

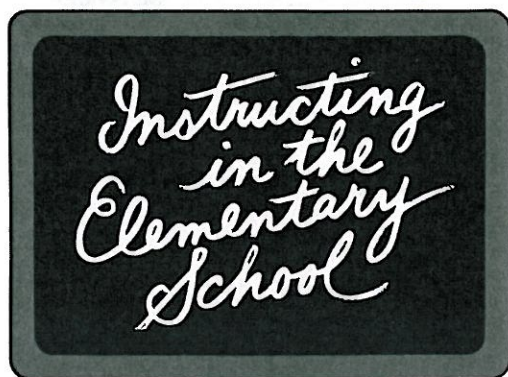
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# Exemplars for the New Social Studies

*Instructing  
in the  
Elementary  
School*

Frank L. Ryan

# Exemplars for the New Social Studies



**Frank L. Ryan**

Increased awareness of the vital relevance of the social studies at the elementary level has produced a host of new techniques and concepts for increasing student activity and stimulating the capacity for questioning, decision making, and a more sophisticated knowledge of current events.

This unusual book provides the latest concepts, techniques, and strategies for "new" social studies programs. It enables the reader to take an active role in applying new material by making inquiries into knowledge; by working with, and saying something about, data; taking educated guesses; asking questions; and selecting and applying various discussion techniques.

**Relevant areas include:**

- Strategies for involvement and inquiry
- The strategic use of instructional media
- Decision-making
- Simulation games
- Questioning schemes
- Controversial news as an educative tool
- Evaluative and planning techniques
- and more.

**PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY**

*Cover design by Hal Siegel*

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*Frank L. Ryan*  
*University of Minnesota*

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey

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periences similar? How are they different? What do you think are some reasons for the differences (e.g. customs and mores of a particular culture, various role expectations of different cultural groups)?

Chapter 5 contains a lesson which revolves around photographs and the questions a teacher might ask about them. Excellent examples of involving students with meaningful questions about pictorial content may be found in the materials of the program, *The Social Sciences: Concepts and Values* (see Appendix for a reference to these materials).

### OTHER EXAMPLES FOR MEDIA DEPLOYMENT

The *MATCH Project* (see Appendix) has concentrated on developing materials which help to establish an inquiry environment. Possibilities for using these materials are varied, but an example of one lesson involving materials on ancient Greece will be developed.

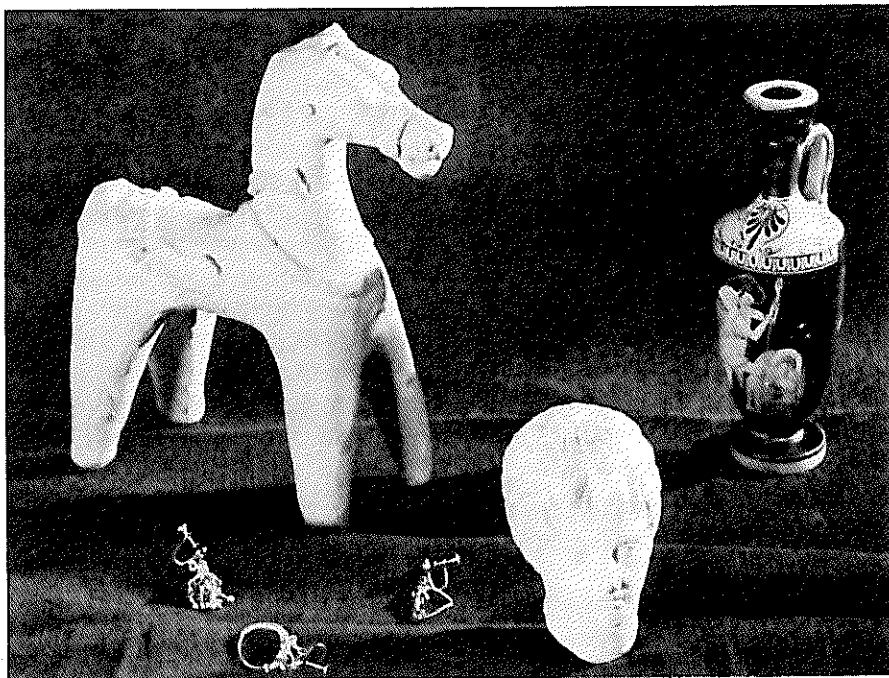
In this particular lesson, groups of about six students are formed. Each group is given a reproduction of an artifact. (See Figure 8 for the artifacts being used in this lesson.) The task for each group is to describe the object's structure and to make educated guesses as to its function. (*Structure* and *function* are key concepts from anthropology.) Students are informed that all artifacts were found in the same Grecian home, the Villa of Good Fortune.

Group members exchange ideas, giving reasons for their guesses as to the function of the artifact. The teacher circulates among the groups to answer general questions about procedures. After about 15 minutes, representatives of each group are asked to summarize what their members guessed.

Students are then asked to look at the artifacts that the other groups were working with and to acquire any added information that they can relate to their own artifact. Students are allowed to question members of any other group. The interchange usually leads to some consensus about the function of the various objects and in which room of the house the object was probably found. Since the artifacts are reproductions from an actual excavation site<sup>6</sup> students are able to compare their educated guesses with those of the site archeologists.

Why don't you try to identify the objects and their functions in the spaces provided. Refer to Figure 8.

<sup>6</sup>The reproductions are of artifacts that date back to about 390 B.C., and were excavated from the Villa of Good Fortune in the ancient Greek City, Olynthus. Dr. David N. Robinson, an American archeologist, led the excavation team from 1928-1934.



**Figure 8**

Artifacts from the Villa of Good Fortune, Athens,  
Greece (circa 390 B.C.)

*Courtesy of the MATCH Project, Boston Children's Museum.*

Structure (Describe the object)

Function (What was  
the object used for?)

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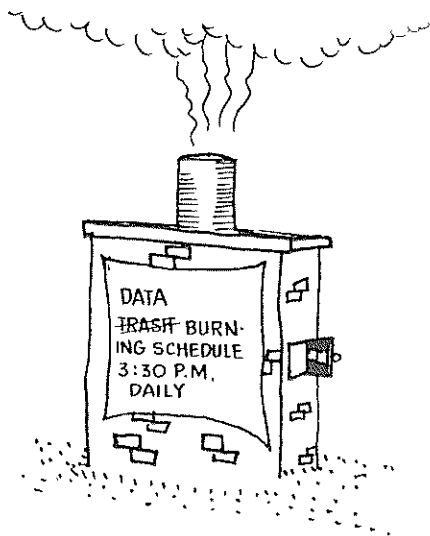
Compare your educated guesses with those of the site archeologist,  
Dr. David Robinson, as listed on pages 79–80.

. . .

There is no necessity to think of media only in terms of commercially prepared products. Have you for instance ever thought of the

wastebasket as an instructional medium, useful for involving students in making archeological inquiries? Wastebaskets might be gathered from the principal's office, a first grade classroom, and a sixth grade classroom. As student teams remove the "layers of evidence" they write down a description of each object and note its position in the wastebasket. Each group tries to decipher the data and make inferences. A group may be able to make educated guesses about many of the day's activities for the "first grade sub-culture" as it "unearths" such "artifacts" as discarded paste pads, extra reading worksheets, parts of peanut butter sandwiches, and various school announcements. Student archeologist groups could interact with one another: Are there similar objects taken from each of the different wastebaskets? In what ways might the materials be compared? (Reading worksheets found in sixth grade basket had different kinds of questions than those found on reading worksheets from the first grade room.) Other questions





would follow: What relationships are there between the objects in the principal's basket and those in the first and sixth grade baskets? How do the contents help us describe the activities of the users of the baskets? How does it help us speak about the artifacts (objects) when we know where they were located in the wastebasket (i.e. their layer and position)? How have our activities today been like those of an archeologist digging at one of his sites?

Media do not always have to be furnished by the teacher. Consider, for example, the following problem: "Sometimes groups of people decide to place objects in a capsule and store it away for other people to open in later years. Let us, as a class, pretend that we are selecting objects for a time capsule which is to be opened 100 years from now. Let us say that our time capsule is the size of the orange crate that I have brought in today. What are some objects we should consider placing in the time capsule?"

The students soon learn that the problem is not as simple as it first appears and that it becomes difficult to decide upon the most representative artifacts of their culture at the present point in history, given the space restrictions of an orange-crate time capsule. Sometimes representations of artifacts are included. For instance, a computer as presently constructed will not fit into the time capsule, so a class may decide to include a picture of several computers with written descriptions of their significance to the way of life of people in the United States. Thus, many decisions, incorporating higher thought activities, are made as the class fills their time capsule. The teacher

might ask: "Would a pencil be appropriate for the time capsule? What about a clothes iron that has been in a family for a long time? What about an issue of our school newspaper? What types of artifacts do you think the archeologist is especially happy to find in his searches? What are your reasons?"

. . .

One group of students gathered several copies of a national magazine. All advertising was then cut out. Students were surprised to discover that more than half of the magazine was advertising and their conception of the role of advertising in news media was altered. A further possible development of this lesson is to categorize the advertising according to various "sell-emphases" such as: a) goods, services, b) emotional versus rational arguments, c) hard versus soft sell, and d) complexity versus simplicity of advertising presentation.

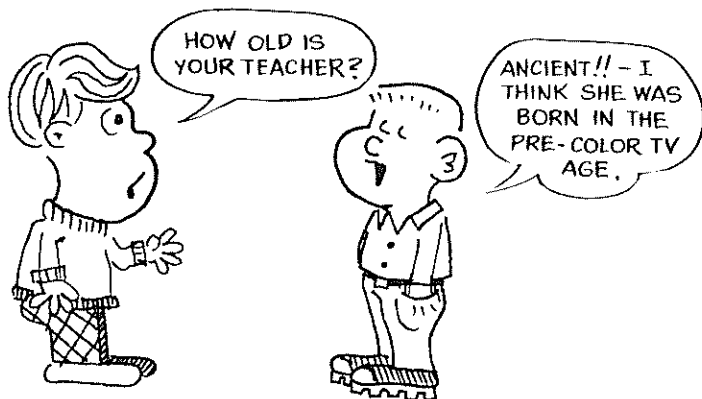
. . .

Dealing with the advertising of magazines collected over a period of time can assist students in increased understandings of various key concepts from the social sciences. For instance, what *changes* in style have occurred over the years? Styles could include those that have evolved for automobiles, clothing, architecture, as well as society's changing notions of acceptable behavior (*norms, roles*), such as the acceptability of women smoking cigarettes, men buying hair spray, and so on. What might be some causes for the changes? How often does change take place? Are there any words being used in the older advertising that are not frequently heard any more? (For example, fountain pen, ink blotter, knickers, spats, corsets.) Do changes usually include word changes? How has the style of the advertising changed over the years? What are some products now available which would have been difficult, if not impossible, to identify and give a function for 20 years ago? What does this indicate about some of our *needs*? What are some *services* that are no longer as important as in past years (for example, horse-shoeing, blacksmithing, streetcar conducting)? Predict what services are available now that will no longer be needed 10 years from now.

An excellent source for this problem is the Sears, Roebuck catalog which has been reprinted. For example, the 1902 catalog<sup>7</sup> features such products as: watch fobs, ear trumpets, horse blankets, raccoon coats, and straight-edge razors. Notably not featured are automobile accessories, television sets, and toy rocketships.

*Note to the above lesson:* Students of elementary school age ordi-

<sup>7</sup>1902 Edition of the Sears, Roebuck Catalogue (New York: Bounty Books, 1969).



narily have great difficulty understanding concepts of time. In the "Our Working World" program (Appendix), the suggestion is made that rather than talk about 33 years ago, students substitute the idea of 1 parent ago. Thus, 66 years would be 2 parents ago and 100 years would be about 3 parents ago.

. . .

Tape recorders offer a variety of possibilities for improving an instructional program. One possibility is described in Chapter 6, in which two groups present opposing opinions on the controversial issue of building a freeway through established park lands. The interview is written and transcribed by students after they have made a content analysis of news media in order to develop the arguments of various factions around the controversy. Alternatives for freeway routes are developed, advantages and disadvantages of each alternative discussed, and students are asked to choose and give reasons for one alternative.

. . .

In Chapter 4, a lesson is described in which old and new telephone books are the media employed to involve students in making inquiries. Key concepts of goods, services, and change are emphasized in the lesson.

. . .

Documents (or facsimiles of them), realia, artifacts, and old posters provide concrete data from which meaningful instruction can evolve. In Chapter 4, a lesson is described in which a family decides whether or not to take advantage of ship travel, which is advertised as being very fast, to the California gold mines.

. . .



# APPENDIX

## AN ANNOTATED LIST OF NEW SOCIAL STUDIES PROGRAMS

The following list of new social studies programs was compiled on the basis of three main criteria: (1) some evidence of the ideas expressed in this book, (2) general quality and suitability for elementary school students, and (3) ready availability for educators. Even within these criteria, the list is not necessarily exhaustive, but it will give you indication of the types of programs that are presently available.

### ANTHROPOLOGY CURRICULUM PROJECT

Level: Kindergarten-9

A primary concept studied in this program is culture. Other concepts, generalizations, and topics include: cultural universals, cultural variation, the process of culture change, trends in culture change, cultures must be learned, and cultures change over time. The program's materials are grouped into a primary cycle (levels 1 through 3) and an intermediate cycle (levels 4 through 7), with concepts introduced in the primary cycle spiralled upon in the intermediate cycle. A primary objective is for students to develop anthropological understandings, with less concern for attitudinal and skill development. Deductive

teaching strategies are stressed. Materials include a series of teacher materials and student textbooks for both the primary and intermediate cycles, a programmed text that parallels one of the textbooks of the primary cycle, and a 30 minute, 16mm color and sound film on archeological methods of investigation.

*Contact:* Anthropology Curriculum Project; Margaret Hall, University of Georgia; Athens, Georgia 30601

CONCEPTS AND INQUIRY: THE  
EDUCATIONAL RESEARCH COUNCIL  
SOCIAL SCIENCE PROGRAM

Level: Kindergarten-9

The program spirals around specific concepts and sub-topics that have been delineated from the social sciences, philosophy, and religion. These concepts and sub-topics, such as division of labor, chronology, and the nature of man, are instructionally developed within the context of a specific topic emphasis for each level of instruction such as, Level 2, "Communities at Home and Abroad". Involvement and inquiry instructional strategies are among the strategies advocated in the program. Materials include teacher guides, basic textbooks, and enrichment textbooks and booklets. This program was developed and tested in experimental editions as the Greater Cleveland Social Science Program.

*Contact:* Allyn and Bacon, Inc.; 470 Atlantic Avenue; Boston, Massachusetts 02210

GEOGRAPHY CURRICULUM PROJECT

Level: Kindergarten-6

Key concepts and topics in this program include: habitat, location, distribution, regionalization, and demographic inferences. The methods and techniques of geographic inquiry receive an emphasis in the middle levels of the program—4, 5, 6. For example, students use data such as density, distribution, and birth and death rates to make demographic inferences. Involvement and inquiry teaching strategies are suggested. Materials include teacher guides, student workbooks, and in some instances, unit tests.

*Contact:* Geography Curriculum Project; Margaret Hall, University of Georgia; Athens, Georgia 30601

INVESTIGATING MAN'S WORLD

Level: K-6

A textbook program that is planned to spiral around basic concepts and generalizations from each of the social science disciplines. The books provide for guided discovery teaching strategies. Students are

afforded opportunities to make decisions, ask questions, and behave as social scientists. Twenty-four study prints and six games are also available for the primary levels. Paperback books, each one organized around a single social science discipline, have been developed from the fourth level text, *Regional Studies*.

*Contact:* Scott, Foresman and Company; 1900 East Lake Avenue; Glenview, Illinois 60025

#### MAN: A COURSE OF STUDY

Level: 5

One of the forces behind this program is Jerome Bruner, the cognitive psychologist from Harvard University. The program's unifying themes are reflected in three basic questions: What is human about human beings? How did they get that way? How can they be made more so? Concepts and topics studied include: structure, function, communication, life cycle, innate and learned behavior, and animal adaptation. Among the forms of life studied are the salmon, herring gull, baboon, and the Netsilik Eskimo. Strongly emphasized are discovery, inductive and inquiry teaching strategies, in which students are given many opportunities to work with and say something about data, and to evaluate their educated guesses. The primary data sources for the program are films of the field observations of social scientists. Other materials include: a series of student booklets, reproductions of the field notes of the anthropologist Irwin De Vore, a series of background information guides for the teacher, teacher lesson guides, and several simulation-games. Regional centers have been established throughout the United States for the purposes of conducting summer institutes, disseminating materials, and offering assistance to those implementing the program.

*Contact:* Education Development Center, Inc.; 15 Mifflin Place; Cambridge, Massachusetts 02138

#### MAN IN ACTION SERIES

Level: A-C

A textbook-centered program organized around 11 concept-statements (e.g. Human action involves the evaluation of alternatives and the selection from alternatives) that are spiralled upon at succeeding instructional levels. Integrated in the program is a systematic planning for student involvement and development in such cognitive processes as classification (using criteria to group phenomena), correspondence (drawing relationships), and disjunction (studying alternatives and making choices).

*Contact:* Educational Book Division; Prentice-Hall, Inc.; Englewood Cliffs, New Jersey 07632

OUR WORKING WORLD

Level: 1-3

This program spirals around a structure of several key concepts (e.g. goods, services, specialization) and generalizations of economics (e.g. the conflict between unlimited wants and limited resources is the basic economic problem). Structures of knowledge from other social sciences are reflected in Level 3 of the program, and to a lesser extent in Level 2. Inductive and deductive teaching strategies are utilized, with some provision for discovery learning. The themes for the various levels are: families (Level 1), neighborhoods (Level 2), and cities (Level 3). Materials for the program include: detailed teacher's guides, film-strips, recorded lessons, textbooks, and student activity books.

*Contact:* Science Research Associates, Inc.; 259 East Erie Street; Chicago, Illinois 60611

PROJECT SOCIAL STUDIES—  
UNIVERSITY OF MINNESOTA

Level: Kindergarten-12

In this spiralling program, several resource units have been written for each of the instructional levels. For example, at the 4th level, there are 4 resource unit guides: "Our Community: Economic Aspects," "Life in the Soviet Union in both Urban and Rural Communities," "Trobriand Islanders," and "A Village in India." Each resource guide is concerned with specific key concepts and generalizations. Also included are statements of objectives involving skill and attitudinal development. Involvement and inquiry teaching strategies are stressed, and specific relationships are drawn between suggested strategies and the learning objective that is being sought. References are cited for materials that are appropriate for program implementation.

*Contact:* Green Printing; 631 Eighth Avenue North; Minneapolis, Minnesota 55411

SOCIAL SCIENCE LABORATORY  
UNITS

Level: Intermediate Elementary (4, 5, 6)

A main goal of this program is to have students work with the techniques and methods of the social scientist. Students are involved in a series of learning experiences in which they collect, record, tabulate, and discuss data. Students also become involved with such techniques of data collection as interview, observation, and questionnaire, and they learn to distinguish between descriptions, inferences, and value judgements. Various units of the program deal with topics such as

decision-making, the nature of stereotypes and how they are attained, factors that influence the development of intelligence, and the nature of influence. The laboratory units can form a year's program for the intermediate levels, or be integrated with existing social studies programs and extended over a period of several years. Involvement and inquiry teaching strategies are strongly emphasized throughout the program. Materials available include: student resource and project books, records, teacher guides, and teacher training materials.

*Contact:* Science Research Associates, Inc.; 259 East Erie Street; Chicago, Illinois 60611

#### THE MATCH PROJECT

Level: 1-6

Three units have been developed in this materials project: "The Japanese Family" (Levels 5, 6), "A House of Ancient Greece" (Levels 5, 6), and "The City" (Levels 1-4). In Chapter 3, provision was made for involvement in a lesson that reflects the "flavor" of the unit "A House of Ancient Greece." Materials included in this unit, besides the artifacts, are: teacher guides, reference books, photographs of excavated objects, archeologists' notes, maps, and filmstrips. In the unit "The City," students learn the characteristics of cities and how a city changes. Materials included in this unit are: a series of photographs, a large aerial photograph, and a city model that contains a variety of functional types of buildings that students can position. In the unit "The Japanese Family," students role-play in five Japanese families that have different characteristics. Japanese clothing and objects are provided to help students assume the various roles.

*Contact:* American Science and Engineering, Inc.; 20 Overland Street, Boston, Massachusetts 02215

#### THE SOCIAL SCIENCES: CONCEPTS AND VALUES

Level: Kindergarten-6

This program spirals around a total of five cognitive schemes, one for each of the following social science areas: anthropology, sociology, geography, economics, and political science-history. For example, the cognitive scheme for anthropology is the statement, "Man is the product of heredity and environment." This cognitive scheme, as well as the others, is further delineated into cognitive statements for each of six levels, that ascend from the simple to the more complex. Therefore, each of the instructional levels of the program includes considerations from each of the five cognitive schemes. Involvement and inquiry teaching strategies are suggested throughout the program. The main medium is the textbook, with one main textbook available for

each of the instructional levels. Other available materials include: teacher guides, "search" books, study prints, and tests for levels 3–6. *Contact:* Harcourt Brace & Jovanovich, Inc.; 757 Third Avenue; New York, New York 10017

THE TABA SOCIAL STUDIES  
CURRICULUM

Level: 1–8

The programs spirals around 11 key concepts: causality, conflict, co-operation, cultural change, differences, interdependence, modification, power, societal control, tradition, and values. Each level deals with a specific topic (Grade 1, The Family), that is further delineated into several main ideas (Grade 1, "The socialization of children takes place primarily within family, peer, educational, and religious institutions"). The teacher guides for each level contain statements of behavioral objectives for developing understandings, skills, and attitudes, with accompanying statements of rationale for incorporating the objective into the total program. Both inductive and deductive strategies are described for such activities as: developing concepts, inferring and generalizing, applying generalizations, and explaining feelings and values. Interspersed throughout the teacher guides are suggestions for the informal evaluation of student progress toward the behavioral objectives. The teacher guides are supplemented by other materials developed by the publishers, and bibliographies are included for materials from other sources that are useful in implementing the program. This social studies program is an outgrowth of the late Hilda Taba's research and curriculum development activities.

*Contact:* Addison-Wesley Publishing Company; Sand Hill Road; Menlo Park, California 94025