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6 of 7

11th Grade

6/7/14
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9/15/4
L3.68

To: H. K. Walther

From: Melvin P. McGovern

Subject: Semi-monthly Report of the 11³ and 11⁴ English-Social Studies classes.

Texts: Long & Halter Social-Studies V Skills
Rush, Floyd L. Psychology and Life

Objective: Development of Social Studies Skills

Unit: I. Social Studies Skills

- A. How to understand social studies reading
- B. How to use an encyclopedia
- C. How to use a dictionary
- D. How to use a map
- E. How to use an atlas
- F. How to use an index
- G. How to read simple graphs
- H. How to outline social-studies material
- I. How to study

Evaluation: Short exercises and daily test.
Test over entire field. Scores ranges from 22 to 30.
Pupils seem to have a good working knowledge of social studies skills.

Comment: A good deal of time was spent distributning text books, Pupils Programs, letter from Dr. Garrison, occupational questionnaire and reading bulletins. All students took the Smith Vocabulary Count.

Plans for next semimonthly period:
September the 18th both classes will start a unit entitled "Our Cultural Backgrounds." This will cover the major contributions of other civilations to our American way of life. In discussing these units with the class a number of interesting offers and suggestions have been made. Several students have indicated that they would like to make posters showing the contributions of the Greeks. Others have offered to give oral reports on such subjects as the printing press and the alphabet. The most interesting area which a large number of the students indicated they would like to know more about is in general language. They would like to know how other languages contributed to "American." More about this later. Maybe we can work out a unit on general language.
Plan on discussing the value and desirability of a student council.

AMACHE SECONDARY SCHOOLS
AMACHE, COLORADO

SOCIAL-STUDIES SKILLS TEST
General Education
September 15, 1944

TRUE OR FALSE

- _____ 1. Persons are listed in an encyclopedia alphabetically according to their last name.
- _____ 2. There are some encyclopedias written especially for young people.
- _____ 3. When a person falsely claims to have written something, it is known as plagiarism.
- _____ 4. For the most complete information about a word an unabridged dictionary is best.
- _____ 5. Amache High School Library has an unabridged dictionary.
- _____ 6. All dictionaries give the spelling of words.
- _____ 7. Most dictionaries also tell the parts of speech of words.
- _____ 8. The top of a map represents north.
- _____ 9. The left of a map represents west.
- _____ 10. The bottom of a map represents south.
- _____ 11. Physical maps are those which show features such as rivers, lakes, hills, and plains.
- _____ 12. A political map shows the divisions of the country, such as states, cities and towns.
- _____ 13. An atlas may be recognized at once as a book of maps.
- _____ 14. The index to a book is a list of the subjects which are referred to in the book, listed alphabetically.
- _____ 15. The index is usually in the back of the book.
- _____ 16. Of all the modern almanacs, the most famous is "The World Almanac".
- _____ 17. A graph is a way of presenting facts and figures by means of a drawing.

- _____ 18. What you do when you outline is to pick out the most important things in the material --- then write them down in a few words in a kind of pattern.
- _____ 19. Even the best encyclopedia leave out many topics.
- _____ 20. A list of references from which a report was prepared is known as the bibliography.

In each of the following groups of cities, there is one city that does not fit into the group. Underline the city that does not belong in the group.

21. Duluth, Chicago, Detroit, Columbus, Cleveland and Buffalo are located on the Great Lakes.
22. San Antonio, Ft. Worth, Dallas, Austin, Houston and Little Rock are important cities in Texas.
23. Charleston, Grand Rapids, Birmingham, Savannah and New Orleans are important southern cities.
24. Buffalo, Rochester, Albany, Hartford and Syracuse are leading cities in New York.
25. Phoenix, Santa Fe, Denver, Boise and Mobile are located west of the Mississippi River.
26. Draw a simple line graph.
27. Draw a simple bar graph.
28. Draw a circle graph.

29. The pattern used most often in outlining is as follows:

30. Name one encyclopedia which we have in the Amache Secondary School Library.

October 13, 1944

To: H. K. Walther

From: Melvin P. McGovern

Subject: Monthly report on the 11³ and 11⁴ English-Social Studies class.

Texts: Wirth, "Development of America"
Wirth, "Workbook"
Cross, "American Writers"

Magazines: "The American Observer"
"Senior Scholastic"

Audio Aids: Americans All, Immigrants All
1. Our Hispanic Heritage
2. Our English Heritage
3. A New England Town
4. The Scots, Scotch-Irish and Welsh
Masterpieces of Literature
1. The Mayflower Compact
2. Penn's Charter of Privileges

Visual Aids: World News of the Week Maps, Newsmap For The Armed Forces

Unit Objective: To understand how the colonies were established and how the early settlers developed the institutions which form our cultural heritage.

Specific Objectives: To appreciate how Englishmen came to settle America.
To know how American colonists set up a government.
To know how American colonists cared for their religious, cultural and intellectual life.
To understand how the inter-colonial wars were a counterpart of the struggle in Europe.
To appreciate how the basic ideas of government, school, religion and social life brought from Europe influenced the colonists.
To develop an awareness of literary values.

Pupil Activities: Made a list of words and terms found in readings which were unknown.
Gave floor talks on historical subjects of this period.
Map work.
Workbooks.
Class discussions.
Made charts and graphs.
Presented a radio drama.
Made Horn Books.

Evaluation: See attached tests.
1. History Test - Unit I
2. History Test - Unit II
3. Literature Test - Unit II

Comments: October 11, 1944
Ben Morikawa, Satoshi Saneto, Paul Sugimoto, Lucy Nakano, Yoshiko Oda, and Setsumi Saito presented a radio drama entitled "Fate Knocks At The Door".
It was very well done and much appreciated by both the classes. This radio dramatization was done "above and beyond the call of duty". It was for extra credit.

A good deal of class time has been spent discussing the reports from student council. The council seems to be a much more serious matter this year.

Letters from relocated students have been read to the class.

A special Columbus Day program was developed by students in both classes. Not too well done - read a few poems. This was not a class assignment.

The Future: The next unit will center around the struggle for American independence. We will read and discuss such literary works as "The Declaration of Independence", "Common Sense", and Patrick Henry's famous Virginia Convention Speech.
This may be a good place to do some work on the development of propaganda in war time. We can use Thomas Paine as well as the publications of the Institute for Propaganda Analysis.
We plan on some sort of special observance of American Education Week, November 5th to 11th. Have just sent for material.

November 17, 1944

To; H. K. Walther

From; Melvin P. Mc Govern *M.P. Me2*
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Subject; Report on 11 and 11 English-Social Studies Classes

TEXT;

Wirth, "Development of America Unit III
The Struggle for American Independence
Pages 127-175.

Wirth, "Workbook" Unit III
Pages 39-53

Cross, "American Writers"
The Revolutionary Period
Pages 21-47
The Young Republic
Pages 47-96

MAGAZINES;

"The American Observer"
"Senior Scholastic"
"Time"
"Rocky Mountain News"
"Denver Post"
"Pacific Citizen"
"Chicago Defender"
"Manzanar Free Press"
"The Progressive"
"The Cooperative Consumer"

AUDIO AIDS;

Americans All, Immigrants All
1. The French & Metherlanders
Our American Heritage
1. The Declaration of Independence
March of Time Record, August 17, 1944
1. The Japanese-American Soldier

VISUAL AIDS;

World News of the Week Map
Newsmag for the Armed Forces
Student made maps, charts, posters and graphs.

UNIT OBJECTIVE;

To understand the development of political and literary independence in America; how Englishmen became Americans; and finally the acceptance of the Constitution of the United States.

Subject; Report 11 and 11 and English-Social Studies Classes

SPECIFIC OBJECTIVES;

To understand the evolution of English colonial policy and the effect on the American colonies.

To see how the minority's desire for independence gradually gained hold of the people.

To understand how the Revolution was fought and won.

To appreciate how English and American political theories were different.

To know the character of the government under the Articles of Confederation and why it failed.

To know and appreciate the literature of this period.

EVALUATION; See Attached Tests

1. History Test Unit III
2. History Test
3. Current Events Test--Teacher Made
4. Far East Test
5. National Current Events Test

COMMENTS;

November 1, 1944, Frank Yamaji and William Yasumura presented a very interesting radio drama entitled "History of Boogie Woogie". Needless to say it was very much appreciated by the class.

The classes celebrated William Penn day on the 25th rather than the 24th because we worked on the farm that day.

Sample ballots were made and discussed just prior to the National election.

October 31st the 11 English-Social Studies Class held a Halloween party in room #4. This class meets 3rd and 4th period so the students decided to bring their lunch and spend the noon hour at school. The following students did an excellent job in planning the party;

Recreation; Aiko Kasai, Tomiko Ogata, Mitsuko Yamamoto, Frances Yamamoto and Anna Sasaki

Entertainment; Namiko Ota, George Nomura, and George Murakame

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Subject; Report 11³ and 11⁴ English-Social Studies Classes

Refreshments; Cookie Takano, Mary Oda, Justine Sekiyama
Shizuko Terada, Ruli Nagano, Elsie
Nakagawa, Toshiko Sakamoto

All my English-Social Studies Classes prepared special programs for Book Week, November 12-18. Had several interesting oral reports on the history of printing in America and the development of children's books in the colonies.

During the past quarter every student in 11³ and 11⁴ gave at least one oral or one written book report. This was required reading.

THE FUTURE;

Our next unit of work will center around a study of the Constitution. We shall try to understand current political problems and principles in relation to the foundation of our government. We shall read the works of some of the founding fathers. Will soon be busy planning some sort of Class Christmas program.

December 23, 1944

To: H. K. Walther

From: Melvin P. McGovern

Subject: Report on 11-3 and 11-4 English-Social Studies Classes

Text: Wirth, "Development of America".

Unit IV: The Founding of American Nationality

Chapter IX: Social and Economic Conditions Following the Revolution

Chapter X: The Work of the Constitutional Convention

Chapter XI: The Organization of the New Government

Unit V: The Development of American Nationalism and Democracy

Chapter XII: Jeffersonian Democracy

Chapter XIII: Neutral Rights and Expansionists of 1812.

Chapter XIV: The Spirit of Nationalism

Chapter XV: Jacksonian Democracy

Wirth: "Workbook"

Units IV and V: Pages 53-88

Cross: "American Writers"

Poetry of the Young Republic: Pages 96-121

O. Henry: "The of the Magi" Pages 402-406

Eugene Field: "Jest 'Fore Christmas" Pages 246-247

Jones: "Practice Handbook in English" Punctuation Pages 137-146

Magazines and Papers:

"The American Observer"

"Senior Scholastic"

"Rocky Mountain News"

"Denver Post"

"Pacific Citizen"

"Chicago Defender"

"Manzanar Free Press"

"The Cooperative Consumer"

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"Herald Tribune Book Review Section"

"Time"

Audio Aids:

1. Ballad for Americans
2. Vox Pop. C. B. S. 8-2-44. Interview with Lt. Piazza about Japanese-Americans
3. Americans All, Immigrants All
 - A. Winning Freedom
 - B. Social Progress
4. Our American Heritage
 - A. The Farewell Address of George Washington
 - B. First Inaugural Address of Thomas Jefferson
5. Christmas Records

Visual Aids:

Films

1. History of Transportation
2. John Doe, Citizen

Maps

1. World News of the Week Map
2. Newsmap for the Armed Forces
3. Student made Charts, posters, graphs and maps.

Speakers:

William A. Easton, Librarian

Visitors:

Dr. Cross of the University of Colorado

Aims:

To understand current political problems and principles in relation to the foundation of our government. To see how certain political precedents were established, and how political parties came into being. An understanding of the democratic principles of Thomas Jefferson, Andrew Jackson,

and other political leaders. How our nation became more powerful and won the respect of foreign nations, extended its territory, and developed a spirit of nationalism.

To understand and appreciate the poetry of this period.

Evaluation:

1. Unit tests over IV and V
2. Literature test
3. Essentials in English test form No. 22R, Book II.

Comments:

Mr. William E. Easton spoke to the 11-3's and 11-4's about books. His purpose was to introduce students to good books. The reviews were well received and he did stimulate the students as shown by the increase in circulation.

December 15, Mr. Easton played a return engagement for the 11-3's and 11-4's. He explained the plan and purpose of his assembly quiz program. The students were very much interested and submitted questions for the program.

Both classes held very successful Christmas parties December 22. I have the folders on all the 11-3's and 11-4's--and am now having an interview with each student to discuss their credits, plans, etc.

The Future:

The next unit will cover American life and Culture in the nineteenth and twentieth centuries.

To: H. K. Walther

March 3, 1945

From: Melvin P. Mc Govern

Subject: Report for January and February on activities of 11-3 and 11-4 English-Social Studies.

Text: Wirth, "Development of America". Pages 289 to 423.

Unit VI: The Western Movement Stimulates American Democracy.

Chapter XVI: Early Expansion to the West

Chapter XVII: Expansion to the Southwest

Unit VII: The Slavery Controversy

Chapter XVIII: The Origin of the Controversy

Chapter XIX: Slavery in Politics

Chapter XX: War Between the North and South

Chapter XXI: Reconstruction

Wirth: "Workbook"

Units VI and VII, Pages 89 to 130

Cross: "American Writers"

The Nation Divided: Pages 125 to 142

A unit on the Short Story of Local Color

Short Stories

The Outcast of Poker Flat: Page 151

Free Joe and The Rest of the World: (Page 164

The Revolt of Mother: Page 369

Under the Lion's Paw: Page 379

Selections From Novels

Baker's Blue-Jay Yarn: Page 159

Huck Finn in Disguise: Page 272

Spelling Match at Grande Point: Page 278

Jones: "Practice Handbook in English".

Speech Making: Page 234 to 236

Conversation: Page 237 to 240

Oral Reading: Page 241 to 247

Outlining: Page 230 to 233

Magazines and Papers:

The American Observer

Senior Scholastic

Rocky Mountain News

Pacific Citizen

Chicago Defender

Manzanar Free Press

The Cooperative Consumer

The Shanghai Evening Post

The Negro History Bulletin

The Crisis

Journal of Negro Life

Our Times

JACL Reporter

Time

San Francisco Examiner

Audio Aids:

Records:

Americans All Immigrants All

Closing Frontiers

The Orientals

The Negro in the United States

Songs of the South

Favorite Cowboy Songs

Abe Lincoln in Illinois

Grand Canyon Suite

Carmen Jones

Folk Songs of America

Calypsos By Wilmoth Houdini

Marian Anderson - Selections

Radio:

Presidents Report to Congress on Yalta Conference, 3-1-45

Visual Aids:

Film:

World at War

March of Time - Texas

Adventure Bound

The Negro

Maps:

World News of the Week Map

Newsmap for the Armed Forces

Student Made Maps, Charts and Graphs

Pictures:

Negro Picture Display

Speakers:

Librarian William A. Easton, discussed books dealing with the Civil War Period.

Visitors:

Mrs. K. Stegner, Mrs. M. Hopcraft, 10-1 and 10-4 classes to observe Junior Town Meeting which was held in Room No. 4, March 2, 1945

Aims:

Coorelation of American literature with events in American History.

Development of an appreciation for the poetry and prose of the frontier.

To place emphasis on the short story of local color in order that we can appreciate and understand the customs, peculiarities of language, and surroundings which distinguish one section or groups of people from other sections or groups.

To appreciate the contributions of the West.

To appreciate the influence of the frontier in American History.

To understand how democracy was the natural outcome of frontier life.

To understand how many present day racial attitudes and problems originated in the slavery controversy.

To see how reconstruction affected the South, and how it has influenced our national history since 1865.

Evaluation:

Unit Tests over VI and VII.

Quill and Scroll Current Event Test.

American Observer Semester Test.

Factual Test on Local - Color Stories.

Capitalization and Punctuation Test.

Comments:

All my classes celebrated National Negro History Week, February 12 to the 16th. Interesting suggestions were received from The Association for the Study of Negro Life and History, Washington, D.C. Oral reports were given on some of the outstanding negroes in American life. A study was made of the negro press. An interesting class discussion was held on the subject "What Will Victory Mean to the Negro".

Valentine Day was celebrated by a special report on the history of this day. Chapters were read from the Book of Ruth.

Lincoln birthday was celebrated by the reading of selections from his speeches.

On Washington birthday we had a display of pictures depicting important events in his life.

March 1, the 11-4 class listened to the Presidents report to Congress on his trip to Yalta.

March 1st and 2nd both classes held model Junior Town Hall Meetings.

The Future:

A unit on the industrialization of the United States.

April 28, 1945

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To: H. K. Walther

From: Melvin P. McGovern

Subject: Report on 11-3 and 11-4 English Social Studies classes for the period March 5 to April 28.

Text: Wirth, "Development of America". Pages 423 to 575.

Unit 8: The Industrialization of the United States.

Unit 9: How the Industrial Revolution changed Transportation and Communication.

Wirth: "Workbook"

Units 8 and 9. Pages 131 to 167.

Cross: "American Writers"

The Nation United, Pages 143 to 150

The Modern Short Story, Pages 366 to 442

Jones: "Practice Handbook in English"

The Parts of Speech, Pages 24 to 30

Spelling, Pages 163 to 174

Enunciation and Pronunciation, Page 185 to 188.

Ruch: "People are Important"

Growing Up, Pages 188 to 212

The Age of Romance, Pages 213 to 236

Getting Along With Others, Page 257 to 278

Audio Aids

Records

Americans All, Immigrants All

An Industrial City

Contributions in Science

Contributions in Industry

International ~~Government~~ Workers Union recordings

GARMENT

Latin American Folk Songs

Our American Heritage

The Gettysburg Address

Peter and the Wolf by Prokofien

Selections from The Student Prince and Maytime

I Hear America Singing by Kleinsinger

Radio

April 13, Death of the President

April 16, President Trumans Address To The Congress

Films:

America Marching On

American Anniversary

Postmark U.S.A.

Frontiers of the Future

Wheels Over Africa

Report from Russia

Guest Teacher:

Mr. Hiroshi Shibata, March 16, 1945

Visitors:

Mr. C.W. Pettegrew, National Moderator for the Junior Town Hall Meetings

Mr. I. Hensley, Director of Adult Education, Amache, Colorado

Aims: Unit Eight presents a very important phase of our history. In this unit the emphasis is on economic conditions and problems. In studying Unit Eight pupils tried to understand our change from a simple agricultural community to a complex civilization, thereby learning how our social and economic problems have originated. Throughout the study of industrialization we attempted to relate the political, economic, and social developments to our present problems.

In Unit Nine we tried to discover how modern means of transportation and

communication have developed in the United States and how they have brought great changes in American ways of living.

The unit entitled Growing Up dealt with the problems youth faces in growing up. We discussed such things as attaining physical maturity, establishing independence, learning to feel at ease in mixed company, taking ones place in the community and accepting the responsibilities of adult citizenship. This unit was requested by the students.

The aim of our unit on the modern short story was plain appreciation for this type of writing.

Evaluation:

Unit Test over 8 and 9.

National Current Event Test.

Factual Test on Modern Short Story.

Test on Parts of Speech.

Spelling and Enunciation.

Merriams Vocabulary Test.

Comments:

March 29 all my classes had special Easter programs.

April 14 we celebrated Pan American Day. A group of students presented a play entitled, Benito Juarez. Another group presented an all Latin American musical program.

April 19 all Juniors took the Achievement tests.

All my students were given a Reading Interest Information Blank (copy attached). I used this to secure information for the cumulative folders.

BENITO JUAREZ

Characters:

An American boy - Jim
An American girl - Betty
A Mexican boy - Juan

Scene: The patio of Juan's house. The three are just entering the patio from the street. They are talking.

Front stage:

Jim: But I still say the U. S. has more great heroes.

Betty: Yes, and they have done more for their country than any of yours have. Take Lincoln, for example. He freed the slaves. None of your heroes have done anything like that. Have they?

Juan: Yes! Haven't you heard of Benito Juarez? Like Lincoln, he obeyed the law and wanted to see all of the people have the same freedoms.

Betty: I haven't heard of him; who is he?

Jim: Tell us something about him.

Juan: Well, here goes, as you Americans say.

Juan continues:

Benito Juarez was born in a small pueblo about 50 miles from Oaxaca. His mother and father died when he was 3 years old and he lived with his Uncle Bernardino who treated him very badly.

One day, when Benito was 12 years old, some men stole some of Tio Bernardino's sheep. The tio blamed Benito for it, whipped him, and sent him out looking for them. Benito started thinking while he was there and decided he would run away. He left that night for Oaxaca to see if he could find his sister. He was so afraid that his uncle would catch up with him, that he ran all night. It took him 2 days and 3 nights to reach Oaxaca.

He went to the Mazza house to see if his sister was there....

(BLACKOUT)

(The scene is a Mexican kitchen. A girl is grinding corn on her knees. There is a knock on the door and she gets up to answer it.)

Scene I (backstage)

Benito:- If you please-----

Josefa Go away, no beggars allowed here!

Benito: Josefa - sister!

Josefa: But Benito, little one. I can't believe it's really you! He gave you my message then? That Juan Fernandez.....

Benito: Yes, he told me. I couldn't believe my ears when he told me. I've come because Tio Bernardino is becoming worse every day. He beats me, and now, he sent me out to look for some stolen sheep. That Juan Fernandez stole them. Josefa, do I have to go back?

Josefa: No, Benito, you shall never have to go back! I shall see if you can stay here. Right now, I think you had better have something to eat. Sit down and I'll get you some soup.

(Enter a small boy)

Jose Mazza: Josefa, there will be a guest for dinner- my father's friend, Don Antonio Salanueva. And mama says ///OH! what a queer looking boy. Who is he?

Josefa: He is my brother. He has had a very hard journey to get here. Will you ask your father if he can stay here? He will be a good servant. Please.

Jose Mazza: Yes, I'll ask him. I've always wanted a friend of my own age. Just a minute, I'll call father. Papa! Papa! Will you come here?

Sr. Mazza: What is the matter?

Jose: Papa, Josefa's brother has just come here. Can he stay here? I've always wanted a friend, and besides he could be a servant. Please.

Sr. Mazza: It's all right with me. You can give him some of your old clothes. Right now you come to supper.

(Exit Jose and senor Mazza)

Josefa: See, Benito, I told you you could stay.

Benito: Good. I like that little boy. Do you suppose I could play with him?

Josefa: I'm sure of it. But now eat your soup before it gets cold.

(End of Scene I)----- (Front stage)

Juan: That is just a sample of the hardships that Juarez went thru. I'll just hit some of the high spots of his life. How do you like my slang?

Betty: You're learning more English every day.

Jim: Tell us about his later years. How did he get his education?

Juan: Young Benito Juarez was placed under the protection and guidance of Don Antonio Salvanueva, a member of the Third Order of St. Francis. Don Antonio supported himself by binding books, and while the lad served as an apprentice in the trade,

Don Antonio taught him to read and write and gave him the elements of arithmetic and grammar. Under the mild rule and guidance of this devout man, the boy made remarkable progress, and to the delight of Don Antonio, he developed a genuine passion for the books over which he bent most of the day, patching and mending.

On an evening in October, 1821, when Benito had been with the bookbinder 3 years, the boy was just returning after walking home with the young son of Don Antonio's guest, Sr. Mazza. As he passed the parlor door, Don Antonio called to him.

(BLACKOUT: Backstage scene two)

D. Antonio: Come and join us, Benito. We have something to say to you.

Benito: Yes, sir.

Sr. Mazza: Come closer, boy. Your patron has some news for you.

D. Antonio: Benito, we have been deciding your future. How would you láka- like (pause)--how would you like to become a student at the Seminary of Oaxaca?

Benito: I, sir? I do not think I understand.

D. Antonio: Then you shall. I have not concealed from you, Benito, that I have been amazed and gratified with the way you have taken to learning under my instruction. It is clear to me that you have a mind above the average, not merely for an Indian, but for any race. Such a mind should not be wasted on the ordinary tasks of a servant. I think you can become a scholar, Benito, an educated man. That is the opinion of us both, is it not, Mazz?

Sr. Mazza: Yes, I am not schoolmaster myself, and perhaps my opinion is not of great value. But, I have the utmost confidence in Don Antonio's judgement. I am willing to back it.

D. Antonio: You see, Benito? Do you realize what this means? Senor Mazza, with boundless generosity, makes himself responsible for your fees. Oh Monday morning I myself will take you to the rector.

Benito But, sir -- but, sir---

D. Antonio: You would say that you are not ready, that you could not meet the entrance requirements? Ah, my boy, how little you know! For a year I have had this in mind, but I have said nothing. I am a poor man. But what I could do, I did. For the past year I have directed your studies to this one end, to fit you for the Seminary. Ah, I was cunning and you never knew!! Because, you see, I would not build up false hopes. And now, thanks to our kind and noble friend, here, it has all come right.

Sr. Mazza: Well, young men, speak up. Tell us what you think of the idea.

Benito: Sirs, I do not know what to think. For your kindness I am most grateful, but I deserve it so little----

Sr. Mazza: Nonsense! YOU'll do us credit, we're sure of that. Remember, Don Antonio, has an argument to win through you. He has friends who insist that it is not possible to educate an Indian. Keep that in mind when you encounter difficulties.

Benito: Diffidulties are nothing, sir.

D. Antonio: You will notice many of the wealthier boys, Benito, and you may be tempted to share in their frivolities and neglect the great task before you. But remeber, you go to study and not to enjoy yourself. You hear, Benito?

Benito: ~~-O-fear,-serv-up-af-ff,-never-be-ashamed-of-me~~
I hear, sir; you shall never be ashamed of me.

Sr. Mazza: Of course we shan't. Soon they will see us going about the streets bursting with pride in you, and all Don Antonio's friends will scuttle into corners to avoid his boasting.

D. Antonio: May the future bring health and prosperity to Benito Juarez, Indian and scholar.

(FRONT STAGE)

Jim: Gosh! You can get a good comparison between him and Lincoln.

Juan: Yes, they wer much alike, and in later years, Juarez greatly admired Lincoln. Would you like to hear more?

Jim & Betty: Yes!

Juan: What would you like me to tell you?

Betty: Tell us about his schooling?

Juan: Well, he studied to be a priest to please Don Antonio, but he felt that he could do more good for Mexico if he became a lawyer. Thus when the new Institute of Sciences and Arts was opened in 1826 he transferred to it. He then took up law in order to defend the Indians' rights.

Jim: He certainly had the cause of the common people in his heart.

Juan: Just like your Lincoln

(BLACKOUT**Scene Three School Days of Juarez)

Pedro: Way don't think it's t me to go? You said that we were supposed to meet at Jose's house by 4 o'clock.

1st Youth: Yes, we were, Hasta luego, Pedro.

Pedro: Adios.

3rd Youth: I have to go now, my mother is expecting me.

4th youth: I've got to go to too, the lessons for tomorrow are especially hard.

Miguel: Benito! Wait, I have something for you.

Benito: Buenas Tardes, Miguel. I'm really glad to see you. I wondered where you were.

Miguel: Didn't the others leave quite suddenly? Oh, well, what's the difference. Say, here's a book Father Aparicio told me to give to you. I do believe he's becoming interested in you.

Benito: That's what this country needs more of, men like Father Aparicio. He will move the country ahead, not backward like the priests of the Seminary. Now today I learned of the law of gravity. In the Seminary everybody would be horrified by such so-called sacriligious ideas.

Miguel: Yes. As every day goes by I am more thankful that you and I could come to this new school. Even though relations with the others aren't very pleasant, we learn and that's what we came to do.

(GREAT COMMOTION--SHOUTING? YELLING)

Benito: What's all the noise about? Isn't that some of General Santa Anna's guards coming this way? I can see the brown cassocks of monks thrown over their shoulders. What could this mean?

Miguel: Hey, chico, come here a minute.

Benito: Why is that mob collecting around the guards of Santa Anna? And why did those rich gentlemen ride away in such a fury?

Boy: You have not heard, Senores? Oh, it was so funny! I thought I should die laughing. That Santa Anna--what will he think of next?
Today when we arrived at our meeting in the church, a whole section of the seats was already occupied by a company of brown-robed monks. The monks sat in very respectable attention until it was time to take up the collection. These monks weren't monks, but soldiers of Santa Anna. They took all of the money and jewels from the rich men and women and then left in a hurry. Here comes Santa Anna now, I think he is going to make a speech.

Benito: I've got to hear this speech to see how he explains himself. I bet he's dressed in his bright colored clothes.

(COMMOTION)

Santa Anna: My fellow country men. I am only your servant, and am here to do your will. As you all know we have suffered greatly under the dictatorial president, Pedraza, who has been forced upon us. Why, gentlemen, are you poor? Why do you have to work for slave wages? Because the rich have bound you hand and foot. It is only fair that we have our rights and privileges which belong to us. The Lord is on our side, we are right. If we put our president, Guerrero, in office, we shall have our rights and the rich shall be punished. My people, follow me, I shall see that our homes and families will be protected and be safe and that the devil's president, Pedraza, shall be out of office. I thank you.

(GREAT APPLAUDING)

Miguel: The show's over. What did you think of him? Naturally he will give that speech over and over, for he is the sort who has only one speech. I must say, though, that for its kind, it is a good one. And did you see how the mob responded? I shouldn't wonder if he did succeed in overthrowing the election and seating Guerrero.

Benito: Even you, Miguel? I know the man has eloquence, he moves the people. But can you not see? What we want is important. But more important still is--how we get it. That way, Miguel, is by lawlessness and terror. And I tell you solemnly, that for us here in Mexico, for justice-loving men anywhere on earth, THAT IS NOT THE WAY!

(END OF SCENE 3)

Juan: As you see, Juarez had quite a time making friends, but the lawyer's son and Juarez were friends all thru the years that followed.

Betty: I always thought the Mexicans were romantic.

Jim: Yes, what about the serenades and courting?

Juan: Oh you Americanos! The serenade was out of date even in the days of Juarez because in the cities it disturbed the people. But now I will tell you how courting was and is done in Mexico. It is called playing bear.

(SCENE 4)

Juan: Let us imagine Senor Juarez pacing up and down in front of the Mazza house. Margarit Mazza, the only daughter in the family, was a young girl of 17 and very beautiful with her clear skin, blue eyes, and hair of reddish hue. In true Mexican style Senor Juarez started pacing up and down in front of the house showing he desired to court Margarita. She was very surprised as was the rest of the family, nearly twenty years older than Margarita, and had no money or well-known name to offer her. To follow tradition, Juarez will continue to pace up and down each night until he gives up hope or until Margarit asks

her father to rap on the floor with his cane 3 times, which is a sign he may court her. Facing up and down is known as playing bear. When Juarez hears the raps on the floor he will walk up to the door and knock to make a formal call on the family. After a sufficient number of calls Juarez will ask to speak to Senor Mazza privately and will ask for the hand of his daughter. When all the arising questions have been discussed, the 2 men will return to the family circle and the new son-in-law- to-be will be announced. Because Margarita was not only beautiful, but intelligent, she saw kindness and understanding in the eyes of Juarez. So she turned down her more showy suitors for him. Thus the courtship of Juarez was successful.

(END OF SCENE 4----LAUGHTER)

- Jim: I would hate to do that if I wanted to go with a girl.
- Betty: I don't think I'd want a boy to do that. 't looks silly.
- Juan: You 2 may laugh but it's an old Mexican custom and it's a lot of fun.
In 1853, ten years after Juarez had married Margarita, he was exiled by Santa Anna.
- Betty: Why was he exiled?
- Juan: Santa Anna thought that Juarez was going to start trouble with him. So as a precaution, he had him put on a boat that took him to Habana, and from there Juarez went to New Orleans, where he remained for over 2 years. During that time he studied English and the Constitution of the U.S. When a revolution broke out in 1855 against Santa Anna, Juarez went back to Mexico. He was elected deputy to the Congress from his native state, Oaxaca, and was later elected Chief Justice of the Mexican Supreme Court and therefore, in accordance with the Constitution, he became Vice Pres. of his country. When the president of Mexico was overthrown, Juarez refused to support his successor, and as chief of the liberal party he organized a resistance government. More years of civil war followed but finally, in 1861 he was recognized as acting president and in June of that year he was elected president.
- Jim: It seems to me that I've heard something about a man named Maximilian. Who was he?
- Juan: He was an Austrian prince sent over in 1864 to rule Mexico. He had a wife named Carlota. She was an ambitious woman, and she wanted to ~~make~~ ^{make} Mexico into an Empire.
- Betty: I thought it was the French who sent him over.

Juan: It was a joint plan of France, England and Spain, but French troops supported him in the hope that he would collect the money the Mexican government owed France. I'll tell you about a scene in Maximilian's Court.

(SCENE 5)

Chamberlain: Your Highness, here are some Mexican peasants to entertain you.

Max.- Send them in.

(PLAY MUSIC: SHOUTING, ETC.)

(END OF SCENE 5)

Betty: I would enjoy dancing those dances.

Jim: They seem to have much better rhythm than American music.

Juan: That scene showed the kind of rulers Maximilian and Carlota were, pre-occupied most of the time with court affairs instead of affairs of state. Maximilian's treasury policies were also unwise, and he bled the country with such high taxes that ~~that~~ the Mexicans finally got tired of him and defeated him when the French troops were withdrawn. Maximilian was captured and put on trial for his life. Juarez was still the legally elected president of Mexico and as such he had to decide whether or not to pardon Maximilian. This was hard to do since he was swamped with letters begging him to free Maximilian.

(SCENE 6)

Juarez: I, a poor Indian, must decide the fate of Maximilian, a man of royal birth. Ah, it is, indeed, a weighty problem to be solved. This man has committed serious crimes, against a country of which he is not even a citizen, my beloved Mexico. He has made war against the government and the people of Mexico. He has shown by signing the Black Degree, forbidding people to carry arms, that he holds in light regard the lives and the welfare of my people. For by so doing he has, in one fell swoop, slaughtered thousands, whose only offense was that they had acted as men in defense of their fatherland. And yet, day after day, I receive promises from the Crowned heads of Prussia, Austria, England, Spain, and other influential ~~enar~~ countries that if I allow Maximilian to live and depart from the country, he will ~~never~~ never again set foot upon Mexican soil. Yet, are these guarantees enough? The crimes of which he is accused carry a penalty of death. Yes, the penalty is death, and I have always held in high regard the laws of my country, followed them to the very letter. From these high standards and principles, I cannot depart. Maximilian must be tried by a legal jury, as any man accused of any crime has the right to be tried. But if the decision is that he is guilty, I must overlook his royal blood, and the pleas of his friends and mine. I must overlook everything, except the fact that he is guilty of crime against Mexico and her people, for which the penalty is death. No, I cannot intercede in his behalf. If it is the will of the people, Maximilian must die!!

(END OF SCENE 6)

Juan: That was one of the greatest decisions that Juarez ever had to make.

Jim: Was he a good president after the war?

Betty: Yes, what did he do for the country besides fight?

Juan: But He didn't fight. He was a civilian commander like the President of the U. S. After the wars were over he became a real leader of the people. One of his first acts was to ~~add~~ abolish the law which allowed soldiers and priests and their employees to have trials in separate courts. He explained his principal eadeas to the people shortly after he started his third term.

(SCENE 7)

Juarez: My people, I have been your president for almost nine years now. Maximilian is dead. The country is united, but there is still much to do. Roads and cities must be rebuilt. The poverty of the common people must be relieved. I am a simple man, one of the people--an Indian. I shall continue as long as I am president to relieve the oppression of the poor by great land-owners and church organizations.

I remember an old man who came to me when I was a lawyer in Oaxaca. His burro had been taken and his son beaten until he was ill. I could do nothing for him because this evil deed had been done by an overseer from a convent in Oaxaca. An end must be put to such things. There must be Justice for all, not just for the rich and the privileged.

For this purpose I propose to put into effect again the Juarez Law of 1855, abolishing religious and military courts, and the Lerdo Law prohibiting corporations from owning land, which was first introduced in the constitution of 1857.

These two laws are what the Mexican civil war was fought over. They will give you, the people of Mexico, what you have fought for--
FREEDOM FROM OPPRESSION.

(CHEERS) END OF SCENE 7)

Juan: He followed those ideals until his death on July 18, 1872. He was the Lincoln of Mexico. He tried to free its people from the slavery of poverty, and oppression by priveleged groups.

END

June 8 '45
Sections 111 - 112 - 115

Eng. Soc. Studies Report

13.68

In history we studied World War II and at the same time we studied the authors and their work of World War II. We too listened to the records that were of this period of time. The students were very interested in this unit.

A biography of an American was read and a written report of this book was handed in.

Projects were made which concerned some theme of the work we have studied since the Civil War period. Notebooks of this quarter's work were handed in and checked.

The history workbooks were completed and checked.

Final exams completed our work. We had one in history and one in

in literature. Attached you will find a couple of the exams given in history - the literature exams have all been destroyed.

Texts -

Cross - American Writers
Pooley - Literature & Life
Colo. State College - Anthology of American Authors
Wirth - Development of America
Munz - American History

EXAMINATION II

I. Define

1. philanthropy _____
2. imperialism _____
3. function _____
4. de facto _____
5. manifest destiny _____

II. What was the main interest of the United States in each of the following?

1. Virgin Islands _____
2. Puerto Rico _____
3. Haiti _____
4. Hawaiian Islands _____

- ### III.
1. _____ laid the Atlantic cable.
 2. _____ secured a British patent for the first wireless telegraph.
 3. _____ was commander of the American fleet at Manila in the Spanish American War.
 4. _____ was president of the United States at the time of the Spanish American War.
 5. _____ was leader of the coal miners and used to be leader of C. I. O.

- ### IV.
1. One metal used for currency at a time is called _____
 2. _____ directed the work of the construction of the Panama Canal.

3. Matthew C. Perry opened up _____ to American trade.
4. Liliuokalani was deposed as Queen of _____.
5. The condition or state in which anything is or was is called _____.
6. _____ was an American who was very active in the organization of the World Court.
- V. 1. Pretension to skill or knowledge not really possessed is called _____.
2. A philosophical doctrine holding that truth transcends human experience is _____.
3. One who believes that God exists in only one person is _____.
4. A temporary halt in fighting, by agreement of commanders is called an _____.
5. Goods legally prohibited in trade; in war subject to seizure is called _____.
- VI. 1. The greatest general for the yankees was _____ in the Civil War.
2. The surrender of _____ marked the end of the Civil War.
3. _____ forest was the battleground of 47 days' fighting between Germans and American in the fall of 1918.
4. The World War I peace treaty was signed at _____.
5. The Philippine Islands were secured in the treaty of the _____ War.

History Examination

I. Define the following.

1. Transcendentalism _____
2. Philanthropy _____
3. Syndicate _____
4. Humanitarian _____
5. Reciprocal tariff _____

II. Fill in the blanks*

1. How does communism differ from socialism? _____

2. An economic theory advocating governmental noninterference in conditions of labor is called _____.
3. To deprive of standard value as money is _____.
4. Stock whose stated value is considerably inflated, and made greater than its real value is called _____.
5. A combination of companies or corporations with a management vested in trustees is called _____.
6. A white Southerner who, during Reconstruction, supported Carpetbag government was called _____.
7. The act of a preliminary agreement often used for the basis of a treaty is called a _____.
8. The policy of seeking to extend national control is called _____.

III. What contributions did the following persons make?

1. Elias Howe _____
2. Cordell Hull _____
3. Mac Dowell _____
4. Samuel Morse _____

IV. Fill in the name of the following:

1. _____ opened up Japan to American trade.
2. _____ commander of all the American the expeditionary forces in France.
3. _____ directed the military government of Cuba in 1898-1901.
4. _____ invented the wireless telegraph.
5. _____ was disposed as Queen of Hawaii.

V. Fill in the correct meaning*

1. Devotion to the principles of beauty and good taste as basic with moral principles regarded as derivative is called _____.
2. A period during which a debtor has a legal right to delay meeting a debt is called _____.
3. The treaty after the World War I is known as the Treaty of _____.
4. The United States secured Puerto Rico from whom? _____
5. The Monitor was a ship used in what noted battle? _____

June 6, 1945

To: H. K. Walther

From: Melvin P. McGovern

Subject: Report on 11³ and 11⁴ English Social Studies classes for the period April 28 to June 6, 1945.

Text: Wirth, "Development of America". Pages 575 to 707.

Unit 10: The Development of our International Relations

Unit 11: American Life and Culture

Wirth: "Workbook"

Units 10 and 11. Pages 167 to 205.

Jones: "Practice Handbook in English"

Review of Fundamentals, Pages 2-59.

Audio Aids

Records

Then Came War
The Arts and Crafts
The Making of America
Radio - V. E. Day, May 8, 1945

Speakers:

Mr. Masao W. Satow of the National Council of the Y.M.C.A.

Student Teachers:

Ben Morikawa
Cookie Takano

Aims:

Unit 10

To understand our relations with the various foreign nations.

To understand how our foreign policy has changed from one of isolation to one of international co-operation.

To understand the work of the San Francisco Conference.

Unit 11

To understand the origins of many of our present customs and institution.

To understand the influences on life and culture of such important development as the westward movement and the industrialization of the United States.

How to use leisure time to the best advantage.

Evaluation:

Unit tests over 10 and 11.

American Observer Semester Test

Plurals

Mastery test in American History- Senior High School Level

Pre-test in Sentence Structure

Finding Verbs and their subjects

Adjectives and Adverbs

Verbs - Tense

Comments:

We spent a day discussing the Progressive achievement test and made a chart to show the weak fields of the entire class. As you would suspect we were high in mathematics and low in vocabulary.

Memorial Day, May 30, was celebrated ⁱⁿ ~~by~~ both classes by preparing special papers on the meaning and significance of Memorial Day.

June 1, 1945, all my classes had home room parties during which they played games, listened to the phonograph and served food which the girl's had prepared.

174 Juniors took the Semester American Observer test on May 14 with the following results: Median score 24, highest score was 47 out of a possible 49, lowest score 5, score most often reported 20.

AMACHE SECONDARY SCHOOLS

Senior High School

Report on Inter-American Activities

23.29

The General Education (English-Social Studies) classes developed a unit on the American Southwest. Each student sent a letter to a Southwestern Chamber of Commerce asking for historical information. Packets of pamphlets, magazines, maps, and books were requested from the Rocky Mountain Council on Inter-American Affairs; the United States Office of Education; the School of Inter-American Affairs, University of New Mexico; Albuquerque, New Mexico; Office of the Coordinator of Inter-American Affairs, Washington, D. C.; and the University of Texas, Austin, Texas. Each student developed a project on some phase of Southwestern life.

Films used: The Arid Southwest and Song of the Conquistadores, and others.

Class committee presented a program of Southwestern Folk music. This included Spanish and cowboy songs.

The School library has a good collection of books, magazines, maps, charts and photographs relative to countries South of the border.

The Spanish class plans on sponsoring a Pan-American Assembly in April.

The Spanish and General Education classes are sponsoring an exhibit entitled "Studying Our Neighbor Republics." It should arrive about the 15th of February. The material was ordered from the United States Office of Education and from the collections of some of the teachers. We plan on displaying the material in a separate room. It will be open to the people of the community as well as the grade and high school pupils. Music will be furnished by the High School music department. The homemaking classes will serve YERBA MATTE.

Second year Spanish class entertained the first year Spanish students at a Christmas program. Typical Mexican food and candy was served. The highlight was the "Pinata."