

TEACHERS ANNOTATED
EDITION

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**LIVING
TOGETHER
AROUND
the WORLD**

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Teacher's Manual for LIVING TOGETHER AROUND THE WORLD

Cutright - Clark

This is your teachers annotated edition. The next page points out ways to use both text and manual to teach an interesting, modern course.

MACMILLAN SOCIAL STUDIES SERIES



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How to Use This Annotated Edition of

LIVING TOGETHER AROUND THE WORLD

YOU will see at a glance that this teacher's edition is much more than a manual combined with a textbook. It is an ANNOTATED EDITION which offers the teacher direct and concrete help in social-studies classes. It does this through a system of marginal notations in which the suggestions offered in the Manual are directly linked with the specific parts of the textbook to which they apply. The annotations stress various aspects of this unified teaching

program. Some of the marginal comments are directed toward the teaching of concepts and attitudes as exemplified in the textbook. Others point up the social-studies skills in the study helps. Still others refer to the key section of the Manual in which the study-help exercises of the text are answered and background information furnished. Below are brief directions to show you how to use and get the most help from this annotated teacher's edition.

● *For helpful teaching suggestions*

and a minimum expenditure of your time FOLLOW the annotations on the text pages and in the Manual

● *For an overall survey of the organization*

of the text, the content areas from which the material is drawn, and the unit method of teaching a unified social-studies course READ the introduction of this Manual (pages 1-14)

● *For more complete teaching suggestions*

on each unit of the text READ the pages in the section of the Manual that discusses each unit in the text (pages 15-59)

● *For answers and background information*

to the exercises in the study-help sections TURN to the key sections of this Manual (pages 60-62)

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PART I. INTRODUCTION

For a quick preview of the book, see the Preface of the text pages v and vi. The Contents, page vii, gives you a helpful working outline of your entire course.

A. The Organization of the Series

The books of the Macmillan Social-Studies Series provide the basic materials necessary to the study of the lands and peoples of the world. For convenience and ready use the books are divided into units.

Each large Unit (or Part) is organized around a sequence of learning units (or sections)

The unit plan

A unit is a body of subject matter and activities organized and presented in such a way as to facilitate learning and teaching. The units in each book are organized around regions, with emphasis upon the people and their use of the resources in times past and in the present, and around themes and problems which are related to their experiences and which challenge their interest. Subject matter so organized is readily grasped by the pupils because it refers to something that they know about or to something which seems important to them.

The unit plan of teaching presupposes pupil-teacher planning, which implies close co-operation between pupils and teachers. Purposes that pupils conceive, tasks that children set for themselves, sources that they suggest for investigation, and standards of evaluation that they plan produce growth in learning which assigned purposes and tasks never can.

*Note: people - resources → GEOGRAPHY
times past - present → HISTORY*

The content of the units

Each unit in *Living Together Around the World* begins with a series of questions common to the interest of children. These are followed by a brief bit of description, a situation, or a story to set the stage and point toward an area of study through which the questions may be answered. The unit introductions and questions challenge the pupil's interest and motivate his learning.*

Each of the units presents a body of information organized around a topic, geographic or historic, and of activities designed to develop significant understandings, skills, and appreciations. The books are enlivened by narrative and dramatic passages and are equipped with a variety of visual aids. Photographs, drawings, many kinds of maps, pictorial charts, and diagrams illustrate the text and also extend its learnings.

The study helps are an integral part of each unit to be used throughout the work of the unit. The skills include both study skills, useful especially in learning social-studies material, and social skills, necessary for getting along with others. They offer the individual pupil and the group opportunities to carry out worth-while projects as a part of their study. They are also set up in such a fashion that the pupils themselves can check their progress in gaining information, understanding concepts, and in mastery of vocabulary.

** Always this stimulating pattern of teaching and learning.*

The goals of unit study

Facts and information are an essential basis for sound judgment and wise action in citizens of any age. In this book pupils are called upon to use and use again important facts and knowledge because information put to use is better retained. They are also encouraged to see the interrelationships between facts and to use them to arrive at or test generalizations.

Desirable outcomes of learning are also measured in terms of understandings, skills, and attitudes. The achievement of such objectives is determined through pupil behavior. The pupil who masters a unit in the books of this series will have new interests, will make new interpretations, and will behave more democratically with his group.

Facts are studied, related, mastered, applied.

For outcomes of each large Unit, see Manual pages 16, 29, 47.

Organization of the Textbook

1 Motivating picture

2 Unit title

3 Unit questions

4 Motivating picture

5 Picture caption

6 Center (or sectional) head

7 Sidehead

8 New social-studies words

9 Matching exercise on words

10 Giving a play

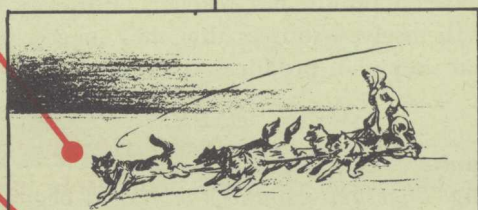
11 Sharing ideas

12 Making a globe

UNIT TWO

Others Who Share Our World

1. Are all the people on our earth alike in some ways?
2. Do different peoples have different ways of living?
3. Which are more important: the ways in which people are alike or the ways in which they are different?
4. Why is it easier to live in some places than in others?
5. What happens to different ways of living when people get together?
6. Can we learn something worth while from every people whose way of living is different from ours?



The Eskimo family on their way to their winter home. Nik is in front, running beside the dogs.

THE BEST DOG IN THE PACK

The team of huskies, or Eskimo dogs, pulled the family sled swiftly across the snow. Arluk and Nik, along with their father and mother, ran beside the dogs. Their grandmother and baby brother sat high on the sled. The sled was packed with the things the family owned. All of them were joking and laughing as they moved along with the dogs.

The short summer was over and winter had come again. Now the waters of the sea were frozen over. Everywhere the snow lay deep. It was hard enough for their sled to travel on it easily. They were on their way to build their winter home out on the ice. There they would fish and would hunt for food and animal skins.

It was late afternoon, and it was growing dark. It had, in fact, been almost dark for many hours. The winter sun rose later and set earlier every day. One day it had shown itself in the sky for only a few hours around noon. But even

after the sun had set, there was a dim light for several hours. In this gray light between sunset and dark the family traveled on toward their winter home.

Stopping the dog team to make camp for the night

Nik was pleased when at last she saw Father flick his long whip over each dog's back. The dogs knew he meant "Stop!" She was glad to make camp for the night. Grandmother was beginning to feel the cold. Nik felt cold too, in spite of her warm clothing made of caribou (kár-iboo) skins.

SHARING WORK AND FUN

GIVING A PLAY

Act out "Bogana and the Knife." Plan the play together. Divide the story into acts and scenes, something like this:

ACT ONE

Scene 1: Outside Bogana's home. Bogana and Father prepare for the hunt.

Scene 2: The rain forest. Jaguar is tree. Bogana runs away.

Scene 3: Garden. Wana teases Bogana.

Scene 4: Inside house after the palaver. At the evening meal Bogana is put to shame.

ACT TWO

Scene 1: At the trader's. Father trades Brazil nuts for cloth and other goods.

Scene 2: Inside home. Father tells his family about the crocodile and Bogana's brave deed. Mother and Wana ask questions. Bogana receives the machine.

Give your play for another class or for your parents. Write invitations to them. Since they will be your guests, plan to make everything pleasant for them. Choose a committee for each different job. A committee is a small group of people who are chosen to do a certain kind of work for a larger group to which they belong. You might have one committee to meet your guests. Another may seat them and give them programs, or papers telling about the play. Another might plan the programs and get them ready on time. What other committees will you need?

OTHER WAYS TO SHARE IDEAS

Make pictures that show how people live in hot, wet lands near the equator. Let your

pictures show their homes, their clothing, their food, and the things they trade with others. Write stories about your pictures. Draw maps that tell what parts of the world are shown in your pictures. Put your pictures, stories, and maps up in your room where others may enjoy them.

A WORD PUZZLE

Write the numbers of the words below on a sheet of paper, one under the other. After the number of each word, write the letter of the meaning which matches that word. Do not write in this book.

- | | | |
|-----------------|------------|-------------|
| 1. rain forest | 4. jungle | 8. thatched |
| 2. rainy season | 5. peccary | 9. mahogany |
| 3. dry season | 6. cacao | 10. climate |
| | 7. parch | |

- a. The time of year when there is less rain than at other seasons
- b. A valuable hardwood tree that grows along the Amazon
- c. An animal which grows about three feet long and is something like a pig
- d. A tall forest in which trees grow close together and the ground is almost bare
- e. A thick growth of bushes, vines, and small trees
- f. The kind of weather that a place has most of the time
- g. A bean from which chocolate is made
- h. The time of year when there is more rain than at other seasons
- i. Covered with straw, grass, or leaves
- j. To roast, or to bake until brown

ADDING TO YOUR GLOBE

Draw the Amazon River and the Congo River on your globe. Put a dot on the globe to stand for Bogana's home. Make another dot to stand for Jinga's home.

You may want to use these four big objectives as a check at the end of each learning unit.

B. Objectives of the Series

The social-studies field provides a great variety of materials both in content and in social experiences. As the pupil acquires experience, he learns skills and procedures which can be applied to later situations. Such study skills as reading, writing, and locating materials are the foundation for the important social skills necessary for carrying on human relationships. Respect for the opinions of others, a willingness to compromise, tolerance and consideration represent the highest type of social skills because they are fundamental to building a stable society.

The authors of the Macmillan Social-Studies Series believe that every pupil should be given the opportunity to participate in learning experiences which will enable him to achieve his maximum development as an individual and as a member of society. The four main objectives emphasized in the books of this series are:

1. An adequate knowledge of geography, history and social-civic affairs which can be used for a better understanding of the present day
2. An appreciation of our American heritage and a competence in the skills and attitudes required for effective citizenship in our democracy
3. An understanding of the contributions of the many groups of workers who produce goods and services
4. An attitude of thinking critically about problems in our community, state, and nation and a willingness to assume responsibility for contributing to their solution

Responsibility is stressed.

C. Sources of Social-Studies Content

The books in the Macmillan Social-Studies Series draw learning materials from all the social sciences. Five main subjects in the field of the social studies, however, provide most of the content.

- ✓ 1. *Geography*, or the study of man and his relationship to his physical environment
- ✓ 2. *History*, or the record of man's past, his successes and his failures, and his heritage from that past
- ✓ 3. *Economics*, or how people earn a living, how they trade, and the use they make of their natural resources
- ✓ 4. *Government and civics*, or the way in which people live together under laws and the rights and duties of citizenship
- ✓ 5. *Sociology*, or the study of population and its changes, the migrations of peoples, and community customs

It will be noted that these are the subjects which are concerned directly with human relationships—of people with the earth (geography), of people with people (history and civics), of people and goods (economics), and of people and institutions (sociology). Information from all these fields is important in the social studies, and this series supplies not only the facts but the interpretations and generalizations to those who wish to understand and apply them. Types of material which illustrate each of these subjects and their applications are listed in the chart that follows.

✓ Geography and history in proper balance — enriched by materials from other social sciences.

Sources of Content Used in This Series

Geography

Man and his physical environment

The major physical features of the earth: the globe, hemispheres (Eastern, Western, Northern, and Southern), continents, islands, oceans, seas, lakes, and rivers

The tools of geography: globes, maps (physical, political, special purpose), various map projections, latitude and longitude, different kinds of graphs and charts

The natural regions of the earth: kinds of land surface (mountains, plateaus, plains, and lowlands), vegetation, rainfall, the seasons, climate and the factors which influence it

Natural resources (soil, minerals, vegetation, rainfall): their distribution over the earth and man's use of them. The importance of conservation, or the wise use of natural resources, and how conservation measures in regard to forests, soil, water, and so on are carried out

The study of man and his environment from primitive cultures who have made only limited use of natural resources to men who have, through control of their resources, progressed to an advanced technology and the maintenance of a high standard of living

History

Man's heritage from the past

The story of man from early times and his progress in civilization; the discovery, exploration, and settlement of the New World; the building of colonies by many European nations

The history of the United States from the time of settlements, through the gaining of independence, its major wars, its growth from coast to coast and overseas

The history of the other nations of the New World: Latin America (our neighbors to the south) and Canada, Iceland, and Greenland (our neighbors to the north)

Biographies of great world leaders in war, in government, in religion, in science, invention, and the arts and their influence on mankind. The origin of our national holidays and how they are observed. The importance of a feeling of patriotism toward one's country

The historical background of the nations of the world, with special attention to (1) the gifts of the Old World to the New; and (2) the present-day cultural ties between those nations and the United States, especially in the enjoyment of the arts and in the United Nations

Materials from five social sciences tabulated on these two pages are carefully chosen to give you a practical and up-to-date social-studies course.

Annotations in both Manual and text help you get the most from each of these areas as they are taken up.

Sources of Content Used in This Series

Economics	Government	Sociology
Earning a living, trade, conservation	Community, State, National	Family life and population data
How the needs of the family and community for food, shelter, clothing, transportation, and education are met	Kinds of services (police protection, courts, education, utilities, and so on) provided by government	Ways of providing for the educational, religious, and recreational needs of the family and of the community
Ways of earning a living in different sections of the United States and in other nations in all kind of regions	Who pays taxes, how they are levied, how they are collected, and how they are used to benefit all the people	The importance of the family as an entity in building and maintaining community institutions, past and present
The conditions (such as use of natural resources, means of transportation, war and peace) that influence trade	Privileges and duties of citizens: voting, paying taxes, obeying the laws, accepting civic responsibilities	Racial origins and the religious and cultural backgrounds of the people of the United States
The economic resources of the United States and of other nations which have ties of trade or common boundaries with it; and the need for the wise use of those resources	The importance of representative government at the community level, in the state, and in the nation; the need for impartial courts to secure the rights of the individual	Ways of living in the United States and in other regions of the world: folk customs, languages, expression in arts (music, painting, literature), sports and amusements
The interdependence of the peoples of the world in meeting their economic needs in trade and industry; and in improving or maintaining their standard of living	The importance of maintaining a stable government and at the same time preserving the maximum of freedom to the individual consistent with order in government	Growth of cities and of nations; distribution of population in the United States and in other nations; significance of population pressures in relation to resources

As your course develops you will see that the annotations in both Manual and text emphasize the contributions of science, invention, and technology to the content of the social-studies program.

*Reading skills essential to full comprehension of social studies
are applied in all the lessons.*

D. Reading in the Social Studies

One of the reasons for including reading instruction in the social studies is that reading is a basic tool in the study of any subject. Reading is particularly important in the social studies, for a thorough understanding of social-science materials can scarcely be gained in any other way.

Vocabulary building *[For examples see Manual pages 23-24, 38, 56]*

Because social-studies materials are drawn from several different subject-matter fields they give pupils an opportunity to develop and enrich their vocabulary. However, even though pupils have a degree in competence in reading, all of them need help in learning the many new social-studies words and terms. This means that all social-studies teachers are also teachers of reading who help pupils to improve their reading skills and to apply them. In other words, they need to assist pupils in word recognition and in vocabulary building as well as in finding information and in learning social-studies concepts.

Reading globes, maps, charts *[Examples, see Manual pages 20 and 39-40]*

Pupils in social-studies classes also learn to read globes, maps, charts, and graphs which are special ways of communicating in the social studies. These visual aids are of two general kinds: (1) physical and political maps, which show both natural and man-made features of the earth's surface; and (2) maps and graphs which summarize data on matters like population, rainfall, vegetation, transportation, communication, and resources. Maps and graphs are vivid but condensed forms of communication. To use them successfully pupils need to acquire new skills such as how to find directions, how to measure distances and areas, and how to interpret colors and the other symbols shown in the keys. It is the task of social-studies teachers to guide pupils in reading and interpreting the information that maps dramatize and explain.

Reading pictures *[Examples, see Manual pages 24, 32-33, and 56]*

Another type of reading offered in the social studies is reading and interpreting pictures. Pictures, which are an integral part of the modern textbook, contribute to the content and also extend its learnings. They are a natural source of enjoyment through which pupils may develop their powers of observation, gain information, and enrich their appreciations.

Thus reading in the social studies calls for an intensive use of a whole group of basic reading skills. A list of the most important reading skills and techniques with special reference to their application in the social studies follows.

Basic reading skills *[Here is a handy summary of basic skills]*

Basic reading skills and techniques which are essential to effective reading are:

1. Word perception

ability to learn new words through a synthesis of context clues, word analysis (phonics, base word and formatives, affixes), picture clues, and definitions.

2. Comprehension

ability to recognize sentence and paragraph structure as well as to interpret correctly words in a particular context

ability to distinguish between main idea and supporting details

ability to follow the author's organization

ability to reorganize materials in the light of one's knowledge and experience

ability to see relationships

ability to understand similarities and contrasts

Reading program continued ↗

→ (Summary of basic skills - continued from page 6)

- ability to distinguish between fact and opinion
- ability to apply information gained from reading

3. **Orientation**

ability to discover quickly the nature of content to be read, the author's organization, and the guides provided, such as headings, questions, and so on

4. **Skimming**

- ability to make a quick survey for orientation
- ability to skim quickly to locate specific information
- ability to skim quickly for overall recall

5. **Outlining**

ability to select important main ideas and to see relationships to details

6. **Evaluating**

inherent in numbers 2, 3, 4, and 5 above
critical thinking—evaluating material as to accuracy, relevance, bias, and so on

7. **Use of research tools and techniques**

selection of appropriate materials, such as encyclopedias, yearbooks, dictionaries, maps, special reports, personal interviews, and so on
techniques of using index and other guides, note taking, summarizing, citing references, and so on

Reading for details [Examples, see Manual pages 20 and 52]

Reading that is directed by a purpose is always more efficient than undirected reading. In beginning a unit the teacher directs the attention of the pupil to the motivating questions with which the unit opens. Reading to answer questions calls into play the ability to locate pertinent facts and to discard momentarily the facts that are not pertinent.

Reading for main ideas [Examples, see Manual pages 20 and 58]

The pupil reader must also learn to spot general statements and to distinguish them from the examples, descriptive facts, and other details given to support them. Indeed, having spotted a general statement, he must learn to look for the evidence that will explain it and validate it.

Following the author's organization [Examples, see Manual pages 20 and 52]

In any social-studies text the pupil meets thousands of new facts and hundreds of new ideas. His reading task is to sort out and arrange these new items. Most textbooks today are carefully written to put facts and ideas into clear and meaningful arrangements. But the organization of new material is not self-evident to elementary-school pupils. The relationship of the parts of a unit to each other and to the whole cannot be taken for granted. The making of outlines and summaries will help the pupil see and participate in the author's organization.

The reader's own organization [Examples, see Manual pages 49-50 and 58]

A significant factor in the learning process is that of seeing relationships. One such relationship involves time and place. Any given event occurs at a certain time and in a certain place. While the date of an event may be important, it becomes more meaningful when its location is given. Another such relationship is the time order in which events have happened. The significance of an event cannot be grasped unless it is placed in some kind of time sequence. It is equally important to perceive the relationship of cause and effect. Educators agree that it is never too early to establish the idea that "things don't just happen. They happen for good and sufficient reasons."

↪ (Summary of reading skills – continued from pages 6-7).

Another relationship of first importance is that of likeness and difference. It is probably true that we can perceive new things only in terms of things already known. Indeed, it has been said that the perception of likenesses and differences is one of the basic acts of intelligence. It lies at the center of understanding people, and events, and the significance of the differences from place to place on the earth's surface.

↪ Applying information *Make reading skills pay off!*

Good reading means much more than absorbing facts and ideas. The reading task is not completed until the reader has evaluated what he has read, tied it to his own experience, and conclusions drawn from it. In no other content field are these skills of greater importance than in the social studies.

Orienting the pupil

New subject matter presents the usual problems of vocabulary and special study skills, but there is another factor not often considered. This is the fact that anyone, child or adult, does not know how to deal with new subject matter until he is oriented to it. At the outset he must read slowly and warily, giving one sentence about as much attention as another.

This factor may largely account for the word-by-word reading that pupils exhibit in their early encounters with social-studies material. It may also account for failure to distinguish the big organizing ideas from supporting facts.

The authors of this series believe that the teacher can help pupils best by taking time to introduce each book and each unit to the pupils. In general, the more time given to preparation for reading, the fewer reading failures there will be.

Four steps in this preparatory work have been found effective. (1) The teacher calls forth the experience of the pupils that is relevant to the material to be read. (2) The teacher then previews the unit asking the class to consider the unit title; to examine the pictures, charts, and maps for clues as to what the unit is about; and to find the boldface centerheads which represent the large divisions of the unit. (3) The teacher then selects from three to five new key words (explaining at the same time that there are other new words in the unit) and shows that these words are italicized and defined in the text and pronounced in the Word List. The pupils are then put on their own to dig out meanings with the aids provided in the book. Finally (4) the teacher develops purposeful questions to guide and focus pupil reading. Skillful teachers will help pupils develop their own questions, guiding them in this by using the questions at the end of the unit introduction and from the study helps.

The result of such careful presentation is that pupils are prepared to meet their reading assignments with confidence and anticipation.

Specific reading skills in this series — in both textbooks and workbooks.

This brief discussion of reading skills is intended only to call the teacher's attention to the *opportunities* for teaching reading through social-studies materials. The important point to be made is that *reading skills do not teach themselves*. Pupils do not learn new words automatically. The authors have therefore introduced lessons that are essentially reading lessons both in the textbooks and in the workbooks.

In the outline of objectives set up for each of the units in this Manual, the teacher will find listed specific reading skills used in the social-studies such as: reading for details, reading for main ideas, organizing ideas, seeing relationships, understanding likenesses and differences, applying information, summarizing, outlining, drawing conclusions, vocabulary development, and critical thinking. The lesson plans in this Manual develop these skills and show how they are applied.

This chart gives you a good idea of the way specific reading skills are applied in the social studies.

Social-Studies Skills and Reading Skills Emphasized in This Series

Representative skills from the great variety offered in the series are listed below. The word "skill" is broadly interpreted to include understandings and attitudes as well as study skills.

Social-Studies Skills and Applications as Exemplified in the Series

Recognizing and understanding new words and social-studies concepts	<ol style="list-style-type: none">1. Special social-studies vocabulary set in italics, defined when first used and reused in context2. Exercises in matching new terms and definitions, using new words to complete sentences, and so on
Reading and interpreting maps, globes, pictures, and charts	<ol style="list-style-type: none">1. Explanatory captions used with maps, globes, charts, and pictures2. References to visual aids in text3. Exercises in locating places, following routes, using latitude and longitude, using captions and keys in reading maps, charts, and globes
Using concepts of time and chronology	<ol style="list-style-type: none">1. Illustrated time-lines open each unit2. Constructing time-lines in arranging events in chronological order
Participating in group undertakings	<ol style="list-style-type: none">1. Group discussions, forming exhibits, planning programs, and dramatizations2. Field trips (preplanning, note taking on the trip, reports)
Critical thinking	<ol style="list-style-type: none">1. Steps in defining a problem and setting up questions for study2. Practice in matching causes with results, in drawing conclusions, in arranging events in sequence, and in discussion
Practicing good citizenship	<ol style="list-style-type: none">1. Activities requiring group planning and carrying out projects in a democratic way2. Evaluating the qualities of national heroes and of good government practices

Skills in Reading and Other Language Arts as Related to the Social Studies

Locating information	<ol style="list-style-type: none">1. Using the textbook (Contents, Index, and Reference Tables); encyclopedias and library books; visual aids, newspapers, and magazines2. Securing information from travel agencies, from civic and business organizations, and from government bureaus
Organizing and evaluating information	Preparing reports, writing summaries, outlining, making charts, forming exhibits, planning programs, making scrapbooks, and preparing exhibits
Vocabulary building	Using new words in sentences, matching words and meanings, using the dictionary and word lists
Speaking and writing	Making reports, telling stories, dramatizing events, participating in programs and in discussions
Listening and observing	Making notes on recordings, reports, films, interviews, and field trips

For comprehensive treatment of skills see 24th Yearbook, National Council for the Social Studies — Skills in Social Studies.

✓ Check the 8-step teaching pattern.*

E. Steps in Planning and Carrying Out a Unit

Be sure to survey the entire unit before introducing it to the class. See just what help the text offers toward answering the questions which motivate the unit. Check up on the related source materials available for further pupil research and enrichment, such as maps, pictures, films, film strips, records, and related reading. Examine the study helps and suggested activities at the end of each section, as well as those which conclude and summarize the whole unit.

When such an overview of the whole unit has been acquired, guide the unit planning through the following steps, or their equivalent:

✓ 1. *Stimulating interest in the unit* [For procedures, see Manual pages 20-21, and 25]

Interest may be stimulated in a variety of ways—through use of a film, an excursion, clippings, a guest speaker, or other means available for a colorful and provocative beginning. But whatever materials are used, they should include an initial reading of the short introduction given in the text at the beginning of each unit. In Unit One this introduction is headed *Where are you?* It makes a provocative beginning and leads to far-reaching and significant questions which introduce the next step in unit planning.

✓ 2. *Raising questions related to the unit and organizing them for study* [For procedures, see Manual pages 21 and 25]

After reading the introduction, the pupils should read and discuss the questions which the text raises, as on page 3.* These questions, augmented by others which the pupils may add, can become the driving purpose for study of the informative sections that follow. These purpose-giving questions should be held in mind throughout the whole unit as it is broken up into its subdivisions, or learning units. Pursuit of the answers should be the touchstone to which the pupil constantly returns as he organizes the unit learnings.

As the overall questions that motivate the unit are discussed, it will become evident that more information is needed before they can be answered satisfactorily. Suggest that the pupils see what the textbook has to offer in the way of needed information. They may read the table of Contents for the unit and look through the text, noting titles, sideheads, pictures, and maps. As this survey is made, it will become evident that the unit is divided into smaller sections, each of which helps to answer one or more of the unit questions. For example, it will be obvious that the first section in Unit One, "What the Whole World Looks Like" (pp. 5-17), has direct bearing on the first two questions,

1. Do you know what the world is really like?
2. If you could see the whole world, how would it look?

✓ 3. *Clearing up meanings and clarifying concepts* [Manual pages 21 and 25]

Suggest that the pupils make a preliminary reading of the first learning unit to see what it contributes toward answering the unit questions. Encourage the location of any difficult words or concepts, and lead the pupils to clarify these through the aids provided. For example, lead the pupils to use the maps on pages 6-9 and 12-15, with their captions, to clarify the meaning of *hemisphere*. Let the pictures on page 70 bring out the distinction between a rain forest and a jungle. Help the pupils to use the key on page 172 in interpreting the physical features indicated on the map. *Living Together Around the World* has abundant visual aids that clarify and enrich the concepts

* Unless otherwise specified, page references in this Manual refer to the textbook, *Living Together Around the World*.

→ 8-step teaching pattern (continued).

presented. Direct the pupil's attention to these, assist him to use them purposefully, and find out, through pupil discussions, whether these purposes have been achieved.

Keep ever in mind the fact that learning to use all possible sources of information in an effective manner is more important to the pupil than the memorization of any specific body of facts.

[For procedures, see Manual pages 21 - 22]

✓ 4. Organizing related activities and making assignments to pupils *and 25-26]*

The preliminary overview described above will set the stage for purposeful planning of the period of study. This is the time to anticipate construction projects, make plans for locating supplementary materials, and decide what other sources of information may be explored. The study helps given at the end of each learning unit (as on pp. 16-17 for the first learning unit of Unit One) will prove a springboard for such thinking and planning.

Some of the study helps should not wait to be introduced until the pupils have completed all of the pages of the text which cover the learning unit. They should be previewed at this initial stage, so that plans can be made and carried out at appropriate times as the text is being used. For example, the making of the globe, which is suggested on page 16, may profitably be begun at the very outset of the first learning unit, for some time will need to elapse between the various stages of its construction. Its construction will doubtless run through the entire period used in covering the three sections which comprise the whole of Unit One.

If this planning period is carefully carried out, the teaching program will be greatly eased over a considerable period of time and pupils will be able to work with more assurance and less waste of time. The planning should result in specific assignments of definite tasks to pupils. The pupils should be held responsible for these assignments, even though they may run beyond the time limits of the learning unit that suggested them and into another period of study. Development of personal responsibility toward a group project can be one of the most valuable outgrowths of the unit plan of study.

It is important that study assignments be made in the light of questions to be answered, problems to be solved, or skills to be developed—never just a certain number of pages that are merely to be “covered.” It is equally important that assignments be made in terms of individual abilities. The activities suggested in the study helps in the textbook, those given in this Manual in connection with individual units, and others that may be indicated as the work progresses, will give many chances to assign to each child the type of activity in which he can make the best contribution or in which he needs special practice.

[For procedures, see Manual pages 22 and 26]

✓ 5. Study period, including a careful rereading of the text

If work assignments are made with careful attention to individual differences as suggested above, the study time will not follow exactly the same plan for every child. Some who are highly skilled in reading may locate and examine outside references for a related report, while others prepare a display of pictures for the bulletin board. Still others may spend extra time in construction work or art work to further the social-studies program.

The values of the integrated activities of the unit will largely depend on the care with which they are related to the factual content. If a mural is planned to depict Arab life in Unit Two, or the development of transportation in Unit Three, it is not enough that the mural produced should look attractive. The details which are shown should be authentic, however crudely they may be drawn. Learning to find and use

→ 8-step teaching pattern (continued).

the references necessary in getting authentic details is a highly important outgrowth of such a project.

Although it is desirable that the pupils should range widely in gathering materials, they should not fail to exhaust the most concentrated and convenient source: their own textbook. The textbook will provide an experience shared by all and will thus serve as a common basis for discussion. It will focus such discussion, serving as a point of departure and return. Above all, it will lead the pupil to utilize a variety of study helps, such as pictures, maps, charts, diagrams, graphs and will afford practice in carefully developed steps in critical thinking. The text should be enriched by as much additional material as can be found and used. But failure to read the text carefully will mean neglect of conveniently arranged information and of materials skillfully designed to develop needed habits and attitudes.

✓ 6. Class discussions: answers to questions, reports, other activities [For procedures, see Manual pages 22 and 26-27]

The time when the text is to be read can best be determined by each teacher and class group, according to their own schedule and plan of organization. But whether it is read by all in a period set aside for that purpose or whether each pupil is held responsible for reading it at his own best opportunity, set a definite time by which it will have been read by all members of the class. At that time let the pupils discuss its contribution to the unit questions, make reports of any additional reading, and carry out any unfinished related activities. This may take one class period or many, depending on the nature and scope of the unit plan.

✓ 7. Concluding activities [For procedures, see Manual pages 22 and 27-28]

Each subdivision of the unit should have its own summarizing activities that round out the study of it and help to relate its findings to the whole-unit theme. In addition, some large activity that will run through the total unit should be planned for each of the three whole units, or parts, which comprise the year's work. Such a culminating activity should serve as a medium of expression for the linguistic, artistic, creative, and co-operative experiences that are an integral part of the unit study.

Appropriate large-scale concluding activities are suggested in this Manual in connection with each whole unit and with a number of the learning units. Others may be substituted, if preferred. Such culminating activities should not be mere "show pieces." That is, they should not be carried out as an end in themselves but rather as a culmination of learning processes of major importance. A program in which a pupil recites a memorized report of unit findings written by the teacher may sound fine to the audience, but it has very little actual value compared to the giving of a similar report which has been gradually compiled by the class during the progress of the unit. Similarly, the background for a diorama may be very pleasing in color and composition, and yet be untrue in its details to the way of life it depicts. On the other hand, a second background which is no more pleasing to the eye may show the fruits of much wide reading and co-operative effort on the part of the pupils in their search for authentic details.

A good concluding activity has two basic characteristics: (1) It brings together the basic learnings of the unit into one focal point; and (2) it allows the widest possible range of pupil contributions.

✓ 8. Evaluation [For procedures, see Manual pages 22-23 and 28]

Equal in importance to the initial planning is the evaluation of the unit. Evaluation should take place whenever the teacher or the teacher and pupils need to gauge

→ 8-step teaching pattern (continued).

the progress which is being made. It should be a continuing process as the work progresses.

Hold frequent teacher-pupil talks for evaluation purposes. Questions to be evaluated are: Has our work during this unit satisfactorily answered the unit questions set up at the beginning? If so, what is the gist of these answers? If any question is not satisfactorily answered, what can we do about it? Has the study developed other questions which we should like to investigate? If so, is this a suitable time to undertake their study and how will such an investigation fit into the total plan of work already under way? Has the unit study revealed to the class as a whole—or to particular individuals—a need for better study techniques, better habits of thinking, or better social attitudes? If so, what is the best way to meet that need?

The study helps which appear at the end of each unit and learning unit will give aid and direction in such evaluation. For example, three of the activities under "Interesting Ways of Learning" (pp. 16-17), will test individual degrees of skill in the following techniques: the ability to read maps, skill in reading factual matter effectively, and use of the dictionary as a learning tool. Growth in these and other techniques—with particular stress on those in which weakness is shown—should become a continuing purpose of the class and of individuals, and this growth should be evaluated anew at the end of each section and unit.

The social attitudes of the group and of individuals, as revealed through unit activities, should also be evaluated. Through this practice the responsibility for their own improvement will come to be accepted by the pupils. All too often both teacher and pupils think of evaluation only in terms of informational content, or academic progress, and regard the social climate of the room as a thing apart. Through co-operative unit activities it should become apparent that the two are inseparable. Then an important part of unit evaluations, made by the teacher with the pupils, will be the weighing of such questions as:

- (1) Has the class grown in ability to listen courteously and intelligently to individual or group reports?
- (2) Were the reports given in this unit delivered in a manner that made them more understandable and interesting than those given on previous occasions? Did they show more able preparation than was evidenced in former reports? What specific improvements would make them still more helpful?
- (3) Are the members of the group growing in responsibility, as evidenced in the way assignments of the unit have been carried out? What can be done to encourage further growth?
- (4) Were the group discussions carried on in a more interesting and helpful way than were those of the previous unit? In what ways may they be improved still further? (For example, do individuals need to be more thoughtful about monopolizing discussion time? Do some need to take more responsibility in participating? Have courteous habits about taking turns or recognizing speakers been established, or do too many talk at once? Do the children respect the opinions of those who do not agree with the majority? And so on.)

If group discussions prove trying because the group has not learned to carry them on courteously and effectively, do not make the great mistake of eliminating them as far as possible. Instead, ask the group to evaluate their own performance and thus lead them to accept the responsibility of learning to make group discussion worth while. If there is constant re-evaluation in which gains are recognized and the needs

8-step teaching pattern (concluded).

for specific growth are clearly brought out, progress will take place. This is particularly true when the need for growth in social behavior is approached in the same calm, objective manner as is the need to learn the names of the continents. If each pupil is led to evaluate his own performance objectively in terms of what is most helpful in carrying out the group purposes, desirable changes will occur.

As is indicated above, three major purposes should run side by side throughout every whole unit. These are:

- (1) To relate all of the concepts acquired through the learning units to the large questions which motivate the whole unit
- (2) To evaluate the skills used in attacking learning problems and decide what the next steps in growth should be
- (3) To relate the growths in social attitudes to those needed in wholesome, democratic group living and decide what the next steps in growth should be

If these three major purposes are given thoughtful evaluation at the close of each learning unit and in the summary of each whole unit, or part, pupils will grow in a real understanding of their world's varied cultures and in their own ability to live together happily and well.

Handy summary of the 8-step teaching pattern, developed, Manual pages 10-14:

- 1. Stimulating interest*
- 2. Organizing questions for study*
- 3. Clarifying concepts and meanings*
- 4. Organizing activities and making assignments*
- 5. Studying the text*
- 6. Discussing - reporting - answering questions*
- 7. Summarizing*
- 8. Evaluating and testing*

These same eight steps apply in the units and sections, as well as in lessons you may prepare yourself. They are typical of what you will find in all the books of THE MACMILLAN SOCIAL STUDY SERIES.