

AN INVESTIGATION EMPLOYING ONE-GROUP TIME SERIES DESIGN TO CRITICALLY  
EVALUATE STUDENT REACTION TO A MODIFICATION FROM LECTURE-DISCUSSION  
TO SOCIOLOGICAL TEACHING TECHNIQUES IN TWO NINTH GRADE WORLD  
HISTORY CLASSES AT CONROE HIGH SCHOOL, CONROE, TEXAS

by

Elmer Gene Gipson

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A THESIS

Approved:

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Committee

Approved: A

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Dean of the Graduate School

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A THESIS

Presented to  
the Faculty of the Department of Education  
Sam Houston State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by

Elmer Gene Gipson

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## ABSTRACT

Gipson, Elmer G. An Investigation Employing One-Group Time Series Design To Critically Evaluate Student Reaction To A Modification From Lecture-Discussion To Sociological Teaching Techniques In Two Ninth Grade World History Classes At Conroe High School, Conroe, Texas. Master of Arts (Education), August, 1970, Sam Houston State University, Huntsville, Texas. 101 pp.

### Purpose

The purpose of this study was to determine whether a sociological approach to teaching world history had value in building student interests and increasing their achievement. Moreover, student rating of their teacher was also evaluated while the sociological approach was being employed.

### Methods

The writer used a One-Group Time Series Design which called for the administering of three kinds of tests four times over a period of nine months. These tests were given at the beginning and end of each semester. The subject comprehension, interest inventory, and pupil rating scale were given to the pupils twice the first semester while being exposed to traditional teaching techniques, and the same the second semester while sociological techniques were employed.

### Findings

From the evidence presented in this study the following suggestions appear to be in order:

1. There is no significant difference in student interest and achievement when exposed to techniques other than traditional ones.

2. Students desire a teacher who speaks clearly and distinctively.

3. Pupils prefer a friendly and understanding instructor.

4. Students admire a teacher who makes vivid explanations.

5. World history can be more popular than mathematics and science.

6. Students tend to be harder to discipline when they are bored.

7. Methods of teaching interest students more than who the instructor is or how he looks.

Approved:

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Supervising Professor/



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## CHAPTER I

### THE PROBLEM AND PROCEDURE

#### STATEMENT OF THE PROBLEM

The problem of this study is to test the effectiveness of the sociological approach in world history with seventy ninth grade students at Conroe High School, Conroe, Texas.

#### Definition of Terms

This section will establish the definitions for terms as they are used in this study.

Sociological Approach. The group viewpoint or the consideration of the collective aspects of human behavior in undertaking a study or an activity.<sup>1</sup>

Group Experiment. An experiment involving the use of persons as the treatment group.<sup>2</sup>

Interest Test. A test or device used to measure a person's likes and dislikes in a given school subject or activity.<sup>3</sup>

Sociometric Test. A technique for revealing group structure and identifying subdivisions of group and various types of group members, for example, leaders, isolaters, rival factions, etc.<sup>4</sup>

Evaluation. Consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain.<sup>5</sup>

Sociometrix. A table in which choices and rejections are recorded.<sup>6</sup>

Sociodrama. An educational method utilizing role-playing or dramatic techniques in a contrived situation in which the individual participates not as himself but in the role of someone else, for the purpose of learning more about, and understanding better, various skills and attitudes in human relations.<sup>7</sup>

Recitation Method. A method characterized by assignment, study, and report. According to authorities, it is the most common method employed in teaching. This method, as used in the public schools, is considered to be the traditional method.

Design 7 or One-Group Time Series Design. The essence of the time series design is utilization of a periodic measurement on some group or individual with the subsequent introduction of a new independent variable into this time series of measurements. The results of this introduction may be indicated by a discontinuity in the measurements recorded in the time series.

Stability Coefficient. A correlation between scores based on observations made by the same observer at different times.<sup>8</sup>

Observational Techniques. Refers to procedures which use systematic observations of classroom behavior to obtain reliable and valid measurements of differences in typical behavior which occur in different situations in the same classroom.<sup>9</sup>



Interest. A subjective objective attitude, concern or condition involving a precept or an idea in attention and a combination intellectual and feeling consciousness; may be temporary or permanent; based on native curiosity, conditioned by experience.<sup>10</sup>

Pre-planning. A schematic preparation made by the teacher, or by the teacher and pupils working cooperatively, for attacking a particular area of study in order to insure that adequate coverage is given, and that the best learning aids available will be used.<sup>11</sup>

The words pupils and students are used interchangeably in this study.

#### Reasons Why This Study Is Needed

Many professional high school teachers and administrators have devoted little attention to the methods of teaching the social studies. This statement is personified when administrators assign a teacher to instruct pupils in one of the disciplines in which the teacher is unaware of the purposes of the subject and/or lacks knowledge in the field. Despite inadequate professional preparation for their assignments, some teachers accept positions without regard for possible student achievement. In such instances, the pupils may become victims of circumstances of the apathetic attitudes exemplified on the part of those responsible for directing the social studies program in the high school. The administrative apathy evident toward the social studies curriculum

has created negative impressions about social studies by many students. Even when one finds a teacher of social studies who is competent and genuinely interested in the welfare of the students, his methods of presentation may be subject-centered because of his ignorance of effective methodology.

There has been an emergence of interest in curriculum revision in science and mathematics in the past decade, and the writer contends that now is the time when steps must be taken to improve methods of teaching social studies. If the latter had been given equal consideration to science and mathematics, many of the prejudices and misconceptions might not exist. Moreover, students would be as enthusiastic about social studies as they are about attending physical education and mathematic classes.

It is impossible for a ninth grade class to study the many facets of world history in one year. This necessitates the omission of many topics and demands that others be covered briefly. Who is to decide what the class shall study and how the materials should be presented? The majority of the world history teachers at Conroe High School are not greatly concerned, but the writer and some new teachers are vitally concerned with careful subject matter selection and effective methodology. Frequently the teacher may not be familiar with the student's interests and background, while the pupils are not likely to know enough about world history to make intelligent decisions on

course content. If recent methods and theory in education are valid, it would not be wise for teachers to start ladling out world history in some pre-digested form nor would it be sagacious to follow willy nilly whims of the students. By investigating the interests of a group of students who took one year of American history and one semester of world history, the writer hopes to be able to determine if a sociological approach to world history teaching has value in building student interests in social studies. The sociological technique will be used on two ninth grade world history classes. The comprehension of the material as well as student interests in world history will be evaluated. The findings from these evaluations might aid other teachers in deciding what topics should be included in world history and how they should be presented.

#### Method of Attack of the Problem

Two weeks after the fall semester of 1969 began, the writer contacted the principal of Conroe High School and asked his permission to investigate different methods of teaching world history. Professional journals and books written for teachers in the field of social studies by some outstanding authorities were read. Based upon this professional information and the concurrence of a professional in social studies teaching at Sam Houston State University the writer planned his design and study. Several world history

instructors were asked for their evaluation and reactions to the curriculum materials the writer planned to use in his investigation. Those included in this investigation were considered to have merit by the majority of these teachers.

One part of the design called for the author to construct and administer an eleven item interest inventory test during the month of October. During the ninth week of school the writer constructed a subject matter, comprehension, one hundred-item test. The first and second semester examinations, prepared by the publisher of the state adopted text book, were used as a source. The even numbered questions were used to make one test, while the odd numbered questions were used to construct the other. The two tests had the same number of multiple-choice and true-false questions.

The split-halves tests were given to the two classes during the ninth week of school and then again at the end of the semester. During the same two periods, the students were given a test to rate the teacher, not the subject. Throughout the entire fall semester, the traditional teaching methods were employed.

At the beginning of the second semester, the sociological approach to teaching of social studies was introduced. The same testing procedures were followed during the first. The odd numbered test items were utilized for testing in the second semester. The students completed the course survey test one week into the final semester, and again in early May.



In order to determine the effectiveness of the sociological approach when compared to the traditional approach, the writer used Design 7. The criteria being tested in each case were: (1) did learning occur from the method, (2) did the students show a change of interest in social studies when approaches were changed, and (3) did the students understand the various tests that were utilized?

### Experimental Hypothesis

It is hypothesized that the students in two world history classes will show little interest when first introduced to sociological techniques, however, as the semester goes on both interest and achievement will surpass that shown while using the traditional techniques during the first semester.

### Deducing the Consequences

If the hypothesis is true, then: the students' interest in world history, their scores on the course survey tests, and ratings of the teacher will drop when first introduced to the sociological teaching techniques; however, as the semester progresses, each area will take an upward swing.

### Null Hypothesis

There is no difference between the achievement of ninth

grade children in two world history classes when exposed to the sociological approach as compared to the traditional approach.

### Possible Limitations of the Study

Certain shortcomings are immediately evident in this investigation: (1) Only a limited number of students were used in the experiment. The number of students fluctuated from time to time but never were there more than seventy nor less than sixty; (2) The program was tested with a heterogeneous group of pupils. Before an experiment could be conducted, the students often had to be oriented as the proper methods of taking the various tests necessary to procure data; (3) The student interest inventory test was constructed by the writer. After contacting several psychological testing centers, and receiving no replies, the author decided to prepare his own interest inventory; (4) The full impact of the sociological approach cannot be accurately evaluated because of the policy of the administration. For example, sociodrama was not used to its fullest extent. The high school totally desegregated in 1968 and tension and apprehension have not subsided. The author's professional judgement would not permit him to take full advantage of one of the best methods for eradicating misconceptions of various ethnic groups. (5) In some cases the students may have given biased or incorrect answers. In fairness to the pupils, it is judicial to say,

however, that it appears the responses to the tests were rendered to the best of their ability. (6) Oversimplification of the procedures and tests were necessary because the socioeconomic and cultural backgrounds of the children varied.

### Sources of Data

So far as the writer has been able to determine from a search of literature found in the library at Sam Houston State University, this is the first study of its type. Consequently, the results of the experiments will furnish the main source of data. What is related to this study from professional journals will be cited in Chapter II. Most of the general information has been obtained from books and periodicals designed primarily for bringing about improvements in teaching social studies. The writer's professional training which includes seven years experience as an instructor in a segregated high school and one in a desegregated school will be utilized in making recommendations.

### Organization of the Materials

This study contains four parts and a conclusion. Chapter I affords an explanation of the problem, purposes of the study, general sources of data, and explanation of terms frequently used in the study. Chapter II presents the findings from the survey of literature with a special section on current trends in the



teaching of social studies. The third chapter is a description, explanation, and interpretation of various tests and methods used to undertake such an experiment in world history with seventy ninth grade students. Chapter IV is a presentation of the results and contains recommendations which might assist teachers in making social studies more interesting and useful to the student.

## Footnotes

1. Carter V. Good, Dictionary of Education (New York, 1959), p. 511.
2. Ibid., p. 209.
3. Ibid., p. 561.
4. Ibid., p. 565.
5. Ibid., p. 209.
6. Ibid., p. 511.
7. Ibid., p. 510.
8. N. L. Gage, Handbook of Research on Teaching (Chicago, 1963), p. 254.
9. Ibid., p. 250.
10. Carter V. Good, p. 223.

## CHAPTER II

### RELATED LITERATURE AND TEXTBOOKS

In order to gain perspective of the current trends and methods in teaching of social studies, the writer surveyed related literature and textbooks. Such a survey enabled him to determine there was a need for this study.

What is happening in the social studies? According to Paul E. Kelly, author of a publication which asks the same question, different methods and materials are being tried. However, he adds that they will need to be considered in terms of whatever objectives are to be accomplished. Only in this realm can they be evaluated. Giving students busy work and keeping them interested will not be enough. There must be some acceptable result. Some of the newer innovations offer hope and promise, but their implementations are dependent upon the ability and willingness of the teacher (1-238). Certain emerging trends in social studies teaching are becoming evident.

Many historians now urge that emphasis be placed on developing a feeling for history and the historical method. This is seen as the main contribution of the field, and represents a notable shift away from the traditional, chronological, ground-covering approach to teaching history (2-318). Other attempts are being made to identify basic ideas or concepts which might

serve as cornerstones for structuring the social studies in terms of which human experience can be explained. In this view content is regarded as a means, rather than an end, and basic human problems common to all mankind serve as an organizing principle. The concept-development approach recognizes that in spite of the enormous growth in the social sciences, man has not kept pace conceptually with the drastic changes in the nature of his social order. There exists a gap between what he thinks about social, political, and philosophic problems and the objective condition of his society (3-320).

Moreover, efforts are being made to develop approaches which enable teachers to select content by identifying concepts which will be most fruitful in advancing understanding of the contemporary world and in the pursuit of new knowledge. Ways are being studied in which concepts can be developed and tested for accuracy and effectiveness, and also be modified and replaced. The concept-development must also be constantly reorganized and reconstituted. A significant trend toward adopting a structural approach to a unified social studies curriculum seems to be emerging.<sup>4</sup>

Other innovators are concerned with a structural approach within a discipline. Illustrative of this trend is the work of Lawrence Sensh, a Purdue University economist who has outlined the fundamental ideas in economics and charted their relationships

as the basis for a program in economics for children in grades kindergarten through twelve.<sup>5</sup> From a field that was recently described as being a "slough of careless boredom," and virtually ready for interment, the social studies have made a rapid recovery.

During the last ten years, no aspect of social studies instruction has remained unaffected . . . . Agitation and ferment are varied and numerous. The terms "process," "discovery," "induction," "structure," and "concept," permeate professional journals and are used in conversations. In short, a vocabulary is emerging. Moreover, during the past decade, a greater number and variety of texts on methods have been published than during the previous two decades. That seamless and complex web pertaining to human affairs, the social studies curriculum, has not remained unaltered (6-25).

Acceptance of the inductive process, discussed in educational literature for a number of years and currently popularized by Jerome Bruner, dictates that students no longer can remain passive receptors of predijested expositions and interpretations. The trend toward encouraging students to discover meanings and relations for themselves and to test their "hunches" is reflected in strategies and materials being tried out by a number of curriculum centers. Project Social Studies, initiated by the U. S. Office of Education and funded by the Cooperative Research Branch of the Department of Health Education and Welfare



has resulted in the establishment of twelve such centers (7-319). Increased emphasis is being placed on the skill of inquiry, on methods of discovery, on self-directed learning, and on creativity. For example, the Carnegie Institute of Technology Social Studies Curriculum Development Center is preparing a sequential, cumulative curriculum in history and the social sciences grades nine through twelve. In somewhat similar vein, Educational Services Incorporated has emphasized creating educational materials and methods that allow children, in a sense, to be social scientists, to work through real life problems as much as possible on their own and to arrive at their own conclusions. As the ESI program demonstrates, learning by discovery is emerging as a popular concept in the new social studies.

Other emerging trends include: (a) an increased concern with the process of social and cultural change, (b) a greater emphasis on international and intercultural relations, and (c) a renewed interest in the role of values in American society (8-321). Interest in reflective thinking, another phase of methodology, is resurging.

In recent years a number of investigators have constructed theoretical models of reflective process and have tested them in actual classroom situations. Although universally valid paradigms have not emerged from the research, basic operations and skills have been identified. Operations found to be associated

with the reflective act are as follows: hypothesizing, clarifying, generalizing, deducing, evaluating, concluding, and relating propositions to one another. The oldest and still the best discussion of reflective thought is to be found in John Dewey's How We Think, a book published in 1909 (9-65, 66). However, in the final analysis, the development of improved insight by students depends on whether teachers can entice pupils to think reflectively.

Many teachers contend they want their students to think, and hopefully they mean reflectively. Only a few are able to implement their wishes. No doubt there are many discrepancies between aim and accomplishment. Teachers have other objectives which they allow to compete with that of thinking, and by the time these are accommodated no time is left for thinking. Many teachers do not understand reflection well enough to teach it, and in the view of many authorities this is the prime reason why it is usually absent from the classroom. If teachers understood reflection, that is, knew what it is and what conditions give rise to it, they would be able not only to promote it, but relate its use to other objectives. These objectives would not compete with thinking. For example, a teacher whose only concern is with "right answers" or "correct beliefs" may discourage reflection and thereby the improved insights of grounded beliefs. Dewey had in mind such danger when he issued this warning:



The operation of the teacher's own mental habit tends, unless carefully watched and guided, to make the child a student of the teacher's peculiarities rather than of the subjects that he is supposed to study. His chief concern is to accommodate himself to what the teacher expects of him, rather than to devote himself energetically to the problems of subject matter (10-73, 74).

"Is this right?" comes to mean "Will this answer or this process satisfy the teacher?" Instead of meaning "Does it satisfy the inherent conditions of the problem?" It is the teacher's treatment of an answer, whether it be right or wrong, that determines whether a student engages in reflection.

Many teachers feel that they have no right to impose their beliefs upon those already established by their students. They quote the democratic ideology incompletely when they say "every one is entitled to his own beliefs or opinions." Yet these same teachers stand in awe of mathematics and physical sciences. An unfavorable comparison is made between physical sciences and social sciences, leading to extreme tolerance of everyday opinions, which are taken to be no worse than the "theories" and "hypotheses" of social scientists.

Finally, a teacher who wants students to reflect upon what they believe will fail to achieve this objective if he is unwilling to reflect upon his own beliefs. When he asks students to think, he asks them to entertain alternatives to what they

already believe. If a student differs with a teacher in some beliefs, he is asked to consider the teacher's belief as an alternative to his own. He may even be asked to consider more than one alternative. In effect, he is asked to treat his belief and the teacher's as hypotheses, with no prereflective edge given to either. Teachers cannot ask students to reflect upon alternatives without asking themselves to do the same. This can help students in changing unrealistic conceptions and attitudes.

To change the unreflective beliefs a person might have, instruction must tap the deepest sources of human motivation and interest. It can do this by calling into question the most valued and cherished beliefs and convictions the student may have on the topic. The student must come to perceive the conflict between his misconception and the facts of history (11-164). To sustain their interest and involvement the instructor might "needle" the class by means of analogies and case studies which will open up new, but related, areas of conflict and inconsistency.

Young people will be found to possess questionable assumptions, myths, cliches, slogans, folklore, and biases on any topic in history genuinely worth studying. If one inquires about the kinds of beliefs a student brings to certain aspects of history, he will probably discover that he entertains beliefs similar to the following: "All modern revolutions are communist-inspired. Civil disobedience is not to be condoned under any conditions."

"Political parties which advocate the violent overthrow of the government should be outlawed." "Respect for law must be absolute." These problems cannot be solved in a subject-centered classroom.<sup>12</sup>

Authorities doubt that the majority of students realize that the history they are taking has anything to say about the current struggle in Viet Nam or the explosive situations in South America and Africa. They might be equally unaware of the vital bearing it has on the current civil rights movement in the United States. The need to understand the contemporary situations is not the only social need young people have. They also need to understand themselves and the conditions immediately surrounding them. History teaching cannot immerse itself in the past and piously hope that the students will transfer their learning to their own lives and needs.<sup>13</sup> To do this, the students must be active participants in the learning process, and newer teaching techniques seem to be geared to fit this need.

New techniques are providing a more creative approach to classroom teaching. It holds the promise of helping students develop into independent thinkers who make responsible choices in terms of our democratic heritage. Role-playing, gaming or the causal approach as well as the case study all involve students to a very large degree. The latter is a most effective learning tool in that it provides the opportunity for reflective thinking

and value justification, interpreting facts, considering relationships, weighing alternatives, and providing practice in the thinking process above the level of memorization (14-50, 51, 52, 53, 54).

Role-playing provides the opportunity for independent research and the clarification of values. Playing the role of an historical character or an imaginary person in a conflict situation in the past or present makes possible emotional involvement which goes beyond value symbols. Robert Dykstra, writer of the article, "An Argument for the Causal Approach," says the application of gaming or role-playing as a teaching technique could have serious repercussions when dealing with racial or religious issues because all concerned are emotionally involved" (15-54). Yet role-playing and case study give students the opportunity to study persistent issues that appear again and again in other cultures as well as their own. Each requires that the students have a firm grasp of facts and evidence to back up positions taken. Research shows that these methods have been used quite successfully at both the elementary and secondary level. More, evidence seems to suggest that these approaches can contribute greatly to the attainment of some of the broader objectives of the social studies (16-118).

In order for any method to be deployed effectively, the proper literature must be made available. As a black student said, "History books and other related materials ought to tell it like



it is." No rational thinking being can justifiably disagree with this statement. In an article appearing in the Scholastic Teacher magazine entitled "Answering the Blacks: 'Who Am I?'," school systems across the country are acting to remedy the exclusion of the American Negro from their curriculum. State and local boards of education and professional education organizations are writing policies that require textbooks, materials, units, and courses about American Negroes to be included in school programs. Those school systems which are most energetically and imaginatively attacking the need for black studies are moving in many directions: phasing out texts that deal with Negroes dishonestly or not at all, replacing them with well balanced ones; supplementing literature, social studies, and art courses with black-oriented materials; incorporating electives - both remedial and high-powered college preparatory (Afro-American History, Africa, Race in America) - into high schools; providing in-service training in black studies for teachers; and stockpiling classrooms and libraries with related materials (17-4, 5).

While the most intensive efforts to include black studies in the curricula are occurring in schools with a high percentage of black students, many predominately white schools are following suit. In Kalamazoo, Michigan, for example, both high schools (with two percent and 15 percent black enrollments) offer black history courses. In Bergen County, New Jersey, high schools,

black studies units have been added to history and sociology courses. Most programs begin with the Negro's African origins, trace slavery's developments, and deal with the Civil War, Reconstruction and its aftermath. Students learn the accomplishments of Negro leaders from Booker T. Washington to Malcolm X.<sup>18</sup> New York is promoting the study of Negro history through an intergroup relations division in its State Department of Education. The Boards of Education of Detroit and Brooklyn have adopted syllabi on Negro history to supplement their secondary studies (19-316).

The most unique and comprehensive approach offering skills to be used in the black community is Washington, D. C.'s, Freedom School. Founded, funded, and administered by students and teachers, it offers a dozen courses that include community organization, black literature, drama, philosophy, economics, and music. Quar-tered in a church, Freedom School has so successfully attracted and excited dropouts and potential dropouts that the system has accredited all courses and allowed Eastern High students to spend half-days there (20-5).

There are, indeed, some helpful signs in the South where some states or areas are making slow but sure progress toward the adoption of multi-ethnic textbooks. The Commonwealth of Virginia has at least permitted partial adoption, while, in recent years Florida State Board of Public Instruction advised its textbook purchasing agency to place orders only for multi-ethnic textbooks

from the state approved list of textbooks. Perhaps, the most far reaching experiment to date was the adoption in 1964 by California State Curriculum Commission of guidelines for reference to ethnic and cultural minorities in textbooks (21-320).

Only the extremely naive person will see the integration of Negro history into American history textbooks as a panacea for the many ills which beset our country. Yet, no serious student of history can objectively deny that Negro history is necessary because it serves as a source of inspiration for members of the race, and raises their level of aspiration for higher objectives in life. Few will fail to see that Negro history may help eradicate prejudice by informing whites of the achievements, problems, and essential humanity of Negroes, thus laying the basis for sounder understanding.

American teachers and students have been so misled by distorted information on the black race that the unmaking of myths will require an innovative combination of content, materials, and teaching methods. According to Harold D. Weaver, Jr.'s "New Materials on Black Heritage: The Unmaking of a Myth," black history and culture must be viewed from three vantage points: first and foremost, whether they serve to correct blatant but entrenched stereotypes perpetuated by Tarzan, Toynbee, and Uncle Tom; second, whether they are designed to grip the student and allow him to get a feel for the subject; third, whether they allow



the teacher to use creative, inquiry-oriented techniques to encourage critical thinking (22-12). The use of current literature, if used wisely, can be worthwhile in helping to solve this problem.

Gary E. McCuen, author of the publication "Inquiry and the Social Studies," contends that no teacher can use current material effectively unless he has access to literature representing conflicting views (conservative, liberal, moderate, and militant). The availability of conflicting views is essential to a genuine inquiry approach. Of course any meaningful treatment of current affairs must deal with the Black Revolution. It is impossible to teach about black people using only journals and publications edited and authored by white people. To really understand black America, white America should listen to the black man define himself. Our high school libraries and social-studies classes must begin subscribing to publications from the black community. Care must be taken so that publications represent different philosophies (23-43, 44).

The social studies must be the vanguard of all academic disciplines exploring man's past and present issues and problems. The teacher must realize that each student is unique, free to ask, and to discover. Social studies classrooms must become active rather than passive centers of learning. Activities such as debates, reports, and small group discussions must become the rule rather than the exception. Through selected experiences and

activities, students can have meaningful communication with a person near at hand or far away. They can begin to understand other peoples' decisions and actions. In short, if individuals can see their world has been affected by people who acted in the past, perhaps they will begin to assume greater responsibility for their own actions, realizing their actions will affect the people who follow them. Wanna Zinsmaster, author of the publication "Man Stands Confronted: An Approach to Teaching Social Studies," puts it this way:

Each man has an infinite sphere or responsibility . . . . He moves, he talks, he looks, and each of his movements, each of his words, each of his glances causes waves to surge in the happening of the world: he cannot know how strong and how far-reaching. Each man with all his being and doing determines the fate of the world and all others; for the causality which we can perceive is indeed only a tiny segment of the inconceivable manifold, invisible working of all upon all. Thus every human action is a vessel of infinite responsibility (24-124).

Therefore, social studies classrooms must become more than isolated cubicles of abstractions and more meaningful places for understanding people and their problems. "Upgrading Social Studies Instruction of Adolescents in Secondary Schools," by John P. Dix, offers many helpful suggestions to make social studies more vitalizing, enriched, and creative for our young people.

First of all, respect for personality, more responsibility, consideration for the viewpoints of young people, student activity in thinking or expression (oral and written), and careful lesson planning and techniques are essential. Mutual respect results from mutual effort and understanding. Everyone wants something to do, something to love, and something to hope for - adolescent youth are no exception. As social beings, they respond to other personalities, love the approval of their fellows, learn to co-operate with others, imitate what they admire, and respond to the dominant tone and trend of their surroundings. In teaching the social studies, one might refer to this basic truth as the emotional and educational climate of the classroom. And to create a climate conducive to any learning situation, the teacher must be sympathetic and understanding of his youngsters. His attitude should be wholesome, cheerful, friendly, kindly, helpful, generous, and consecrated (25-84, 85).

Social studies teachers desiring to stress certain skills, attitudes, and understandings must use problem-solving and socialized techniques that are in harmony with adolescent development. There is probably no one method that will be used to the exclusion of all others. There is a place for the teacher to point up, develop, clinch, and evaluate with his students. There is a place for creative, enriched, vitalized teaching by the teacher of social studies. Class organization may be set up with elected

officers for regular responsibilities for participation in daily development, class activities, and projects. Some of these activities and projects might include discussion of current events, controversial issues, debates, panels, and dramatizations. Students should be given some chance to follow through. A superior, upgraded social studies class should have daily sharing in getting things done. More meaningful learning results when the social studies curriculum is geared to upgrading, strengthening, and improving citizenship among the adolescents it serves.<sup>26</sup>

A word of caution is needed here. Young people need the direction and guidance of a master teacher in this area - a teacher who is not prejudiced and who does not generalize or allow mere "buzz buzz sessions" to stereotype events, happenings, or people of the present or of the past. Recognition of propaganda and its devices should receive emphasis, and there must be mutual respect between adolescent youths and teachers in the social studies. The use of a single textbook and a teacher-director development can be successful, if supplemented by sociological teaching techniques and superior materials (27-83).

Some people feel that the answer to upgrading the social studies in secondary schools is in scholarship. Others say it is in techniques or teaching. Still others want the answer in the curriculum and in the organization of the secondary schools into junior and senior high schools, cores, and other programs.



Most authorities would agree that the answer resides in all of these and would concur, in the same breath, that upgrading social studies instruction in secondary schools rests mainly with the teacher (28-87). There has never been a greater need for a realistic and vitalized approach to the teaching of the social studies in secondary schools. A need exists for social studies laboratories based on usefulness and practicality, consisting of equipment and conference room, adequate maps and charts, atlases, books, pamphlets, yearbooks, encyclopedias, newspapers, magazines, reference materials, etc. The social studies teachers in the secondary schools should display leadership in identifying and requesting adequate equipment, materials and supplies for upgrading instruction.

What is the future outlook of history in the public schools? According to Robert D. Barr, future innovations rest mainly with two groups (one emphasizing the problem-solving techniques and the other stressing the techniques needed by an historian in examining the past) (29-259). The former contends that history should include more than just an understanding of the past. The real emphasis should lie in the training of students to think in today's society. Analytical problem-solving should become an every day tool of history students. If they are to understand problems facing them in their community, nation, and world, teachers of social studies must teach them to utilize this skill. Today's

students are demanding an understanding of the problems of poverty, civil rights, air pollution, traffic and war; not about dim events of the past. In short, educational revisionists suggest that history should only be utilized in the context of understanding contemporary problems.

Standing in contrast to the educational revisionists is a group of historians vitally concerned with the fate of history in the public schools. Like the educators, these people are shifting away from teaching rote facts. They are emphasizing the historical method in teaching the students skills in establishing hypotheses, collecting data, and drawing conclusions. While there are similarities between these historians and revisionists, there are major differences. One group is emphasizing the problem-solving techniques needed by the average citizen in contemporary society; the other stresses the techniques needed by an historian in examining the past. Many historians feel that students should be confronted with raw data, documents, speeches, newspaper reports, or conflicting historical interpretations from which their own conclusions can be drawn. In effect, students would not memorize facts, but would write their own history. Nearly all the publications of the National Council for the Social Studies emphasize this type of interpretative teaching and even the American Historical Association seems sympathetic to this position (30-260).

If what the two groups have advocated is in order, then Kenneth F. Lewalski's publication, "The Study of History As a Moral Exercise," is/or equally appropriate in suggesting that students of social studies should be given opportunities to encounter, identify, and examine values which man has created and the moral choices he has made. To him, such an approach does not constitute indoctrination, nor need it become a Periclean eulogy on Western civilization: it does not present as absolute nor deal only with issues that are relevant to the present. Though the values of a given society may sometimes be admired or revered, they are neither inviolable nor sacrosanct. There was a time, for example, when it was considered perfectly proper to subjugate individuals in slavery, or to persecute minorities for holding religious beliefs at variance with established doctrines, or to use torture in the name of justice. A study of history that excluded or played-down these developments would be utterly dishonest (31-242, 243). Furthermore, the overwhelming evidence of history points to the fact that man has not always acted according to his professed beliefs and that ideals more often reflect what man has wanted to be rather than what he has been in fact.

The functional approach to history does not entail the rejection of analytic techniques devised for professional study of history, nor the diminution of political or economic factors. Basically, the historian will concern himself with the same funda-



mental questions: what happened? when did it happen? why did it happen? what were the consequences of this happening? In applying these questions to specific historical events - the Magna Carta, the burning of the German Reichstag, the massacre of St. Bartholomew's Day, the assassination of Dr. Martin Luther King, Jr. and the two Kennedys - moral issues and considerations must stand beside political or economic explanations.

The success of this approach to history depends ultimately on the imagination and integrity of the historian. As a teacher, he must make the judgment on when, where, and how much emphasis should be placed on moral factors. He must strike a balance with traditional political, economic, constitutional, and social emphasis and distinguish between moral analysis and moral judgment. In addition to the historian's self-imposed control, however, there are several objective ways to bring about a reasonable assurance that a functional approach will preserve absolute freedom of inquiry and integrity of choice. This can be done by scheduling small, intimate discussion sections in place of large, impersonal lectures and ineffective quiz periods. Extensive use of primary source materials that transmit first-hand information about the past; assigned readings that present a variety of opinions and interpretations; utilization of classic monographs by eminent specialists; and sponsoring supplementary lectures along interdisciplinary lines will promote a functional approach. The

innovative teacher will encourage an exciting informal and uninhibited atmosphere to facilitate free discussion (32-243). This article should prove quite helpful to those teachers seeking to make the social studies classroom both interesting and meaningful places for students. However, many authorities contend that such recommended alternations appearing in current literature are not taking place rapidly enough, or for that matter, futuristically enough to deal adequately with the multitude of complex problems of tomorrow.

A recent article, appearing in The Texas Outlook, reveals that administrators, the Texas Education Agency, and classroom teachers are taking progressive steps to initiate and carry out effective new social studies programs. The forward-looking administrators are now more selective in hiring social studies teachers, ignoring the belief that anyone can teach social studies. The administrator wants someone who can generate thought in the classroom, assist in adopting a more effective social studies program, and help convey its purpose to the community. Pressure for course adjustment also comes from today's students, no longer satisfied with legendary heroes. Students want the truth, not some "Mission Impossible" fantasy. They want all the facts about all events and cultures so they can cope with real life situations (33-21). To meet this need, Ronald L. Abrell, author of the publication, "High School Social Studies Renewed: A Partial Program

for Future Humanity," suggests a course to be termed as Contemporary and Controversial Issues be introduced into our social studies program. He further adds that at present, there are only a few schools which are giving controversial issues the place they deserve in the curriculum. To ignore vital issues that future citizens will have to grapple with in later life borders on sheer idiocy. Because communications and news media are influenced by groups, citizens need to be able to analyze facts presented and encouraged to arrive at intelligent decisions. For those who charge that we can't teach controversial issues - we don't have to! We can teach about them! Freedom to disagree and discuss are at the very roots of a successful democracy. The classroom is a perfect place for building interest in issues that are likely to be confronting one throughout his entire life. The social studies classroom should be a living laboratory for discussing controversial issues. Abrell states that ignorance about America's minorities is so rampant in all segments of our population, that a course called the Study of Minority Groups should be inaugurated into the curriculum (34-324).

It is assumed that students do have something to say about those matters which they consider to be important. They will respond when subject matter is meaningful! In fact, as any social studies teacher will admit, it is difficult to keep pupils from talking too much about material not directly related to the text, once they get started.

One needs only to question students taking one of the social studies to sense the urgency for new innovations. The statement "I hate history" is not uncommon. John F. Ohles, author of the publication "I Hate History Challenge," contends that this old adage must not go unchallenged (35-186). Witness the following letter appearing in The Chicago Tribune of October 24, 1965:

I want to know why you and your teachers did not tell and teach about life and the hard, critically practical world . . . . I wish I had been taught more about interpreting the news, and getting along with people . . . (36-321, 322).

What a sad commentary on the education of our times! What is worse, this is typical of the reaction of students throughout the country. It is not uncommon to hear students making such remarks as the following:

1. "Why don't they (teachers) teach us something we are going to be able to use? We aren't going to be sitting around reciting a bunch of facts!"
2. "I don't remember a thing about U. S. History, and I just had it last year."
3. "When are they (teachers) going to give us something we can use?"
4. "How are these little insignificant facts going to help me really live my life?"
5. "Why don't they (teachers) teach us something about black people!"
6. "Why don't they (teachers) teach us something about all the minorities in our society?"



"I hate history" cannot become merely a psychological mechanism, nonsensical, frivolous, or unimportant. Rather, it is a challenge to lay bare to closely scrutiny ourselves, our methods, our curriculum, and to seek answers to critical questions.

As a teacher of ten years, eight in the field of social studies, this writer, bludgeoned by unfavorable, but justifiable, remarks made by students, is concerned. The question is, how can social studies teachers justify such a monumental disservice to our children? Those teachers in the area of social studies are obligated to do something about conditions exemplified in student statements on social studies. As social engineers of America, the social studies teachers must lead in the changing of all that requires changing.



## Footnotes

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### CHAPTER III

#### DESCRIPTION AND INTERPRETATION OF PUPIL RATING SCALES, INTEREST INVENTORY TESTS, COURSE SURVEYS AND LESSON PLANS

As was pointed out earlier, the course survey had three parts. About half an hour was used by students to complete the multiple-choice section, while from ten to twenty minutes was used for the true-false and matching questions respectively. It should be noted that the writer was rather dogmatic in giving instructions and affixing time limits to each section. The writer felt the students lacked experience in taking such a test; moreover, he was concerned that apathy might creep into the pupils' attitude while being quizzed about questions they had never seen nor heard. In order to reduce this negative factor, they were told prior to the test that it would not affect their grade in world history.

Since the human mind is not noted for its infallibility as a recording instrument, the writer deemed it necessary to have some concrete record of the course survey made, and consequently designed two rather lengthy tests. It has been indicated earlier how they were constructed. Samples of the tests complete with instructions for persons taking them are found in the appendix. An explanation of why these particular questions were included is found in chapter one of this study. The following correlation coefficients are derived from paired scores that students made on comprehension of the subject matter.

TABLE I

PAIRED SCORES FOR TWO LEVELS OF CORRELATIONS OF 59 NINTH-GRADE PUPILS

Name	First test R	Second test S	$R^2$	$S^2$	RS
Kay	50	54	2500	2916	2700
Larry	43	59	1849	3481	2537
Debbie (M)	47	56	2209	3136	2632
Leigh	53	66	2809	4356	3498
Debby (V)	62	64	3444	4096	3968
Petra	35	42	1225	1764	1470
Dennis	38	44	1444	1936	1672
Karen	47	38	2209	1444	1786
Melissa	53	57	2809	3249	3021
Denise	57	52	3249	2704	2964
Albert	45	48	2025	2304	2160
Neal	47	52	2209	2704	2444
Brooks	62	64	3844	4096	3968
Darel	48	43	2304	1849	2064
Sherry	49	47	2401	2209	2303
Terry	48	46	2304	2116	2208
Jerry	32	48	1024	2304	1536
Raymond	44	46	1936	2116	2024
Paul	25	40	625	1600	1000
Billy	45	43	2025	1849	1935
Thomas	38	33	1444	1089	1254
Randy	25	44	841	1936	1276
Diana	46	44	2116	1936	2024
Judy	57	55	3249	3025	3135
Beverly	49	45	2401	2025	2205
Jane	54	51	2916	2601	2754
Rickey	35	48	1225	2304	1680
Ralph	50	53	2500	2809	2650
Mark (R)	55	67	3025	4489	3685
Sarah	43	53	1849	2809	2279
Louie (R)	41	40	1681	1600	1640
Collins	41	52	1681	2704	2132
Debbie (R)	54	50	2916	2500	2700
Robert	58	59	3364	3481	3422
Pat	44	53	1936	2809	2332
Susan (I)	40	28	1600	784	1120
Jeanne	57	56	3249	3136	3192
Mark (F)	41	55	1681	3025	2255



TABLE I (CONTINUED)

Name	First test R	Second test S	R <sup>2</sup>	S <sup>2</sup>	RS
Jerry (S)	48	41	2304	1681	1968
Patricia	40	50	1600	2500	2000
Clara	47	55	2209	3025	2585
Mark (G)	55	51	3025	2601	2805
Rex	51	53	2601	2809	2703
Scott	46	39	2116	1521	1794
Della	42	40	1764	1600	1680
Roy	46	45	2116	2025	2070
Bobby	50	52	2500	2704	2600
Mark (C)	46	49	2116	2401	2554
Donny	48	51	2304	2600	2448
Susan (P)	37	40	1369	1600	1480
David (S)	43	34	1849	1156	1462
Laura	41	48	1681	2304	1968
Charles	46	40	2116	1521	1794
Kenneth	43	47	1849	2209	2021
Michael (W)	46	39	2116	1521	1794
Lynn	56	59	3136	3481	3304
Phillip	53	38	2809	1444	2014
David (G)	48	46	2304	2116	2208
Ray	51	61	2601	3721	3111

$$\begin{aligned}
 N &= 59 & \sum R &= 2745 & \sum S &= 2873 & \sum R^2 &= 131,203 & \sum S^2 &= 143,910 & \sum RS &= 135,734 \\
 M &= 46.05 & M &= 48.07
 \end{aligned}$$

Computation of the Product Moment r

$$\begin{aligned}
 \Pi &= \frac{N \sum RS - (\sum R)(\sum S)}{\sqrt{N \sum R^2 - (\sum R)^2} \sqrt{N \sum S^2 - (\sum S)^2}} \\
 \Pi &= \frac{59(135,734) - (2745)(2873)}{\sqrt{59(131,203) - (2745)^2} \sqrt{59(143,910) - (2873)^2}} \\
 &= \frac{121,921}{205,952} = \frac{121,921}{236,561} = \frac{121,921}{(453)(486)} \\
 &= 0.553
 \end{aligned}$$

TABLE I (CONTINUED)

Name	Third test X	Fourth test Y	X <sup>2</sup>	Y <sup>2</sup>	XY
Kay	53	54	2809	2916	2862
Larry	40	63	1600	3969	2520
Debbie (M)	46	50	2116	2500	2300
Leigh	67	66	4489	4356	4422
Debby (V)	68	64	4760	4096	4352
Petra	51	45	2601	2025	2295
Dennis	50	43	2500	1849	2150
Karen	41	52	1681	2704	2132
Melissa	72	67	5184	4489	4824
Denise	63	68	3969	4760	4284
Albert	37	41	1369	1681	1571
Neal	37	42	1369	1764	1554
Brooks	67	58	4489	3364	3886
Darel	40	32	1600	1024	1280
Sherry	52	41	2704	1681	2132
Terry	56	43	3136	1849	2408
Jerry	53	46	2809	2116	2438
Raymond	61	38	3721	1444	2318
Paul	42	38	1764	1444	1596
Billy	43	43	3136	3136	1849
Thomas	41	38	1681	1444	1558
Randy	41	41	1681	1681	1681
Diana	38	44	1444	1936	1672
Judy	66	62	4356	3844	4092
Beverly	39	54	1581	2916	2101
Jane	56	61	3136	3721	3416
Rickey	48	39	2304	1581	1872
Ralph	54	58	2916	3364	3132
Mark (R)	65	67	4225	4889	4355
Sarah	49	43	2401	1849	2101
Louie (R)	39	45	1581	2025	1755
Collins	40	43	1600	3136	1720
Debbie (R)	45	45	2025	2025	2025
Robert	47	43	2209	1849	2021
Pat	37	41	1369	1681	1517
Susan (I)	37	48	1369	2304	1776
Jeanne	59	51	3481	2601	3009
Mark (F)	54	53	2916	2809	2862
Jerry (S)	44	38	1936	1444	1672

TABLE I ( CONTINUED)

Name	Third test X	Fourth test Y	X <sup>2</sup>	Y <sup>2</sup>	XY
Patricia	35	45	1225	2025	1575
Clara	42	44	1764	1936	1848
Mark (G)	50	55	2500	3025	2750
Rex	45	48	1225	2304	1924
Scott	37	52	1369	2704	1924
Della	34	40	1156	1600	1360
Roy	47	43	2209	1849	2021
Bobby	53	52	2809	2704	2756
Mark (C)	47	51	2209	2601	2397
Danny	57	61	3249	3721	3477
Susan (P)	38	39	1444	1581	1482
David (S)	39	50	1581	2500	1950
Laura	48	44	2304	1936	2112
Charles	43	46	1849	2116	1978
Kenneth	46	56	2116	3136	2576
Michael (W)	46	41	2116	1681	1886
Lynn	39	54	1581	2916	2106
Phillip	42	48	1764	2304	2016
David (G)	48	34	2304	1156	1632
Ray	60	71	3600	5041	4260

$$N = 59 \quad \Sigma X = 2834 \quad \Sigma Y = 2882 \quad \Sigma X^2 = 142,391 \quad \Sigma Y^2 = 149,102 \quad \Sigma XY = 141,722$$

$$M = 48.00 \quad M = 48.08$$

Computation of the Product Moment r

$$r = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}}$$

$$r = \frac{59(141,722) - (2834)(2882)}{\sqrt{59(142,391) - (2834)^2} \sqrt{59(149,102) - (2882)^2}}$$

$$= \frac{194,063}{369,513 \quad 491,126} \quad \frac{194,063}{(607.9) \quad (700.8)}$$

$$= 0.455$$

Although the differences indicated by the tables were not too noticeable, the mean scores for the subject comprehension tests followed the predicted trend. The pupils averaged 46.02, 48.07, 48.00, and 48.08 respectively. There was very little fluctuation after the first test. The writer hypothesized that the correlation coefficient of the paired scores for the experimental group would show their greatest discontinuity when the sociological approach was begun. However, the writer feels his popularity influenced many students to keep their scores as high then as they were at any time during the experiment. All of the subject surveys were not utilized because eight students did not take the comprehension tests four times. According to the One-Group Time Series Design, this was a prerequisite for correlating a persons score.

A variety of formulae exist for the computation of product moment  $r$ , each of which is derived from the basic definitional formula. The fact that the writer had a tabulator at his disposal encouraged him to use the particular formula he did. The calculated correlation coefficient indicates a definite positive relationship between the scores students made on each pair of tests. One would hardly expect a real high correlation on multiple choice tests that did not use a correction factor in view of the opportunity for chance to operate where students are guessing at over fifty percent of the items. It does seem to indicate that probably the vast majority of the students were doing their best on each of the four tests.



### Pupil Rating Scale

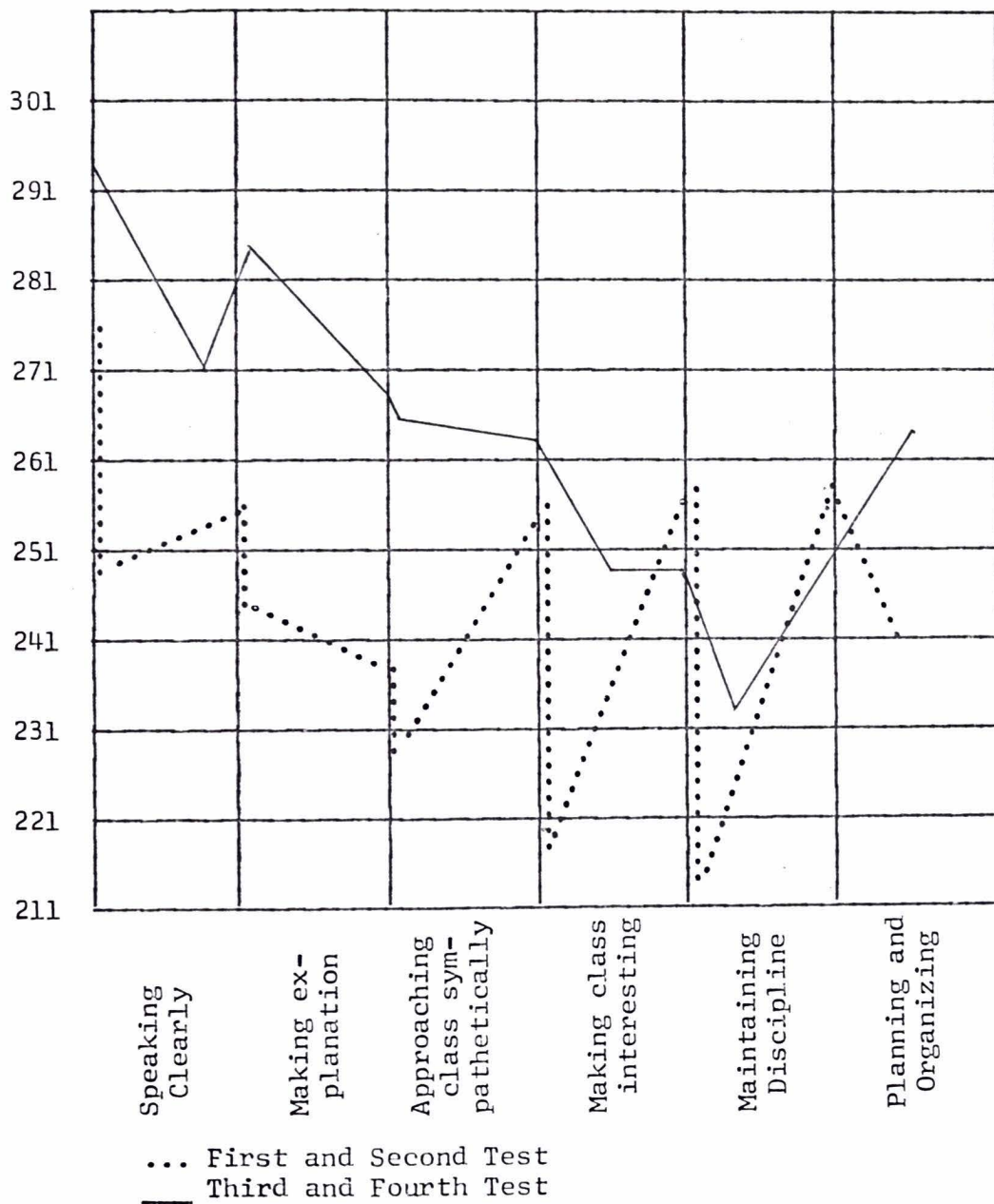
This part of the thesis contains a test on which the writer was rated by his students. Information obtained by questionnaire and a short interpretation of that information is recorded here. The pupil rating scale was administered four times (twice the first semester and twice the second). All pupils were not present each of the four times the rating scale was administered. Several places where responses were due were apparently ignored. Consequently, it was difficult to assign a percentage frequency to any item, since one student's questionnaire which contained ten responses might affect the findings more than a student who made only four or five replies.

The pupil rating scale was divided into five parts. The first was concerned with the teacher's performance in such things as maintaining discipline, approaching the class sympathetically, making explanations, making class work interesting, planning and organizing, and speaking clearly and distinctly. The students checked either excellent, good, average, below average, or poor under each characteristic. A sample of the pupil rating scale preceded by a line graph comprising the total scoring on the next page indicates how the pupils rated the teacher. Sections two and three of the pupil rating scale were designed to investigate what area pupils rated their teacher highest and lowest. Some overlap between sections two and three was discovered.



GRAPH I

## PART I OF PUPIL RATING SCALE



## PUPIL RATING SCALE

It is essential that you be perfectly honest if the results are to be of value to me. Please do not sign your name to the paper.

- I. How do you rate this teacher's performance in (circle your answers)
- A. Approaching the class sympathetically.     A B C D E
  - B. Maintaining discipline.     A B C D E
  - C. Making explanations.     A B C D E
  - D. Making class work interesting.     A B C D E
  - E. Planning and organizing class work.     A B C D E
  - F. Speaking clearly and distinctly.     A B C D E
- II. In what section above do you rate this teacher highest? Why?
- III. In what section above do you rate this teacher lowest? Why?
- IV. Name one or two things that you like best about this teacher.
- V. Is this teacher in the habit of doing something not mentioned above that you dislike? If so, what is it?

Key: A - excellent, B - good, C - average, D - below average, E - poor

Section one of the pupil rating scale showed the teacher was rated highest for speaking clearly and distinctly. The line graph shows the total tabulation for the first test was 275, while the second dropped to 247. It was anticipated that the total tabulation of the third questionnaire would be the lowest of all four; however, it surpassed the first one by eighteen points. The total tabulation of the fourth questionnaire administered was slightly below the first. Although the total score did not follow the anticipated pattern (the third total tabulation should have been the lowest and the fourth the highest), the end results were positive as far as the aim of this study was concerned. The total tabulation for the last two questionnaires concerning speaking clearly and distinctly surpassed the first two.

The world history teacher's explanations in the classroom earned the second highest rating from the students. As the graph reveals, students were not as inquisitive when the traditional approach was being employed as they were while sociological teaching techniques were used. This evidence should interest teachers of the social studies who are sold on the traditional approach. Student interest seems to decline in a teacher-centered classroom. The graph shows that teachers employing sociological teaching techniques spend a great deal of time explaining to students about various methods of presentations, student-teacher preplanning, and library usage. Something should be said here about the

ability of the two ninth grade world history classes to seek information in the library. It was discovered that the vast majority had never used the library to seek answers to questions. As a matter of fact, many of the pupils had never read a complete book before being introduced to the sociological approach. The more they read the more explanations the author had to make. Another factor which may account for the relatively high figures shown in the graph of the second semester when compared to the graph of the first was when students were exposed to inadequate library facilities. When this occurred the teacher spent some of his time and money to make pertinent information available to pupils.

Apparently a teacher appears more sympathetic toward students when the classroom is student-centered. According to the line graph, the teacher's rating by his students on approaching the class sympathetically increased over 100 percent the second semester. The fact that pupils believed the teacher was genuinely interested enough in their welfare to let them help plan an area of study may to a large degree be responsible for the teacher being rated more highly the second semester than the first.

As the graph indicated, the total tabulated responses the students gave their world history teacher on making class work interesting on the first questionnaire was 255, while the second one showed a decrease of thirty-five points. This should cause



any conscientious teacher of the social studies to investigate. The author feels the students had become bored with the traditional teaching techniques found in a teacher-centered classroom. The social studies classroom must not be a place where students are passive receptors of predigested data. It was anticipated that a drop would be indicated by the third questionnaire after the pupils were introduced to the sociological approach; however, the effects were just the opposite. Because the rating indicated an eight point increase over the highest previous questionnaire and forty-three above the lowest, the so-called "boredom" in the classroom had been somewhat eliminated. The last or fourth questionnaire showed the students were less interested than the third revealed. Nevertheless, as shown by the graph, students were more interested in class work the second semester than the first. Methodology may be the reason for this change in interest.

The old adage that "everyone wants to be disciplined" is apparently true. Yet, one does not have to be autocratic to maintain good discipline in the classroom, but he must be firm and fair. It should be made clear that before any classroom can be made orderly, it must be put in order first. This must be done at the beginning of the school year. To attempt this later may create many problems. As the graph indicates, the students gave the teacher a good rating the first time the questionnaire was administered, while the second one dropped thirty-four points.

Because the drop was so sharp, the writer came to the conclusion that the pupils had become bored with the traditional operational procedures. This boredom caused them to become restless and irritable. The third questionnaire, which was administered at the beginning of the second semester, indicates a large increase in interest over the second. The fourth questionnaire revealed a fifteen point deficit compared to the third. It seems that maintaining discipline becomes less and less a problem when students are active participants in classroom affairs. A student-centered classroom was never intended to be as quiet and orderly as a teacher-centered one, but it may be a more effective one.

Because the pupils' rating of their teacher on planning and organizing followed his anticipated trend, it is worth social studies teachers' time to investigate this author's scheme. As the line graph shows, the total tabulation of questionnaires one, two, three, and four were 261, 241, 255, and 262 respectively.

#### On Things Liked Best About World History Teacher

This part of the questionnaire was administered to ascertain why students liked the history teacher and not the course. Again it was pointed out that names should not be affixed to the questionnaire. The term "no response" will be found where students left a blank space, while the words "all and everything" were used interchangeably. The results of the questionnaires are listed in the order in which they were given:

CharacteristicsTabulated Responses

1. Nice and understanding	17
2. Speaking clearly and distinctively	8
3. Way he taught	5
4. Making explanations	5
5. Easy and helpful	5
6. Pleasing personality	4
7. Attitude toward students	3
8. Humorous and saying what he thinks	3
9. Did not give much homework	2
10. Planning class work	2
11. Serious about work	2
1. Nice and understanding	11
2. Speaking clearly and distinctively	6
3. Making class interesting	6
4. Making explanations	6
5. Method of teaching	5
6. Humorous	5
7. No responses	3
8. Good teacher	2
9. Didn't give much homework	2
10. Interest in students	2
11. Gives us freedom of speech	2
12. Nice and black	2
1. Friendly and understanding	26
2. Method of teaching	14
3. Making class interesting	8
4. Speaking clearly and distinctively	5
5. Planning and organizing	3
6. Making explanations	2
7. Approaching class sympathetically	2
8. Maintaining discipline	2
9. The way he dresses	2
10. Black and smart	2
11. Interest in students	2
12. Not making us stick to the text	2
13. Not much homework	2
1. Nice and understanding	12
2. No responses	11
3. Making explanations	6
4. Method of teaching	6
5. Speaking clearly and distinctively	6
6. Black and cool	3
7. Maintaining discipline	3

8. The way he dresses	3
9. Planning and organizing	3
10. Sense of humor	3
11. Honest	2
12. Helps me when I need it	2

Additional characteristics which students listed for liking their world history teacher were: "cool all around," not getting angry easily, gives extra points, cooperative, talks about the Bible freely, not sending us to Larry Hawk's office, "easy," pink cuff links and blue shirt, talks about current events frequently, tries to better black and white relations, advises us not to generalize, respects us as individuals, admits he doesn't know everything.

Certainly one would gather from the total tabulations that the teacher was rated highest for his friendliness and understanding. It might also be interesting to speculate on the number of times the word black was mentioned during the first semester as compared to the second. This could indicate a relaxing of tension within the classroom as indicated by the increasing frequency of use of the word black by all students. Finally, students have a right to a teacher who speaks clearly and distinctly. His explanations along with good methods make class work interesting. While it is important that world history teachers are nice and understanding, it is more important that they be able to teach students world history. Administrators should note that students are more concerned about a teacher's friendliness and methods of teaching than they are about who a teacher is, or how he looks.



On What Students Dislike About World History Teacher

Is this teacher in the habit of doing something you dislike?

Item V, on the student evaluation form, was designed to find reasons why students disliked the world history teacher. It was pointed out that answers should be about the teacher and not the course. Moreover, the students were told that a dislike need not be an important characteristic about the teacher, and that they could like a teacher extremely well and still note his minor faults. Again the word "nothing" will be found where students wrote it in, since the writer felt it might have indicated something different from simply leaving the item blank. If no reply whatsoever was made, it was noted by the word "no response" in the table.

<u>Characteristics</u>	<u>Tabulated Responses</u>
1. Nothing	47
2. No response	7
3. Homework	2
4. Doing oral reports and reading aloud	2
5. Working out questions at the end of chapters	2
6. Favoritism	2
7. Talking about the Bible	2
1. Nothing	25
2. No response	22
3. Homework	4
4. Favoritism	2
5. Gets mad all the time	2

Second Semester

1. Nothing	36
2. No response	23
3. Favoritism	2
4. Overlooking students' hand	2

1. Nothing	27
2. No response	25
3. Favoritism	4
4. Giving tests without warning	2

Other reasons why students disliked their world history teacher were: yelling at us, wanting me to get my hair cut, moving us around like checkers, giving me hard assignments, using big words, not practicing what he preaches, talking too fast, permitting some kids to get away with "murder," being too sympathetic, letting the class get out of order, giving the "rocks" (Afro-Americans) bad grades, threatening to send students home and giving me too many F's.

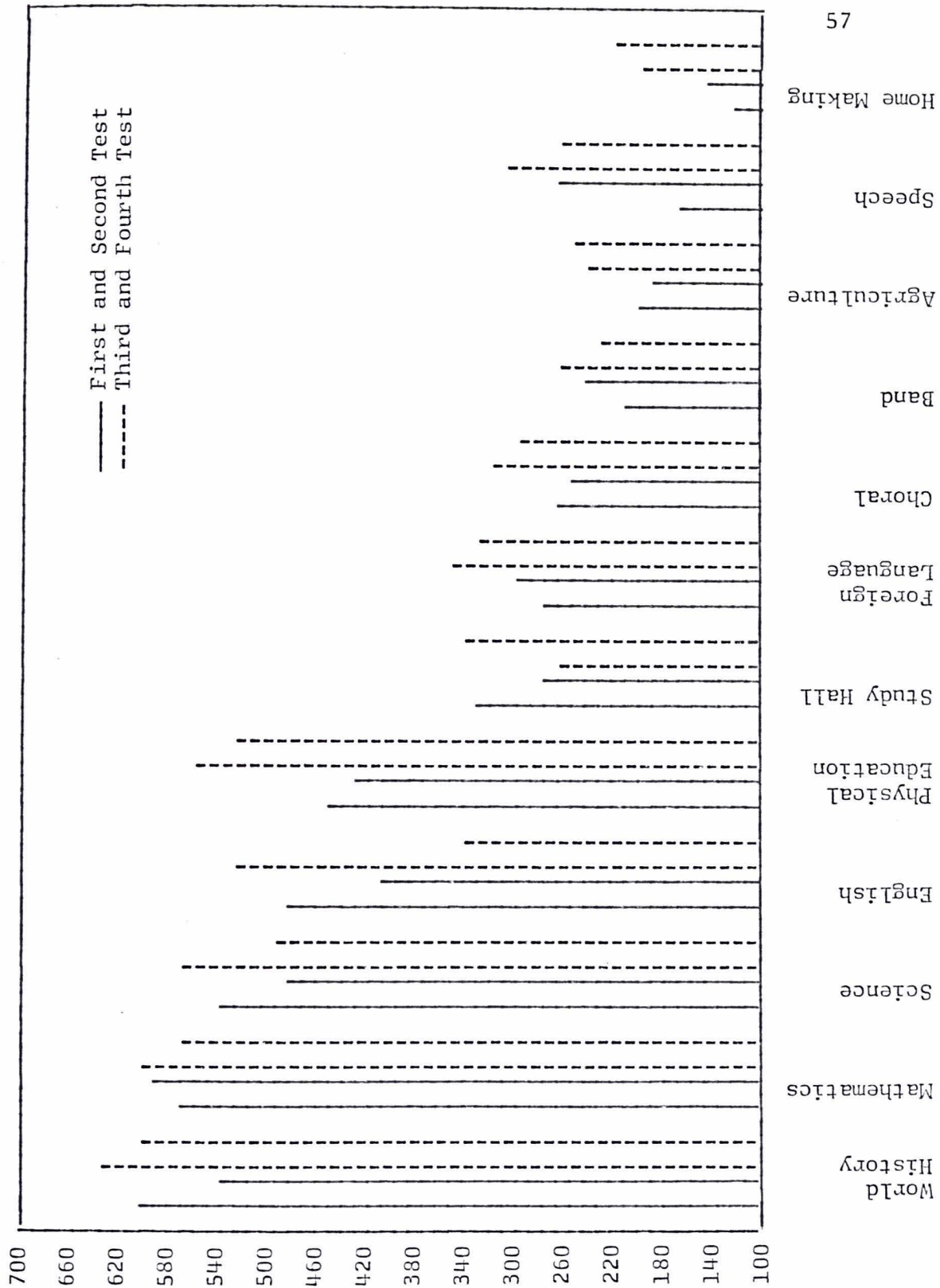
As indicated by the table, the "no response" tripled after the first questionnaire was administered. This item was reluctantly filled out by many students. Forty-seven interviewees could not find a single fault with their teacher. Although the score dropped to twenty-five, thirty-six and twenty-seven on successive tests, the writer feels that some of the students may not have answered this particular item for fear of the results finding their way back to the teacher. This attitude by the students was evident in spite of the fact that much effort was expended in attempting to convince them that each individual questionnaire would not in any way affect the treatment accorded those filling them out. Several other students, besides those citing a need for class discipline, commented upon how they respected a teacher who was able to control his class more than one who was "easy."

### Interest Inventory Test

This test was designed to ascertain what disciplines students in two world history classes at Conroe High preferred. The students were instructed to number the subjects in the order of preference whether they were presently taking them or not. Three students were above the ninth grade level (eleventh, tenth, and twelfth graders). The line graph on the next page reveals the relative popularity of the various subjects during the first and second semester. A sample of the actual interest inventory along with instructions for those taking it follows the graph.

It should be gratifying for teachers of social studies to know that this study as compared to one made in 1955 by Dr. Dewey D. Davis (history ranked fourth with boys and seventh with girls in Central Texas), shows world history is more popular in 1970 and ranks number one among students of two ninth grade classes at Conroe High School. After mathematics, science, English, and physical education are eliminated, a tremendous drop in popularity was indicated for other courses. World history got its highest ranking when the third questionnaire was administered. The writer did not anticipate such a trend. It was felt that at this phase of the study (after the introduction of the sociological approach), interest in world history would be at its ebb. However, evidence suggests their interest in the subject increased. Finally, this graph might be of interest to those teaching the other disciplines.

GRAPH II - TOTAL SCORE - INTEREST INVENTORY RESULTS





## INTEREST INVENTORY TEST

Below is a group of subjects or activities you are expected to number in the order which you like best. Please be as honest as possible.

- \_\_\_\_\_ SPEECH
- \_\_\_\_\_ CHORAL
- \_\_\_\_\_ FOREIGN LANGUAGE
- \_\_\_\_\_ SCIENCE
- \_\_\_\_\_ ENGLISH
- \_\_\_\_\_ MATH
- \_\_\_\_\_ WORLD HISTORY
- \_\_\_\_\_ P. E.
- \_\_\_\_\_ HOMEMAKING
- \_\_\_\_\_ AGRICULTURE
- \_\_\_\_\_ STUDY HALL
- \_\_\_\_\_ BAND

### Lesson Plans for The Traditional and Sociological Approach

Preplanning is necessary regardless of what teaching methods are being employed. However, it becomes more meaningful when it is a student-teacher project. In most instances, the results will be positive. The author picked, at random, typical lesson plans used the first and second semester and included them in this study to show the differences between the two. Examples of one traditional and one sociological lesson plan are included in Appendix C.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The purpose of this study was to critically evaluate student reaction to a modification from lecture-discussion to a sociological approach to teaching in two ninth grade world history classes at Conroe High School. It was felt that more information about such techniques would enable the world history teacher to improve his teaching.

The author surveyed pertinent literature which provided him with a deeper understanding of the need for a reevaluation of methods of teaching the social studies and the responsibilities of those who taught them. Moreover, related literature proved valuable in determining the structure of Design 7, and gave the writer a keener insight into the current trends taking place in the social studies in secondary schools. The old adage, "Anyone can teach the social studies," is a thing of the past. Literature indicated progressive minded administrators were hiring people, not only with a broader knowledge of the field, but individuals who loved children and were dedicated to the task of helping them understand the past as well as today's problems.

The familiar sayings that everyone has a right to his own opinion and that controversial issues cannot be discussed in the classroom is simply a myth. These same advocates praise this country for freedom of speech and scientific achievements. Changing unfounded beliefs and keeping students informed about local, national, and international affairs is urgent. The exposure of myths is going to take a concerted effort on the part of everyone involved in educating youth. However, as one writer asserted, "It can and must be done."

Until the 1960's few or no efforts had been taken to educate youths in the public schools about the contributions minorities made in helping make this nation great. No rational thinking administrator, teacher, student, or parent can deny that this negligence has further complicated today's social dilemma. However, literature showed that there has been tremendous breakthroughs in this area, not only in the East, West, and North, but in the South as well. At the writing of this summary, the administrators of the Conroe Independent School District were seriously contemplating inserting Black studies into the high school curriculum.

Students tend to forget unpleasant experiences, but seem to remember pleasant ones. Teachers of the social studies might consider letting the pupils be involved in preplanning. Most authorities agree, students respond more readily when they are a part of the scheme of things. The pupil rating scale revealed that the



most outstanding characteristics of a well-liked teacher are that he is nice and understanding and speaks clearly and distinctly. The characteristic which tended to make students dislike a world history teacher were showing favoritism and failing to maintain discipline. It may interest social studies teachers to know that dress and looks were hardly mentioned. The fact that world history remained the most popular subject throughout the year astounded the author. It is worth the time it takes for a world history teacher to investigate the conditions accounting for popularity.

#### Ideas Gained From Interviewees Exclusive of Questionnaire

Considering that as much time was spent talking with students interviewed as was utilized by students in filling out questionnaires, the writer feels that he is justified in making some statements about world history, world history teaching, and world history students in two ninth grade world history classes at Conroe High School without quoting from literature or without offering a table of items that can be proved statistically. It is fairly obvious that teachers in world history are more concerned with the subject than with students. While some excellent illustrations of methods of putting subject matter across were recounted by students who had previously taken a year of American history, few could see how it had added much to their life other

than factual knowledge. In the light of modern objectives one might anticipate more remembrance about role playing, socio-drama and informal debates.

Despite the fact that the writer has been associated with more than one ethnic group in the classroom for only a few years, he was impressed with the serious and conscientious attitude students displayed in filling out the questionnaire, and in talking about problems confronting the nation and the world. After the first semester, they frankly acknowledged certain unfounded beliefs. The writer could not help but feel that in some way the sociological methods were responsible for eradicating certain prejudicial ideas. What is more, he feels that the generation which these students represent will make this a better country in which to live because they are vitally concerned with tomorrow.

Many students impressed the writer by making a plea that should be of great concern to any new world history teacher. Usually it would sound something like this, "Please Coach Gipson, when you are teaching history again, don't make students memorize a bunch of junk that they'll never need. Students will 'hate' your classes if you do." These students wanted a student-centered classroom.

#### CONCLUSIONS AND RECOMMENDATIONS

There was no significant changes in achievement when two

ninth grade world history classes at Conroe High School were exposed to both the traditional and sociological approach. However, graphs and other pertinent information submitted in this thesis should be a firm rebuttal to anyone who doubts the overall effectiveness of the sociological teaching techniques when compared with the conventional ones.

The author's investigation of the literature helped him realize that the recommended alterations in current literature are not taking place rapidly enough, or for that matter, futuristically enough to deal adequately with the multitude of complex problems of tomorrow. One needs only to question students or listen to their "bull sessions" concerning social studies to get the full impact of just how critical the situation is. The phrase "I hate history" will invariably come up. This is a challenge to teachers and the curriculum. In short, those in the field of social studies, are particularly obligated to do something about the existing conditions.

While many other recommendations might appropriately make social studies more fruitful, this author is concerned with six. Introduce a course to be entitled Contemporary and Controversial Issues. At the present time, there are only a few schools which are giving controversial issues the place they deserve in the curriculum. To ignore vital issues that future citizens will have to grapple with in later years borders on sheer idiocy.

Freedom to disagree and discuss are the cornerstone of democracy. Anything and everything, more than ever before, must be discussed, and discussed again.

Inaugurate a course called the Study of Minority Groups. It is appalling that the great domestic issues of today continue to be grossly neglected by education. If the goal of education is to truly liberate people and equip them as functional members of society with the capacity to change the undesirable and unfair elements of their environment, then a study of minority groups does present a valuable tool.

A course called Social Values should be inserted into the curriculum. In an age of moral decadence, crass materialism, individual indifference to mugging, drugs, civil disobedience, and increasing amounts of juvenile delinquency, there is a pressing need to at least teach about what is considered socially right or wrong. Future voters must be helped in school if possible.

Classrooms for competency should be considered. Any classroom that offers an intellectual atmosphere should now include television, radio, the American flag, and a small library. Large size portraits of great Americans, along with present leaders of other nations, should be located throughout the classroom. In addition, there is a need for a large map of the world with magnetized and multi-colored pins and symbols for charting and following the current events of the world. This should be located in



front of the room where all pupils can see it adequately. Make no mistake about it, the social studies classroom should become as much a laboratory as the science classroom.

The evaluation of students needs updating. In a time when creativity is seriously threatened, educational systems seem to be working overtime to discourage it. If education is concerned with the future, then those in charge must commence at once to encourage imagination, productivity, and creativity. The present evaluation system does not do this. Testing systems in education today seem to have at least five deleterious effects. They stifle creativity, encourage unnecessary pressure in a society which already suffers too much from heavy pressure, invite cheating, afford the "test-busters" an unrealistic image of superiority, while the "flunkers" are supplied with the unrealistic inferiority complex which causes them to waste valuable time of both the student and teacher. Children are human and deserve better evaluation techniques. It is the opinion of this writer that teachers in the social studies by the nature of the material they deal with can provide a more appropriate and useful way to evaluate pupils. Such a program of evaluation must concern itself with persons as human beings, not objects or things. The writer believes that the following recommendations lend themselves to a more humanistic evaluation: (1) All pupils should be encouraged, but not forced, to engage in creative research. (2) The student should be en-

couraged to be creative by any means within reason. (3) Pupils should be stimulated to serve the class, school, and/or community. (4) Fair treatment and acceptance of others in the class, school, and/or community should be practiced. (5) Attitudes, opinions, and ideas that are rendered in the classroom should be supported by facts. (6) Individual conferences with the student, teacher, and parents should be encouraged. Are these standards not more human as a way of evaluating than the present scheme?

Teachers are the key to the successful utilization of a sociological approach to teaching. They must possess tremendous physical and emotional stamina, complete honesty, unselfish dedication, thorough understanding, complete acceptance, tons of trust, enormous enthusiasm, and an unmitigated love for the human race and all it represents. Nothing less will do! The individual cost may be high. Some may have to get out of the profession, but the time has come for nothing but the best.

The social studies lag must be dealt with. It must be dealt with now! Time is an enemy!

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## APPENDIX A

## A COURSE SURVEY

DIRECTIONS: Place the letter of the correct answer in the blank to the right of the statement.

1. Scientists believe that the earth probably began as a
  - (a) mass of gas and flame
  - (b) sheet of ice
  - (c) ball of rock and metal
  - (d) range of snow-covered mountains1. \_\_\_\_\_
2. Those who succeeded in invading Egypt usually came from
  - (a) western Europe by way of the Mediterranean Sea
  - (b) central Africa by way of the Nile River
  - (c) Asia by way of the Isthmus of Suez2. \_\_\_\_\_
3. The prophet who led the Hebrews out of Egypt was
  - (a) Moses
  - (b) David
  - (c) Solomon
  - (d) Joseph3. \_\_\_\_\_
4. Homer wrote of
  - (a) the civilizations of Crete
  - (b) the Golden Age of Athens
  - (c) the Trojan War
  - (d) the reign of Augustus4. \_\_\_\_\_
5. The most famous Roman statesman and general was
  - (a) Vergil
  - (b) Julius Caesar
  - (c) Alaric
  - (d) Cicero5. \_\_\_\_\_
6. The Anneid was written by
  - (a) Ovid
  - (b) Horace
  - (c) Cicero
  - (d) Vergil6. \_\_\_\_\_
7. "Mona Lisa" was painted by
  - (a) Raphael
  - (b) Michelangelo
  - (c) Leonardo
  - (d) Palestrina7. \_\_\_\_\_

8. The first Prime Minister of England was  
(a) Robert Walpole  
(b) Winston Churchill  
(c) Oliver Cromwell  
(d) Henry II 8.\_\_\_\_\_
9. The founder of the British Navy was  
(a) Victoria  
(b) Charles I  
(c) Alfred the Great  
(d) William the Conqueror 9.\_\_\_\_\_
10. The Industrial Revolution began in England chiefly because of the  
(a) abundance of raw materials, capital, and inventive skill  
(b) favorable climate  
(c) personal encouragement given by the royal family  
(d) large number of good roads 10.\_\_\_\_\_
11. The "Blue Boy" was painted by  
(a) Turner  
(b) Reynolds  
(c) Newton  
(d) Gainsborough 11.\_\_\_\_\_
12. Keat's Ode to a Nightingale is one of the finest works produced by  
(a) an Elizabethan playwright  
(b) an impressionist  
(c) an abstract painter  
(d) a romantic poet 12.\_\_\_\_\_
13. Great Britain's colonial policy of helping nations to develop self-government started in  
(a) Canada  
(b) Malta  
(c) India  
(d) New Zealand 13.\_\_\_\_\_
14. Louis XIV of France and James I of England both believed in the  
(a) teachings of Martin Luther  
(b) divine right of kings  
(c) advantages of democracy  
(d) right of the common people to free public education 14.\_\_\_\_\_



15. The story of Edmond Dantes, who devoted his life to revenge, is told in  
(a) The Last Class  
(b) The Three Musketeers  
(c) The Count of Monte Cristo  
(d) The Cid 15.\_\_\_\_\_
16. Pasteur is famous for his discovery of  
(a) radium  
(b) the law of the pendulum  
(c) algebra  
(d) germs 16.\_\_\_\_\_
17. The Dutch fought a long, bloody revolution to gain freedom from  
(a) England  
(b) France  
(c) Russia  
(d) Spain 17.\_\_\_\_\_
18. The great national hero of Holland is  
(a) William the Silent  
(b) Gustavus Adolphus  
(c) the Duke of Alba  
(d) Philip II 18.\_\_\_\_\_
19. The author of Don Quixote is  
(a) Benavente  
(b) Lope de Vega  
(c) Cervantos  
(d) Luis de Camoens 19.\_\_\_\_\_
20. The state that was the center around which modern Italy was formed was  
(a) Rome  
(b) Sicily  
(c) Lombardy  
(d) Sardinia 20.\_\_\_\_\_
21. Radio and television have developed from an invention that was the work of  
(a) Marconi  
(b) Galileo  
(c) Volta  
(d) da Vinci 21.\_\_\_\_\_

22. The most industrialized part of Italy is  
(a) the North  
(b) Sicily  
(c) the area around Naples  
(d) the eastern sea coast 22.\_\_\_\_\_
23. The scholar in Goethe's drama who sold his soul to the devil was  
(a) William Tell  
(b) Peer Gynt  
(c) Faust  
(d) Don Quixote 23.\_\_\_\_\_
24. The nation which has tried to build its way of life around the ideas of Karl Marx is  
(a) United States  
(b) Russia  
(c) Canada  
(d) Belguim 24.\_\_\_\_\_
25. The first president of Czechoslovakia was  
(a) Sibelius  
(b) Huss  
(c) Masaryk  
(d) Karagoorge 25.\_\_\_\_\_
26. The main purpose of Russia's first Five-Year Plan was to  
(a) build up big industries  
(b) improve the health of the workers  
(c) increase private ownership of farms  
(d) get rid of traitors in the army 26.\_\_\_\_\_
27. A serious dispute exists between India and Pakistan over  
(a) Kashmir  
(b) Iran  
(c) Ceylon  
(d) Afghanistan 27.\_\_\_\_\_
28. When the Chinese say that someone has "lost face" they mean that he has been  
(a) ill  
(b) mutilated in war  
(c) outlawed  
(d) humiliated 28.\_\_\_\_\_

29. Japanese-American relations began with  
(a) a visit of the Emperor to Hawaii  
(b) the missionary efforts of St. Francis Xavier  
(c) Perry's visit to Tokyo  
(d) Theodore Roosevelt's intervention in the Russo-Japanese War 29. \_\_\_\_\_
30. Latin America refers to those lands which  
(a) were settled by Spain and Portugal  
(b) had highly developed Indian civilizations  
(c) are south of the equator  
(d) were inhabited by Latin-speaking Indians 30. \_\_\_\_\_
31. The desire to rule over foreign lands is called  
(a) nationalism  
(b) imperialism  
(c) militarism  
(d) internationalism 31. \_\_\_\_\_
32. The branch of the United Nations that works to stamp out disease is known as  
(a) UNESCO  
(b) WHO  
(c) UNRRA  
(d) IRO 32. \_\_\_\_\_

DIRECTIONS: Write either T for True or F for False after each of the following statements.

33. The Old Stone Age was a much longer period than the New Stone Age. 33. \_\_\_\_\_
34. The Nile River was the most important single geographic influence in ancient Egypt. 34. \_\_\_\_\_
35. The Fertile Crescent stretched between the Mediterranean Sea and the Persian Gulf. 35. \_\_\_\_\_
36. The Persians, under the leadership of Cyrus and Darius, became the greatest empire builders of the Fertile Crescent. 36. \_\_\_\_\_
37. Socrates urged his followers to regard tradition as the most important factor in any philosophy of life. 37. \_\_\_\_\_
38. Alexander's empire lasted only a short time, and it is therefore not considered an important factor in history. 38. \_\_\_\_\_

39. Augustus ruled wisely and was able to make himself strong and popular at the same time. 39. \_\_\_\_\_
40. The wide spread use of slavery in the days of the Roman Empire affected the lives of individuals but did not affect the government. 40. \_\_\_\_\_
41. Islam is considerably older than Christianity. 41. \_\_\_\_\_
42. Christianity gained recognition in the Roman Empire through the Edict of Milan. 42. \_\_\_\_\_
43. Moslems accept some Christian teachings as valid. 43. \_\_\_\_\_
44. Feudalism was a military relationship while manorialism was an economic arrangement. 44. \_\_\_\_\_
45. In the struggle for power between the popes and the medieval temporal rulers, the weapon of excommunication often played an important role. 45. \_\_\_\_\_
46. As the Middle Ages wore on, land rather than money became the more important source of wealth. 46. \_\_\_\_\_
47. The Renaissance started in Germany. 47. \_\_\_\_\_
48. The discovery of the New World increased the importance of countries on the Atlantic coast. 48. \_\_\_\_\_
49. The Renaissance was marked by an increased use of the vernacular. 49. \_\_\_\_\_
50. The Norman conquest of England did much to turn that country away from the barbaric north. 50. \_\_\_\_\_
51. The Bloodless Revolution of 1688 represented a victory for parliamentary government. 51. \_\_\_\_\_
52. All nations in the British Commonwealth of Nations are on an equal footing. 52. \_\_\_\_\_
53. The French Estates-General did not have the same "power of the purse" as did the British Parliament. 53. \_\_\_\_\_
54. The French Revolution frightened the leaders of other European nations because of its slogan Liberty, Equality, Fraternity. 54. \_\_\_\_\_



55. The Communist party has been weak in France since the days of World War II. 55. \_\_\_\_\_
56. Spain was wise to drive out the Moors since they were of a different religion and could only bring poverty to the country. 56. \_\_\_\_\_
57. The Spanish Civil War proved to be a battleground for Fascists and Communists. 57. \_\_\_\_\_
58. Germans look back on the Thirty Year's War as the start of their country's rise to power. 58. \_\_\_\_\_
59. Frederick the Great was a lazy, indifferent ruler who spent his time playing the flute. 59. \_\_\_\_\_
60. The terms of the Versailles Treaty were an important factor in the weakening of the Weimar Republic. 60. \_\_\_\_\_
61. Germany today is divided into two nations because her people could not get along with each other. 61. \_\_\_\_\_
62. Denmark has been able to do little to improve her agricultural output because of her extremely poor growing conditions. 62. \_\_\_\_\_
63. The Balkans have long been an area of bitter conflict and jealous rivalry because the people are intensely nationalistic. 63. \_\_\_\_\_
64. Napoleon's invasion of Russia occurred during the reign of Alexander III. 64. \_\_\_\_\_
65. The Soviet Union signed a non-aggression pact with Hitler which enabled him to attack Poland without fear of attack from the east. 65. \_\_\_\_\_
66. India and Pakistan are now considered to be on the side of the Soviet Union in the cold war. 66. \_\_\_\_\_
67. Throughout China's history, the most respected class were the scholars. 67. \_\_\_\_\_
68. Hideyoshi's dream was to Christianize all of Asiz. 68. \_\_\_\_\_
69. During the age of exploration, when Europeans were looking for an all-water route to the Far East, Africa was used as a base of operations. 69. \_\_\_\_\_

70. During the rule of Porfiro Diaz most of the land in Mexico fell into the hands of a tiny minority. 70.\_\_\_\_
71. Argentina and the United States have had misunderstandings in the past because the United States has severely limited the amount of wheat and beef that enters our country. 71.\_\_\_\_
72. The Organization of American States proved to be unworkable. 72.\_\_\_\_
73. Wilson's Fourteen Points were proposed as the basis for ending the war, but they were not all carried out. 73.\_\_\_\_
74. The Munich Conference proved to be another example of appeasement which did nothing to stem the aggressions of Germany. 74.\_\_\_\_
75. The Security Council of the United Nations is responsible for the maintenance of world peace. 75.\_\_\_\_
76. The Marshall Plan and NATO were both originated primarily with the thought of helping defend Europe against communism. 76.\_\_\_\_
77. The launching of the sputniks by the Russians was an indication that the cold war was nearing an end. 77.\_\_\_\_
78. The Truman Doctrine was issued to announce to the world that our attempts to contain communism were over. 78.\_\_\_\_
79. Many South American countries have an abundance of mineral resources. 79.\_\_\_\_
80. Sun Yat-sen believed that China needed to get rid of foreign domination before the lot of the people could be improved. 80.\_\_\_\_
81. The Bolshevik Revolution took place during World War I in the month of March, 1917. 81.\_\_\_\_
82. Norway, Sweden and Denmark are on the same peninsula. 82.\_\_\_\_
83. Bismarck's "blood and iron" policy was in reality a strong belief in democratic principles. 83.\_\_\_\_
84. The three most powerful groups in modern Spain have been the nobility, the clergy, and the large landholders. 84.\_\_\_\_
85. The greatest name in English literature is that of William Shakespeare. 85.\_\_\_\_

86. The Spanish Armada was defeated by a much larger English navy. 86. \_\_\_\_\_
87. One important result of the Renaissance was loss of power by the Church. 87. \_\_\_\_\_
88. Gothic cathedrals are dark and gloomy structures with massive walls. 88. \_\_\_\_\_

DIRECTIONS: Match the terms on the left with the definitions on the right by writing the correct letter in the space provided.

- |                         |  |            |
|-------------------------|--|------------|
| 89. a. Hellenistic      | an economic theory that the wealth of a country depends on the amount of gold it possesses | 89. _____  |
| 90. b. scholasticism    | a form of painting   | 90. _____  |
| 91. c. balance of power | belief in one god  | 91. _____  |
| 92. d. pure democracy   | belief in the importance of the individual and his earthly affairs                         | 92. _____  |
| 93. e. monotheism       | appointment of a bishop by a lord  | 93. _____  |
| 94. f. burgher          | the mixture of Greek and Persian cultures  | 94. _____  |
| 95. g. fief             | a resident of a town during the Middle Ages  | 95. _____  |
| 96. h. lay investiture  | land held in exchange for military service   | 96. _____  |
| 97. i. capitalism       | government in which every citizen votes directly on the laws                               | 97. _____  |
| 98. j. humanism         | investment of wealth to make a profit.   | 98. _____  |
| 99. k. mercantilism     | the medieval philosophy which attempted to combine reason and faith                        | 99. _____  |
| 100. l. impressionism   | British foreign policy during the nineteenth century                                       | 100. _____ |

## APPENDIX B



## A COURSE SURVEY

DIRECTIONS: Write in the space provided the letter of the word or phrase which best completes each of the following sentences.

1. Neanderthal Man appeared on earth after
  - (a) Caucasian man
  - (b) Cro-Magnon man
  - (c) homo sapiens
  - (d) Java man1. \_\_\_\_\_
2. Champollion discovered a key to the language of ancient Egypt in the
  - (a) Book of the Dead
  - (b) Rosetta Stone
  - (c) obelisks of Hapshepsut
  - (d) columns of the temple at Karnak2. \_\_\_\_\_
3. One of the great naval battles of Greek history was fought at
  - (a) Marathon
  - (b) Salamis
  - (c) Thermopylae
  - (d) Thebes3. \_\_\_\_\_
4. One of the most famous buildings in the world is the
  - (a) Agora
  - (b) Parthenon
  - (c) Acropolis
  - (d) Pagoda4. \_\_\_\_\_
5. A famous military leader who marched over the Alps on his way to attack Italy was
  - (a) Xerxes
  - (b) Alexander
  - (c) Hannibal
  - (d) Nelson5. \_\_\_\_\_
6. In the year 800 the pope crowned Charlemagne and proclaimed him
  - (a) King of England
  - (b) Roman Emperor in the West
  - (c) King of the Franks
  - (d) Bishop of Burgundy6. \_\_\_\_\_
7. The ceiling of the Sistino Chapel was painted by
  - (a) Leonardo
  - (b) Michelangelo
  - (c) Raphael
  - (d) Mantegna7. \_\_\_\_\_

8. The last successful invasion of England took place in  
(a) 800  
(b) 1066  
(c) 1215  
(d) 1588 8.\_\_\_\_\_
9. In the fourteenth century the English Parliament gradually won control of the government by  
(a) waging wars against several kinds  
(b) demanding privileges in return for granting new taxes  
(c) publishing documents such as Magna Carta  
(d) increasing the membership of the House of Lords 9.\_\_\_\_\_
10. The hero of the battle of Trafalgar was  
(a) Nelson  
(b) Simon de Montfort  
(c) Napoleon  
(d) Disraeli 10.\_\_\_\_\_
11. John Milton's masterpiece is  
(a) Frankenstein  
(b) Paradise Lost  
(c) The waste Land  
(d) The Merchant of Venice 11.\_\_\_\_\_
12. Charles Darwin's book the Origin of Species is about  
(a) evolution  
(b) early man  
(c) the monkey  
(d) the study of history 12.\_\_\_\_\_
13. Richelieu centralized the government of France by  
(a) creating a cabinet  
(b) abolishing the Estates-General  
(c) making the nobles dependent on the king  
(d) instituting a new fiscal system 13.\_\_\_\_\_
14. The ideals of the French Revolution were spread all over Europe by  
(a) Marie Antoinette  
(b) the Church  
(c) Napoleon's armies  
(d) the Protestants 14.\_\_\_\_\_

15. Cezanne influenced all contemporary  
(a) painting  
(b) writing  
(c) architecture  
(d) music 15. \_\_\_\_\_
16. In the Middle Ages the chief industry of the Low Countries was the manufacture of  
(a) woolen cloth  
(b) silk fabrics  
(c) religious articles  
(d) fine steel 16. \_\_\_\_\_
17. A great scholar who lived in the Low Countries at the time of the Renaissance was  
(a) Darwin  
(b) Erasmus  
(c) Michelangelo  
(d) Goethe 17. \_\_\_\_\_
18. The Moors ruled Spain for almost  
(a) a century  
(b) five hundred years  
(c) eight centuries  
(d) a thousand years 18. \_\_\_\_\_
19. The Spanish artist who is best known for his painting of religious subjects is  
(a) Velasquez  
(b) Goya  
(c) El Greco  
(d) Dali 19. \_\_\_\_\_
20. The soldier who conquered Sicily for the Kingdom of Italy was  
(a) Mazzini  
(b) Garibaldi  
(c) San Martin  
(d) Mussolini 20. \_\_\_\_\_
21. A great Italian musician and orchestra conductor who was much loved in the United States is  
(a) Toscanini  
(b) Volta  
(c) Galileo  
(d) Caruso 21. \_\_\_\_\_

22. After 1871 an important aim of Bismarck's foreign policy was to  
(a) obtain England's colonies  
(b) overthrow the royal family of Austria-Hungary  
(c) isolate France  
(d) get control of Alsace-Lorraine 22. \_\_\_\_\_
23. A great scientist who fled to the United States from Nazi Germany was  
(a) Einstein  
(b) Hegel  
(c) Roentgen  
(d) Diesel 23. \_\_\_\_\_
24. All the Scandinavian countries are  
(a) Communist-dominated  
(b) ruled by dictators  
(c) peaceful and progressive  
(d) overcrowded and impoverished 24. \_\_\_\_\_
25. The Russian ruler who tried to introduce western ideas was  
(a) Genghis Khan  
(b) Peter the Great  
(c) Vladimir I  
(d) Ivan the Terrible 25. \_\_\_\_\_
26. The modern Russian writer who refused the Nobel Prize for literature because of Communist pressure is  
(a) Tolstoy  
(b) Pasternak  
(c) Gorki  
(d) Chekov 26. \_\_\_\_\_
27. The Chinese built the Great Wall to keep out the  
(a) Mongols  
(b) Turks  
(c) Tibetans  
(d) Japanese 27. \_\_\_\_\_
28. The Japanese patriotic worship is called  
(a) Shinto  
(b) Samurai  
(c) Buddhism  
(d) Bushido 28. \_\_\_\_\_



29. A popular form of Japanese art is the  
(a) ancestral portraits  
(b) statues of the royal family  
(c) woodblock prints  
(d) Buddhist wood carvings 29.\_\_\_\_\_
30. The great patriot of South America is  
(a) Peron  
(b) Bolivar  
(c) Hidalgo  
(d) Juarez 30.\_\_\_\_\_
31. Wilson's fourteen Points included all of the following except  
(a) freedom of the seas  
(b) a league of nations  
(c) independence for Poland  
(d) an end of communist propaganda 31.\_\_\_\_\_
32. The permanent headquarters of the United Nations is in  
(a) San Francisco  
(b) New York  
(c) Paris  
(d) London 32.\_\_\_\_\_

DIRECTIONS: Write either T for True or F for False after each of the following statements.

33. Prehistoric man was able to settle down because he learned how to build a sturdy hut of stone. 33.\_\_\_\_\_
34. The art of Egypt and the Fertile Crescent shows little religious influence. 34.\_\_\_\_\_
35. Cuneiform writing was usually done on soft clay which was then baked. 35.\_\_\_\_\_
36. The training received by Spartan boys made them more likely to act and think independently. 36.\_\_\_\_\_
37. Greek scientists sought to discover the laws of nature because they knew that the resources of their peninsula were running out and could not be replaced. 37.\_\_\_\_\_
38. The Punic Wars ended with neither Rome nor Carthage gaining a decisive victory since they were so evenly matched. 38.\_\_\_\_\_

39. Roman law introduced a new concept, justice, to replace the revenge motivation of earlier law codes. 39. \_\_\_\_\_
40. Rome was finally destroyed by the Huns in 476 A.D. 40. \_\_\_\_\_
41. Some of the Hebrew prophets taught that Jehovah was the god of all people, not only of the Hebrews. 41. \_\_\_\_\_
42. The division of the Roman Empire in 395 A.D. had little effect on the Church. 42. \_\_\_\_\_
43. The Middle Ages lasted from about the fall of Rome to Columbus' discovery of America. 43. \_\_\_\_\_
44. Medieval kings were usually extremely powerful because they ruled over many lords and knights. 44. \_\_\_\_\_
45. Gothic cathedrals are dark and gloomy structures with massive walls. 45. \_\_\_\_\_
46. The crusades were not entirely religious expeditions for some of the crusaders were adventurers while others were simply looking for a chance of personal gain. 46. \_\_\_\_\_
47. One important result of the Renaissance was loss of power by the Church. 47. \_\_\_\_\_
48. Martin Luthur was the only person to speak out against the Church. 48. \_\_\_\_\_
49. The Romans were the first inhabitants of the British Isles. 49. \_\_\_\_\_
50. The Spanish Armada was defeated by a much larger English navy. 50. \_\_\_\_\_
51. The main political parties in Great Britain today are the Labor Party and the Liberal Party. 51. \_\_\_\_\_
52. The greatest name in English literature is that of William Shakespeare. 52. \_\_\_\_\_
53. One reason for the power of Louis XIV was that he was careful to keep the nobility vigorous and active politically throughout France. 53. \_\_\_\_\_
54. The Congress of Vienna attempted to restore Europe to its pre-French Revolution condition. 54. \_\_\_\_\_

55. Though small countries, Belgium and Holland competed actively in the race for colonies and managed to assume control of large territories. 55. \_\_\_\_\_
56. The three most powerful groups in modern Spain have been the nobility, the clergy, and the large landholders. 56. \_\_\_\_\_
57. Mussolini and the Fascists had done such a thorough job of eliminating Communists that today there are few members of that party in Italy. 57. \_\_\_\_\_
58. Frederick William, the Great Elector, started Prussia on the way to military power when he created the General Staff Corps. 58. \_\_\_\_\_
59. Bismarck's "blood and iron" policy was in reality a strong belief in democratic principles. 59. \_\_\_\_\_
60. Hitler and the Nazis bitterly attacked the Jews because they were proven unpatriotic. 60. \_\_\_\_\_
61. Norway, Sweden, and Denmark are on the same peninsula. 61. \_\_\_\_\_
62. Poland was wiped off the map of Europe by powerful neighbors because of the weakness of her government. 62. \_\_\_\_\_
63. The Tartar invasions left their mark on Russia in that the Russian rulers learned to be despots. 63. \_\_\_\_\_
64. The Bolshevik Revolution took place during World War I in the month of March, 1917. 64. \_\_\_\_\_
65. The Hindu caste system was meant to provide a series of steps by which an untouchable could rise to a position of authority if he so chose. 65. \_\_\_\_\_
66. Modern Indonesia was at one time part of the Dutch empire. 66. \_\_\_\_\_
67. Sun Yat-sen believed that China needed to get of foreign domination before the lot of the people could be improved. 67. \_\_\_\_\_
68. The Moslem conquest of North Africa took place while Europe was entering the Middle Ages. 68. \_\_\_\_\_
69. The largest country in South America is Argentina. 69. \_\_\_\_\_

70. Latin American suspicions of United States' motives were lessened by the means used to obtain rights for building the Panama Canal. 70.\_\_\_\_
71. Many South American countries have an abundance of mineral resources. 71.\_\_\_\_
72. The commander-in-chief of the Allied Armies in World War I was General Pershing. 72.\_\_\_\_
73. In the period between the wars, the United States pursued a policy of isolationism and would not join the League of Nations. 73.\_\_\_\_
74. D-Day was the invasion of France by United States, Great Britian, and their allies on June 6, 1944. 74.\_\_\_\_
75. The Truman Doctrine was issued to announce to the world that our attempts to contain communism were over. 75.\_\_\_\_
76. Middle Eastern nations do have economic problems though all of these countries are rich in oil resources. 76.\_\_\_\_
77. The Security Council of the United Nations is responsible for the maintenance of world peace. 77.\_\_\_\_
78. Wilson's Fourteen Points were proposed as the basis for ending the war, but they were not all carried out. 78.\_\_\_\_
79. Moslems accept some Christian teachings as valid. 79.\_\_\_\_
80. Hideyoshi's dream was to Chriatianize all of Asia. 80.\_\_\_\_
81. Argentina and the United States have had misunderstandings in the past because the United States has severely limited the amount of wheat and beef that enters our country. 81.\_\_\_\_
82. Throughout China's history, the most respected class were the scholars. 82.\_\_\_\_
83. India and Pakistan are now considered to be on the side of the Soviet Union in the cold war. 83.\_\_\_\_
84. Denmark has been able to do little to improve her agricultural output because of her extremely poor growing conditions.84.\_\_\_\_
85. The terms of the Versailles Treaty were an important factor in the weakening of the Weimar Republic. 85.\_\_\_\_



86. The Spanish Civil War proved to be a battleground for Fascists and Communists. 86.\_\_\_\_
87. All nations in the British Commonwealth of Nations are on an equal footing. 87.\_\_\_\_
88. The Norman conquest of England did much to turn that country away from the barbaric north. 88.\_\_\_\_

DIRECTIONS: Match the terms on the left with the definitions on the right by writing the correct letter in the space provided.

- |                          |   |          |
|--------------------------|---|----------|
| 89. a. Aristotle         | Pharaoh of Egypt who believed in one god  | 89.____  |
| 90. b. Ikhnaton          | greatest statesman of Athens  | 90.____  |
| 91. c. Joan of Arc       | Greek philosopher   | 91.____  |
| 92. d. Newton            | Roman emperor who gave Christianity equal status with other religions in the empire | 92.____  |
| 93. e. Adam Smith        | apostle to the Gentiles   | 93.____  |
| 94. f. Charles Martel    | Renaissance statesman, poet, and financier  | 94.____  |
| 95. g. Pericles          | king of the Franks who stopped the Moors at Tours                                   | 95.____  |
| 96. h. Constantine       | greatest figure of the Scientific Renaissance                                       | 96.____  |
| 97. i. Hugh Capet        | Lord Protector of England during the Commonwealth                                   | 97.____  |
| 98. j. Paul              | economist who recommended the policy of free trade                                  | 98.____  |
| 99. k. Lorenzo de Medici | first of the line of French kings that began in the tenth century                   | 99.____  |
| 100. l. Oliver Cromwell  | peasant who led the French to victory against the English in the Hundred Years War  | 100.____ |

## APPENDIX C

## Sociological Approach

## Lesson Plan

Subject: World History

Part: Africa: Continent of Tomorrow

Problem: How can we make this experience interesting and worthwhile?

Goals: A. After this experience the student should be further enlightened about the various African cultures, as evidenced by:

1. His identification of their music, art, and literature.
2. His evaluation of their way of life.

B. After this experience the student should better understand why these nations desire independence, as evidenced by:

1. His understanding of what imperialism and independence mean.
2. His readiness to accept the solemn equality of nations by not viewing them as inferiors.
3. His awareness of what nationalism can make people do.
4. His knowledge of balance of power, neutrality, and foreign aid.

C. After this experience the student should have furthered his skill in reflective thinking, independent and semi-independent study, as evidenced by:

1. His ability to find resource materials related his problems.
2. His willingness to speak reflectively from an objective standpoint.
3. His ability to function effectively in committee activities.

1-29-70

#### Lesson Approach:

For the next 20 minutes, I would like you to look at the subject of Part 20 and tell me the first thing or things that come to your mind.

Now turn to pages 634-636. Read the geographic setting and perspective then look at the map of Africa and imagine yourself living in one of the countries. After you have done this, I am certain you have many puzzling questions. Please jot them down on a sheet of paper.

#### Lesson Development:

##### Problem Clarification:

From our general overview of Africa, a number of unanswered questions probably stand out. For example, is there a possibility there might be a United States of Africa? Are the African nations leaning toward Communism? What influence does the United States have in Africa? How does Northern Africa differ from Southern Africa? Are all Africans black? What is the ratio of black and



white on this dark continent? How influential is religion and which predominates? (List several questions students raise on chalkboard).

Let us take a look at our questions for a moment. Can we establish some meaning from them? Let us see if we can use our questions to help us develop a few major concepts.

Assignment. Examine each of the areas developed and decide which concerns you presently. You might have several questions in one area and none in another, but at least give some consideration to each area. You may use your text as a reference.

We are interested in questions raised by the author of the textbook only in-so-far as they represent your own thinking. The questions for which you feel some concern are the important ones. If no questions are posed that interest you, turn in a blank paper indicating how you feel toward the assignment.

At this point, we will form separate "buzz groups" for each identified area of interest. During the buzz sessions we will attempt to correlate our questions.

Select a leader and recorder, then list and rework your questions. Next, add other questions which seem appropriate. For your "buzz group," reproduce a question list for each pupil and add two or three questions, if this seems necessary for the accomplishment of major objectives. Development of Learning Activities:

Now that you have studied the list of questions in each area, you see the task before us. What is your preference regarding committee assignments over the identified areas for investigation?

Committee "buzz group." Our task is to find the answer to our list of questions and to somehow provide the class with these answers. What are some possible sources of information? (List on chalkboard).

1. magazines
2. books
3. newspapers

Now move into your committees and organize for action, first carefully selecting a leader and a recorder. Work out an appropriate division of labor. I will visit each group.

Collecting Data:

At the conclusion of each day's activities, I want you to indicate progress for that day and to indicate problems. The recorder should submit this report after each class period.

Looking Ahead-Anticipating reporting techniques. Now that we have had an opportunity to work on problems for two or three days, let's turn our attention to reporting techniques. What are some possibilities?

(List).

1. Sociodrama
2. Role-playing

3. Oral reports
4. Informal debates
5. Informal lecture
6. Panel discussions

Standards. What standards should we establish for the presentations?

(List).

Examples:

1. Limit to 15 minutes long
2. Not to be read
3. Separate findings from your own opinion

Organize for Reporting:

At this time you should decide upon techniques for your group presentations. Leader will discuss plans with your instructor.

How should the presentations be evaluated? List some possibilities.

Examples:

1. Group evaluation of individuals, class evaluation of groups
2. Written test
3. Objective test

From this list (as groups) decide upon preferences. (Reporters meet with instructor to resolve differences).

Class Presentations:

Each student should list questions as they arise. (Ask during question period).

Summary:

Now as a result of our experiences, let us formulate major ideas or concepts which have emerged from these experiences.

It should take approximately three weeks to finish this unit. Students will be guided into making their own decision through pre-planning. The teacher utilizing this technique should develop several resource units. To do less would be unfair and undemocratic.



## Traditional Approach

## Lesson Plan

Subject: World History

Part: Judaism, Christianity, Islam

Problem: How can we make this experience interesting and worthwhile?

Goals: A. After this experience the student should be further enlightened about the various religions, as evidenced by:

1. His identification of similarities between the various major religions.
2. His ability to see them more as faiths of real people, people who are asking the same questions that we are.

B. After this experience the student should better understand these religious faiths, as evidenced by:

1. His understanding that in the midst of all the religions of man there stands one so incomparably superior that no significant religious truth is to be found in any of the others which is not present in equal or clearer form within this religion itself.
2. His awareness that each major religion contains some version of the Golden Rule; moreover, all regard man's self-centeredness to be the source of his troubles and seek to help him in its conquest.

3. His awareness of the importance of the urgency of a universal religion, a living, cohesive force that will emancipate mankind, that will overcome the dangers of arrogant nationalism and the doctrines of self-interest, hatred and violence.
  4. His realization there is no greater way to depersonalize another than to speak to persons of religions different from our own without also listening. Those who listen in the present world work for peace built upon understanding and mutual involvement in the lives of others. For understanding, at least in realms as inherently noble as the great faiths of mankind, brings respect, and respect prepares the way for a higher power, love-the only power to quench the flames of fear, suspicion, and prejudice, and provide the means by which the peoples of this great earth can become one to one another.
- C. After this experience the student should have furthered his skills in comprehension, as evidenced by:
1. His ability to pass a teacher made test
  2. His willingness to reflect on various aspects of religions

3. His ability to take notes
4. His ability to answer questions at the end of each chapter in the text

Lesson Approach:

Today, each student will write a well-organized essay depicting why the study of this unit is or is not important and what you expect to get from a study of same.

Tomorrow, you will bring in questions at the end of chapters 18 and 19. We will have a class discussion of both chapters.

The teacher will lecture on Islam tomorrow, please come prepared to take notes.

Students will bring in questions at the end of chapter 20 and do all of the activities on pages 163 and 164. Pupils will begin drilling for a test prepared by the publisher. After administering the test, it will be recorded.

Vita was removed during scanning