

L.A. 44

2 of 6

8th Grade

6/7/14  
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8-3 and 8-4

Semester Report May 19, 1944

Coradell J. Crain

### Reading;

We read both aloud, and silently, the stories from the books, "Trails" and "Ventures"! The sections from which we read in "Ventures" were: Exciting Tales. Notable Persons, Our America, Making the World Safer and Better, Up and Down the Earth, Animals Tame and Untamed, Deeds of Daring, Playing and Joking. The groups from which we read in "Trails" were: Humor in Poetry, Humor in Prose, Companions in Service, and Other Homelands.

### Spelling:

We completed the spelling notebook by taking the daily lessons and sectional reviews. In this study we learned the definitions and use of words, the synonyms and antonyms, and the prefixes and suffix of the words. The last few weeks were spent learning the correct spelling of one hundred and more spelling demons.

### Grammar:

The classes completed and graded fifty-three language exercises, this year, using Tressler's English in Action as a supplement. This study included all parts of speech, sentence sense, word usage, classification of phrases and clauses, capitalization and punctuation.

They were also given sectional reviews and tests, which covered the study many times. Each Monday, extra work was given, such as, cross word puzzles, cryptograms, etc.

**Social Studies:**

From the "New World and Its Growth," we studied four units, drawing maps and working on individual projects as an aid to the study. We supplemented this work by the study of the globe, road maps, the atlas maps and reading material, and the book, "The Building of Our Nation."

Coradell J. Crain

BI-MONTHLY REPORT

Prior to March 18, 1944

8<sup>3</sup> and 8<sup>4</sup> General Education

English Grammar:

We have completed a section of reviews, drills, and quizzes on pronouns and their uses, also their classifications. The next section will be on verbs.

Spelling:

The words in the last two or three units have been studied by syllables. We have learned the prefixes, the root, and suffixes. The word is then pronounced by syllables with the accent placed correctly. As the word is pronounced, the meaning is discussed.

Reading:

The three stories, "Two Teeth Missing", "Dogs Who Lead", and "Fumbles" were read silently and discussed orally by the students.

Social Studies:

For a general review, each student has drawn a map and placed the name and capital of each state we have studied thus far. The other states will be filled in as we study them.

If the map is large enough, the students can fill in any other interesting material they have learned.

Project:

Some very clever and original photo essays were handed in to be graded on the following basis:

- a. Original plan and idea
- b. Sentence structure of idea
- c. Correlation of photo and essay

The picture was to tell most of the story with the essay merely furnishing additional detail.

8-3 and 8-4 General Education

Spelling: We completed units 1 to 24 in our spelling books, learning also, the pronunciation and the use of each word. In order to help retain the definition, as the word was pronounced, it was written in a sentence. During the study of these units we reviewed prefixes, roots, suffixes and parts of speech.

We had a sectional written review at the close of several units.

Our next work will be on new words and word demons.

English Grammar: We've been studying verbs: regular and irregular; complete and linking; active and passive voice and the conjugation of them. In conjugation we took a verb through all six tenses. Following these weeks of study, a written review was given. It seems it is necessary for us to continue the study of verbs along with one beginning study on capitalization and punctuation.

Reading: In the book Ventures we have read an equal number of stories aloud and silently, with a written or an oral discussion following.

In Trails we've read several poems aloud (p. 231-242) and a humorous prose (p. 256) "How I Killed A Bear."

To encourage outside reading - we're requiring a written book report to be turned in.

Social Studies: We completed reading Unit 6, "Making a New Nation" and wrote a review quiz over that material. We found many important facts, dates and famous person's names in this unit. Among which was Benjamin Franklin. We discovered the Post magazine carried his picture on the cover page, so we now have it on our classroom walls.

"Touring the North Central States" is the title of unit 8, which we are finishing by an oral discussion of the 36 review questions, on p. 316.

As addition material we are writing an alphabet story of this unit such as: "A is for Akron, where many tires are made."

Unit 9, our next unit, is, "A Trip Through our New South."

BI-MONTHLY REPORT

PRIOR TO FEBRUARY 29, 1944

8<sup>3</sup> and 8<sup>4</sup> General Education

English Grammar:

The classes have done special work on sentence structure and sentence sense, with emphasis on the use of specific words and phrases. Each word is classified as a particular part of speech according to its use in the sentence, which we learned by use of oral drills and written exercises.

We have stressed capitalization and punctuation, as used in letters, in general sentences, quotations and names of books or articles.

A general oral review preceded a test of five parts which included, capitalization, punctuation, choice of words, parts of speech and correcting an entire sentence. (for the 'above' and for spelling).

Each student has on hand an English drill sheet on which he may work, and upon completion, may turn in for correction.

Spelling:

Daily lessons are being studied as the book suggests as a general rule.

Reading:

We finished the story of "Trueboy" which was being read aloud by the teacher to the students. They have asked to begin another book, which seems to mean that they comprehend easier when it is read to them, than for them to read for themselves.

In the book Ventures the classes have been reading stories especially of the 'photo-essay' type. At present each one is to complete an original 'photo-essay' of his own, to be turned in during the first week in March. This takes some library research.

Social Studies:

The unit on the Middle Atlantic States seems to progress slowly for we're reading it all aloud in class. We've done no writing or drawing during this unit--we've only referred to maps and pictures given.

Oct. 1943

UNIT REPORTGeneral Education - 8<sub>3</sub> - 8<sub>4</sub>

Within the first week the students became well acquainted with each other, and were ready to elect their class officers. The officers, in turn, appointed certain necessary committees, one of which was a social committee, who planned a party for the benefit of the Tuleans.

The first social studies unit was, "Finding a New World," taken from The NewWorld and its Growth book. pp. 1-36. An oral discussion "over-all" completed the unit.

The second unit, just begun, is "When Indians Roamed America", ppl 37-78. The class has been divided into groups of four or five in order to work on a particular (group chosen) project in connection with their reading. A written review will complete this unit.

The reading unit includes 5 stories from the book Contact. Reading tests are taken from Progress on The Reading Roads as well as suggestive reading helps. The skills learned from this book are then transferred to any other type of reading done.

Each student has a manila folder in which he keeps his papers for grammar (such as the dittoed copies) and in his notebook he writes assignments and sentences which are dictated to him.

Spelling words are taken from the reading material when necessary, and from the regular individual spelling workbook.

Each class has had some current-event reading and some library and dictionary experience, which will continue probably once a week at least.

General Education

The 8<sub>4</sub> and 8<sub>3</sub> classes have completed the unit on "Indians" after having read from their regular study books and from supplementary materials.

Each student or a group of students were responsible for an Indian project to be handed in. Also, each student or a representative from each group gave an oral report before the class, explaining or describing the project.

On Grammar lessons are being done individually and through class study. The work is either dictated to the class or "dittoed-copies" handed out to them.

The Spelling books are a success, I believe, for they provide such a thorough study of the spelling and pronunciation of each word.

A reading speed test for each pupil, has been given. The "Progress On Reading Roads" book used for this purpose.

Reading for comprehension and recreation has been taken from the book, "Contact!"

General Education

An all-inclusive test was given over the Indian Unit after a thorough oral review had been made over the material. The previous project reports helped them in review. Spelling was checked along with the answers, and the misspelled words were noted and studied.

A new unit has been begun on - "Journey Through the Southwest" - pages 79-121, in "The New World and its Growth." The class read pages 79-82 aloud discussing and asking questions concerning the material as we read.

Each pupil is drawing a map of the southeast region and placing on it, the mountains, the coastal plain and the Piedmont Plateau.

On pages 120 and 121 there are project suggestions from which each individual or group is to choose.

The Contact book is still used for reading and each class has had two oral discussions and one written quiz over this reading.

Every day the class has been given an oral grammar drill over parts of speech, kinds of sentences, etc. Some days they take sentences down in their notebooks as they are dictated. The dictation is a lesson, too, in as much as they are to listen carefully to the 1st reading before writing. Upon the 2nd reading they should finish the sentence and should have written it neatly.

8<sub>3</sub> and 8<sub>4</sub> General Education

Coradell J. Crain

November 1-15

We have continued daily in our spelling books, learning words, definitions, accents or pronounciations and using the words in a sentence.

The English grammar has included prepositional phrases, adjective and adverbial phrases, objects of prepositions and objects of the verb. I have dictated some of the work to them and the other work was on dittoed copies.

Each class has gone to the library for encyclopedia study, after which each student gave an oral report.

Current Events have been read and discussed, and in some cases written. The Junior Scholastic Victory Quiz is generally of interest to the pupils and they work out the answers on paper.

One unit in Social Studies is on the "Southeastern States". Each one drew a map and colored it according to a scale suggested, or an original scale. Mountain areas and plateaus were marked on some, on others were drawn or pasted on, the crops grown in the various southeastern states.

We learned how to read a newspaper from our Progress on the Reading Roads page 37 - and for a (good) example we used the Denver Post.

From the "Contact" book we have read several stories-- some silently, some aloud--and either discussed or wrote the answers to definite questions on the story.

## UNIT REPORT

Coradell J. Crain

Nov. 15 - Dec. 1

General Education - 83 and 84

### SOCIAL STUDIES:

We have begun our reading on a new unit, "A Visit to New England" - pp. 123 - pp. 167 in "The New World and Its Growth."

### ENGLISH GRAMMAR:

A general quiz was given over the following: nouns, pronouns, verbs, adverbs, conjunctions, prepositional phrases, and infinitive phrases.

In order to find subjects, predicates, and objects, one had a couple days of diagraming.

Each student wrote a theme of any original nature. Some were read in class and we found many mistakes on the agreement of the subjects and verbs; therefore, we are conjugating verbs. This will teach the agreement of a singular pronoun and the verb. They will automatically learn the subject pronouns.

### SPELLING:

We are learning to divide a word into certain syllables and we are learning the diacritical marks to be placed over the vowels.

7th and 8th Grade - Bi-monthly Report

Dec. 1 - Dec. 15

Miss Coradell J. Crain

We have spent the majority of our time, this quarter on written and oral English, by the use of drills and exercises. We feel we now know sentences according to the rules, and that we can go on from there into making the sentence interesting.

Spelling has been studied from our regular spelling work-books especially, however we have found many errors in our written work. Or perhaps, the word has been misused, and it is necessary to check on the definition. Or the division of the word is wrong, and we need to look up the syllables.

Spelling graphs have been interesting to watch and several are proud of a straight 100% record.

A comprehension quiz was given over the story "Flying Cloud" page 279 from "Contact", and oral discussions were held over two shorter stories from the same book.

Each pupil was given a chance to choose a story and to illustrate it, as if he were going to send it to the author to be used with the story. We comment on the especially fitting pictures, and the originality of the one who drew the picture.

Next week, we are having oral book reports at which time the pupil may use a written outline only.

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The assembly council gave its second assembly on December 16th at which time, students were given a chance to lead, participate or to introduce a speaker. The plan for future assemblies is based upon pupil participation under the sponsorship of some one class. We plan to keep them rather informal and interesting.

We feel that manners and behavior has improved in our assemblies, and that our main drawback now is to get boys and girls to fill in the empty chairs instead of standing in the back.

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The glee club girls have been co-operative beyond measure, and I know of no other group as willing to put in extra outside hours as they have. The time during school seems limited because of the lack of my time.

Teachers too, have cooperated with us on any plan we make in order that the plan can be fulfilled successfully.

The girls are anxious to join the high school glee club for the Christmas Program.

CHRISTMAS

PROGRAM





Song by School

Christmas Prayer.....Dorothy Fuchigami

Play....."Reindeer on Relief"

Scene I.....A City Street

Piano Duet.....Florence Kanda

Dorothy Fukuda

Scene II.....Interior of an

Humble Cottage

Group of Songs.....SIX GIRLS

Scene III.....The North Pole

Cast of Characters

Girl on Haddock.....Agnes Kawamoto

Salvation Army Santa Claus.....Kenneth Ichikawa

Passers-by:.....Grace Isomura

Florence Kajiwara

Joyce Kashiwase

Joy Kawamura

May Kado

Alice Ikesaki

Mieko Iseri

Dorothy Fukuda

Helen Funatsu

Betty Hori

Goro Kawamura

Jimmy Hironaka

Masahi Itano

Mother of Johnny and Mary.....Irene Doi

Newsboy.....Freddie Furuta

Johnny.....Suzura Hirano

Mary.....Joyce Hirano

Granny.....Masako Hashizuka

Explorer.....Iro Hamamoto

Dancer.....Yoshimi Fujii

Prancer.....Takao Kakiki

Mrs. Jack Frost.....Tomiko Kanzaki

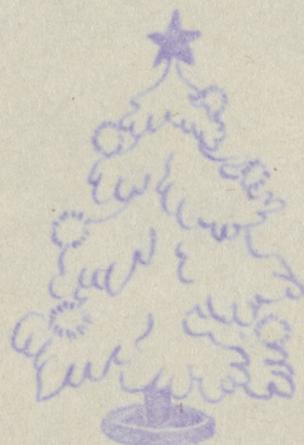
Jack Frost.....Hideo Karatsu

Santa Claus.....Everett Fujihara

Jeanne.....Masako Kasai  
Elizabeth.....Norma Fukumitsu  
Gretchen.....Doris Kanawishi  
Fur coat.....Jack Hamada  
Prop Man.....Eddie Ito  
Director.....Tomiko Kanzaki  
Wardrobe.....Agnes Kawamoto  
Joy Kawamura

Song by School

THE 7-1's WISH YOU, ONE AND ALL, A VERY MERRY CHRISTMAS!



8th  
13.57

R E P O R T

This report covers the work done in the 8-1 and 8-2 General Education classes for the period from March 13, 1944 to April 21, 1944.

In Spelling, we have completed a unit every week in the Goals in Spelling workbooks. We have just completed unit 24.

In English, we have done considerable review work of the parts of speech, the possession of nouns, and the tenses of verbs. I have given Mastery tests to find weak points and have stressed them. I have correlated composition with the work of the Social Studies. After the first projects were handed in, I noticed that the big weakness was to copy pages from books. I'm working on this now, stressing written answers in "your own words." We have used our Current Events for Reading and Oral Reports. There is a great need for the study of speech and proper delivery.

We have completed pages 319 to 407 in The New World and Its Growth. This was a study of the South. Much supplementary reading was done. Additional bulletins and information were obtained from various places. A complete unit of work was done by each student on some interesting subject pertaining to the South. Some of them were pretty good. They helped me as a new teacher to find weaknesses and what points to stress. I think that I graded them a little freely but I feel that is always best for a new teacher. If I were too close, I might kill some of the enthusiasm. It is easier to correct than it is to motivate. Some of the subjects were:

1. Maps of all kinds, including product, relief, Civil War, cotton, etc.
2. Papers on--
  - a. Cities
  - b. States
  - c. Missouri River and Steamboats
  - d. Mark Twain (our River Author)
  - e. Crops of the South
  - f. The Civil War
  - g. Civil War Generals
  - h. Eli Whitney and the Cotton Gin
3. Collections of Negro "spirituals"

Our study not only covered the geography of the southern part of the U.S., but also the history of the South. Every one found the South to be an interesting place and many found places where they thought that they would like to relocate.

Now, we are started upon the study of the West. This holds the children's interest because they have lived in part of the West. At present, we have great plans.

Ellen Jane Beery

## REPORT

This is a report of the work covered by the 8-1 and 8-2 classes since I came to teach them in March 1944.

We read Unit 5, Folklore and Legend, and Unit 6, Builders of America, in Contact; Unit 9, Role of Art, and Unit 10, Outside of Books in Exploring New Fields; stories to supplement Social Studies in Working for Democracy; and Current Events.

We completed the Goals for Spelling workbooks and spent the last two weeks on spelling demons.

In Language we studied:

- Subject and predicate
- Nouns and verbs
- Action verbs
- Tenses of verbs
- Pronouns
- Possession of nouns
- Adjectives and adverbs
- Prepositions and conjunctions
- Capitalization
- Synonyms, antonyms, and homonyms

This covered pages 191 to 361 in the Junior English in Action. We used considerable mimeographed drill work and did some composition work also.

In Social Studies we completed pages 319 to 453 in The New World and its Growth. This covered:

- The South
- The West
- Alaska
- Hawaii
- Other Islands in the Pacific

All these subjects were supplemented by outside reading, special reports (both oral and written) and extra projects.

Ellen Jane Berry

Activities in General Education <sup>13.52</sup> 8, 84

May 17 to May 31.

The unit on Colorado was continued and the major objectives for this period were:

1. Continuation of the geographical background of Colorado, stressing especially the natural regions and how geographical factors affect the lives and occupations of the people.

2. Studying the leading industry of the state, which is agriculture and its various phases.

Books that were used: The Pupil's Workbook in the Geography of Colorado, pages used were 8, 9, 20, 21, 22, 24, 28, 30, 32 and 34. Material gathered by teacher and ditto maps of Colorado also supplemented the workbook.

The study of verbs was also reviewed and studied at this period. The major objective was, to understand the grammatical principle of tense and agreement of verbs.

The procedure in general was to discuss orally all new material. To check for understanding written work was handed in at the close of each period.

Books which have been used are the text "Junior English in Action" by Tressler and Shelmadine, "English in Action" Practice Book.

Spelling words during this period were taken from their unit in Colorado; Horn-Ashbough Speller 8 and the Colorado Course of Study, grade 8.

Beulah Strain

Amache Junior High School

Activities in General Education for 8, 84  
June 1 to 15, 1943

The unit on Colorado was concluded during this period. The major objectives were:

1. Studying the mineral resources, and how Colorado uses these resources.

2. Various other phases were briefly studied namely: National Forests; Colorado as a Playground; The Colorado State Flag and Seal.

To culminate the unit, each pupil chose a topic concerning Colorado and gave a talk.

A test was given over the material at the conclusion of this unit.

Books that were used: The Pupils Workbook in the Geography of Colorado, supplemented by material gathered by teacher.

For English we started to study adjectives and adverbs but spent most of our time on our Colorado unit. The major objective was: What adverbs and adjectives are and the use of each in a sentence. Books which have been used are the text "Junior English in Action" by Tressler and Shelmadine; pages 247 to 250 and duplicated test sheets.

Spelling words for this period were taken from Horn- Ashbough speller 8 and the Colorado Course of Study, Grade 8.

Each pupil handed in a written book report during this period.

COLORADO WALK TEST

1. Name the three main natural regions of Colorado:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. The two National Parks in Colorado are \_\_\_\_\_ and \_\_\_\_\_

3. Name the four large rivers which have their sources in Colorado:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

(The following are true or false)

4. Colorado was included in the Louisiana Purchase. \_\_\_\_\_

5. A portion of Colorado was included in the Mexican Cession. \_\_\_\_\_

6. Colorado was once a part of Florida. \_\_\_\_\_

7. Lieutenant Zebulon Pike was sent out by the government to explore Colorado. \_\_\_\_\_

8. Long's Peak was named in honor of an explorer. \_\_\_\_\_

9. Owing to variations of surface and altitude, Colorado possesses many varieties of climate. \_\_\_\_\_

10. Rainfall is greater in the plains than in the mountains. \_\_\_\_\_

11. Pikes Peak is said to be "the highest mountain in the world whose summit is reached by a railroad." \_\_\_\_\_

12. The state that has the greatest area of irrigation is Colorado. \_\_\_\_\_

13. Colorado's leading industry is agriculture. \_\_\_\_\_

14. Wheat is raised only on irrigated farms. \_\_\_\_\_

15. Colorado ranks first in the production of sugar beets. \_\_\_\_\_

16. Corn is the most valuable crop in Colorado. \_\_\_\_\_

17. The chief hay crop of Provera County is alfalfa. \_\_\_\_\_

1. Colorado fruit is sold in the large cities of the East. \_\_\_\_\_
2. Colorado's leading industry is mining. \_\_\_\_\_
3. The leading mineral product is coal. \_\_\_\_\_
4. Manufacturing is an important industry. \_\_\_\_\_
5. Denver is known as the Mile High City. \_\_\_\_\_
6. Colorado depends upon her National Monuments for water to irrigate. \_\_\_\_\_
7. Colorado is the lowest state in the Union. \_\_\_\_\_
8. Very few tourists visit Colorado each year. \_\_\_\_\_
9. We live in Prowers County. \_\_\_\_\_
10. The two kinds of farming are irrigation and dry-farming. \_\_\_\_\_
11. Colorado's climate is one of the most unhealthy in the world. \_\_\_\_\_
12. Colorado is the Spanish name for RED. \_\_\_\_\_

SUMMARY OF UNITS TAUGHT IN 8 and 84

2357

For the first unit of the semester the 8<sub>1</sub> section decided that they were interested in learning about the discovery of the New World; so we studied "Unit I Adventure--Finding a New World" in the New World and Its Growth. As supplementary reading we read original documents pertaining to early explorations and explorers in Logie and Beeby: From Columbus to Lincoln. In keeping with this unit we studied about the development of the map and also learned something about reading maps and using the globe.

At the same time the 8<sub>4</sub> group decided that they would like a unit on modern inventions; so we studied about the movie and the radio--a unit "Miracles of Sight and Sound" was found in Contact. In this unit we not only read stories about movies and radio and its developments, but also a radio and a movie script. Oral reviews of movies and radio programs were made by some. As projects some pupils made miniature radio, walkie-talkie, movie camera, amateur radio station, and recorder.

A chance remark on the heroes of the second world war brought about a desire to read hero stories. Thus the 8<sub>1</sub> and 8<sub>4</sub> were launched on a story unit, "The Spirit of Heroism" found in Contact. We read stories about heroes, past and present. We criticised the stories orally and then wrote individual criticisms of at least one story. In connection with this we decided to write imaginary stories with ourselves as the hero of a tall tale. While learning to criticise stories, we also learned to write book reports and learned how to make interesting reviews of books. We handed in one written book report and made an oral book review before the class.

Our next large unit was on the Indians of North America. We used "Unit 2 When Indians Roamed America" in the New World and Its Growth as basic reading material. We found supplementary reading material, stories of Indian life, in Action. From the library we also had a few books dealing with North American Indians.

During our work in the various units we found that we needed old fashioned grammar drill. So we spent two weeks reviewing sentences and the parts of speech (noun, pronoun, verb). Later in the semester we expect to get in more grammar work.

We had no special spelling and word usage unit, but from our readings we made lists of new and difficult words. From our written work we made lists of the most frequently mis-used and mis-spelled words. We studied these words, learned to spell

2.

and use them, and also had short written quizzes on spelling and usage.

Before our unit on Colorado, we spent a week in new and review work in learning to read maps and graphs, learning to use the atlas and the globe. Our present unit is on Colorado, its history and geography.

## UNIT: A STUDY OF COLORADO

### INTRODUCTION

Colorado, the center of class interest, after the unit on community life in Amache had been completed, not only introduced the pupils to the natural regions of the state, the products, the early history, the industries, and minerals; but emphasized the different types of community life within Colorado.

### DEVELOPING THE UNIT

#### I Approach

- we have done this*
1. Class discussion of regions seen from the train as the California children came into the state.
  2. Study of life in the Center lead to questions about the climate the size of towns in Colorado, the attitude of of the people towards the Center, etc.

#### II STUDY OF HISTORY OF THE STATE

- we have done this*
1. Early History
    - a. Indians
      - (1) Mesa Verdo, etc.
    - b. Spanish
    - c. Building of state
      - (1) Louisiana Purchase 1803
      - (2) Mexican Cession 1848
      - (3) Texas Annexation 1850
    - d. Local History
      - (1) Santa Fe Trail
      - (2) Big Timbers
      - (3) Early Pioneers

References:

- "Building of Our Nation", Barker, Commanger, and Webb
- "Pupil's Workbook in the Geography of Colorado",  
William D. Blaine
- "Colorado", Hagen
- "Story of Colorado", Chapman

Activities:

Several days were spent learning general facts about maps.

Maps were drawn showing land annexations, and study reading:

"Progress on Reading Roads", Spencer, Johnson, Robinson.

1. Map reading - pp.429-438
2. Roads and their maps - pp.439-443
3. Maps Tell Stories Quickly - pp.44-450
4. The Atlas - pp.451
5. Graphs - pp.453-469

*We have done this part*

III STUDY OF NATURAL REGIONS OF COLORADO

1. Chief Divisions: Plains, Mountains, Parks, Plateaus  
Note: Emphasis was placed on each natural region. The surface features, climate, and natural resources affected by the life of the people.

*Just beginning this*

2. Climate:

1. Variations in climate
2. Effect of Climate on Living  
Climate influences people in their way of living and working.
  - a. Determines kinds of crops
  - b. Dry land farming vs Irrigated farming
  - c. Soil Conservation study

IV INDUSTRIES

A. Farming:

- I. Kindsoof Farming
  - a. Products
    - hay
    - beets
    - grain
    - broom corn
    - beans

Truck Crops

II. Stock Farming

- B. Mining and Quarrying
  - I Gold Rush and influence
  - II Extent of minerals
  - III Non-metallic minerals:
    - Oil
    - Gas
    - Clays
    - Fluorspar
    - Building Stone
- C. Water Power Resources
  - Colorado use of water power, dams rivers, etc.
- D. Commerce and Industry
  - Development of Factories
  - Value of Coal Supply
  - Sources of Colorado Income
- E. Transportation and Communication
  - Railroads
  - Air Transportation
- F. Forest Resources
  - 1. National Forests
  - 2. Conservation
  - 3. Grazing
  - 4. Reforestation
  - 5. Recreation
  - 6. Roads
  - 7. Game Problem - Protection
- G. Recreational Opportunities in Colorado
  - 1. National Park
- V State Flag, Flower, Motto, Birds, etc.
  - This became a research study.

### III Evaluation:

1. Map drill to locate sections which have been studied and helped pupils to understand maps.
2. Oral reports based on study during the unit gave a chance for oral expression.
3. Participation effective - class discussions encourage research.
4. Objective tests on information and understandings about Colorado introduced experiences in reporting information.
5. References

### IV Culminating

An exhibit of booklets and pictures collected was arranged by a class committee for guests who visited camp.

In bottom drawer of filing cabinet there are individual folders with pupils' work (maps, compositions, spelling tests, etc.) in them.

All Colorado material will be returned to Miss Catherine Rudy - ref. books, atlas, training materials, maps, etc.

In the grade book, sometimes there are 2 grades ( $\frac{5}{u}$  or  $\frac{5}{u}$  or  $\frac{5}{u}$ , for example) the lower grade is for language and the upper for thought; contents, comprehension.

### Suggestions for Art Classes

1. Study of Colorado Indian Art.
2. Maps-- story or picture maps of Colorado, relief map of Colorado.
3. Use of Colorado flowers, trees, and other plants for design.
4. Make port folio or folder for Colorado unit.

Report of Work Done;  
Ending February 29, 1944  
8-1 & 8-2

U3.57

General Education

Aim: To improve oral work, to teach pupils to think on their feet, to give pupils confidence in themselves.

Classwork has been concerned with plays, book reports, and radio plays. Pupils read and acted out parts in plays. Each pupil gave an oral book report or report on some interesting happening. Groups wrote and produced radio plays.

Sentence structure has been studied with attention to clauses and phrases.

Aim: To understand the background of our country and its growth.

The class studied the Revolutionary War, its causes, campaigns, and causes. Further study was on the Constitution, the Articles of Confederation and the Three divisions of power.

Spelling covered a unit each week.

Current Event Study.

Texts

The New World and Its Growth pages 227-265

Contact pages 221-276

Junior English in Action pages 297-310

Don A. McNaughton

*Don A. McNaughton*

Bi-Monthly Report

Period of January 1 - 15, 1944

Donald McNaughton

General Education 8-1 & 8-2

Text:

Junior English in Action Book II  
Section 8 Punctuation Pages 280-295

Punctuation marks were studied with exercises and blackboard work to give experience in the use of these. Additional exercises were taken from Junior Unit in English. Considerable oral work has been used.

Text:

The New World and Its Growth Pages 219-227

1. The Adventures of George Washington
2. The French and Indian War

This is an introductory part to the colonies previous to the Revolutionary War. Additional material was read in Trails The Grey Champion

Emphasis has been placed upon oral work and much has been done along this line.

The Junior Scholastic, Weekly Reader, and Current Events were used extensively for current world news.

Considerable progress has been made in some of the social skills.

Units 13 and 14, Goals in Spelling, Grade 8, were completed.

General Education  
8-1 and 8-2 work

Don McNaughton  
Oct. 18-31, 1943

8-1 and 8-2 work covered a study of the South-eastern states of the United States with attention to the history of these states. The principal industries at the present time were also discussed.

Certain phases of geology, such as the formation of chalk beds, drowned river mouth inlets, and sandstone were discussed.

Latitude and longitude also came up for discussion.

Current events were studied with the help of the Junior Scholastic.

Studies in English reviewed nouns, pronouns, and adjectives. Improvement of written work has been made in regard to completeness of sentences.

Considerable oral work has been done incidental to regular study work, in order for pupils to gain poise and confidence.

Forty-four words in spelling were studied.

General Education  
8-1 and 8-2

Don McNaughton  
Nov. 1-16, 1943

Social science study covered New England. The founding of the early colonies there, as well as New England today, was studied. Students made stick figures in the form of "comic" strips to show the life and industries of the early colonists.

New England today, involved the industries there, the natural advantages of this section for manufacturing, and disadvantages of farming. In story form, a manufactured product was traced from the procurement of the raw materials to the completion of the finished product.

The class studied and practiced parliamentary procedure. Minutes of meetings were written in approved form. This work was necessitated because of deficiencies in knowledge of form and order at class meetings.

Current events were studied with emphasis upon geographical locations of places in world news.

Synonyms, vocabulary building, and improvement in spelling were studied by the use of adjectives. Adjectives, as a part of speech, were used to improve and make picturesque sentences. Sentence structure, in this manner was emphasized.

The usual two weeks' spelling words was completed.

8-1 and 8-2

Don McNaughton  
Nov. 16-30, 1943

The English class has been working on plays as a means of developing poise, confidence, correct grammatical usage and enjoyable activity.

The Grand Cham's Diamond, The Three Wishes and A Little Bit of Heaven were read and points were presented in class.

Small groups of students wrote short plays and arranged to present them for the class. In uniting these plays, an attempt was made to provide the use of effective adjectives.

Social studies covered the topic of New England as it is today. This included the study of manufactured products and economic reasons for New England being a manufacturing center.

New England's fishing was discussed. Pupils who were familiar with commercial fishing activities on the California coast gave reports to the class.

Present day happenings were covered in current event topics. Inflation and its dangers was the main topic.

General Education  
8-1 and 8-2

Don McNaughton  
Dec. 1-15, 1943

- Aims:**
- To secure a knowledge of the history of our country.
  - To appreciate the forces which tend to make the U. S. a "melting pot" of many nations.
  - To secure a knowledge of the Middle Atlantic States as they are today and their importance.

Unit 5 - Through the Middle Atlantic States  
Pages 169-216 in The New World and its Growth

This unit includes the historical background of New York state, the geographical factors which make it unusually important today, and its place in our present day activities.

Several interesting factors were brought into the discussion, such as transportation above, on, and under the ground, the importance of elevators, population of New York as compared with other cities in the U. S. especially California cities and other cities with which students are familiar. Causes, to some extent, of juvenile delinquency were brought out in the topic on slums.

Rip Van Winkle, as a background reading of the old Dutch inhabitants of New York, proved interesting.

Oral testing was done in the form of a quiz program with a M. C. and teams of students.

English (formal work)

- To improve use of pronouns.
- To improve punctuation of sentences.
- To improve oral and written English.
- To build a vocabulary of words of common use.

English work was largely concerned with pronouns. The unit on this was completed as far as formal work. Pages 210-222 - Junior English in Action. Testing materials taken from Junior Units in English were used.

The diagnostic test (Page 280) showed a deficiency in the use of semicolons and quotation marks. Explanations were given on the blackboard, and exercises (pages 291, 289) were worked. Blackboard work with contests was used to stimulate interest.

Humorous poetry, Casey at the Bat, Uncle Auley, The Stuffed Owl, The Blind Men and the Elephant (pages 232-247) in Trails was read to develop an understanding

General Education  
8-1 and 8-2

Don McNaughton  
Dec. 1-15, 1943

of poetry, to arouse interest, and to give a reading background for further poetry reading.

Advanced pupils have been doing research in marionette building with the object of determining the advisability of making marionettes and working out plays to be used in a show.

Spelling- Unit 7 and 8

The Junior High Co-op Council met and discussed the changing of clerks for the co-op. Christmas decorations were made for the store.

Unit Report  
Sept. 7 - 30

General Education  
81 M. Andow

3.52

The first unit undertaken by the class was on Living With Others. In connection with this theme the class discussed and read about how friends can be made and kept. In preparation of the incoming Tuleans the different students wrote reports on the various divisions in Amache -- such as the fire department, education, hospital. This was bound in form of a scrapbook with illustrations and drawings by the pupils.

The second unit had to do with discovering the Americas. Starting with the European background leading to discovery, many of the early explorers were studied. Their routes were traced on the map of the world.

### Skills

#### Reading -

discussed various kinds of reading materials and how they should be read. Worked for speed and comprehension.

### Grammar

Because the students were weak in noun possessives some time was spent on possessives.

Emphasized the writing of complete sentences.

Written language

Summaries of different accounts were written.

Unit Report  
October 1 - 15

General Education  
M. Andow  
8<sub>1</sub>

Topic of the unit -- American Indians

Development -

introduced through questions  
Committee work - committees were chosen to  
represent different Indian groups - reports were  
made in the form of a scrapbook.

Test was given on the main Indian groups.

Reading

Indian legends  
Indian stories

Skills covered

1. Social Studies  
Unit on how to read social studies - reading  
exercises.
2. Reading  
Vocabulary and comprehension stressed - some  
oral reading drill.
3. Grammar  
Introduction of verb tenses (pupils find  
tenses difficult to master)
4. Written language  
Further practice in summary writing - develop-  
ment of paragraph through the use of certain words.
5. Spelling - spelling book was followed in the  
order directed in the book.

Current topics

Discussion on the attitude of U. S. toward  
Russia and Russia's attitude toward England and the  
United States.

Unit Report  
October 15-22

General Education  
M. Andow

Subject Matter

- (1) Indians
- (2) Newspaper
- (3) Southeastern States

Objectives

- (1) Develop a better understanding of Indians and learn something about their contributions to the whitemen.
- (2) Develop a better reading ability of the newspaper and study its contents.
- (3) Study the development of the southeast from discovery to the present day.

Procedures

- (1) Unit on the Indians being almost completed it was finished Oct. 15. Test given. Projects were handed in.
- (2) Study how the ability to read newspapers can be developed  
Seven types of contents.  
Discussion on where contents are placed.  
Newspaper articles read.  
Newspapers brought to class and the contents and where they are placed discussed.
- (3) Study the geography first  
English and Spanish background  
Development to present time

(exercise on completing an outline given in order that pupils may later develop own outlines).

Maps drawn.

May 1st to 15th

E. Komatsu

## Units of Work

13 57

8,984 (General Education)

The first week was spent in studying maps - how to read maps, use the globe and atlas, how to read charts and graphs - as preparation for a social studies unit on Colorado. The second week was spent in learning a little about Colorado history. We studied about the early inhabitants, the Spanish and French explorers, and the gold rush which increased the population. We made maps of Colorado showing the natural regions and another map showing the route followed by the explorers and also showing how Colorado was built up through the Texas annexation, the Mexican Cession, and the Louisiana Purchase. We spent one period viewing colored slides of Colorado's Rocky Mountain region - through courtesy of Miss Eudy.

Next week we intend to spend some time studying natural

resources and industries of Colorado.

April 15 to 30

E. Kemmler

8<sub>1</sub>, 8<sub>4</sub>, 7<sub>4</sub>

## Units of Work for General Education

Not having the necessary material for the Colorado unit, the eighth grade <sup>(8<sub>1</sub> & 8<sub>4</sub>)</sup> sponsored it and took up a unit on parts of speech as did the 7<sub>4</sub> group. The same procedure and same lessons were used with all three groups since for most of them this unit was a review.

A diagnostic test on nouns was first given, and it was found that most pupils had no difficulty in recognizing nouns. So after a few drills, oral and written, in the recognition of common and proper nouns, the pupils went on to the study of pronouns. Here the 7<sub>4</sub> had some difficulty, so this group spent more time on the proper use of the pronouns and the agreement of the pronoun and its antecedent than did the 8<sub>4</sub> and the 8<sub>1</sub>. Our next lesson

was on the recognition of verbs.

Along with this the pupils learned how nouns and pronouns are used as subject, object, and predicate nominative of verbs. To conclude the first part of the unit a test on the recognition and use of pronouns, nouns, and verbs were given. In order to see what the pupils had learned about the structure of sentences, the 7<sub>y</sub> were asked to write <sup>and illustrate</sup> an account of an imaginary journey. The 8<sub>y</sub> and 8<sub>s</sub> were also asked to write compositions - a summary of an article or articles read in any of the current events magazines.

The 8<sub>s</sub> and 8<sub>y</sub> had a spring party. The pupils selected a games chairman (boy) and a refreshment chairman (girl). These in turn chose two or three pupils to act on the committee.

E. Komatsu

April 1 - 15, 1912.

## Units of Work for General Education

8<sub>1</sub> + 8<sub>4</sub> During this two weeks period both eighth grade sections have finished the study of North American Indians in the New World and Its Growth. The pupils made charts comparing the Forest Indians, the Plains Indians, and the Pueblo Indians - their homes, foods, occupations, weapons, tools, transportation methods, etc. Miss Shuck spent a period with each class speaking about the Indians of the Southwest with special emphasis on the New Mexico Indians. Later we visited Miss Shuck's room to view her Indian wares.

Each day <sup>the pupils</sup> devote some time to their individual Indian projects, making clay bowls, model Indian villages, picture maps showing Indian reservations, reading Indian stories, learning to make moccasins, tapes, tom-toms, war bonnets.

They have just begun to study the history and geography of Colorado. As an introduction they have read the chapter in the New World and Its Growth which deals with the West. Next week Miss Rudy will show the classes some colored slides of Colorado which will give them an idea of how the other

parts of Colorado look like - far different from  
this sandy, dusty, windy wasteland in which  
we now live.

The two 8<sup>th</sup> grade sections and the 7<sup>th</sup> group  
have taken current events test. The results  
were poor. During our current events day  
we read aloud and discussed Latin American  
countries in relation to the United States  
and our war program.

74 This group finished the unit on the Persian  
Gulf countries. Some time was spent in taking  
notes on what we read and using the notes  
in our class discussion of the lessons.

We are now working on a grammar unit.  
in recognizing sentences. We have learned  
how to correct comma faults, run-on sentences,  
fragmentary sentences, and how to punctuate  
sentences. We have also touched upon the  
four types of sentences. The next two weeks  
will be spent on the parts of speech.

E. Komatsu

General Education  
Units of Work March 16-31

8, 84, 74 Spelling tests twice a week. Procedure -  
Tests given without pupil preparation. In  
the simple mechanics of spelling the results  
are very good, but in word usage the results  
are only fair. After the tests the class is drilled  
in spelling the words most misspelled. Then  
oral work in explaining the meaning and usage  
of words follows.

8, 85  
Written book reports were handed in.  
The pupils were permitted to choose any books  
interesting to them and asked to state why  
they found the stories good reading. The classes  
were given two periods to read the books,  
but most of the work was done at home  
or after their regular <sup>assigned</sup> work was finished.  
Before reports were written the classes dis-  
cussed what constitutes a good book report,  
setting up requirements for this written work.

A unit on the American Indians have  
been started. Our basic material is  
found in the New World and Its Growth,  
but stories of Indian life are read in Action.  
The instructor supplements these materials

with additional information about art, history, geography. Books on Indian life have been checked out from the library and <sup>are</sup> kept in the classrooms. These may be read by pupils in their free time. Woodland Indians and the Plains Indians have been studied, and we expect to go on to the Pueblo Indians and to Indian poetry.

74 The 7<sub>4</sub> group has been studying Assyrian and Babylonian life to follow up the unit on Egypt. This class uses Other Lands and Other Times and Nations Beyond the Seas for its texts. Supplementary information about the arts has been found in the library and given to the pupils. Some pupils have been thinking of projects for this unit and are working on them.

We have had a short unit on how to study. Information was found in Dressler & Shelmadine: Junior English in Action. Study habits and rules have been discussed and set up by the class. They have tried to summarize their study materials and have tried to take notes. This group has also learned how to use the index of a book.

If possible the following weeks will be devoted to grammar work.

Units of Work for Gen. Ed.  
March 1 - 15, incl.42-3  
24-25

In both the 8<sub>1</sub> and 8<sub>4</sub> we have spent some time on spelling and word usage. After a class discussion and lesson on spelling and how the words are used in sentences, we have a short spelling test. Then we use most of the words in a short composition. We have had frequent dictionary lessons along with the spelling, since a great many words were unfamiliar or difficult ones.

Most of the two weeks were spent in a short reading unit in all classes (8<sub>1</sub>, 7<sub>4</sub>, 8<sub>4</sub>). In introducing the unit a speed and comprehension tests were given. The purpose and results <sup>of the</sup> tests were discussed with the class and the need for increased reading emphasized. We next took up the various ways we could improve our reading speed and comprehension. After this the 8<sup>th</sup> grade read four short hero stories while the 7<sup>th</sup> graders centered their reading on animal tales. We discussed the stories in class, analyzing why we enjoyed certain stories and why we didn't enjoy others. Short written tests

for comprehension were given. We concluded  
the reading assignment by writing  
stories and essays, either true or  
imaginary, about heroes or animals  
we had known. We followed  
up this reading assignment with a  
lesson on how to write good, entertaining  
book reports. In the week to come we  
will read books and make written  
reports on them.

Feb. 1-15

8, + 8<sub>4</sub> In the eighth grade the two weeks were spent in the review of certain English fundamentals. The pupils had a list of new and difficult words selected from their readings. This list was used for a series of spelling quizzes. When it was discovered that the majority were letter perfect in spelling but could not use the words in sentences, so we did a little dictionary work and spent some time in learning to use the words in sentences. This brought out the fact that the children did not know how to construct coherent sentences. Thus we did some work in sentence construction emphasizing the fact that a sentence must contain a subject and a predicate.

In the 7<sub>4</sub> class we followed the same procedure in the study of new words found in our reading; however, we not only studied about sentence structures, but we also reviewed the unit on "Building Paragraphs." The new words were used in compositions in which the pupils supposedly used their newly acquired knowledge of paragraph building.

## Units of Work, December 1-15

8, &amp; 84

These two classes are still reading and learning from ~~the~~ Working for Democracy. We have read about and discussed the qualities we must all possess in order to insure a working democracy. <sup>(The need for trained intelligence, unit I)</sup> Questions were asked by the pupils relative to their present confinement or regimentation: "If we are citizens, why are we in concentration camps?" "They tell us we are citizens and put us in camps. So that fair?" "Are they scared of us?" "Is the U.S. a real democracy?" "Will they let us go back home?" To answer such questions we discussed the heavy responsibilities of free citizens in a democracy and the necessity for all citizens to make personal sacrifices (among them rationing of necessities, curtailment of luxury buying, longer working hours, etc.) during abnormal wartime conditions.

A written current events quiz followed the current events hour in which the class read the Scholastic, Life, Junior Observer, Current Events.

The written work of the pupils showed

that they needed help with their English usage, so Treasler's workbook has been used for drill and practice on pronouns.

74. The seventh graders finished up unit I in Other Lands and Other Times by writing a short article on how the pre-historic men improved upon tools, weapons, transportation, meals, clothes, agriculture, etc. They also illustrated these papers with a series of drawings or cartoons.

Certain noisy pupils in this class decided to give talks on current events or on subjects <sup>which</sup> will introduce our next unit on Egypt, and they did so. The materials were found in the Old World and its Gifts, in the encyclopedia in the library, in the weekly newsmagazines, and in the daily newspapers, or heard over the radio. A class discussion of general news items followed the reading of the weekly newsmagazines.

Some time was spent in studying and spelling words which the pupils mis-used or misspelled in their compositions. Treasler's Junior English in Action was used to study the building and punctuation of sentences. This work will be continued with drills in Treasler's workbook.

A field trip was taken by this 74 group under Miss Yamazaki's guidance. The two general education periods were given over to this project; ~~and~~ <sup>and</sup> in order to help the pupils write an intelligent report of the trip, they were instructed on how to make science reports. Their "scientific" reports of the field trip were corrected for clarity, grammar, and interest.

In all three of the classes a few periods were taken up by the achievement tests.

## Units of Work, November 15 - 30.

8, 9, 8<sub>4</sub>

Three classes have been working on the unit "Democracy Today." We have read stories, poems, essays of early American life and the beginning of democracy in the New World. At the same time we have studied stories and articles dealing with democracy today. Our current events studies have been tied in with this same theme. For Thanksgiving we read about the first Thanksgiving and had a discussion on the many blessings we were thankful for, contrasting the first Thanksgiving and the many pleasant ones we know. Study of new and difficult words found in our reading has been followed up by short quizzes in the spelling and use of these words.

14 This class worked on the unit "People of Long Ago Taught Us To Live in Safety and Comfort." We have read short chapters in the text, "Other Lands and Other Times," given oral reports on subjects dealing with pre-historic ~~animals~~ times, and a period was spent in discussing the evolution of man, dinosaurs, and other pre-historic animals. Our current events studies emphasized the reading and discussing of news articles dealing with modern invention and discovery, which make

life safer, easier, and more comfortable for all of us. Compositions were written telling how the pupils would manage to survive if stripped of all modern conveniences and necessities. These boys and girls had many ingenious ideas on the subject. This work showed a need for spelling and punctuation lessons which will be taken care of in the following weeks.

## Units of work, November 1-15

8, &amp; 84

The eighth graders spent two weeks on a unit on "Living with Others" found in Dressler's Junior English in Action. The work began with a self-trait on appearance and personality traits, discussion of friends we like to have and ended with writing letters to friends. In this unit emphasis was placed on the fact that good conduct was just as necessary and important in the classroom as at an outside social gathering. Compositions on friends and friendships were written. Errors in these written works were explained and corrected in class. Misspelled words were studied, followed by a short spelling quiz. Current events in the newsmagazines (Scholastic, Current Events, Junior Review) were read and discussed in class. Most of this reading and discussion tied in with the "Living with Others" theme. The emphasis on teamwork in this unit will lead gradually to the next unit on the democratic way of life.

74 The seventh grade is using Kilty's Other Hands and Other Times for study (Unit 2 - People of Long Ago Taught Us to Live in Safety and Comfort). The class started with a general discussion of what one would do if lost in the woods with absolutely nothing except the clothes he happened to be wearing at the time. From this the pupils learned that most of our everyday necessities, comforts, and luxuries were handed down to us from other ages. Using this as a stepping

stone. The pupils studied about the beginning of civilization, pre-historic times, and also the beginnings of democracy. In some unexplained manner this class spent two ~~days~~ periods discussing animals - pre-historic and present - everything from dinosaurs to rattlesnakes and cottontails. One pupil brought in a baby rattler and proceeded to "pickle" it to the great interest of the class - this was for Miss Yamasaki's science class. A highly entertaining composition on what to do if lost in the woods were written by some members of the class. Outstanding mechanical errors are placed on the blackboard, explained to the class, and corrected. In connection with the animals of pre-historic times, stories on the wild animals of today were read and enjoyed by the class. In returning one of the class's earliest compositions on hobby, mention was made other practical and interesting hobbies ~~and read about~~ in Actions <sup>(Growth in Reading, I)</sup> Current events were read by the class and discussed orally. The boys usually want to talk about airplanes; the girls seem uninterested in and apathetic toward world events.

Comatsu.

Units of work for General Education

74, 81, 84

Oct. 12 - 31

The first week was spent in getting the pupils acquainted with the school, its organization and personnel. Some time was spent making class schedules, map of the school grounds and rooms. In order to acquaint the teacher with their backgrounds, the pupils were asked to write a short narrative account of themselves. Informal talks were given by the pupils to introduce themselves to the class and to tell about their trips from California to Granada. At this point interest in tracing their journeys on maps was aroused, and a few days were spent in map-making. A quiz program with questions ~~dealing with~~ ~~about~~ about the camp was held in the classes. This led to the question of making friends with people from Santa Anita and Merced. Naturally, questions dealing with good sportsmanship, gang organization, courtesy in school and out, etc. were discussed at great length in class. This

interest pointed the way for the next unit  
"Living with Others" (Unit I in *Drexler*) on  
which we are now working. <sup>"Schelmadine"</sup>

L430

ACTIVITIES IN GENERAL EDUCATION 82, 83  
May 15 - June 1  
Catharine Ludy

The verb study begun during the first of the month has been continued during this period of study. The major objective has been to improve the use of verbs in the students' written and oral work. Emphasis has been placed on the agreement of verbs and subjects. This has been done to a large extent through the use of drill exercises. The books used for drill exercises. The books used for drill have been the text, "Junior English in Action" by Shelmadine and Tressler; "English in Action Practice Book"; and the mimeograph sheets 14-17.

The "English Establish themselves on the Atlantic Coast" was the general theme followed in the history study. Some reference work was done in the library. Pp. 91-140 were studied in the text "The Rise of Our Free Nation". In order to better learn the relationship between big ideas the chapters were outlined. A brief study of the correct form for outlining was introduced at this point of the study.

The poem "The Landing of the Pilgrim Fathers" by Felicia Hemans pp. 141-142 Trails was memorized after a careful discussion of the poem was held.

Spelling words during the period were taken from the Horn-Ashbaugh speller 8, pp. 11, 13 and from pp. 132, 163 in "Rise of Our Free Nation".

Report of the Activities in I. E. 82, 83  
May 1 - May 15

Catharine Ludy

Much of the time during the two weeks period has been spent on grammar drills with the emphasis placed on the correct use of verbs.

The major objectives have been

1. To recognize and be able to correct the common errors in the use of verbs.

2. To understand the grammatical principles of tense and agreement

3. To use correct verbs habitually

The books which have been used

"Junior English in Action" by  
Tressler and Shelmadine pp.

223 - 239.

English in Action Practice  
book and mimeograph material

The procedure in general has been to discuss in class each new angle of the verb study, then read with the pupils the material in the text, then write and correct the drill exercises in the drill book and special sheets.

To provide for individual differences the pupils who made a hundred per cent on a diagnostic test were excused from some of the exercises. All pupils were encouraged to bring to class verb errors which had been noticed outside of class. These were put in an "Error Box" for general class discussion.

To articulate more closely the verb study and the history study, themes were written

Page 3

on some phase of colonization suggested in the reading assignment.

The history assignment for the two weeks included material on the American colonization period. "The Rise of Our Free Nation" pp. 61-88; and pp. 38-77 in "The Building of Our Nation".

In order to more closely connect the art work with the work done in General Education several members of the class have made designs for notebook covers based on colonization subjects; others have made designs for room curtains.

General Education  
Catherine Leedy

UNIT: A STUDY OF COLORADO

INTRODUCTION

Colorado, the center of class interest, after the unit on community life in Amache had been completed, not only introduced the pupils to the natural regions of the state, the products, the early history, the industries, and minerals; but emphasized the different types of community life within Colorado.

DEVELOPING THE UNIT

I Approach

1. Class discussion of regions seen from the train as the California children came into the state. *begin the study*
2. Study of life in the Center lead to questions about the climate, the size of towns in Colorado, the attitude of the people towards the Center, etc.

II STUDY OF HISTORY OF THE STATE

1. Early History

- a. Indians
- (1) Mesa Verde, etc.
- b. Spanish
- c. Building of state
  - (1) Louisiana Purchase 1803
  - (2) Mexican Cession 1848
  - (3) Texas Annexation 1850
- d. Local History
  - (1) Santa Fe Trail
  - (2) Big Timbers
  - (3) Early Pioneers

References:

- "Building of Our Nation", Barker, Commanger, and Webb
- "Pupil's Workbook in the Geography of Colorado", William D. Blaine
- "Colorado", Hagen
- "Story of Colorado", Chapman

Activities:

- Several days were spent learning general facts about maps.  
Maps were drawn showing land annexations, and study reading:  
"Progress on Reading Roads", Spencer, Johnson, Robinson
1. Map reading - pp.429 - 438
  2. Roads and their maps - pp.439 - 443
  3. Maps Tell Stories Quickly - pp.44 - 450
  4. The Atlas - pp.451
  5. Graphs - pp.453 - 469

III STUDY OF NATURAL REGIONS OF COLORADO

1. Chief Divisions: Plains, Mountains, Parks, Plateaus  
Note: Emphasis was placed on each natural region. The surface features, climate, and natural resources affected by the life of the people.
2. Climate:
  1. Variations in climate
  2. Effect of Climate on Living  
Climate influences people in their way of living and working.
    - a. Determines kinds of crops
    - b. Dry land farming vs Irrigated farming
    - c. Soil Conservation study

IV INDUSTRIES

A. Farming:

~~I. Kinds of Farming~~

~~Ia. Products~~

hay  
beets  
grain  
broon corn  
beans

*II Kinds of Farming*

*A* Truck Crops

*B*. Stock Farming

B. Mining and Quarrying

- I Gold Rush and influence
- II Extent of minerals
- III Non-metallic minerals:
  - Oil
  - Gas
  - Clays
  - Fluorspar
  - Building Stone

C. Water Power Resources

Colorado use of water power, dams rivers, etc.

D. Commerce and Industry

- Development of Factories
- Value of Coal Supply
- Sources of Colorado Income

E. Transportation and Communication

- Railroads
- Air Transportation

F. Forest Resources

- 1. National Forests
- 2. Conservation
- 3. Grazing
- 4. Reforestation
- 5. Recreation
- 6. Roads
- 7. Game Problem - Protection

G. Recreational Opportunities in Colorado

- 1. National Park

V. State Flag, Flower, Motto, Birds, etc.

This became a research study.

III Evaluation:

1. Map drill to locate sections which <sup>had</sup> been studied ~~and~~ helped pupils to understand maps.
2. Oral reports based on <sup>the</sup> study during the unit gave a chance for oral expression.
3. Participation effective — class discussions encourage research.
4. Objective tests on information and understandings about Colorado introduced experiences in reporting information.
5. References

*Literary research was encouraged*

IV Culminating

An exhibit of booklets and pictures collected was arranged by a class committee for guests who visited camp.

ACTIVITIES IN GENERAL EDUCATION 8-2, 8-3

JUNE 1 - JUNE 15

*Catharine Ludy*

A study of capitalization and punctuation grew out of an analysis of the punctuation errors found on the written book reviews and essays. The main objectives kept in mind have been to develop an appreciation that punctuation clarifies expression, to see the relation to meaning, and to make one's sentences more pleasing and effective by the addition of oppositives. The reference material used has been taken from "Junior English in Action" by Tressler and Shelmadine pp. 280-296.

In providing for individual differences I found it well to go over the pupil's ordinary written work with him as well as the drill exercises. Those showing a clear understanding of punctuation were excused from taking additional exercises.

A brief study of words often misused or confused was made. Major objectives were as follows:

1. To enrich one's speaking, writing, and reading vocabularies, by learning new words.
2. To find quickly in the dictionary, answers to one's questions about words.
3. To avoid common errors in usage.

A vocabulary test was given to arouse interest in word meanings and to reveal to the leader, wide differences in the vocabularies of the people.

Some time was spent reviewing the use of the dictionary - See pamphlet "Use of the Dictionary." Prefixes, suffixes, and word stems were analyzed in this connection. Practices 3 and 4 served as drill exercises. The Mastery Test 11A and 11B showed a fair understanding of the study.

The study of Early American history has been continued. "The Rise of Our Free Nation" has been studied, pp. 160-202. Some reference material has been read on the topic of "American Independence is Won by Revolution."

The spelling words, during the period, have been taken from the Horn - Ashbough speller, Grade 8, and general review lists. Several oral spelling contests between the boys and girls have added interest to the drill.

Report of Class Activities  
General Education 82, 83

April 15 - May 1

Catharine Ludy

Several days were spent on reviewing grammar with the emphasis being placed upon the correct use of nouns and pronouns. Class discussion, daily drills, and a final test helped the children to see the progress they were making.

Finding a new world has been the theme for the history study. Studying the search for trade lead to the making of maps showing the course taken by the early adventurers. Several

members of the class suggested that each person keep in his notebook a chronological chart of the adventures giving the name, country, the discoveries made, and date for each person as he was studied.

The references used and pages covered during the study are as follows:

- "The New World and its Growth,"  
Meyer, Hamer pp. 1-34.  
"The Building of Our Nation," Barker  
Commager, Webb pp. 1-37  
"The Rise of Our Free Nation," McGuire  
and Portwood pp. 1-57.

Future Plans for history unit:

- Europeans settle in America
1. English establish themselves on Atlantic Coast.
  2. Life in Colonies -

Easter Parties 8<sub>2</sub> and 8<sub>3</sub>  
Catherine Ludy

The Easter parties held by the General Education 8<sub>2</sub> and 8<sub>3</sub> classes were successful in that each pupil had some definite part in planning them. These plans were varied enough so everyone had a chance to do something he especially enjoyed doing.

The committees met and worked hard on plans before the day of the parties; so there was little disturbance in carrying out their ideas.

A baseball and volley ball contest between the boys and the girls was enjoyed outdoors.

Indoor games and stunts were played before a short program and the refreshments were served. The committee in charge of the refreshment period had the experience of planning, buying from the co-op store, and serving their food. They

General Education Activities  
April 1 - April 15  
Catharine Ludy

To understand correct grammatical forms a study of the parts of speech was begun during this period. Nouns were studied with emphasis placed on the spelling of plural and possessive forms. Drill was provided by mastery tests, ditto forms, and original sentences written by the pupils.

The study of pronouns had two major objectives: To recognize a common error in the use of a pronoun and know why the pronoun was wrong; and to use correct pronouns.

As a procedure the meaning of case, predicate nominative,

direct object, object of preposition,  
and indirect object was  
carefully developed. The pupils  
wrote examples of personal  
pronouns used in different  
ways in sentences. A telephone  
conversation added interest  
to the use of "It is he" "I  
wish to speak to Mary. Is this  
she" etc. Much oral and  
written work was needed.

To provide for individual  
differences pupils who made  
a hundred per cent on the  
diagnostic test were excused  
from other drills and tests.

Work was begun on early  
American History. Plans for  
the beginning of the unit are  
as follows:

## I. Rise of the New World

1. Endless Streams of History
2. Search for Trade brought the streams of history to America.

Reference books to be used:

1. "The Building of Our Nation"  
Baker, Commager, Webb
2. "The Rise of Our Free Nation"  
Mc Guire and Portwood
3. "The New World and Its Growth"  
Meyer and Hamer

## Activities

1. Map drawing
2. Story reading
3. Spelling

1.  
General Education Activities

8<sub>2</sub> and 8<sub>3</sub> Sections

March 15 - April 1

Catherine Ludy

Three main objectives have been kept in mind during the study of sentences: 1. To learn to speak and write complete sentences; 2. To differentiate between one sentence and several sentences strung together; 3. To understand the grammatical structure of simple sentences in order to interpret meaning better in both the written and spoken sentence. A need for developing a better sentence sense has been recognized by the pupils in their written paragraphs.

The material for this study has been found in Junior English in Action, Tressler and Shelmadine Book II, pp. 191 - 202. Complete sentences were identified, original sentences were written, and several sentences were combined into paragraphs. These sentences were then broken into the subject and predicate and studied more in detail.

Drill and practice work was based on the mastery tests in the textbook pp. 201 - 202, the drill sheets from the Practice book and Ditto sheets. To provide for individual differences the pupils who

needed additional exercises were given special exercises and help based on Junior English in Action, Book I.

An application in writing sentences was provided by the pupils entering the National Americanism essay contest sponsored by the American Legion Auxiliary. The topic, "Making America Strong" was a difficult yet very challenging subject for the pupils to think about.

### Future Plans

Pupils found in writing their essays that they had trouble spelling plural and possessive nouns. A study of the parts of a sentence

will be made with a major emphasis being placed on the study of nouns. To spell the possessive forms correctly and to know when to use plural and possessive words will be studied and drilled upon.

Current Events and Ventures will provide material for those having extra time.

Report of General Education Activities  
March 1 - 15  
Catherine Ledy

The 8<sub>2</sub> and 8<sub>3</sub> General Education classes have worked hard on their unit: "Improving Our Sentences". Each pupil saw his need for improving his sentences after a discussion of sentences written on reports. Drill and study helps were found in "Junior English in Action", Vol. II, the English in Action Practice Book, and "Steps in Good English", by Akles and Lander. Practice sheets from the ditto pad were used as supplementary drill work to emphasize the parts of the sentence.

Page 2.

In order to become familiar with the sound of complete and well-written sentences, selections were read to the class each day by the teacher.

Report of General Education Activities  
Feb. 1 - March 1  
Catherine Ludy

How well do we read?  
How fast do we read?  
How well do we understand  
what we are reading?

These and other questions introduced a month's study of reading. Weekly charts of reading speed and comprehension were begun. These tests and material for practice in rapid reading were found in the book, "Progress in Reading Reads" by Spencer, Johnson, and Robinson pp. 5 - 68

Stories in the book "Ventures" by Herzberg, Paine, and Warke pp. 1 - 140

were read and discussed. Several written paragraphs were written based on these stories. Spelling words were taken from those missed on the written work.

Current Event magazines gave a splendid opportunity for news reading. Reading a Newspaper, Improving Newspaper Reading, and Skimming the Newspaper were topics discussed based upon material written in Progress on Reading Road pp.

## General Education Activities

Jan. 1 - 15, 1943

Catherine Ludy

The 8<sub>2</sub> and 8<sub>3</sub> General Education classes have concluded that Colorado has become a much more interesting state to them since they have been studying the history of the state, the products, and points of interest. During the past two weeks the groups have spent time compiling material found in newspapers and bulletins into a source file for the school. Class discussions have grown from the questions found by the students when they were filling out the "Pupil's Workbook in the Geography of Colorado" arranged by Williams Blaine. Many an different phases of Colorado life have been shown. "Colorful Colorado" Jan. 3, "Front Range of the Rockies" Jan. 5, "Through the Rockies" Jan. 13, and to conclude the unit on Jan. 22 "Denizens of Colorado Desert" will be shown.

Oral talks and articles have been written by the pupils on subjects

of their snow shaming. A few showed the affect of a good deal of research having been done. A committee arranged these essays and other Colorado project material in an attractive manner for the Lamar guests who visited the camp Jan. 14.

Plans for Jan. 16 - 30.

A. Complete the work begun on Colorado.

1. Source folders
2. Pupils' workbook on the Geography of Colorado.
3. Review of words listed for spelling during the study of the unit.

B. Begin new work suggested by the pupils when class officers were chosen: Review the principles of conducting meetings properly.

Reference: "Fessler and Shelmadine, "Junior English in Action" pp. 62-77.

1. Conducting meetings properly
2. Presiding at meetings correctly
3. Keeping minutes correctly
4. Facility in class discussions
  - a. expressing opinions
  - b. giving reasons
  - c. moving others to opinions

This should prove an aid in forming club groups.

## General Education Activities

December 1 - January 1

Catharine Lucy

The 8<sub>2</sub> and 8<sub>3</sub> General Education classes were turned over to guest teachers while I was busy giving the Kuhlmann - Anderson, Orleans Algebra and the Progressive achievement test to the pupils in the Amache Junior High School.

A study of Colorado was begun by reading stories about the early settlers. Other stories were read in the Democracy Readers. One day each week was spent in the study of current events. Some time was spent on reading maps when the children found they were unable to answer questions about the map of Colorado. "Reading Maps" pp. 429, 450 from Progress on Reading Roads was found helpful. The classes read and discussed the material contained in the booklet "War Geography Atlas". Map discussions and a map quiz were completed. The group then continued with the

study on Colorado. They found  
they now were able to understand  
the geography of the section better.

Nov. 15 To Dec. 1, 1942  
Catharine Ludy

## A Summary of G. C. 82 and 83 Activities

A study of Colorado history grew out of questions asked about the Arkansas River, Lamar, the crops in the area, the mountains crossed coming here from California, etc. The unit was begun by comparison questions dealing with California and Colorado. A discussion of early history with emphasis on Santa Fe Trail, Fort Bent, the Big Timbers proved interesting to the students. Pictures, Chapman's "A Story of Colorado", and the pupil study books are used as source materials.

Nov. 1 To Nov. 15, 1942

Catherine Leidy

## A Summary of Science 7: Activities

"The World in Which we Live" has proved an inspiration for bringing in grasses, seed pods, etc. which they had never seen before. Reports were given by students on the danger from rattle snake, + tularemia.

An investigation of the drinking water situation resulted in letters being written to Mr. Watter pointing out the one drinking cup, the open cans, and the resulting danger of germs, etc.

A trip to the farming area outside the camp was an interesting experience for the children. They spent a few minutes at the Arkansas River. A few discussed the queer-shaped rocks. All made comparisons with the river and those which they knew in California. Having already read material

written about sugar beet production, the group were shown the beets taken out of the field, topped, loaded on trucks, weighed, dumped and loaded on a train.

The visit to see the farm animals was a new experience to the city children. Several had never seen pigs or sheep before.

News reports and letters of appreciation for the trip were written as class projects.\*

\* I have these in my file of interesting papers.

Nov. 1 To Nov. 15, 1942  
Catharine Ledy

## Summary of G. E. 82 and 83 Activities

The 82 and 83 General Education classes have extended their interests from the world in which they live here to those outside the center by writing friendly letters. Each person wrote to a friend he already had, and to a "pen pal". The letters received from the colored students at Walter Academy, Camden, South Carolina, gave a valuable stimulus to the letter-writing unit. Our group felt it was very kind of the colored students to be interested in the problems of the Japanese in centers.

Miss Ludy  
Oct.

## Summary of General Education Work done in 83 and 82 classes

An orientation unit organized around the theme "Living Together" has been the work of the General Education classes 82 and 83. We began by surveying the Amache camp. The members of the class made oral reports on the various phases of camp life and drew maps of the center showing the location of various public utilities as well as the location of homes of class members.

The reading done was taken from "Growth in Reading" pp. 506-610. dealing with contributions others have made toward enriching our lives.

A grammar unit on letter writing resulted from our survey of life together through a class suggestion that we could keep in touch with those with whom we used to live

if we wrote letters to our old  
friends. "English in Action" by  
Tressler and Shelmadine has  
been our handbook for  
writing social letters. See  
pp. 28-45.