and Mr. Bill Elder will work on

Objectives - The students will learn of languages and uses of computers. Each student will run canned programs or, if their skill allows, write their own simple program. The students will be introduced and allowed to work with a device whose use is growing in our society.

Day 14 - The students will walk to Green Hill Cemetery and perform a cemetery study from a worksheet, Appendix K.

Objective - The students will collect and record data in legible form. The students will learn interesting facts that can be discovered from visiting a local cemetery.

Day 15 - The students will take a field trip to Lithia Springs Chautauqua. The tour will be conducted by a ranger. The ranger will describe the area and events as they existed during the Chautauqua.

Objective - The students will be informed of a local piece of history. They will see the site and hear stories of events that took place at the Chautauqua. The students interests will be raised as to make them want to research the
Lithia Springs Chautauqua. Very little research has been done on the Lithia Springs Chautauqua according to the ranger.

Day 16 - Three instructors will visit the school from Tarble Arts of Eastern Illinois University. One will give a slide presentation to the students on Chautauquas around the country. The other two will instruct the students in forms of art. One will instruct the students in the art form of making hamburgers from various elements readily available. The last instructor will show the students the use of colors in painting and the differences in wet painting and dry painting.

Objective - The students will be informed of other Chautauquas around the country and compare these to the Lithia Springs Chautauqua. The students will be instructed in two forms of creative art. The students will create a hamburger out of elements in the room and do a creative art painting.

Day 17 - The students will walk to the Moultrie County Historical Society. The students will research past articles on the Lithia Springs Chautauqua.

Objective - The students will use skills in locating
information and recording it in their own words. Each student will research further the Lithia Springs Chautauqua history.

Day 18 - The students in groups of three or four, will visit people in town who remember the Lithia Springs Chautauqua and interview them using either a tape recorder or by taking notes. The students will visit members of the Titus Home for elderly ladies, East View Manor, and individuals who have stories to tell on the Chautauqua.

Objective - The students will gain skills in communicating with people. The students will learn to ask questions to learn the answer they want. Each student will further their study into the history of the Lithia Springs Chautauqua.

Day 19 - The students will compile from their interviews and research writings on the Lithia Springs Chautauqua. These writings will be given to the rangers. An evaluation form, Appendix L, and a stamped, addressed envelope will be sent home, with the students, for the parents to complete and send back to the Principal.

Objective - The students will culminate their study and research on the Lithia Springs Chautauqua.
The students will use their writing skills in preparing their papers.

Day 20 - The students will leave for an overnight camping trip at the Lithia Springs Campsite. The students will leave at the start of class and return the next day approximately at 11:00 a.m. The student should bring a sack lunch. During the camping trip the students will take a nature hike, be instructed by a ranger on Indian Sky Legends, have a weiner roast, breakfast, and enjoy swimming at the Lithia Springs Beach.

Objective - The student will experience camping in tents and cooking over an open fire. This is expected to be the culminating experience of the summer program.
SUMMER ENRICHMENT PROGRAM
FOR ACADEMICALLY TALENTED STUDENTS

Grades Six through Eight

The emphasis for this program is the indepth study and research of the history pertaining to the Lithia Springs Chautauqua.

Grades Six through Eight

Day 1 - The students will make and design their own name tags and do the Introduction exercise, Appendix A. The instructor will give each student a schedule of the summer program and discuss it with the students. The students will be given the rules for the summer program, Appendix B.

Objective - The students will become familiar with each other, especially those students from surrounding districts. Each student will be informed of what will be expected of them throughout the summer program.

Day 2 - The students will research the following areas of the Chautauqua at Lithia Springs: education, programs, entertainment, legislature of the Chautauqua, social implications, and history of the Lithia Springs
Chautauqua. The students will divide into groups to study each part of the Lithia Springs Chautauqua. Each group will elect a chairperson and a secretary. Under the leadership of the chairperson the groups will discuss what they would like to discover and the methods they will use. Each group of students will outline their plans and turn in their outline to the instructor.

Objective - The students will develop skills in learning to cooperate with each other and organize a plan of action based on the class schedule.

Day 3 - The students will take a field trip to Camp Camfield. The students will take a nature hike guided by a ranger. Camp Camfield is a parcel of government land, located by Lake Shelbyville, that the Army Corps of Engineers developed into nature trails for educational purposes. It was felt that this trip was worthwhile for this group and a good enrichment activity even though this wasn't the focus of their program.

Objective - The students will be informed and shown by the ranger, plants, trees, and animals that inhabit the Camp Camfield vicinity.

Day 4 - The students will take a field trip to Lithia Springs
Chautauqua site. This guide will be led by the class instructor. The students will study the land formations, streams, buildings, and mineral wells and record them on paper. The students will attempt to map these features.

Objective - The students will have their initial observance of the Lithia Springs Chautauqua. The students will record the data from their survey and make preparations for mapping the location.

Day 5 - The students will take a field trip to the Shelbyville Dam and a study of herpetology. This field trip is planned for this group because it is considered a worthwhile enrichment experience. The dam tour is led by a ranger. The students will be informed of the operation of the dam, its benefits to the community, and the process by which the dam was built. The students will be informed, by a ranger, of the snakes that inhabit the United States, Illinois, and the Lake Shelbyville area. The ranger will inform the students of characteristics of snakes found in the vicinity.

Objective - The students will observe the dam and its operations. They will be informed of the dam's benefits. The students will see and
learn about the formation of stalagmites and stalagtites. Each student will be informed of the characteristics of snakes and the poisonous species that inhabit the Lake Shelbyville area.

Day 6, 7, and 8 - The students, under the supervision of the instructor, using modeling clay and a four foot by eight foot sheet of plywood will build an approximate scale model of the Lithia Springs Chautauqua site. They will make the model using the data they collected from Day 4.

Objective - The students will use their recorded data, reading their crude approximate scaled maps to build a large mapped area of Lithia Springs Chautauqua. The students will use Monopoly buildings to represent cabins and meeting temples. They will use small twigs to represent trees, and blue paint to paint in the streams.

Day 9 and 10 - The students will walk to the Moultrie County Historical Society and the Moultrie County Court House. They will research the history of the Lithia Springs Chautauqua from old newspaper clippings and records in the court-
house. The students will take pictures of posters and notes from their readings to help them write articles on Lithia Springs Chautauqua.

Objective - The students will learn skills in researching and collecting data for future writings. They will learn how to obtain information and find hard to locate information.

Day 11, 12, and 13 - Mr. Bill Elder will instruct the students on the use of computers. Mr. Elder will instruct the students on the binary systems of numbering used by computers. Mr. Elder will instruct the students in different types of languages a computer uses. Mr. Elder will connect the State Bank of Sullivan computer to the University of Illinois computer by telephone. The students will be able to work at this computer terminal briefly. The students will, under the instruction of their class teacher and Mr. Bill Elder, work on programs on the Sullivan School District's Radio Shack TRS-80 computers.

Objectives - The students will learn of languages and uses
of computers. Each student will run canned programs or, if their skill allows, write their own simple program. The students will be introduced and allowed to work with a device whose use is growing in our society.

Day 14 - The students will take a field trip to the Shelbyville Historical Society. The students will research records of the Shelbyville Historical Society's records for information on the Lithia Springs Chautauqua. The students will be given a tour of the Historical Society by a member and be shown the clothes people wore to the Lithia Springs Chautauqua.

Objective - The students will sharpen their skills in researching information on the Lithia Springs Chautauqua. The students will take pictures of posters from the Lithia Springs Chautauqua and record data to be written by the students as articles which possibly can be published.

Day 15 - The students will take a field trip to Lithia Springs Chautauqua. The tour will be guided by a ranger. The ranger will instruct the students of events that occurred at the Chautauqua and show the students where these events and buildings took place. Each student will be able to observe pictures from
the Lithia Springs Chautauqua when it was operating.

Objective - The students will be informed of a local piece of history. They will see the site and hear stories of events that took place at the Chautauqua. The students' interest will be maintained enough for them to continue the research. Very little in-depth research has been done on the Lithia Springs Chautauqua according to the ranger.

Day 16 - Three instructors will visit the school from Tarble Arts of Eastern Illinois University. One will give a slide presentation to the students on chautauquas around the country. The other two will instruct the students in forms of art. One will instruct the students in the art form of making hamburgers from various elements readily available. The last instructor will show the students the use of colors in painting and the differences in wet painting and dry painting.

Objective - The students will be informed of other Chautauquas around the country and compare these to the Lithia Springs Chautauqua. The students will be instructed in two forms of creative art. The students will create a hamburger out of elements in the room and do a creative art
Day 17 and 18 - The students will walk or ride their bikes around town interviewing people who have stories to tell or remember the Lithia Springs Chautauqua. The students will visit the Titus Home, elderly housing, East View Manor, and individuals homes. The students will use a tape recorder or written notes in the interviews.

Objective - The students will gain skills in communicating with people. The students will learn the process of interviewing. Each student will further their research into the study of the Lithia Springs Chautauqua.

Day 19 - The groups of students will write articles from their research and interviews on the Lithia Springs Chautauqua. These articles will be given to the rangers, who are compiling a booklet on the Lithia Springs Chautauqua. An evaluation form, Appendix L, and a stamped, addressed envelope will be sent home, with the students, for the parents to complete and send back to the Principal.

Objective - The students will culminate their research on the Lithia Springs Chautauqua. Each student
will use their writing skills in preparing their articles for possible publication.

Day 20 – The students will leave for an overnight camping trip at the Lithia Springs Campsite. The students will leave at the start of class and return the next day approximately at 11:00 a.m. The student should bring a sack lunch. During the camping trip the students will take a nature hike, be instructed by a ranger on Indian Sky Legends, have a weiner roast, breakfast, and enjoy swimming at the Lithia Springs Beach.

Objective – The student will experience camping in tents and cooking over an open fire. This is expected to be the culminating experience of the summer program.
CHAPTER IV
FINANCE

Expenditures

The teachers will be paid what summer tutors are paid in Sullivan. The salary will be $9.00 an hour. The figure of $9.00 is $1.00 higher than what tutors in the area were receiving.

Teacher (grades one through three),
 fifty hours at $9.00 an hour $ 450.00

Teacher (grades four through five),
 fifty hours at $9.00 an hour 450.00

Teacher (grades six through eight),
 fifty hours at $9.00 an hour 450.00

Bus driver for field trips will be paid
 $6.00 an hour as paid by the school district for extra trips, $6.00 an hour for seventeen and one-half hours 105.00

Gas for field trips, priced at $1.35 a gallon off the wagon. The total

40
mileage will be approximately 304 miles, Appendix N, with the bus averaging 8 miles per gallon

The upkeep and maintenance on the buses will be donated by the district.

The district insurance for students and buses will cover the students in the summer program. The district has this insurance to cover their Title I summer students.

Tarble Arts from Eastern Illinois University will be paid mileage and meals. The trip will consist of approximately sixty miles round trip and $25.00 for food.

The mileage rate is $.18 a mile.

Modeling clay for Chautauqua model

Sheet of plywood, 4'x8'x\" 

Film and processing for all classes;

35mm color slides

Camping trip - ten packages of hotdogs at $1.15 per package, eight packages of buns at $.60 per package, one large
can of lemonade at $4.39, one jar of tea at $2.19, six packages of cookies at $1.40 each, eight packages of potato chips at $.98 per package, two packages of 50 count styrofoam cups at $.68 per package, four gallons of milk at $2.05 per gallon, four packages of assorted dry cereal at $1.18 per package, ten pounds of bananas at $.39 per pound, six half gallons of orange juice at $1.09 per half gallon, ten bags of ice at $.75 per bag. $75.00

Administrator salary for summer program 450.00

Total Expenditures $2422.05
Income

District Gifted Fund $ 500.00

Students tuition, average

12 students per group

at $60.00 tuition each  2160.00

Total Income $2660.00

Any money left after all expenses from the summer program will be used to reduce the student's tuition for next year's Summer Program for Academically Talented Students.
CHAPTER V

CONCLUSION

This field study was written and submitted to the Board of Education of the Sullivan Community School District #115. The Board considered this study an appropriate summer program and gave its consent to use the study in a summer program in the Sullivan Schools.

The program results, received from the parent evaluations, Appendix L, were positive. The instructors of the summer classes had each student write a paragraph in evaluation of their own classes. These evaluations were also positive.

The study was a success financially for the school district. The summer program had thirty-seven students in attendance. The ending balance for the program was a slight excess of two hundred dollars which was returned to the district's gifted fund. This fund was used to send teachers to workshops directed at educating talented students.

This field study used as a summer program in the Sullivan School District. The Board of Education, the administration, the teachers, the parents of students involved in the program, and the students involved in the program were pleased and had positive reactions to the
program. The author feels the program was a success and was pleased it appeared to work as it was intended.

The author would advise anyone attempting to create and write a similar program to get a huge support system. This support would include but not be limited to teachers with an area of expertise, administrators, and local citizens with areas of expertise. These people used as a support for the writer can give valuable advice and help. This one aspect provided most of the help given to the author of this field study.

As a result of this program and its success the Sullivan School District's Gifted Coordinator has laid plans to run future summer programs based on a similar format as this field study.
APPENDIX
APPENDIX A

Find A Person Who . . . .

1. has eyes a different color than you ____________
2. has hands that are smaller than yours __________
3. has hair that is shorter than yours ____________
4. has a foot that is larger than yours ____________
5. has a house on the opposite side of town than you ___
6. has read book just for fun in the last two weeks ___
7. plays a musical instrument____________
8. has a birthday before you do ____________
9. has had a scary dream recently______________
10. has eyes the same color as you _____________
11. would vote for President Reagan for President ______
12. thinks school attendance should be completely voluntary after grade 9' ________________
13. loves to go swimming ________________
14. likes to ride a bike________________
15. would like to learn a new skill or hobby _______
16. has sisters or brothers younger than him _________
APPENDIX B

Summer Program Rules

What to wear for class at school
1. Shorts or jeans
2. Shirt or blouse
3. Shoes - tennis or sandals

What to wear for field trips (Students will be instructed of the following day's activities).
1. Hat (if wanted)
2. Jeans, shorts, or other durable clothing
3. Sturdy footgear (sneakers and heavy socks minimum)
4. Light jacket or rain gear if weather dictates - the bus will be available to those students without rain gear.

What to bring
1. Camera (if possible)
2. Binoculars (optional)
3. Pencil and notebook
4. An open and willing mind

What not to bring
1. Radios
2. Comic books
3. Sheath knives
4. Firearms
5. Fireworks

Rules
1. Proper behavior and use of equipment will be expected.
2. No swearing or loud talk.
3. Demand respect and give it to others.
4. Everything you do be safety-minded - do not do anything that might, even in the slightest way, be dangerous.
5. Do your work fully to obtain a more enriching experience.
6. Ride the bus properly as explained in the school student handbook.
7. Think through everything before you do it.
8. Cut out trying to impress people.
9. Do not eat in the room or on the bus.
10. Don't try to out yell other students.
APPENDIX C

Alphabet Observation Hike

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<th>Plant</th>
<th>Animal</th>
<th>Mineral</th>
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APPENDIX D

Science

I. Birds

A. Identify five birds and fill in the following chart:

<table>
<thead>
<tr>
<th>Color or identifying marks</th>
<th>size</th>
<th>call or sound</th>
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<tbody>
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B. List any other birds that you saw or heard

Sighted

Heard
APPENDIX E

Common Birds of Lake Shelbyville

SPARROW FAMILY: Characterized by short beak for breaking seeds.

1. Song Sparrow: Permanent resident; frequently found around water.


3. English Sparrow

4. Towhee: Largest sparrow; found on ground and in woods; summer resident. Song: "To-hee, To-Woo."

5. Field Sparrow: Perches on fences or weed stems, summer resident. Song: "Dee, dee, dee, dee" - monotone.

6. White-throated Sparrow: Characterized by a yellow spot in front of eye; sometimes in company of white-crowned sparrow; eats white puffs of dandelions. Song: "Old man whittling, whittling, whittling" - high pitch.


8. Tree Sparrow: Characterized by one black spot in middle of breast; winter visitor.

9. Gold finch: Permanent resident; seen most often in spring and summer; male is yellow; seen in meadows; flies in wavelike pattern.

10. Indigo Bunting: Summer resident; most often seen on telephone wires; resembles the bluebird; one of the smallest sparrows.

BLACKBIRD FAMILY

1. Common Blackbird: Also called "Grackle"; spring resident.

2. Red-winged Blackbird: Summer resident; Song - "kon-kor-aa kon-kor-oo."

3. Bobolink: Flocks in wire fences; spring visitors song sounds like gentle tinkling of ice in a glass.

5. Orchard Oriole: Summer resident.

6. Eastern Meadowlark: Summer resident; "The Harbinger of Spring."

7. Cowbird: Walks instead of hopping; lays its eggs in other birds' nests; summer resident.

8. Starling: Huge flocks; darkens the sky, imported from Europe; destructive to trees when roosting.

WOODPECKER FAMILY

1. Red-headed woodpecker: Summer resident; is the only migratory woodpecker in this area.

2. Yellow-bellied Sapsucker: Rings trees with holes, permanent resident.

3. Black-shafted Flicker: Eats mostly ants; summer resident; song; "Wicker, wicker, wicker."

4. Red-bellied Woodpecker: Permanent resident; not commonly seen but is here.

5. Hairy and Downy Woodpeckers: Permanent residents; some people feed them suet.

TANAGER FAMILY:

1. Scarlet Tanager: Red with black wings; summer resident; waits to come to this area until all leaves become full on the trees.

2. Summer Tanager: Found in the woods; many near Shelbyville Country Club; summer resident; difficult to see; song: "Zip-twang, Zip-twang."

MOCKINGBIRD FAMILY: Characterized by a long curved bill; all are insectiverous.

1. True Mockingbird: Mocks song of other birds; changes songs; on top of trees and TV aerials; white flashes on its wings; sings mostly at night; summer resident.

2. Brown Thrasher: Builds nests close to houses; does not mock other birds' songs; it repeats everything twice; summer resident.

3. Catbird: Garbled song; slate-colored with a brown spot under its tail; builds nest in house shrubs; summer resident.
GROSBEAK FAMILY: Characterized by a large, strong bill.

1. Cardinal: Brilliant red color; has a crest; state bird of Illinois; found in timber and brush; eats seeds and insects; permanent resident.

2. Rose-breasted Grosbeak: Song like the Robin's; found in timber; shy; summer resident; insectiverous.

3. Cedar Waxwing: Brown colored with a crest; social bird; flocks; eats cherries and mulberries.

SHRIKE FAMILY:

1. Northern Shrike: Also called "Butcher Bird"; summer resident; found on telephone wires; carnivereous; will kill other birds; field bird.

WHIP-POOR-WILL FAMILY:

1. Whip-poor-will: Nests on ground; summer resident; insectiverous; song: "Whip-poor-will, whip-poor-will....", endless.

2. Nighthawk: Nests on flat-topped buildings; warmth of the sun hatches the eggs; commonly seen on warm summer nights; summer residents.

LARK FAMILY:

1. Prairie-horned-lark: Permanent resident; seen along highways; nests on ground; eats seeds.

DOVE FAMILY:

1. Mourning Dove: Permanent resident; game bird; nests on platforms or sticks; seen on telephone wires.

CROW FAMILY:

1. Common Crow: Very intelligent; permanent resident; consumes some corn; mainly a scavenger; takes care of road kills.

2. Blue-jay: Intelligent; permanent resident; Song: "Jay, jay, jay", monotone, harsh.

SWALLOW FAMILY: All skillful fliers and all summer residents; insectiverous.
1. Barn Swallow: Builds nests in barns
2. Purple Marten: Male is dark, shiny and purple.

WARBLER FAMILY:
1. Yellow-breasted Chat: Somewhat of a clown; turns somersaults; largest warbler; summer resident.
2. Maryland Yellowthroat: Has a black mask on his face; summer resident; songs, "Witchiddy, witchiddy, witchiddy."
3. Prothonotary Warbler: Summer resident; fly at night, sometimes runs into building; yellow head, lives along rivers.
4. Redstart: Colored black and red.

CHICKADEES, NUTHATCHES AND TRIMICE:
2. White-breasted Nuthatch: Sometimes called the "upside-down bird:" starts feeding at the top of the tree and works its way down; then flies back to the top; permanent resident.
3. Tufted Titmouse: Permanent resident; timber bird; will come to a caller.

THRUSH FAMILY:
1. Robin: Summer resident; song: "Chirrup, Chirrup."
2. Eastern Bluebird: Nest boxes can be seen on trees in access areas.
3. Wood Thrush: Found in timber; summer resident; brilliant; joyous song can easily be heard following a rain.

WREN FAMILY: Characterized by a long, thin bill; insectiveorous.
1. House Wren: summer resident.
2. Carolina Wren: Largest wren, permanent resident; bright song.
4. Brown creeper: Begins at the bottom of a tree and works its way toward the top in search of insects; he then flies back to the bottom and begins again; permanent resident; also hunts insect eggs.

FLYCATCHER FAMILY: Characterized by whiskers around the bill; insectivorous.

1. Crested Flycatcher: Summer resident; works out of tree-tops; difficult to see.

2. Wood Peewee: Perches on dead branches looking for insects; summer resident; song: "Pee-o-weep, pee-o-weep."

3. Phoebe: Summer resident; builds nests under old bridges; song: "Phoebe, Phoebe."

4. Kingbird: White margin on tail feathers; orange streak on top of head; summer resident; sits on tall weeds and fences; chases away hawks and crows.

HUMMINGBIRD FAMILY:

1. Ruby-throated Hummingbird: Only hummingbird in the area; builds nest out of lichons on tree limbs or sides of trees; fearless; summer resident; eggs are the size of a pea; migrate to South America at speeds up to 50 mph; fly non-stop; bird is approximately the size of a thumb; it is the only bird that can fly "backward;" food is flower nectar and insects trapped therein.

BIRDS OF PREY:

1. Turkey Vulture: Sure sign of spring; scavenger; summer resident; its system neutralizes dangerous germs.

2. Red-tailed Hawk: Famed for red on tail; pseudonym - "chicken hawk" not applicable; very beneficial bird; catches many mice and other rodents, permanent resident; most commonly seen birds of prey, flies very high; excellent eyesight.

3. Marsh Hawk: White "V" on top of tail; nests in hole in ground; flies low to ground; catches rabbits.

4. Sharpshin Hawk: This is the actual chicken hawk.

5. Sparrow Hawk: Smallest hawk; sits on telephone poles; catches insects; will attack smaller birds.
6. Horned Owl (Hoot Owl): Permanent resident; carnivorous; Song: Familiar "Hoot, hoot, hoot."

7. Screech Owl: Permanent resident; eats mice; screeches loudly.

8. Barn Owl (Monkey Faced Owl): Eats own weight in mice in one day; permanent resident.

9. Kingfisher: Dives for fish; hovers over water; long bill; swallows fish whole; transient.

CUCKOO FAMILY:

1. Yellowbill Cuckoo: Summer resident; stays in middle of trees; very difficult to see; larger than the crow; insectiveorous.

MARSH BIRDS: All are migratory

1. Coot: Also called "mud hens"; feet are not fully webbed; must run to take off.

2. Bitterns: Stand with bill pointing straight up; nests in marsh.

3. Crane: Very long legs and necks; nests in marsh.


5. Snowy Egrets.

6. Plover: Summer residents.

7. Killdeer: Four rings on neck; seen in meadows, nests on ground; song - "Kill-dee, kill-dee."

GULL FAMILY:

1. Black-headed Gull: Also called "Bonwerts Gull;" scavenger; also eats live fish.

2. Herring Gull: Lays eggs on rocks.

WATERBIRDS:

1. Pied-billed Grebe: Sits low in the water; also called "Helldiver"; uses its wings to help swim; nests on floating material in reeds.
2. Mallard Duck: Migratory
3. Green-winged Teal: Migratory
4. American Widgeon: Migratory
5. American Marganser: Migratory
6. Pintail: Migratory
7. Wood Duck: Migratory
8. Shoveler: Migratory
9. Common Goldeneye: Migratory
10. Ring-necked Duck: Migratory
11. Black Duck: Migratory
12. Hooded Merganser: Migratory
13. Canada Goose: Migratory
14. Lesser Canada Goose: Migratory
15. White Fronted Goose: Migratory

GAME BIRDS:
1. Woodcock: Large eye, very well camouflaged; long bill, eats worms; summer resident.
2. Ring-necked Pheasant: Male is beautifully colored; eats one pound of corn per week.
3. Quail
4. Hungarian Partridge
5. Jack Snipe
APPENDIX F

Science

Plant Identification:

Name five trees that you identified
1.
2.
3.
4.
5.

Name five other kinds of plants that you observed
1.
2.
3.
4.
5.

Make sketches of the leaves of your five trees.
Chautauqua, derived from a Seneca Indian word, is "an assembly lasting several days." In colonial times the powerful Six Nations of up-state New York used this word to describe their center of government and education. Eventually the white preachers utilized the word "Chautauqua" to describe their own religious meetings throughout the east. The "Chautauqua Movement" centered itself in the east, but one of the most famous offsprings was the Lithia Springs Chautauqua in Illinois.

The Lithia Springs Chautauqua was begun in 1890 by Reverend Jasper L. Douthit who inherited the beautiful valley from his father Andrew E. Douthit. Rev. Douthit wished to provide a spiritual and recreational meeting place for local citizens (and anyone else who was interested) where "demon rum" would not flow. His wish was fulfilled when this Chautauqua was opened.

For three weeks during the month of August people would flock toward Lithia by the thousands. The now empty hills around you were covered with cottages, cabins and tents. People came by train to Middlesworth, by car, by horse, and by wagon to hear the lectures, share the companionship and recreational activities of Lithia Springs Chautauqua. There was also the springs themselves. Two small fountains of iron and sulfur mineral water coupled with traces of Lithium that
provided both a "cure for all body ailments" and the name Lithia Springs."

The Chautauqua attracted many famous including Booker T. Washington, Reverend Sam J. Jones (a famous orator of his time) and perhaps the greatest of them all, William Jennings Bryan. Carrie Nation and Rev. Anna B. Shaw were the most well known of the female leaders to visit Lithia Springs.

The facilities at Lithia made it nearly a complete little town. It had a general store and a post office, numerous dormitories for those who wished to rent rooms, the tabernacle where speeches were made, dining and recreation halls, a small chapel and the Lincoln Log Cabin, a favorite attraction. The Lincoln Log Cabin was built to resemble the one in which Abraham Lincoln was born and contained many things related to his life.

Considering the importance of the Lithia Springs Chautauqua upon the people of this area in the late 1800's and early 1900's very little evidence of the institution remains today. A rival Chautauqua opened in Forrest Park in Shelbyville around 1903. It rivaled Lithia Springs for seventeen years and by 1920, because of easier access and permitted use of liquor, put Lithia Springs out of business. The valley slowly decayed into a memory. All the buildings are gone, the hiking trails are overgrown with brush and the roads are in bad shape, only silence remains. Only the springs continue to bring their cool mineral water from the ground to trickle into the now deserted meadow that was once one of the most famous places in central Illinois-Lithia Springs Chautauqua.
APPENDIX H

Scientist put everything into two categories.

1. Living things

2. Non-living

1. Living - may not have all five characteristics. A male has only 4, not C.
   A. They move
   B. Carry on respiration
   C. Can reproduce
   D. They grow
   E. They react

Scientists classify by observing appearance, studying structure, and naming and grouping.

We group every day we live.
OUTLINE OF ANIMALS

I. Vertebrate

A. Mammals
   1. hair covering
   2. female mammal can produce milk

B. Birds
   1. covering of feathers
   2. two legs
   3. two wings

C. Reptiles - don't always need both #1 and #2 (snake)
   1. scales over body
   2. claws on their feet

D. Amphibians
   1. live under water in early part of their life-can live on land later
   2. the way they get oxygen changes from early life to adult life
   3. no scales on skin

E. Fishes
   1. require oxygen
   2. get oxygen needed from air in water--can't live on oxygen from air out of the water
   3. has gills, fins, and scales

II. Invertebrate

A. Arthropods--jointed legs
   1. Insects
      a. three parts to the body
      b. the legs are arranged in three pairs
c. there are two antennae or feelers
d. many have compound eyes

2. Arachnids
   a. two parts to the body
   b. eight legs
   c. no antennae

3. Crustaceans--crayfish, crabs, lobsters, shrimp
   a. two sets of antennae
   b. between eight and thirty legs

4. Many legged--millipedes, centipedes
   a. Millipedes--two pair of legs per body segment or
   b. centipedes--one pair of legs per body segment

B. Other Invertebrate--4/5 of invertebrate are arthropods

1. Classified by body characteristics--soft body, spiny skin, one cell, segmented body, and saclike body.
OUTLINE OF PLANTS

I. Producers of seeds--1/2 of all plants on earth
   A. Seeds covered--all plants with this characteristic have one structure in common--the flower
      1. Flowers
         a. monocots
            (1) flower parts are arranged in sets of three
            (2) leaves are long and narrow
            (3) faint grooves run lengthwise in leaves
         b. dicots
            (1) flower parts are arranged in sets of fours and fives
            (2) leaves are broad
            (3) faint grooves do not all run the length of the leaf
   B. Exposed seeds
      1. Characteristics
         a. the seed is not produced from part of a flower
         b. the seed does not develop within a cover
         c. the seed is exposed to the air when on the plant which produces it
      2. Classifications
         Conifers, Douglas Fir, White Pine, Blue Spruce

II. Non-producers of Seed
   A. Algae
      1. Reproduce by dividing--from the one living plant to two
   B. Fungi
1. reproduce by spores

C. Mosses
   1. Reproduce by spores

D. Ferns
   1. Reproduce by spores
Instructions for collecting and recording volumes of water in lakes or ponds.

a. Find the average diameter (distance across) of the pond.

Measure the length and width of the pond. You may have to take several length and width measurements and get average of them.

Pond width _______ ft.
Pond length _______ ft.
Total _______ ft. \( \div 2 = \) ___ ft. (average diameter)

Average diameter _______ ft. \( \times 3.14 = \) _______ ft.

Average diameter _______ ft. \( \div 2 = \) Average radius _______ ft.

(Average radius _______ ft.) \( \times 3.14 \times \) sq. ft. = Average circumference

surface (area of pond)

b. Find the average depth of the pond or lake. Measure the depth in 3 places along a line (transect) across the pond, as near the middle as possible. Add these depths and divide by 4 (see note) to get the average depth.

First measurement _______ ft.
Second measurement _______ ft.
Third measurement _______ ft.
Total _______ ft. \( \div 4 = \) ____ ft. (average depth)

Note: The reason you take 3 measurements then divide by 4 is to take into account the shallow areas of the pond.

c. Formula for computing number of gallons of water in pond.

1. \( \frac{\text{Area of pond}}{\text{Average depth}} \times \frac{1}{\text{cubic feet}} \times \frac{\text{Average depth}}{\text{cubic feet}} \)

2. \( \frac{\text{Cu. Ft.}}{\text{X 7.48 = Volume in Cu. Ft.}} \times \frac{\text{No. Gals. water in pond}}{\text{7.48 gals.}} \)

Note: A cubic foot of water is the water in a container 1 foot wide, 1 foot high, and 1 foot long and contains 7.48 gals.

d. In order to find out how many people could get their domestic needs for one day from the water in the pond:

\( \frac{\text{Gallons of water in pond}}{\text{Amount of water one person uses per day}} = \frac{\text{Total # of people who could live one day from this water}}{\text{The average person uses about 200 gals. of water a day for home use.}} \)
APPENDIX J

Find Creek pond on the map. Find your location. Where does the water in this stream come from? Draw lines around the boundaries of our watershed. (We're in the Creek pond watershed.)

As you approach the stream, observe and record your observations about the stream (pond) environment:

plants
animals
air
rocks
water

using collecting equipment collect as many types of aquatic animals as possible. Put them in the white dishpans for observation by the group. (Keep the pan in a cool place.)

Using information available, generally identify the specimens you found and a description of where they were found. List or sketch the animals you found below. Return animals to water as soon as finished.
SUMMER PROGRAM

Water Studies

Test for temperature layering (Thermal Stratification)
Test air temperature at various levels around the water - also in sunlight and shade.

Turbidity Measurements
Secchi Disk
Turbidity Stick

Take bottom samples of mud, sand, debris and examine with hand lens or microscope for life.

Filter water samples with funnel and white paper towel - examine with hand lens.

Evaporate a pan of water to see how much sediment and mineral content was in the water - do this with water from several sources.

Collect and identify plant and animal life in area. If possible return all living creatures back to the area that you found them - unharmed.

Watersheds - where does the water come from - this can be combined with studies of Topo maps, ground water and springs, etc.

Water pollution - Man made
Natural

Water consumption - Natural
Agricultural
Industrial
Domestic (home use)

Water Conservation

Study the life supporting importance of water. Why does maintenance of life require water?

Study the animal and plant life of a pond or stream - reports on special aquatic living adaptations.

What makes up a pond? Remember to include all parts - Inter-relationship of living things with their environment.
SUMMER PROGRAM

Water Studies - equip.

White plastic pans for holding and examining specimens.
Plastic milk jugs with tops cut off-leave handles-for capturing.
Thermometers.
Hand lenses on strings.
Measured lengths of cord.
Yardsticks.
Nets of all sizes - small ones can be made from nylons and coat-hangers.
Bottom viewers - you can make simple ones with plastic wraps, rubber bands, and cardboard tubes or milk cartons.
Water sample bottles.
Notepads and pencils.

Have students dress for getting wet. The best footwear is tennis shoes. Rubber boots will be more cumbersome than helpful. Students will not be allowed to go barefooted. Bring a change of clothes and have fun.

TEMPERATURE RANGES (APPROXIMATE) REQUIRED FOR GROWTH OF CERTAIN ORGANISMS:

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Examples of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper range (55-68)</td>
<td>Some plant life, some fish diseases. Salmon, trout, stonefly, mayfly, caddis fly, water beetles, striders.</td>
</tr>
<tr>
<td>Lower range (Less than 55)</td>
<td>Trout, caddis fly, stonefly, mayfly.</td>
</tr>
</tbody>
</table>
APPENDIX K

Cemetery

1. What was the name of the oldest person whose name you found? How old?

2. What was the name of the youngest person whose name you found?

3. What was the name of one of the soldiers whose grave you found?

4. List below possible ways in which he might have died.
   1.
   2.
   3.

5. What kind of rock was most used for tombstones in the 1800's?

6. What could have been the reason for its use?

7. What was the most unusual epitaph you found?

8. In what year did most of the deaths occur?

9. What could have been two reasons for this?

10. List in the space below some things that we should remember as we visit the cemetery.
    1.
    2.
    3.
    4.
    5.

11. What were some burial customs?

12. What were some problems involved in burials?

13. What different countries can you find represented in the cemetery?

14. Compare the average length of life with present life span. Why is it different?

15. What is symbolism?

16. Write down as many symbolisms as you can find.

17. Why did so many children die?
APPENDIX L

Parent Evaluation for the Summer Program for Academically Talented Students

In order to help us evaluate the strengths and weaknesses of our program, we ask that you take time to fill out the following questionnaire. Please return the evaluation in the stamped, addressed envelope.

Please circle the number which most closely indicates how you feel about the statement; 3 meaning you agree with the statement, 2 meaning you neither agree or disagree with the statement, and 1 meaning you disagree with the statement.

3 2 1 My child has expanded his/her interests through participation in the program.

3 2 1 The program has helped my child to gain in self-confidence.

3 2 1 My child found participation in this program to be an enjoyable experience.

3 2 1 The program sufficiently challenged my child's abilities.

3 2 1 The program has helped my child improve his/her oral communication skills.

3 2 1 The program provided sufficient hands on laboratory type experiences.

3 2 1 The program provided a positive means whereby students could interact with each other.

3 2 1 The instruction in this program was a different approach than your child has had in the classroom.

3 2 1 The program had a broad enough base so as to help students become aware of existing community resources.

Comments:
Dear Parent,

The school district is offering a summer enrichment program for academically talented students. Your child has been found eligible to attend this program.

The program is offered to grades one through eight, grouped as follows: first through third, fourth through fifth, and sixth through eighth. The groupings are approximate and may change according to enrollments.

The classes will run from 9:00 a.m. through 11:30 a.m., Monday through Friday. The program will be held during the month of June.

The students will not receive a grade in this program. The emphasis on the first through third group is language arts and creative writing. The emphasis on the fourth and fifth grade group will be science and math as it pertains to outdoor education. The sixth through eight grades will be working researching the Lithia Springs Chautauqua. We expect instructions in this program to be of a different approach than your child normally receives in the classroom.

The program is being offered on a tuition basis. It is being offered to the district's students first and if room permits, to the neighboring district's students. There will be no more than twenty students in a group.

The cost of the program is $60.00 per student. A $20.00 registration fee, applied toward the $60.00, is required to be paid by April , 19 . The remainder of the tuition may be paid to the instructor the first day of class.

We feel this program will benefit our academically talented students. We hope to see your child this summer. If you have any questions, feel free to contact the Junior High Office.

Sincerely,
APPENDIX N

Field Trips
Dates and Mileage (Round Trip)

Day 2 - Lithia Springs Chautauqua
       (6 - 8th grade)  36 miles

Day 3 - Camp Camfield (1 - 8th grade)  14 miles

Day 5 - Shelbyville Dam and Herpetology Study (1 - 8th grade)  48 miles

Day 9 - Coon Creek Pond (1 - 8th grade)  36 miles

Day 15 - Lithia Springs Chautauqua
       (1 - 8th grade)  36 miles

Day 20 - Camping trip to Lithia Springs Campsite (4th - 8th grade)  39 miles

Day 21 - Return to pick up students from camping trip (4th - 8th grade)  39 miles

Day 14 - Shelbyville Historical Society
       (6 - 8th grade)  51 miles

Total  299 miles
BIBLIOGRAPHY

Journals


ERIC


