

L.A. 43

5 of 7

10th Grade

6/14
C

English - Social Studies 10².
Report: September 5 - September 15
Catherine Ludy

World history is the center around which the work of the English - Social Studies classes will revolve during the Sophomore year.

The first few periods were spent in a pupil - teacher discussion of the work done in the class last year, what needs there are now which were not met last year, and what can be done this year so it will be a valuable time in preparing for the important business of relocating. The class agreed that some time must be spent on improving reading, building vocabulary, learning to speak before groups with greater ease. There was the suggestion that since

current events had been a valuable part of last years work that even more time should be spent in this way this year. It was also agreed that there should be a definite effort made to learn facts about world history in order that a better understanding of today's events may be had.

The text Across the Ages by Capen has been chosen as the basic text for the study of world history. In the short time the class has been together this year only Unit I "The Dim Past" pp. 1-33 has been completed.

Spelling words were taken from the lessons in history. Those learned thus far are addition to the pupils own list are these:

1. physical earth
2. debris
3. continent
4. archaeologist
5. geologist

6. astrologist
7. fossil
8. environment
9. Chronological
10. amphibian
11. dinosaur
12. civilization
13. scientific
14. data
15. monolith
16. humanity
17. domesticate
18. Calendar
19. Prehistoric
20. excavating

Before organizing the class into a club, a short review of parliamentary practice was given. The group had been such a unit that the organization was carried on from last year. The following officers were elected: President, Joe Wada; Vice-President, Lucky Yamaga; Secretary, Meriako Kardsen; and

treasurer, Sue Sueoka.

The entire sophomore class enjoyed a picnic at the Amache Bowl. Mrs. Hapcraft, Mr. Jackson, and Miss Ludy were the sponsors in charge. The class considered the party a farewell for Miss Ludy who greatly appreciated the thoughtful attitude of those present. It is a grand class and will always be one that goes places.

The last few days have been spent on a review of grammar. The exercise book has been used but special drill and class discussions have been carefully worked out. A short drill test completed the review unit. The same test was given to the entire sophomore class so that a more careful check

could be made of the needs
of the class.

Suggestions for new work
The details of the new work
have been written in the
lesson plan book.

History

Unit 2: "The Populated Earth"
pp. 34 - 71 in Capes Across
the Ages.

English

A unit on the use of
the dictionary could be
worked in fairly well
at the beginning of the
year since many new
words are being found
in the history assignments.
Suggestions for such a

study may be found in the
English exercise pad. There
is a great deal of additional
helpful material in the
library.

Monthly Report

English Social Studies
Lowel M. Jackson

10th grade
23.65
Oct. 14, 1944

(A statement of objectives for this course will be found on another page.)

In this class I have decided to use the same text that is being used by the other tenth grade classes-- ~~Across the Ages~~ ^{Mans Great Adventure} ~~Man's Great Adventure~~, the text that was being used, serves as an excellent reference book, but I do not particularly care for it as a text--the reason being that it attempts to deal with single phases of history individually, without reference to the--inexcapable--related factors. With their lack of historical background this seemed to be a rather confusing method of presentation.

We are now finishing a unit covering Egypt and the Near East over a period of approximately 3000 B.C. to 500 B.C. For this unit I prepared a list of thirty study questions the answers for which I require the students to keep in their note books. We also discuss the questions in class. I attempted to hold to a minimum the number of names and dates; rather, I attempted to phrase the questions so as to require interpretation of the subject material. Here is a sample of these questions:

What physical characteristics of Egypt enabled men to (1) farm extensively, (2) build great pyramids, (3) leave many written records.

Today, most of us are "middle class"; what is a middle class person? No such class existed in ancient Egypt. Why? What classes did exist?

Egyptians developed a solar calendar, built canals, great pyramids, were expert workers of gold and precious stones, and makers of fine fabrics. How many scientific developments can you list that would have been required to accomplish all this?

Why do you think that he worshipped the sun and the Nile river? In what ways were his religion the same as such modern Religions as Christianity or Buddhism?

Describe in a few words the location of the "Fertile Crescent"

How did the Phoenicians make their living? What reasons can you give for their being this kind of business men? What do you consider to be their greatest contribution to us?

When you consider that the Hebrews were overrun by the Chaldeans, Persians, Assyrians and Greeks, can you say why they didn't worship the sun, the rain, or the river, Jordan, but instead, worshipped a "God of all the earth"? Can you explain why their great contribution was in social and religious ideas instead of in science, architecture, math, or art?

Compare the code of Hammurabi with the code of Moses.

From this unit I have also built a list of spelling words.

Monday we will complete discussion of this unit; Tuesday we will review by building a test over it. The test, I plan to give Wednesday.

Report

E.S.S. (con)

Our work in English has included a Dictionary unit which, at the same time, reviewed adjectives, prepositions, and conjunctions. For this unit I let the class divide into small groups and build their own test. A copy of this test is included on another sheet.

Also I required an original theme based upon a list of nautical terms which they had developed from a previous unit.

We had our first American Observers of Current Events yesterday. I find that most of the students have very little knowledge of current topics. I plan to have student groups plan and lead discussions of present day topics, in hopes of motivating interest. I have been furnishing the class with Time and the Pacific Citizen--the latter, I note, being read voraciously.

We are now working on a unit dealing with relative pronouns. I plan to finish this unit next week.

As a correlating device between the subjects, I am having the students prepare special written reports upon a specific topic of the period of history that we are studying.

English Test

Unit Two (prepared by student)

Use your dictionary; write correct meaning of underscored word, according to the way it is used: (These words were taken from their history text)

1. Remnants of Egyptian culture are plentiful
The hungry dog ate the remnants of the meal
2. His message was written in code.
The hunter followed the code of the Indians.
3. He reached the age of twenty-one years.
The mastadon failed to survive the Ice Age.
4. Peace and happiness will prevail when we reach the millenium.
The pyramids were build several millenioms ago.
5. "At last" sneered the villian, "you are in my grasp."
The problem was within the grasp of the student.

Underling correct word:

6. Tippy saw the fish and dived (in, into) the water.
7. (In, into) the water he chased the fish.
8. I am sure that she took the apple (off of, off, from) the table.
9. The dog waited (on, for) his master.
10. I walked (in back of, in behind, behind) him all the way.

Supply the missing letters:

11. Tr-----on (The process by which green plants give off excess water thru their leaves.)
12. Di-----n (guidance, management)
13. Ph-----is (the process by which chloriphyl in green plants manufactures food)
14. E--y (discontent at the sight of success of another)
- 15- Et-----e (the body of conventional rules governing social behavior.)

English Test (con)

Find correct definition in dictionary:

16. He was known to be a landlubber.
17. This souwester was worn by the fishermen.
18. His rugged constitution enabled him to withstand the hardships of pioneer life.
19. Her coat was a misfit.
20. The family was indigent.

Cross out the incorrect word or words:

21. The man stood there (like, as if) he wererotted.
22. You bought a book just (like, as) mine
23. (Without, unless) his given permission we cannot go.
24. No one can get on the ship (without, unless) he has a passport.
25. His coat is different (than, from) mine.

Underline the synonym:

26. He is a liberal giver. (free, abundant, nice, generous)
27. The man was (smart, crazy, mad, silly, lazy.) fatuous.
28. I dropped the sponhook when I went on the picnic. (fishing hook, clothes hook, spoon, head hook)
29. My great-grandfather rode in a sedan chair in 1810. (saddle, wagon, coach, covered chair, car)
30. He is a very lean man (fast, slender, weak, muscled, poor.)

MONTHLY REPORT

Lowell M. Jackson
English-Social Studies
Nov. 18, 1944.

13.65

The 10-2 English-Social Studies class has completed a unit on the history of Greece covering the period from the Trojan war up to about 500 A. D. The unit was divided in our text into three main topics:

(1) Early Greece.

This section dealt with the Greek's coming into the Aegean area as a barbarian people and settling down to become business men and scholars. How their development of a capitalistic system affected their ideas of government and led to the formation of democratic idea. How the Greek's inquiring mind caused him to be resourceful. How his independent spirit resulted in the formation of the many city states (Here I endeavored to point out that the geographic nature of Greece was an important factor in contributing to the city-state--a point that was not advanced in the text.) and how only the Persian threat could unite them.

(2) The Golden Age of Greece.

This section covered the comparatively short period of time after the defeat of the Persians and the weakening of Greece through the Peloponnesian wars and the final conquest by Macedonia. The development in science, art, philosophy, architecture, education, government, social welfare etc. were all covered.

(3) The Empire of Alexander and the "Return" of Egyptian Influence.

The final disintegration of the Grecian states and the shift of influence to Alexandria was brought out in the final section. The complete breakdown of democracy and the establishment of kings was emphasized. However, it was pointed out the contributions to education, art and science that came out of the new Egypt.

In this unit I attempted to emphasize the following:

- (a) The contributions of the Greeks to civilization (as mentioned above).
- (b) The comparison of the Greek's "inquiring" mind with the attitude of acceptance of the civilizations previously studied.
- (c) How the democratic idea evolved from the development of the capitalistic system; but, how the failure to recognize the equality of all men could not result in true Democracy.
- (d) To compare the social, economic and political problems of the Greeks with those of today.

In addition to the text work we have read a number of Aesop's Fables; the class correlated a letter writing project in grammar by writing a letter either as a Greek citizen or telling a friend about some phase of the Grecian civilization. We also spent some time discussing Greek mythology. A number of the students are preparing special reports or projects upon some phase of Greek history of their own choice--mythology, the theater, art etc.

I have found that the students benefit by my preparing a list of study questions for each section of the unit; these questions are designed to help the students pick out and to interpret the main points of each section. In addition to these questions, I also prepared an outline of the entire unit designed to aid the students in forming a broad over-view of the unit.

The amount and quality of discussion on this unit has shown a definite improvement over that of any previous work by the class. Most of the members manifest a genuine interest in history. I have taken, however, a full week longer than I had planned on Greece. I find that the vocabulary of the text we are using, Man's Great Adventure, is somewhat advanced for many of my students, and that they need a great deal of help in interpreting what they have read. We do some reading aloud in class; however, time does not permit as much of this as I would like.

As a review the class is writing its own test on the unit. I have found this device excellent in gaining interest, in comprehension of subject matter, and in developing closer student-teacher relationship. We will finish the unit Tuesday and be ready to start a unit on Rome after the vacation.

MONTHLY REPORT (con)

English*Social Studies

In our English work book we have been studying punctuation and capitalization. Included in the unit was a section on letter writing which I correlated with our history unit as previously discussed. I note that the class as a whole has its greatest difficulty in recognizing run-on sentences and incomplete clauses. Participial phrases have also been a source of a great deal of trouble with most members of the class. I have noted this: that whereas the run-on sentence, and the incomplete phrase appear frequently in their written work, the familiar "dangling participle" hasn't been prevalent. It seems to me that the work book is unduly confusing in its treatment of participles.

I plan to finish this unit by Wednesday of the week following vacation.

Current Events have meant a great deal more to the class since we have been getting the Current Events magazine than it did when the class was reading the American Observer which was above their reading level. A recent test has shown that the class as a whole has benefited a great deal by the change. I have encouraged each member of the class to listen to a daily newscast; however, I was surprized to learn that the majority of the students do not have radios in their homes.

This quarter I am requiring at least one book report (oral) from each member of the class. To begin with I am allowing them to choose any book from the library that they wish. I am noticing a good deal of improvement in oral recitation in the class and I intend to continue to emphasize it.

REPORT

Eng-Social Studies 102

63.65

Lowell M. Jackson

May 6, 1945

History & Current Events: Objective has been to discover relationship between problems of today and those of the past; to trace the development of Art and science and government.

History texts used: Accross the Ages, Man's Great Adventure, Today's World.

Units Covered: Renaissance & Reformation; French Revolution; Industrial Revolution. Numerous books from library dealing with special topics; series of reproduction of famous paintings, magazine clippings; phonograph.

Current Event Material used: Current Events; Time; Life; Pacific Citizen; Chicago Examiner; radio.

Grammar and Spelling & vocabulary: Work book; Word list taken from History text; prepared word list.

Study has included use of gerunds and infinitive phrases; punctuation; correct use of such words as "affect", "effect", "sit", "set" etc.; business letter writing; spelling and vocabulary study.

Have combined English with History by requiring written reports and written answers to study questions.

For next five weeks I plan to cover a unit dealing with causes of World War I; The causes of the 1929 panic and the New Deal. Am requiring a project in History to be chosen by the student subject to my approval.

For Grammar I plan a general review stressing those points that show the need by the results of the Achievement Tests. Am requiring each student to prepare an Autobiography and to give an oral book report.

MONTHLY REPORT
ENGLISH SOCIAL*STUDIES 10-2

Lowell M. Jackson

March 3, 1945

Since the beginning of the new semester this class has completed three units in History--Japan, China, and The Middle Ages.

Although the text presented most of its material on Japan over the periods of the Tokugawa Shogunate and the restoration of the Emperor, we were able to find considerable supplementary material. Students enjoyed hearing the story of the mythological origin of Japan. Many had never heard it. They also enjoyed reading old Japanese fables. We also used some excellent booklets showing Japanese homes, architecture, wood printing etc. A good deal of current material dealing with Japan's industrial development and her program of expansion was available. I had the reverend John terBorg speak to my class about Japan. He presented a very interesting talk dealing with school, customs and physical aspects of the country. Some of the other tenth grade classes also heard the talk. It lead to an excellent discussion of present day Japan from my class.

Our unit on China was also supplemented by a good deal of extraneous material. Much of this, however, I did not see fit to use except to point out its highly propogandistic nature.

In both units I had the students to do map work. The class as a whole is showing an increased understanding of map reading and geography. Following up this study, we are using with considerable success a blank world map which can be written upon with colored chalk. The students are learning a good deal by using this. I am planning some games into which the entire class can enter using this map. My criticism of it is that the map is a Mercator projection.

Our unit on the middle ages has been more lugubrious than other; however, we have done considerable reading aloud and a great deal of class discussion concerning the movements that began or took place after the fall of Rome. We have found considerable supplementary material that has been a help. The class enjoyed hearing selections from Irvings "Alhambra" and "Moorish Chronicles". A great deal of interest and good discussion grew out of a study of Romanesque and Gothic architecture.

We have completed two units in our English work book dealing with a variety of topics--adjectives, adverbs, infinitives, gerunds, appositives and their punctuation, double negatives, possessives etc. We have spent some time with diagraming. This device has helped students to break down sentences, and to discover some of their own errors in writing, especially that of wright sentence fragments.

We have been taking one period per week to listen to music, although as yet I have done nothing to correlate it with our History. We are now reaching a period of History that will more easily afford that sort of procedure. We have also been listening to news casts on the radio.

We have heard to three sets of the "Americans All" series--Orientals, Negroes, and Irish. These are well received and have provoked some good discussions.

We are preparing a Town Meeting program to be presented next week. Four students are preparing speeches for the debate and the whole class is showing considerable interest. The topic: "Resolved that Japanese aliens, and Japanese Americans are better received today than prior to Pearl Harbor."

MONTHLY REPORT

Lowell M. Jackson

Dec. 29, 1944

English-Social Studies.

We have finished a unit dealing with the rise and fall of Rome and her empire, and a short unit on India thus far.

In the study of Rome we considered the social, economic, physical, and political factors in her rise, her relations with other peoples and nations, her contributions, and her downfall. The enclosed test covers fairly well the material we went over. I required from each student a certain amount of research work outside the text; some of the reports were very interesting.

Very little material is to be found in our text on the subject of India, and little is to be found elsewhere. I was able to give the class a good deal of material of my own from my college notes and a good deal about the origin of Buddhism from the notes I have from Dr. Tchihashi's lectures. In addition, the class had the opportunity to see some films on India; these, however, were not especially good.

In current events the class as a whole is showing a great deal of improvement. I gave the class a standardized test put out by the Current Events magazine. The scores were in general low; however, many of the questions were taken from issues that the class had not had the opportunity to see. A recent "pop" quiz revealed that most of the students are keeping fairly well informed on current news.

In our English work book we have been working on verbs. Part of the unit dealing with active and passive voice has proved to be confusing and of no great benefit. Most of the unit is given over to the agreement of verbs with their subject. This is one phase of grammar in which most of the students are weak; consequently, I am giving a good deal of emphasis to that part of the unit. We will finish this unit next week.

Many of the students have been making oral book reports, and several have made two or three. I am requiring at least one from each student this quarter. Mr. Easton presented a very interesting lecture to the class in which he told them a little about several good books of their reading level.

M. Jackson

WORLD HISTORY TEST

Name.

Date.

I. Fill in the blanks from the answer words on the board. (Answer 33)

1. _____ Egyptian queen; was loved by Caesar and by Mark Anthony.
2. _____ Pipds constructed by the Romans to carry water to their cities.
3. _____ The generally accepted statement of Christian belief.
4. _____ West Goths
5. _____ East Goths
6. _____ sentenced Jesus to be crucified.
7. _____ Bronze tablets upon which the code of Roman law was placed, 451 B.C.
8. _____ Most highly civilized people of the Italian penninsula at the time of the founding of Rome.
9. _____ Emperor who moved the capital of the Empire to city renamed for himself.
10. _____ Greatest missionary of Christ's teaching.
11. _____ Writer of Greek and Roman biographies.
12. _____ Trade wars between Rome and Carthage.
13. _____ Large island south of Italian penninsula.
14. _____ Aristocratic upper class.
15. _____ Lower class or common citizens.
16. _____ Great Carthagenian leader who crossed the Alps and spent fifteen years in Italy with his army.
17. _____ River upon which Rome is located.
18. _____ Country conquered by Caesar; now Belgium and France.
19. _____ River of Northern Italy; has fertile valley.
20. _____ Roman statesmen who attempted a back-to-the-land movement.
21. _____ Cruel emperor who persecuted Christians. He committed suicide by falling on his sword.
22. _____ Roman leader who defeated Carthagenians.
23. _____ Rome's greates contribution to modern society.
24. _____ stadium where elaborate shows were given.
25. _____ Men trained to fight beasts or other men like themselves.
26. _____ Capital of Eastern Empire.
27. _____ City buried by volcanic eruptions of Vesuvius.
28. _____ public square where citizens gathered.
29. _____ approximate time that Caesar lived.
30. _____ Approximate time of final disintegration of Rome.
31. _____ People who established Carthage.
32. _____ One of the chief conspirators against Caesar.
33. _____ Rome's first Emperor.
34. _____ Father or Roman Gods.
35. _____ Barbarian tribes of North Germany who later moved into England.

II. Underline the correct answers. (In some cases perhaps more than one work or phrase should be marked.) (Answer 11)

1. At about 500 B.C., Italy and its environs were inhabited by (Latins, Hebrews, Egyptians, Gauls, Etruscans, Germans, Greeks.)
2. Rome attracted many settlers because of its (favorable lbcation for trade, good climate, features which aided protection, splendid harbor).
3. Carthage had established colonies in (Spain, Greece, France, Sicily, Sardinia.)
4. Famous Roman leaders during the Punic Wars were (Hannibal, Scipio Africanus, Fabius the Delayer, Cincinnatus.).

WORLD HISTORY TEST

II (con)

5. Roman tax collectors were called (money changers, governors, plebeians, publicans.)
6. Agricultural reforms were instituted by (Tiberius Gracchus, Sulla, Catiline, Pompey).
7. Julius Caesar invaded (Gaul, Syria, Africa, Britain).

Fill in the correct answers.

8. The _____ mutinied when Rome was on the verge of war and thus secured certain privileges, including the appointment of their own magistrates.
9. The father's position in the family was that of _____.
10. Before the Romans could cope with the Carthaginians it was first necessary for them to _____.
11. Rome's conquered provinces were treated with _____.
12. Two of the principal influences of the Roman conquests were _____.

III Select one topic to write upon.

1. Compare Greece and Rome, ideas, government, architecture, religion, contributions et cetera.
2. Discuss the reasons for the downfall of Rome, both internal and external.
3. Rome's contributions to civilization.
4. Rise of Christianity; its influence in Rome.
5. Any special topic you have done research work on.

(n) New Problems in Geometry

(o) Short Plays from Dickens

(p) Modern Book of Games

(q) Travel in South America

(r) Americana Encyclopedia

(s) Twentieth Century Poetry

(t) History of California

11. Write a paragraph on the proper care of books.

Test on Library Unit

1. Why is the library of special help to high school pupils?
2. List 4 uses of newspapers.
3. What are "hieroglyphics"? "Scrolls"?
4. How were books written during the Middle Ages?
5. Who invented the system of marking and arranging books now universally used? What is this system called?
6. What material is printed on the "Title page" of a book? The "Index? Where is the "Table of Contents"?
7. Name 3 types of cards to be found in a card catalog.
8. Name 3 reference books you have used in your study of the library.
9. (a) How are fiction books marked and arranged?
(b) Arrange the following list of authors' names as you would find them in a library:

Robert Louis Stevenson
Louisa M. Alcott
Walter Scott
Edna Ferber
Jack London
Sherwood Anderson
Charles Dickens
Washington Irving
Hamlin Garland
Nathaniel Hawthorne

10. In what main classes do the following books belong?
Indicate thus: Animal Heroes. 500 - 599

- (a) Bible
- (b) French Grammar
- (c) Stories of Dogs
- (d) Snow and Ice Sports
- (e) Plays from American History
- (f) History of Mexico
- (g) Book of Knowledge
- (h) Trees
- (i) My Favorite Recipes
- (j) How to Make Airplanes
- (k) How We Think
- (l) Civics in American Life
- (m) How Music Grew

LIBRARY UNIT

A. Questions to answer:

1. Books are like people. Can you explain this?
2. How should a new book be opened?
3. What are "dogs' ears"?
4. Should we write, underline, or make notes in books?
5. What are some good book marks?
6. What are some of the uses of books? Of magazines? Of newspapers?
7. What are "hieroglyphics"? What is a "scroll"?
8. How does Japanese writing differ from American printing?
9. Who invented the first printing press? Where? When?
10. How were books written before the invention of the printing press?
11. Who had the first printing press in America?
12. What kinds of material are used in making book covers?
13. What and where are the following:
 - a. Title page
 - b. Copyright page
 - c. Table of contents
 - d. Preface
 - e. Bibliography
 - f. Index
14. What does the word "library" mean?
15. What is the "Dewey decimal" system of arranging and marking books?
16. How are fiction books arranged?
17. What three types of cards are in the card catalog?
18. What are "best sellers"? Are they always the best books of the year? Give reasons for your answer.
19. Where was the first public library in America?
20. Of what special interest is the Congressional Library?
21. What special help is the school library to high school pupils?
22. Are you interested in library work as a vocation? If so, where can information be obtained as to preparation necessary, opportunities for employment, salaries, etc.?
23. Do we have any stories about librarians?
24. Are you familiar with the system used at Amache for checking out books?
25. Do you now know where to look for fiction books, the reference books, magazines? Can you use the card catalog? Can you find a book if you do not know the title? If you do not know the author?

B. Activities for all members of the class

1. Make a set of 10 rules for the proper use of books.
2. Make a set of 5 rules for the proper use of the library.
3. Make a list of all the printed material you see in one day.
4. Learn something about the manuscript writing of Middle Ages.
5. Learn something about the early printing press.
6. Learn the parts of a book.
7. Learn the arrangement of our school library.
8. Learn the main classes of the Dewey Decimal system.
9. Find 4 fiction books and make author cards for them.
10. Find 4 non-fiction books and make title cards for them.
11. Find 4 books on some interesting subject or hobby and make subject cards for them.
12. Make a list of the general reference books in our library.

C. Individual activities--as many as you choose

1. Make a poster illustrating the proper use of books.
2. Make a poster for the classroom illustrating the proper use of the library.
3. Write an essay or give a report on early writing. Look up the writings of the Egyptians, Assyrians, Phoenicians, etc.
4. Make a clay tablet.
5. Make a scroll.
6. Find out how deaf and dumb people talk and show the class.
7. Give a report on books for the blind.
8. Make a block print on soft wood or thick linoleum if it can be obtained.
9. Make a copy of a Middle Ages manuscript.
10. Make a list of the magazines in our school library-- name, where published, cost, type of stories or articles.
11. Make an attractive book jacket for a favorite book.
12. Make a collection of pictures of libraries to show the class.
13. Read and report on a few essays about books, as Francis Bacon's essay "On Studies."
14. Give a report on the Congressional Library.
15. Look up the Copyright laws of the U. S. and give a report to the class.
16. Give a report on the printing press.
17. Each state is assigned a certain decimal number according to the section of the U. S. in which it is. Make a list of all the states showing the number assigned to each.
18. Design a book mark for the class to make.
19. Make a bibliography of all the books you can find in the library on a special subject or hobby.
20. Write an essay on a subject connected with this unit.

L3.65

FINAL REPORT

10-2 English-Social Studies

Lowell M. Jackson

June 7, 1945

During the last half of this quarter this class has carried out the objectives set down at the first of the quarter--to observe the relationship of the problems of the past with those of today; to trace the development of art, science, and government.

History:

Most of this period was given to tracing the events that led up to World War I (from the Congress of Vienna), the interim, and World War II. Some time was given to the discussion of the New Deal.

Current Events:

Emphasis in Currents Events has been upon the San Francisco conference.

Grammar:

The class finished the English workbook and did a series of exercises from English Handbook. These exercises were based on needs discovered from examination of Achievement Test records.

All students were required to give an oral book report, to write an autobiography; and to prepare a History project of their own choosing.

Materials Used:

History materials included: Across the Ages, Today's World, phonograph records, Then Came the War, Elmer Davis; French in the United States from Americans All Immigrants All; Twelve Centuries of English Literature.

Grammar materials included: Practice Activities in Senior English; English Handbook; word list.

Current Events: Current Events paper; Chicago Examiner; Pacific Citizen; Time; Life.

23.65

Margaret L. Hopcraft
English and Social Studies
Grade 10, Sections 1, 3, 4
Period -- Sept. 5 - Sept. 15

TEACHERS' S REPORT

Since most of the members of the three tenth grade groups knew each other and the teacher, we spent but little time in getting acquainted. We did, however, discuss and make out a short form of personal records for classroom use, including experiences during the summer months--at school, working on the project, or outside on leave.

We discussed the general nature of the work that we planned to do this year in the English and Social Studies classes.

Since the main work in social studies for the tenth grade is ~~to~~ World History, it was felt that it might be difficult for pupils who did not have a basic understanding of world geography. For this reason, we spent two periods on map study, locating various places, noting physical features and natural resources. This map study will be continued in our study of Current Events and in all World History units.

It was decided that, since our study of World History and former civilizations should help us to understand and appreciate ^{more fully} the world we live in today, it would be best to study units in chronological order. Thus we would be able to note the heritage which progressive nations and cultures have given to us.

World History:

Introductory unit--the meaning of history--a discussion of what constitutes history--prehistoric times--the historic period--records--the scientific approach to the study of history. We read extensively about prehistoric times and discussed how scientists have gathered facts about primitive man. A brief survey of the Stone Ages, the Glacial Ages--the first inventions of our ancestors,--fire, language, pottery making, the wheel, picture writing, etc. This unit stressed the enormous debt which we owe to even the most primitive of our forebears. We are now ready to take up the study of the earliest recorded history of civilization. Our next unit will be a study of the ancient Egyptians and other peoples of the Near and Far East.

References and texts used for World History Unit I.

Man's Great Adventure (class text) Pp. 1-38.

Capen's Across the Ages, Pp. 1-32.

Boak's World History, pp. 1-18.

Van Loon's Story of Mankind, pp. 1-26.

Man's First Million Years, Chapter 15, and introductory chapters.

English: In discussing the English needs of the various classes, all groups felt that their vocabularies were inadequate, and hence, vocabulary building and word study were immediate needs, since intelligent and cultured persons should be able to understand and use many, many terms in all fields of knowledge. Owing to the peculiar situation here, where many pupils' only reading material ^{is} was from school texts and library books, we felt it necessary to make a special effort to increase our knowledge of words.

English Skills:

We began work in our English Workbook and have completed the first unit, pages 1-13. Practice Activities in Senior English, Book One. This was a review of subject and verb, the correct use of such words as bring and take, teach and learn, let and leave, the verbs come, go, do, see, etc., and the proper use of pronouns. The work in this unit was done in class and corrected by the pupils. Sentences and exercises were then read orally by pupils in pairs, thus giving practice in reading and in becoming accustomed to hearing and saying the correct expressions. Some exercises were read in unison by the class as an aid to better enunciation.

Vocabulary building and written English:

Since this unit in the English workbook was entirely centered around ships, we noted a number of terms not readily understood by the class. These were looked up and explained by individual members and "nautical vocabularies" were prepared. Pictures of ships were found and brought to class and a great many terms explained through the use of these illustrations. Then, since it was felt that we should be able to use some of the new words, an assignment was given for an original composition using as many as possible of these nautical terms. This was to be in the form of a story, an essay, letter, or poem.

To illustrate the use of nautical terms and the need of an adequate knowledge of such terms to understand fully a story of the sea, the teacher read a short story classic, "In the Sea," by the Spanish writer, Vicente Blasco Ibanez. In-

is a
 cidentally, this story of man's struggle with the ocean.

These compositions are due next week.

Vocabulary building--class selection of key words in first unit of World History, also.

Tests: One test in English (attached is a copy) in the correct usage of words as given in Unit 1 in workbook.

Class Activities: Wienie roast and picnic at the Amache Bowl on Wednesday evening, September 13. About 60 members of the sophomore class were present. Miss Ludy, Mr. Jackson, co-sponsors, assisted.

Work for next period:

Current Events and map study.

Unit II in World History--Ancient Egypt and the countries of the Near and Far East--3000 - 1000 B. C.

English: Unit II in Workbooks--dictionary and word study--individual work. Continued practice in reading by groups.

Written work:- original compositions. Practice and drill in whatever errors show up on individual papers.

Class activities:- Unit on leadership--select a temporary representative from each class. Discuss class organizations.

L3.65

Margaret L. Hopcraft
October 14, 1944
Grade 10-1,3,4

TEACHER'S REPORT

Sept. 18--Oct. 14, 1944

SOCIAL STUDIES

World History

During this period we have taken a brief survey of the ancient civilizations of Egypt and the Near East, stressing the heritage they have left to us. We noted the overlapping and adaptation of various cultures, the rise and fall of ancient empires, the effect of geographical and physical features upon the development of these ancient kingdoms, the low condition of the masses (producers) as compared with that of the rulers, nobles, and priests (consumers), and the tremendous influence of religion, and the prominent part played by the gods in the lives of the ancients. We were impressed by the Egyptian idea of "permanence" as shown in their architectural structures, their mummies, their writings, etc. We did a little research in their written language--hieroglyphics, cuneiform, the beginnings of our alphabet.

Map study

We have been locating places, both ancient and modern, on maps--large, small, on globes, etc. Also have been drawing free hand maps of various sections, as we decided the beginning of the term we needed to become "map concious."

Current Events

We have had weekly readings and discussions of current events--using the Junior Scholastic and The American Observer.

Notebooks in World History

Each member of the group has been encouraged to keep a notebook in World History, in whatever form appeals to him, using an outline of work studied, extent of outside reading, maps, interesting items on related subjects, special projects, etc. All work (except illustrations) must be original. These have been turned in on completion of the first unit. Several pupils have decided to make a special study of some phase of civilization "through the ages," as construction, writing, costume, art, etc.

ENGLISH

Literature

We have read and discussed several translations of ancient literature, including passages from the "Book of the Dead," the Assyrian-Babylonian story of the great flood, and selections from the Old Testament of the Hebrews.

Reading

Oral reading in unison of Bible selections (Psalms). Reading by partners of sentences and paragraphs, inserting correct prepositions, conjunctions, and pronouns.

Creative composition

Stories, poems, and letters--using nautical vocabulary developed during the first two weeks of term. These were checked individually by teacher with student, errors corrected,

rewritten, and placed on file in folders to note later improvement (we hope).

English skills and techniques--drills

Unit II in English Workbook. This included a study of diacritical marks, practice in the use of the dictionary, word study, and synonyms. Review of correct usage of prepositions, adjectives, ~~and~~ conjunctions, and pronouns.

Unit III included a study of relative clauses, the use of correct relative pronouns and the punctuation of relative clauses. We wrote original sentences using relative clauses, which should help us to get away from the habit of writing short, choppy sentences in creative work.

Oral Reports and Discussions

A number of oral reports on varied subjects of interest in ancient history-- King "Tut," the pyramids, the riddle of the sphinx, life in ancient Egypt, etc. Oral discussions of weekly current events have been given with volunteer leaders the last two weeks. (This was quite an undertaking --having so many members volunteer in two of the groups was quite gratifying.)

Spelling

In connection with our units of World History, the classes selected a number of "key" words which they felt should be known by cultured, well-informed persons. These they were to learn to spell as well as to understand them. In addition to these lists, each pupil has started to keep individual spelling lists of words misspelled in any written work. These are to be tested at frequent intervals.

Class activities

Class meetings were held to choose class representatives for the student council re-organization group. These representatives gave reports and held discussions. Thus, we had some practice in conducting meetings and participating in them. We need a few lessons in parliamentary procedure.

Tests

A comprehensive test covering the first unit in World History was given to all classes. (A copy is attached.) Tests in word study were made out by individual members of two groups and given to the class. A diagnostic spelling test was also given, which covered words used in history, words found misspelled by several students in compositions, etc.

Text Material covered during this period:

"Man's Great Adventure" pp. 37-76

"Across the Ages"--selected material, using Index

"Adventures in World Literature"--pp. 1105-1121

English Workbook--Units I, II--pp. 15-39

Our next unit will be a study of the Greeks and the debt our civilization owes to them.

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Margaret L. Hopcraft
English, Social Studies
10-1, 10-3, 10-4

TEACHER'S REPORT

October 16-November 18, 1944

Our work this period centered around Ancient Greece. Our chief objective was to discover some of the things that our western civilization owes to the Ancient Greeks. We found that the trite saying, "You can't get away from the Greeks," was true.

First, we studied the physical and geographical features of the peninsula of Greece and the surrounding islands which were conducive of developing the civilization which flourished there. We studied the city-state, its merits and its defects. We traced the growth of Athens from a monarchy to an oligarchy to a pure democracy. We noted the advancement in power, rights and privileges of the citizen, the growth of a middle class, the development of the individual. We also became aware of some of the paradoxes of the Grecian system of law and government--the treatment of Grecian tributaries, the institution of slavery in a democracy, etc.

We traced much of our present day knowledge to Grecian beginnings. We came to realize the importance of such men as Hippocrates, whose oath every medical student still takes upon graduation; of Archimedes, whose discovery of the laws of gravity and the use of the lever made many modern inventions possible; of Thales, who predicted the eclipse; of Euclid and Pythagorus, whose theorems of geometry are still the basis of our text books. We saw the beginnings of our modern drama in the ancient tragedies and comedies.

We learned a little about the great philosophers, Sophocles, Plato, Aristotle, whose teachings are still the basis of much of our reasoning. We found that many of the public buildings of American cities have columns similar to those of ancient Greece. We discovered that many favorite stories are those generally attributed to the old Greek slave, Aesop. We reviewed some of the old myths and found allusions to them in every day living, in names, in superstitions, etc. As cultured citizens of the world, we felt that we should at least be acquainted with a few Greek names, Thermopylae, Marathon, the Trojan War, the oracles, etc.

We were pleased when the news events of this period recorded the liberation of Athens and all of Greece from Axis domination, for it proved that the spirit of independence and freedom had still been kept alive in the peninsula.

Several of the members of the groups worked on individually selected special topics and a number of very good reports were given. A few of these were:- old tales retold, an original poem, the story of the Olympic games, the education of the Spartan and Athenian youth, living conditions in Ancient Greece, maps, copies of Grecian art and architecture, etc.

We read a selection from Lucian's Dialogues of the Gods, the members of the cast volunteering to read before the group. The teacher read the opening scenes of The Frogs by Aritophanes⁵, to illustrate that a comedy written 2000 years ago could still be considered humorous today. We also read a number of other selections, translated by American authors.

Summing up our work for this period, we might say that we discovered many things that have been our heritage from the Greeks, in

the fields of science, government, education, sport, drama, history, philosophy, literature, and art.

English skills and techniques:

In our English workbooks, this period, we studied participial phrases, their uses in sentences, etc. A unit in letter writing was also included. After reviewing the form of a letter, correct capitalization, punctuation, etc., we decided to write some real letters. (This activity grew out of the desire of one of the class for some help in writing a letter to a stranger.) Each member of the group selected some one to whom he wished to write and most of the letters were mailed. A number of these were well written. The teacher was ready to help with suggestions if asked. One girl wrote to the employer of her brother who had been inducted from where he had relocated. She wanted to express the appreciation of herself and her mother for the little party the brother had been given by the employer and other workers. Another girl wrote to the editor of a Sunday School paper which is running a serial story with Amache as the background. Most of the letters were sent to brothers or friends in the armed forces. Some were written on V-mail, which was discussed and explained.

Spelling and Word Study:

We spent some time this period in working out a vocabulary for our study of ancient Greece. We also made lists of words derived from the Grecians and prefixes and suffixes in common use today. In addition to this, each member of the group is keeping an individual spelling notebook of words which he misspells in any of his written work.

Current Events:

We have tried to keep up with the current events of each week. We have developed a satisfactory way of discussing these, which seems to work out very well. In reading the little paper, Current Events, the news of the week usually divides itself naturally into four or five topics. After reading the entire paper, each pupil writes a number of questions which are turned over to a volunteer leader of the discussion. The leader then prepares his discussion, using the questions provided by the other members of the group, supplemented with others of his own choosing and comments of his own. In this way, almost every one in the group takes part in the discussion, since each knows at least the answers to the questions he has prepared. By checking the responses, we find that more and more pupils are taking part and that the leaders are not depending so much on the few who are always ready to volunteer. This plan is working very well with two of the groups, but the other group does not succeed so well, probably due to the fact that there are a few members who appear to belittle the efforts of the volunteers.

Reading:

Besides the readings from Greek literature mentioned above, we have been trying to improve our standards in choice of reading material. Since the week of November 13-17 was BOOK WEEK, each pupil was encouraged to read a worth-while book of his own selection. One period was spent on writing a short review and comments on the book which was being read. The majority of books chosen were of higher standard than usual, perhaps because we stressed the point that a "good" book need not necessarily be a "dull" one. Some of

the books selected were war stories (Taps for Private Tussie, Guadalcanal Diary, Under Cover, See Here, Private Hargrove, Thirty Seconds over Tokyo, Flying Tigers with Gen. Chenault), modern novels (Dragon Seed, Rebecca, The Good Earth, etc.), a few classics (Oliver Twist, Jane Eyre, Swiss Family Robinson, Treasure Island), a number of biographies (Pride of the Yankees, The Nazarene, Knute Rockne, etc.), and several animal stories (Lad: A Dog, Trooper: U.S. Army Dog, My Friend Flicka, Lassie Come Home).

Class activities:

Play readings by volunteer groups.

A party for all sophomores planned for December 1.

Texts used during period:

Man's Great Adventure; pages 78-154

Adventures in World Literature: selections from pages 897-1018

English Workbooks: pages 40-52

Tests:

World History--test on Greece--attached

National Current Events Test; Class averages were as follows:

10-1	66.2 %	10-4	not yet computed.	(I considered this a fair average since we missed several copies the first of the term.)
10-3	65%			

WORLD HISTORY TEST. II.

Name _____

A

Locate the following places on map:

- | | | |
|-----------------|---------------|-----------------------|
| 1. Peloponnesus | 5. Aegean Sea | 9. Hellespont |
| 2. Athens | 6. Troy | 10. Ionian Sea |
| 3. Sparta | 7. Macedonia | 11. Mediterranean Sea |
| 4. Crete | 8. Gnosus | 12. Asia Minor |

B

Underline the correct term in the following:

- The Greek leader at Thermopylae was (Leonidas, Pericles, Xerxes).
- Darius was a (Greek, Persian, Macedonian) leader.
- Phidias was a great (dramatist, sculptor, philosopher).
- The chief Athenian magistrate was called an (ephor, archon, helot).
- A Spartan boy was trained to be a (statesman, athlete, warrior).
- We are indebted for our ideas of democracy to the (Athenians, Spartans, Macedonians).
- The Battle of Marathon was fought in 425 B.C., 480 B.C., 490 B.C.)
- The Iliad tells about the (wanderings of Ulysses, the conquests of Alexander, the Trojan War).
- The (arch, column, dome) was important in Greek architecture.
- The Greeks lost the Battle of (Marathon, Salamis, Thermopylae).
- If the Greeks had been conquered by the Persians, (oligarchy, monarchy, democracy) would probably have died out.
- The most famous oracle was at (Delphi, Pharos, Athens).

C

Place beside the names below the letter that explains it.

- | | |
|-----------------|---|
| 1. Homer | a. Lowest class in Spartan society. |
| 2. Mt. Olympus | b. Where 300 Greeks tried to hold a pass in mountains |
| 3. Marathon | c. Early Greek student of geometry |
| 4. Helots | d. Where war was waged because of a beautiful woman. |
| 5. Salamis | e. Greatest Greek poet, lived 800 B.C. |
| 6. Peloponnesus | f. Center of later Hellenistic culture. |
| 7. Thermopylae | g. Center of earliest Aegean civilization. |
| 8. Troy | h. Where the Greeks won a great sea battle. |
| 9. Euclid | i. Where the Greek gods lived. |
| 10. Alexander | j. Plains where the Greeks met the Persians in battle |
| 11. Hellenes | k. What the Greeks called themselves. |
| 12. Crete | l. Southern peninsula of Greece. |

D

On the other side of this paper explain the meaning of the underlined words as related to Greek history.

- Thomas Jefferson was one of America's greatest solons.
- The general sent home a laconic message.
- There were many epicureans in the days of Alexander.
- Some of Ben Franklin's sayings have proved to be oracular.
- The master taught his boys to be stoics.
- The professor used the Socratic method in his teaching.
- There are many Ionic columns in the South.
- The young captain was almost ostracized by the other officers.
- He looked like a young Apollo.
- He took the Hippocratic oath.

E

From the words on the front board select the ones to complete the following sentences:

- _____ is another name for Greece.
- A famous statue is _____.
- Non-citizens of Athens were called _____.
- The simplest of the Greek columns was the _____.
- _____ was the author of THE REPUBLIC.
- _____ was the Greek king of the gods and of men.
- To find out about future events the _____ were consulted.
- One of the ancient 7 wonders of the world was the _____, a lighthouse.
- _____ discovered the law of the lever.
- The first man to predict an eclipse of the sun was _____.
- The part of Greece where Sparta was located was named _____.
- The _____ tells about the wanderings of Ulysses.
- When Athens was ruled by a few nobles it was called an _____.
- The Greek God of war was _____, the wife of Zeus was _____, the messenger of the gods was _____, the sun god was _____.
- _____ has been called "the father of history."
- The man who unearthed the ancient city of Troy was _____.
- The city of Alexandria was built by _____.
- The most famous building of ancient Greece was the _____.
- It was situated on the _____ hill.

AMACHE SECONDARY SCHOOLS

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Teacher's Report

Margaret L. Hopcraft
English-Social Studies
Nov. 21-Dec. 23, 1944
10-1, 10-3, 10-4

Social Studies: World History

Our work this period centered around ancient Rome and the heritage we have received from the Romans. We learned how and why "all roads" once "led to Rome," and we were able to glimpse a little of the "Glory that was Greece and the Grandeur that was Rome."

We studied the physical and geographical features of of the Italian peninsula, the rise and fall of Rome as a republic and as an empire, compared Roman life, law, government, education, literature with that of Greece, and attempted to find economical, social and political reasons for the collapse of the great Empire.

We studied the things the Romans gave to our western civilization-- law and government, language, literature, art, architecture, etc. We compiled a Roman vocabulary of names, persons, places, and things important in Roman history. We found many English words and names originating in classical ~~of~~ Latin or the Vulgate.

The 10-4 class decided to work in groups for this unit and planned accordingly. Some of the projects worked out together were presented at a class celebration of the Saturnalia festival. Among the projects completed were the following:

A one-act play of the early Christian period

Reading of the third act of Shakespeare's Julius Caesar

A model of a Roman house

A picture of the Forum, map of Italy, etc.

A Roman vocabulary including names of prominent Romans, explanation of terms, etc., prepared, typed, and "dittoed" by 2 members of the group for the rest of the class. These 2 pupils later gave the class a test on the vocabulary they had prepared.

A list of the important gods and goddesses selected, typed, and "dittoed" by 2 pupils for the other members of the group.

Oral reports on the Punic Wars, Roman heroes, etc.

The story of the Aeneid retold.

Group singing of a number of Latin songs by pupils who had taken a short course in General Language during the summer session.

A menu prepared by a group who made cookies and punch and explained some of the ceremonies involved in the giving of a Roman banquet.

The other 2 groups studied Roman history from the texts, from supplementary books supplied from the library, etc. They kept notebooks with questions and answers. A few made extra projects in which they were interested. At the conclusion of the unit on the study of Rome a test was given, a copy of which is attached.

Literature:

In connection with our study of the unit on Rome, we read some translations of Roman literature from Catullus, Virgil, Cicero, etc.

We also studied a little about the ancient civilization of India but could not find much material. We are now finishing our study of the ancient world with a unit on China and a study of early civilization of the Western Hemisphere. In connection with the study of India, we read some Indian literature from the Vedas and other early works (folk-tales).

Current Events:

We spend a period each week continuing our study and class discussion of current events.

English:

Oral reports on interesting subjects in history. Discussion of books read outside of class. In this connection, we made a list of books read by one or more pupils who thought that others might enjoy reading them. Mr. Easton talked to the groups about the biographies available in the library, bringing a number of them to class and reading selected portions as an incentive for further reading of worthwhile books.

Written English this period included some reports, paragraphs for practice in writing more varied sentences, and dictation (letters) to test skill in punctuation, spelling, capitalization, etc., that we had been studying. Each student is keeping an individual spelling list of words misspelled in any written work.

Workbook: We are studying verbs in Unit 5 of the English Workbook we are using. This includes the proper use of the various tenses and the agreement of verb with subject. We have not completed this unit.

Visual Aids:

We saw two pictures on India in connection with our study of that country. Although the pictures were rather propagandized, we were able to see ancient India side by side with a modern industrialized India. We also saw a picture of Egypt, which proved to be a good review of the unit we had studied the first quarter.

Class Activities:

A sophomore "Get-together" party the evening of December 1. Dancing and Games. Each group also planned a Christmas party for Dec. 23. Saturnalia celebration on Dec. 22 by the 10-4 group.

Tests:

A standard test on Work-Habit Skills was given to all three groups. The results are being tabulated now, but a need for map study and interpretation is shown, so that a unit on this type of study is to be

developed immediately in connection with our study of China after the Christmas vacation.

Texts used during this period:

"Man's Great Adventure"--pages 159-226

"Adventures in World Literature"--pages 1021-1046,
" 1158-1175

"Practice Activities in Senior English"--pages 67-81

AMACHE SECONDARY SCHOOLS

Name _____

World History Test III--Rome

A. Fill in the blanks with the names of persons, places, things, dates, etc., with which the facts below are identified. Select your answers from the words on the front board.

1. _____ Emperor who moved the capitol of the empire to a city renamed for himself.
2. _____ The greatest of the Christian missionaries.
3. _____ Writer of Greek and Roman biographies.
4. _____ Wars fought with the Carthaginians.
5. _____ Large island south of Italian peninsula.
6. _____ Aristocratic, wealthy upper class in early Rome.
7. _____ The common citizens of ancient Rome.
8. _____ Elective officers representing the common people.
9. _____ Great Carthaginian leader who crossed the Alps.
10. _____ Council of 300 elders.
11. _____ River on which Rome is situated.
12. _____ Country conquered by Caesar, now France and Belgium.
13. _____ Ancient city of northern Africa--destroyed by the Romans.
14. _____ Roman statesman who attempted land reforms.
15. _____ Cruel emperor, persecuted Christians.
16. _____ Signs that the Romans attempted to use in reading future.
17. _____ Man who saved Rome by defending a bridge.
18. _____ Roman leader who defeated Carthaginians (Second War).
19. _____ River of northern Italy--has fertile valley.
20. _____ Division of Roman army.
21. _____ What the Romans excelled in--contributed to our civilization.
22. _____ Pertaining to fields, distribution of farm lands, etc.
23. _____ Writer of Roman comedies--plots used by Shakespeare.
24. _____ Stadium where elaborate shows were given.
25. _____ Public square where citizens gathered.
26. _____ Followers of Greek school of philosophy--indifferent to pleasure or pain.
27. _____ Symbols of Roman authority, carried by magistrates.
28. _____ Men trained to fight in combat with other men or beasts.
29. _____ Leader appointed for 6 months as chief executive.
30. _____ Capital of the Empire of the East.
31. _____ City buried by the eruption of Mount Vesuvius.
32. _____ Overthrow of foreign kings--beginning of the Republic.
33. _____ Date of Caesar's assassination.
34. _____ Date of the Fall of Rome.
35. _____ First written laws, stating rights of common people.
36. _____ People who established the city of Carthage.
37. _____ Domed building--first of its type--built by Romans.
38. _____ One of the chief conspirators against Caesar.
39. _____ Considered the first Roman emperor, (Imperator).
40. _____ Roman god of the sea.
41. _____ Roman god of war.
42. _____ Household deities--every home had a shrine for them.
43. _____ Father of the Roman gods.
44. _____ Ancient Italian deity, in whose honor a feast was held every December.
45. _____ God of the flocks and shepherds.
46. _____ Greatest orator and prose writer of the Romans.
47. _____ Great epic poem of the founding and early days of Rome.
48. _____ Most famous of Roman poets, wrote the national epic.
49. _____ Roman god of the underworld.
50. _____ Distinctive dress of the Roman citizen.

B

Write as much as you can on ONE of the following topics:--

1. Comparison between Greece and Rome--ideas, government, architecture, etc.
2. Discuss the reasons for the downfall of the Roman Empire.
3. Roman literature (as read in class).
4. Roman contributions to our western civilization.
5. Any special topic that you have looked up.

AMACHE SECONDARY SCHOOLS

Teacher's Report for Period from Jan. 2 to March 3, 1945

Margaret L. Hopcraft
Sections 10-1, 10-3, 10-4

After completing a short unit on Eastern civilization, our work this period centered around the Middle Ages. We are continuing the theme for the year--the growth of civilization, the development of great movements, and the debt which our modern world owes to the past.

WORLD HISTORY:

We completed the unit on Eastern Civilization with discussions of Japanese culture, history, customs, etc. Emphasis was upon the contributions made by India, China, and Japan to our Western civilization. In connection with this unit, Mr. Terborg gave a talk to one of the groups on Japanese life and education as he had observed it for a number of years. We also listened to the Oriental selections from "Americans All! Immigrants All!" We did some map study and made individual maps of Asia, China, and Japan. Several members of the groups gave reports of individual studies of Japanese architecture, customs, history, art, etc. Some told Japanese legends and folk tales. We read a number of Chinese and Japanese poems, proverbs, and folk stories.

Our main work this period was a general survey of the history of the Middle Ages. We centered this study around such topics as:

The rise of the Christian Church
The struggle between Christianity and Mohammedanism
The story of the Crusades
The growth and development of Feudalism
The decline of feudalism with the beginnings of Capitalism
The emergence of National States
The growth of cities
The rise of the "middle class"
The Renaissance movement

Besides reading from our texts, searching out study questions, and class discussions of the various movements of the Middle Ages, outside reading for this unit was especially encouraged, in order that pupils might get a good picture of life in the Middle Ages through legend, folk tale, biography, and

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historical novel.

Mr. Easton brought in a number of volumes and gave the classes a list of books and other material available for this study. He also showed them how and where to find such material in the library. Each pupil later wrote during a class period, a paper on "Life in the Middle Ages," summarizing some of the material read. Other special reports on historical novels with medieval settings, as "Ivanhoe," and biographies of Joan of Arc and other historical characters are to be given this week.

CURRENT EVENTS: Weekly reading and discussion by individual leaders. Monthly test from National Current Events magazine.

Geography: Since we found that most of the group were below standard in the basic skills of geography, (map reading, chart and graph reading, etc.) we made individual maps of Asia, China, and Japan, while studying the unit on Oriental civilization.

CITIZENSHIP:

We have been discussing the purpose, manner of conducting, and principles involved in panels, debates, junior town meetings, etc. Groups 10-1 and 10-4 "listened in" to a practice Junior Town Meeting by Mr. McGovern's 11th grade classes. The question under discussion was that of a year's compulsory military training for boys of 18. Sophomore groups are now preparing and planning similar town meetings for the coming week.

ENGLISH SKILLS AND TECHNIQUES:

We started to use the "Practice Handbook in English" by Easley S. Jones the first of this semester. So far, we have reviewed the following:

1. Types of sentences
2. Recognition of parts of speech
3. Agreement of verb with subject (more drill needed here)
4. Mode, voice, and tense of the verb

We also completed Unit VI in our English Workbooks. This unit included the use of adjectives, adverbs, gerunds, and infinitives.

WRITTEN ENGLISH:

Each member of the group wrote a paper during class period on "Life during the Middle Ages." This was carefully checked and errors in spelling and grammatical construction noted in individual notebooks for further study. We also did some practice in writing sentences using words from our word study list.

ORAL ENGLISH:

Short oral book reports by each member of the group on recent outside reading. (Records of outside reading are kept up to date on individual index cards.) One of the groups, which is rather unresponsive, gave one-minute oral talks. These included reports on magazine articles, anecdotes, jokes, descriptions, etc. No notes are permitted to be used for these one-minute talks.

WORD USAGE and WORD STUDY:

Vocabulary of the Middle Ages and unfamiliar words met in reading Current Events, literature, etc.

SPELLING:

In addition to the individual spelling lists kept by each pupil of words misspelled in written work, we have also been having class spelling lessons taken from the "English Handbook"--"Four Hundred Words Often Misspelled."

READING:

Most of our reading this period has been done outside of class, with the exception of a few students who are doing some special reading for remedial purposes.

LITERATURE:

We have read a number of Chinese and Japanese poems, folk tales, and legends. One or two of Tennyson's "Idyls of the King" and stories of St. Francis of Assisi were read to the class by the teacher.

OTHER CLASS ACTIVITIES:

Music--Oriental selections from "Americans All! Immigrants All!"

Lecture--by Mr. Terborg on Japanese culture and education

Visual Aids-- Picture of the Monument Country of the Southwest--which showed interesting views of excavations of Indian pueblos which were built during the Middle Ages.

"Wheels Through India" fitted in with our study of Eastern civilization.

Exhibit of medieval art and architecture.

Class Meetings--Election of officers for second semester--both groups and class officers.

Social--Evening of February 3--by members of last year's 9-1 group.
Dancing party.

TESTS:

English drills--Test on word usage

Test on unit covering the Middle Ages to be given during coming week.

Texts used to cover material of this period:

Pahlow's Man's Great Adventure--"Highlights of the Middle Ages"--pages 227-324
Capen's Across the Ages--selected sections to fit unit studied
Hatfield's "Practice Activities in English"--Unit VI, pages 83-93
Jones's Practice Handbook in English--pages 13-44. Written drills Nos. 1-6
Pamphlets and other material from United China Relief Organization
Pamphlets and other material from library and private collections on Japanese unit.

PLANS FOR NEXT UNIT--Short study of the Reformation, its causes and effects.

AMACHE SECONDARY SCHOOLS

World History Test--Middle Ages--No. IV.

Directions: Fill in each blank with the word or date with which the fact is identified. You will find many names on the front board.

1. _____ The Language of learning and culture during the Middle Ages.
2. _____ The Mohammedan name for God.
3. _____ Weekends and Church holidays when no fighting was permitted.
4. _____ Parcel of land which a lord handed over to his vassal to care for.
5. _____ Founder of the religion of Islam.
6. _____ Noble who defeated the Moors at Tours.
7. _____ Conqueror who defeated the British at the Battle of Hastings.
8. _____ Early English King who defeated the Danes--noted for his wisdom.
9. _____ Religion of the Arabs--opposed to Christianity.
10. _____ Type of architecture introduced by the Moslems.
11. _____ Holy book of the Mohammedans.
12. _____ Peasants who were free to go where they pleased.
13. _____ Sham battles in which the knights were contestants.
14. _____ Ceremony used when a man accepted land from his lord.
15. _____ Assembly of Englishmen--our Congress is based upon its 2 houses.
16. _____ Holy city of the Moslems--Mohammed was born there.
17. _____ City to which Mohammed fled.
18. _____ City in England where the archbishop still holds office.
19. _____ Field of battle between Anglo-Saxons and Normans.
20. _____ City in France which Joan of Arc saved from a British siege.
21. _____ Noble house which won in the English "Wars of the Roses".
22. _____ Land holder during the Middle Ages--had duties to lord or king.
23. _____ Fortified residence of the nobility.
24. _____ Feudal laborer who tilled the soil--sometimes bound, sometimes free.
25. _____ Certain money payments which were made to the lord of the manor.
26. _____ Mohammed was a native of this country.
27. _____ Early French ruler--crowned by the Pope as Emperor.
28. _____ Province in northwestern France--home of William the Conqueror.
29. _____ Name given to Mohammed's flight from his native city.
30. _____ Founder of religious order--patron saint of Italy--U.S. city named for him.
31. _____ Monk who led unarmed group to Holy Land--started the idea of Crusades.
32. _____ Moslem leader who recaptured Jerusalem.
33. _____ Italian author who wrote "The Divine Comedy".
34. _____ Famous French scholar and teacher of the 12th century--Paris taught reasoning.
35. _____ Englishman whom many call the "first modern scientist."
36. _____ The title given to the head of a monastery.
37. _____ Christian house of worship--most magnificent architectural structure.
38. _____ Practice of selling church offices.
39. _____ Member of regular clergy, devoted to good works, lived outside monastery.
40. _____ Military pilgrimages to the Holy Land, to rescue it from the Moslems.
41. _____ Medieval organizations of master craftsmen.
42. _____ Medieval organizations of tradesmen for protection and to regulate trade.

51. _____ City in Italy where the first medical school was established.
52. _____ Scandinavian invaders of the early part of the Middle Ages.
53. _____ Arabian Moslems who invaded Europe during the 9th Century.
54. _____ Social and economic system of land holdings during most of Middle Ages.
55. _____ Battle cry of the Crusaders.
56. _____ Lower class peasant--bound to the soil--could not leave the manor.
57. _____ Monk who converted the British to Christianity--first archbishop of Canterbury.
58. _____ Head of the Roman Christian Church.
59. _____ Moslem leader--hero of the "Arabian Nights Tales."
60. _____ New economic system developed during last part of Middle Ages.
61. _____ Group of cities banded together for protection and to promote trade.
62. _____ Type of architecture developed with pointed arches and flying buttresses.
63. _____ Name given to all those associated with the Church, priest, bishops etc.
64. _____ Rebirth or revival of classic learning.
65. _____ City of Italy--center of art and cultural revival.
66. _____ Famous Dutch scholar--published New Testament in original Greek.
67. _____ Struggle between France and England--resulted in English being driven out of France.
68. _____ French peasant girl who led army and defeated the English.
69. _____ Beautiful city of northern Italy--important as a commercial center.
70. _____ Two Spanish kingdoms united by marriage of Ferdinand and Isabella.
71. _____ Great Italian sculptor and painter of the Renaissance.
72. _____ Grotesque carved figures of stone, used as water spouts on cathedrals.
73. _____ Terrible pestilence that almost destroyed Europe during the 14th century.
74. _____ Art of expressive speech, particularly composition--one of the studies of the early universities. expressive
75. _____ The lending of money with interest charges--frowned upon by the Church.
76. _____ Early Frankish king--first of the French to accept Christianity.
77. _____ Famous Italian painter of "The Last Supper" and "Mona Lisa."
78. _____ Capital of the Empire of the East.
79. _____ Upper house of the English Parliament--composed of the nobility.
80. _____ Lower House of the English Parliament--representatives from the towns.
81. _____ Famous document of people's rights--signed by King John.
82. _____ Romantic figure in English history--led section of Third Crusade.
83. _____ Invaders from the east (Russia) during the 9th century.
84. _____ Greatest invention of the Middle Ages.
85. _____ Explorer whose discoveries were the basis of England's claims to North America.
86. _____ Legendary king of England about whose court many legends are told.
87. _____ Term used to denote the spirit and practices of knighthood.
88. _____ Symbol used by the Mohammedans in their struggle against the Christians.
89. _____ Term applied by Christians to those who did not accept Christianity.
90. _____ The symbol of Christianity.
91. _____ Date of Mohammed's flight--Moslem calendar begins then.

92. _____ Date of Charlemagne was crowned Emperor of Western Roman Empire by Pope.
93. _____ Date of Battle of Hastings, where Norman French conquered English
94. _____ Date of signing of the Magna Charta.
95. _____ Date of St. Augustine was made Archbishop of Canterbury.
96. _____ Date of Jean of Arc led army to victory in siege of Orleans.
97. _____ Date of Battle of Tours--prevented further spread of Mohammedanism.
98. _____ Date of Union of Spanish kingdoms through marriage of Ferdinand and Isabella.
99. _____ Date of Vasco da Gama reached India by sailing around Africa.
100. _____ Date of Columbus seeks a western water route to India.

B.

Write what you can on one of the following topics:

Reasons for the decline of Feudalism.

The beginnings of Capitalism.

Benefits and evils of Feudalism.

The rise of Christianity and the power of the Christian Church.

How the European nations developed.

ENGLISH TEST*--WORD USAGE--GRADE X.

Directions: Choose the correct forms from the parentheses and write them in the corresponding blanks at the left.

- _____ 1. "It (don't, doesn't) make any difference what you call them."
- _____ 2. If you (was, were) in the club you might work with me.
- _____ 3. You (ought, had ought) to see Jerry's ship model.
- _____ 4. He must (have, of) worked hard at that model.
- _____ 5. He felt that he (hadn't ought, ought not) to surrender.
- _____ 6. Jack always (takes, brings) the wood to a carpenter.
- _____ 7. He (lets, leaves) him saw out the hull with a band saw.
- _____ 8. "I wonder how the first boat (come, came) to be made," said Flo.
- _____ 9. The sailors had all (gone, went) across the equator many times.
- _____ 10. No one who saw his feet believed he had (done, did) it.
- _____ 12. It was a surprise to Jack and (me, I) to see sails on a steamboat.
- _____ 13. About half pf the ship models he made (himself, hisself).
- _____ 14. (We, Us) boys were especially interested in the "Clermont" model.
- _____ 15. Few passengers cared to trust (themselves, themselves) on it.
- _____ 16. Between you and (I, me), I'd say that was a ghost ship.
- _____ 17. (Then, Those) lifeboats are unsinkable.
- _____ 18. It must take a powerful motor to drive (that, those) kind of boats.
- _____ 19. Visitors are always welcome at (this, this here) station.
- _____ 20. A squall drove her upon the rocks (off, off of) Perry Point.
- _____ 21. (In back of, Behind) him lay the shadowy dunes.
- _____ 22. By morning water began to find its way (in, into) the cabins.
- _____ 23. To Paul, adrift in the skiff, it looked (like, as if) his end
- _____ 24. was near. It would have been (unless, without) the lifeboat came
- _____ 25. to his aid. This was different (from, than) anything he knew.
- _____ 26. They were rescued by a seaman to (who, whom) they signaled.
- _____ 27. He called Mr. Irwin, (who, whom) acted as chief engineer.
- _____ 28. To (who, whom) shall we look for further progress in aviation?
- _____ 29. Some boy (who, whom) you know in school may become an aviator.
- _____ 30. I wonder whether a bird can fly faster than (we, us).
- _____ 31. I am as ambitious as (they, them).
- _____ 32. (It's, Its) not often that a person is paid for screaming.
- _____ 33. Not noticing (it's, its) rubbery quality, she screamed.
- _____ 34. The leading (mans', man's) makeup must not be artificial.
- _____ 35. Too much eye shadow makes an (actress's, actress') face look old.
- _____ 36. In the outfit (was, were) young Jim and two guides.
- _____ 37. Where (was, were) the cattle? Stampeded?
- _____ 38. There (was, were) expressions of horror on every face.
- _____ 39. One of my friends (has, have) worn glasses all his life.
- _____ 40. Each of his friends (were, was) eager for him to get them.
- _____ 41. Neither of them (was, were) prepared for his reception.
- _____ 42. Both his brothers (calls, call) him "Four Eyes."
- _____ 43. No one of his friends (know, knows) how he suffered that winter.
- _____ 44. Not everybody (is, are) repaid for a good deed as Jim was.
- _____ 45. Each of them (was, were) able to save the other's life.
- _____ 46. "Mathematics," says he, "(helps, help) in counting cows."
- _____ 47. One day news (comes, come) of trouble at the corral.
- _____ 48. Twenty dollars (is, are) not enough to bring a doctor out here.
- _____ 49. The United States (have, has) rich grazing lands.
- _____ 50. "Boots and Saddles" (is, are) a true story of the West.
- _____ 51. Three fifths of the cow hands (was, were) attacked by measles.
- _____ 52. Civics (is, are) a subject I'd like to know more about.
- _____ 53. The author agrees that a cowboy's days (is, are) busy.
- _____ 54. One of the other cowboys who (was, were) along tried to help.
- _____ 55. Eggs were one of the foods which (was, were) rarely served.
- _____ 56. Beef was one of the meats which (was, were) often served.
- _____ 57. Ice cream was one of those things which (were, was) never made.
- _____ 58. But the food of cow-town hotels, which (was, were) bought so eagerly by the cowboy, would not appeal to us today.
- _____ 59. It wasn't (real, very) difficult to make camp.
- _____ 60. Erecting the tent (sure, surely) would come next on the program.
- _____ 61. "I feel (sure, surely) I can catch a three-punder," said Jack.
- _____ 62. They remained (silen t, silently) for a few minutes.
- _____ 63. He could eat all three of them (easy, easily).
- _____ 64. He knew how (delicious, deliciously) they would taste.
- _____ 65. Never before had food smelled so (good, well).
- _____ 66. In a few minutes, both boys were fishing (quiet, quietly).
- _____ 67. Bob continued fishing, but his luck remained (ppor, poorly).
- _____ 68. He (sure, surely) wished he had caught twice as many.
- _____ 69. Jack looked (hopeful, hopefully) at Bob.
- _____ 70. Camp cookery is (some, somewhat) different from cooking at home.
- _____ 71. The meat dishes are (real, very) delicious.
- _____ 72. Be (especial, especially) careful to cut the meat into strips.
- _____ 73. "You (sure, surely) are a first-class cook," smiled Jack.
- _____ 74. The fish looked very (appetizing, appetizingly).
- _____ 75. "I wouldn't (never, ever) let a summer pass without a camping trip."
- _____ 76. Scarcely (no one, any one) thinks that is enough.

23.65

Margaret L. Hopcraft
English, Social Studies
10-1, 10-3, 10-4

AMACHE SECONDARY SCHOOLS

Report from March 5 to April 28, 1945

Our work this period centered around the theme for the year, the development of great movements in the growth of civilization, and our life today as influenced by past history.

After completing the unit on the Middle Ages, we took a short unit on the Reformation and paused to view life in the days of Queen Elizabeth. We noted the beginnings of representative government, the development of the rights of the individual, and the beginning of the modern era of World History.

We studied the revolutionary movement, starting in America where the shot was fired "heard round the world." We briefly read and discussed the French Revolution and the spread of the ideals of liberty, equality, and fraternity. We are now working on the Industrial Revolution and its results.

We have been using a "study-question" method this quarter, as we wanted to get an overall view of the important movements and their effects on our modern civilization. Short quizzes have been given to see if the pupils have understood the importance of some of these events on our own lives.

ENGLISH:

Our work in English has been largely a review of word usage, grammatical construction, and an attempt has been made to improve the writing of sentences.

To date, we have covered such items as:

1. Correct usage of verbs
 - a. Agreement with subject
 - b. Use of proper tenses
 - c. Study of verbs often used incorrectly
2. Cases of nouns and pronouns--correct usage of pronouns
3. Writing, studying, and analyzing various types of sentences
4. Special study of complex sentences and how to use them
The three types of dependent clauses
5. Study of verbals and their uses for concise thinking and more mature sentences

We have also reviewed capitalization, punctuation, and did some work with spelling. We looked up many words that have come to us from European countries in connection with peculiar and difficult spelling. We also worked out some lists of words for our units in World History. We plan to do some work in enunciation and pronunciation next week.

Current Events:

As usual, we have had weekly discussions of current events, led by individual members of the groups. Some of the members have begun to make scrap books of events (using newspaper and magazine articles and pictures) as they realize that this is a truly historical period. The fact that one of the girls brought in some treasured material on the death of Lincoln brought to the realization of the class the desirability of such material on the death of our President, Franklin D. Roosevelt, and the end of Mussolini, the coming V-E Day, the San Francisco Conference, etc.

Written English:

Each member of the groups is writing an autobiography to be in by the 30th of April. This is to be in any form and as full as possible. These are to be my souvenirs of my individual pupils, and since I promised that no one would read them but myself, I shall be greatly interested in them.

Special Activities:

We held practice "Town meetings" of the air in each of the classes on the question of compulsory military training for boys of 18. One section did extremely well with their practice and plan to have another later this year on some pertinent question.

Music --Madrigals of the 16th century.
"Americans All-Immigrants All" -- The French in America--taken in connection with our study of the French Revolution. Some students are learning the "Marseillaise" in French.

Films: We saw some films of industry that showed the rise of the capital system, the origin of stock companies, etc.

Radio: We listened to President's Truman's address. *later*

Recordings: In connection with our study of the Elizabethan period, we listened to recordings of Shakespeare's "Macbeth."

Social: Spring sophomore party the evening of March 23.

Texts used during this period:

"Man's Great Adventure"--Chapter 16, pages 328-364
" " " 18, " 367-386
on to page 468

Special assigned readings in various historical works.

Jones's "Practice Handbook in English"--Units 7-13
Tests--19X, 19Y, 19Z.

Assignments to be completed by pupils relocating before June :

1. Autobiography
2. Individual project in Social Studies--modern problem.
3. Completion of English Workbook (Senior Practice Activities in English)
4. Oral report of this semester's outside reading.
5. Written review test in English.

ENGLISH REVIEW TEST

A. Parts of speech: Write above each word the part of speech it is.

While the dogs crunched their frozen salmon outside, I cooked my meal of caribou meat and ate it hastily by the light of the tiny candle.

B. Write beside each sentence - whether it is Simple, Compound, Complex. Underline the dependent clauses.

1. As I came closer, the little coyote ran like a streak.
2. The barns, chicken houses, and tool sheds were painted white.
3. The wheels churned the mud, but the automobile only sank deeper into the ditch.
4. This is the house where the first American flag was made.
5. Willie doesn't know what he wants.
6. The breeze filled the sails and the schooner was soon out at sea.
7. Joe replied that he did not know the answer.
8. When we reach Tucson, we shall stop for dinner.
9. Plan your work; then work your plan.
10. A boy who knows lifesaving may need to use that knowledge.

C. Verbs: -- A GERUND is a verbal ending in _____ and used as a _____.
 A PARTICIPLE is always used as _____.
 An INFINITIVE is a verb form with _____.
 An example of an infinitive is _____.
 The TENSE of a verb means _____.
 There are _____ tenses. The past perfect tense always has the auxiliary _____.

Give the principle parts of the following verbs:

grow _____	eat _____
Drown _____	lie _____
write _____	wear _____
say _____	broke _____
go _____	come _____

D. Nouns and Pronouns: Nouns and pronouns have _____ cases. The nominative case is the _____ of the predicate verb. The case of a noun is shown by what mark? _____. The object of a preposition is always either a _____ or a _____. An example of a proper noun is _____; of a collective noun is _____; of an abstract noun is _____; of a possessive pronoun is _____. I, he, you, they, etc. are _____ pronouns.

E. Adjectives and adverbs. An adverbial suffix is _____, an adjective suffix is _____. Adjectives modify _____ or _____. Adverbs may modify _____ or _____.

Compare the following adjectives:

1. helpful _____
2. happy _____
3. good _____
4. much _____
5. remarkable _____

F. Correct usage of words: -- Write the correct word in each blank.

1. Mother is _____ better today. (some, somewhat)
2. Do you like _____ kind of boys? (that, those)
3. We haven't _____ school today. (any, no)
4. Everybody certainly treated us _____. (good, well)
5. Vivian's sentences were written _____. (carelessly, careless)
6. _____ the car to the nearest garage. (Bring, Take)
7. My brother _____ me a new tennis stroke. (taught, learned)
8. Will you _____ me hand in my report now? (leave, let)
9. _____ I spend this period in the library? (May, Can)
10. I _____ your knife, Irving. (haven't, haven't got)
11. I see my cousin _____ every day. (almost, most)
12. My father buys a great _____ books. (deal of, many)
13. _____ accidents occur on school days. (less, fewer)
14. We divided the money _____ the ten members. (between, among)
15. I cannot _____ that statement without proof. (except, accept)
16. Edward fell _____ the icy water. (in, into)
17. Fear _____ a person in many ways. (affects, effects)
18. From whom did you _____ that book? (borrow, loan)
19. A glacier is a kind of _____. (a river, river)
20. I like _____ book very much. (this, this here)
21. Edwin and I can lift that log _____. (easily, easy)
22. I did _____ in our last English test. (good, well)
23. Margaret has invited you and _____. (me, I)
24. Everyone did _____ best to quiet the baby. (their, his)
25. We _____ probably go to the ball game. (shall, will)
26. Why _____ he let the boy ride? (doesn't, don't)
27. _____ girls are going to hike to camp Saturday. (Us, We)
28. Mother looked at me but _____ not a word. (says, said)
29. O'Brien was _____ asleep on the deck. (laying, lying)
30. I _____ was glad to see my mother. (surely, sure)
31. My _____ name is Skippy. (dogs, dog's, dogs')
32. Please go to the concert with James and _____. (I, me)
33. I _____ to America six years ago. (came, come, have come)
34. One of those houses _____ struck by lightning. (was, were)
35. I _____ hardly lift this battery. (can, can't)
36. There _____ about fifty knights on each side. (was, were)
37. You _____ to tease Tommy. (hadn't ought, ought not)
38. Don't buy _____ kind of shoes. (this, these)
39. The class _____ in their seats. (is, are)
40. Each of the boys _____ a part in the play. (has, have)
41. It _____ seem right to let this chance go. (don't, doesn't)
42. Your answer and mine _____ quite different. (is, are)
43. I could have _____ to the assembly. (went, gone)
44. The gypsy _____ her bundle on the table. (laid, lay)
45. My glasses were _____ last Saturday. (broke, broken)
46. Martha may _____ lost her purse. (have, of)
47. Father is _____ down. (laying, lying)
48. At the circus I _____ a hyena. (saw, seen)
49. "Weather in the Woods" _____ written by Dallas Sharp. (was, were)
50. Every one of the Campfire girls _____ present. (was, were)

G. Dictation--test in spelling, capitalization, punctuation.

AMACHE SECONDARY SCHOOLS

Teacher's Report

Period from April 30 to June 6, 1945

Our work for the last period of the second semester of 1945 centered around World Wars I and II. We took a brief survey of the causes, events, and results of the first World War. We discussed the Interim between the two World wars and surveyed the present struggle.

History:

Progress of civilization 1815-1870
 Great names of the 19th and 20th centuries
 Imperialism-Nationalism--Communism--Nazism--Socialism, etc.
 Causes of the first World War--Participants--Leaders--
 Events--Results--the Treat of Versailles
 The interim--the Depression--the New Deal, etc.
 The second World War--causes--nations involved--events
 V-E Day

Current Events:

Weekly discussion of current events
 All three groups took the National Current Events Test
 for the semester with the following results:

Norm for 10-1	72.1	<u>Note:</u> Test showed fine work by 2 groups. 10-4 group composed almost entirely of girls did not do so well.
" " 10-3	74.4	
" " 10-4	60.3	
National Norm	59.4	

English:

We completed the English workbooks this period, each member of the group working at his own speed. These were checked later in class. Work covered included:--

Gerunds and Infinitives
 Recognizing sentences
 Irregular verbs -- correct use of tenses
 Punctuation of quotations
 Improving sentence structure

Written English;

Written English:

Each member of the class wrote an autobiography. These were for the most part, very complete, and contained many anecdotes and ideas held by the individual. Several were arranged in original form, and, since they were to be kept by the teacher as souvenirs of the pupils, contained much personal material. There were by far the best written work done by the tenth grade this year.

Oral English:

Each pupil gave an oral report of outside semester reading
Each pupil led a discussion of Current events this quarter

Correlated Activities:

Literature: As far as we had time, we surveyed the literature of modern European countries. We studied that of France rather comprehensively. We read several fabliau, some of La Fountain's fables, extracts from the French philosophers, a few of Guy de Maupassant's short stories. We also read in class Moliere's comedy, "The Physician in Spite of Himself." Included also were selections from Spanish, German, and Italian authors. These were read by individuals who made their own choices.

Music: We heard such records as "Songs of Labor" and "Then Came the War" in connection with our history units.

Texts used:

"Man's Great Adventure"--from page 468 to end of book
"Our World Today"--Chapters on the World War and later period
"Across the Ages"--selected assignments
"Adventures in World Literature"--selected readings from French, German, Italian, and Spanish authors (translations)
"Practice Activities in Senior English, Book I"
Completed Units IX, X, XI, XII, XIII.

Tests: Most of our tests this period were included in the English workbook or were quizzes prepared by the teacher. Special attention was paid to vocabulary of the war.

Progressive Achievement Tests were given to all members of the 10th grade on ~~May~~ April 18th

Iowa Work-Study Skills Tests
Iowa Reading Tests in Comprehension and Vocabulary

Social Activities:

Sophomore class picnic at Granada the afternoon of June 1.

Sample test in World History: Identify the following terms or names

Ankara	Manchukuo	Lenin
Dardanelles	Foch	Pershing
A. E. F.	"Fourteen Points"	William II
Triple Alliance	Triple Entente	Battle of the Marne
Joffre	Argonne	St. Mehiel
Bolshevik	Kultur	Chateau Thierry
Nationalism	Nicholas II	Third Reich
Imperialism	Protectorate	Totalitarian state
Nazism	Mandate	Nihilists
"Red Sunday"	Militarism	Preparedness
Mobilization	Lusitania	"Sick man of Europe"
Brest Litovsk	Danzig	"Scrap of paper"
Geneva	Orlando	Disarmament Conference
Mussolini	Kellogg	Trotsky
Edward VIII	Democracy	Industrialism
Moratorium	Arbitration	Sun Yat-sen
Ultimatum	Jutland	U-Boats
Sarajevo	Serbia	Central Powers
Belgium	George V	Allied Powers
Dolfuss	Stalin	Von Hindenburg
Ethiopia	Franco	Munich
Reparations	World Court	Mahatma Gandhi
Versailles	Lloyd George	"Five year plan"
Palestine	Clemenceau	Woodrow Wilson
Czechoslovakia	Black Shirts	Alsace-Lorraine