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3 of 7

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September 15, 1944
Miss Beery

English-Social Studies 8¹ and 8²

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For the first two weeks we have worked on a broad unit entitled, "A Good American," and have correlated each subject as much as possible. In English we have discussed and used exercises dealing with the problem of living with others. We have done oral work on such topics as, "Good Citizenship," "How to be Good Company," and "Behavior in School." The thought behind it all was----What is the American Way?

Text--

Junior English in Action pp 3-27

Reference--

Good Manners--McLean

In reading we have read many stories dealing with the beginning of America and its growth.

Text--

Working For Democracy--A Brotherhood of Many Races pp 231-257

Supplementary--

Exploring New Fields--Watching America Grow pp 137-155

Contact--Builders of America pp 506-513

Quest--I Hear America Singing pp 161-180

References--

I Am An American--by famous naturalized citizens

Democracy by Ryllis and Goslin

In Social Studies we have been reviewing the happenings prior to the discovery and settlement of the New World. Some of our problems to solve have been-- Why did people want to come to America? What did America offer? What does it still offer? What is an individual's responsibility in a democracy?

Text--

The New World and Its Growth pp 1-36 and 49-73

For music appreciation we listened to Paul Robeson in Ballad for Americans.

I am planning a unit on the New England States for our next work. I hope to cover it thoroughly in Geography and History. In Reading we will read as much supplementary material as I can find. In English I'm going to plan to correlate letter writing, both business and social. I hope to choose spelling words from the subject matter. With Mr. Colvin's assistance I hope to do some simple art or craft work. Mr. Hinman has promised to find something suitable for music. I am planning a trip to the blacksmith shop to introduce the children to the tools and to also show them what an advancement has been made in the making of things by hand and the factory made things.

If plans work out, I hope to be able to conclude the unit by a colonial party in which simple colonial dances may be learned and colonial games played.

October 14, 1944

Ellen Jane Beery

English Social Studies 8-1 and 8-2

In English, we have studied quite completely the art of writing interesting social letters. When we had finished, I required the pupils to write some letters for their folders. I was surprised at the grammatical errors after so much class work. As I checked the letters, I listed the mistakes and we are now in the process of drill work on the weaknesses. The wrong tense of the verb was the most common error.

Text

Junior English in Action -- pp 28-45 and 223-246

References

How to Speak and Write -- Mc Kee, Peet, and Nardin pp53-76

Junior Units in English -- pp53-57

In Social Studies, we have been working on New England History and Geography. We have completed a good study of the topography of New England, the historical background, the chief cities and their growth, the principle industries, and imports and exports. Members of the class have given oral reports before the class. All of them worked very hard on these and some of them were very good. They do need more work of this type.

I have been reading "The Courtship of Miles Standish" to the classes. I think that reading poetry and giving it sense is difficult for most boys and girls of their ages and even more so for them because of vocabulary and enunciation difficulties. However, I do require some work done by them as a check to see that they are getting something out of it and that my efforts aren't being wasted. I have found that both boys and girls show a keen interest and often ask if I haven't time to read more. We have read pages 178 to 218 in Trails. This correlates very nicely, as it is about American pioneers. I have required book reports on outside reading. The response has been pretty good.

Each pupil is working on a short unit of work to be done outside of class on some interesting topic relating to New England's geography, history, social customs, etc. I plan to work with each pupil individually after he has collected material. The finished product should be in his own words and should add to the class' knowledge.

One class is very much interested in New England houses and is making a typical Colonial mansion in miniature. Of course, this has brought about interesting discussions about Colonial furniture, cooking utensils, dishes, food, and even menus. Some of the pupils, with the aid of Mr. Easton, have found some good material in the library.

Some of the boys have brought soap carvings of New England products. Others are working on relief and product maps. Each child is to hand in a free-hand map of New England---not to be a masterpiece, but to give him an experience and to help him in getting the "lay" of the land.

We spent a few lessons studying poetry in English and listed topics relating to Colonial history. Some of the pupils got the "urge" and their products weren't bad. Their ideas were good but the rhythm was often poor. We will do more if time permits.

Text

New World And Its Growth pp 123-168

In Spelling we have completed the study of the words for the last 4 weeks in the Horn-Ashbaugh Spellers. We have worked for the mastery of spelling the words, their meanings, the formation of plurals, and the past tense of the verbs.

Mr. Jackson assisted us for one hour. He discussed and played folk music such as the New Englanders might have brought with them from the Old World.

Mr. Colvin has assisted us by loaning pictures that depict the territory and people we have been studying.

Miss Barry

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ENGLISH---SOCIAL-STUDIES

8-1 and 8-2

November 18, 1944

In English, we have continued our study of the parts of speech and have completed studying nouns, verbs, pronouns, and adverbs. We are now working on adjectives including predicate adjectives and the comparison of adjectives.

I have been using some interesting topics in Social Studies with English and having some compositions. In this, I have been striving to get better form, that is, to make them more paragraph-conscious, and also to get some originality. To get away from the "copying" books which so many students do, I have been trying out a plan which I think is going to work better. Here it is-- In Social Studies we have been studying Jamestown and early Virginia. We have studied about it in the text, drawn maps, studied architecture, household furnishings, ways of making a living, amusements, ships and transportation, schools, etc. The students have read and I have read to them many interesting stories about the history of Virginia. Several students have given reports on important subjects. The classes enjoyed the movie on Williamsburg. Now, I am having the students write themes entitled "Life in Early Virginia" from their own knowledge. The papers have been very good and show some thinking and original work. We aren't through with the South Atlantic states yet, but I plan to continue in much the same way. Many of the boys plan to make horn books and some of the girls are working on samplers at home. The girls in the 8-2 class are continuing their work on the colonial house.

Just at the time when we were studying about colonial costumes, Mrs. Colvin offered to bring her doll collection and give a talk. We invited Mrs. Lindsey's morning class in when she came and it seemed quite successful. We were surprised the boys showed as much interest and enthusiasm as the girls. They handled the dolls and discussed clothing quite freely.

Mr. Colvin has loaned us some pictures of some ships. We have had reports given on the use of ships in colonial days etc.

Mr. Jackson plans to help us soon with some music which will correlate with our unit. We hope to interest the children in the "Virginia Reel."

Texts

The New World and Its Growth pp 79-122

Junior English in Action pp191- 202, 223-266

Exploring New Fields pp197- 235

Späiler- Horn -Ashbaugh pp 174-177

References

From Washington to Lincoln

In Calico and Crinoline

Junior English Units

They Sailed and Sailed

Historic Costumes

The Young Folks Treasury

ENGLISH--SOCIAL STUDIES

8-1 and 8-2

January 2, 1945

In English, we have completed the study of the parts of speech and two units on clear, concise sentences and capitalization. We used many duplicated work sheets and covered pages 266 to 280 in Junior English In Action.

In Social Studies, we have studied the coming of the Dutch to the New World. The pupils enjoyed reading about government under Peter Stuyvesant and the desire of the people for freedom even if it could be had only by overthrowing their own ruler and getting it under the English. It was interesting and easy to show that the topography of New York state brought about the kind of industries carried on there today. This motivated a study of life in New York today. The children enjoyed making imaginary trips through New York. Many interesting discussions were had on such topics as building tunnels, subways, traffic, canals, Robert Fulton and the steamboat etc. Along with this study, we read all we could about the life of Washington Irving and then read "Rip Van Winkle," and "The Legend of Sleepy Hollow."

In connection with the geography of Pennsylvania, we studied the lives of William Penn and Benjamin Franklin. This gave excellent opportunities for stressing honesty and the fact that there is always a place for willing workers regardless of nationality.

This was an excellent place to study the formation of coal which led to a discussion of the industrial cities in Pennsylvania and the changes in industries in the time of war. We have covered pages 169 to 217 in The New World and its Growth. We plan to complete this unit with a test this week.

Book reports have been handed in by almost every student for outside reading. Mr. Easton came to both classes and gave an hour

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on books. The response was very good. The children surprised me by the number of books and characters that they could identify. In class we have read pages 313 to 358 in Contact. I am planning my schedule so that we can have a free hour a week for reading for fun.

In Spelling the words for each week in the Horn Ashbaugh speller were taken.

Mr. Jackson assisted at the Christmas parties with Christmas Carols and Hansel and Gretel on the phonograph.

English and Social Studies

8-1 and 8-2 Classes

L 3.58

Ellen Jane Beery

June 7, 1945

In Social Studies since May 1, we have finished the projects which we started earlier in the last quarter. We had stopped and studied South America etc., while we were waiting for material to come. Each child had sent postcards to obtain material. They chose a state or section of the Western States about which they wanted to learn. Their finished products were very good and very interesting. The questions that each child asked and information which they sought in the library showed that some real learning was going on.

Next we studied our American possessions. These were easy to

motivate as war conditions
fitted in well.

There was a brief period
left in which we studied Canada.

After the Achievement Tests
were given the errors were checked
with each pupil and special
attention and follow-up work
were given.

I gave the Clowa Every
Pupil Tests of Basic Skills in
Language and Reading. I shall
give Miss Lewis the scores for the
pupil records.

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Social Studies Test
Amache Junior High
8th grade

Roy TANURA 82

1. On the attached map mark the Torrid Zone and the South Temperate Zone. Mark in the Equator with a solid line. Put in the Tropic of Capricorn with a broken line.
2. Draw the Amazon River and some of its main tributaries.
3. Show the highland regions by the symbol () ()
4. Enter the names of the following places on the map in their correct locations:

1. Amazon Lowland
2. Brazilian Highlands
3. Guiana Highlands
4. Andes Mountains
5. Gran Chaco
6. Pampas
7. Patagonia
8. Atlantic Ocean
9. Pacific Ocean
10. Caribbean Sea

I. Identify

1. pesos SPANISH MONEY worth about 20 CENTS
2. mesquite A MEXICAN plant
3. vaquero A cowboy
4. sombrero A wide brimmed Hat
5. lariat A LASSO
6. hacienda A RANCH
7. peons Poor people who toil hard
8. siesta AFTERNOON nap
9. tortillas A MEXICAN food
10. frijoles A MEXICAN food
11. tamales AMERICAN food
12. serapes A BLANKET
13. adios Good-bye
14. patio Court yard of a house
15. plaza PARK
16. mestizos Half Breed
17. manana "TOMORROW"
18. matador Bull fighter
19. henequen A plant that produces sisal
20. poncho A blanket of South America
21. Gran Chaco Land in the lower central part of S.A.
22. cassava Plant that tapioca is made from
23. yerba mate A bitter tea of South America
24. quebracho tree that is very hard quebracho means "axe breaker"
25. rotenone A chemical that kills insects

II. Name and describe the 3 regions in (a) Chile (b) Peru

- A Chile The hot dry Atacama desert
The cold south of Chile
- B Peru The central fertile region
The coastal dry region
The highlands - ~~mountains~~
The Brazilian lowland full of jungles

III. Underline the correct words

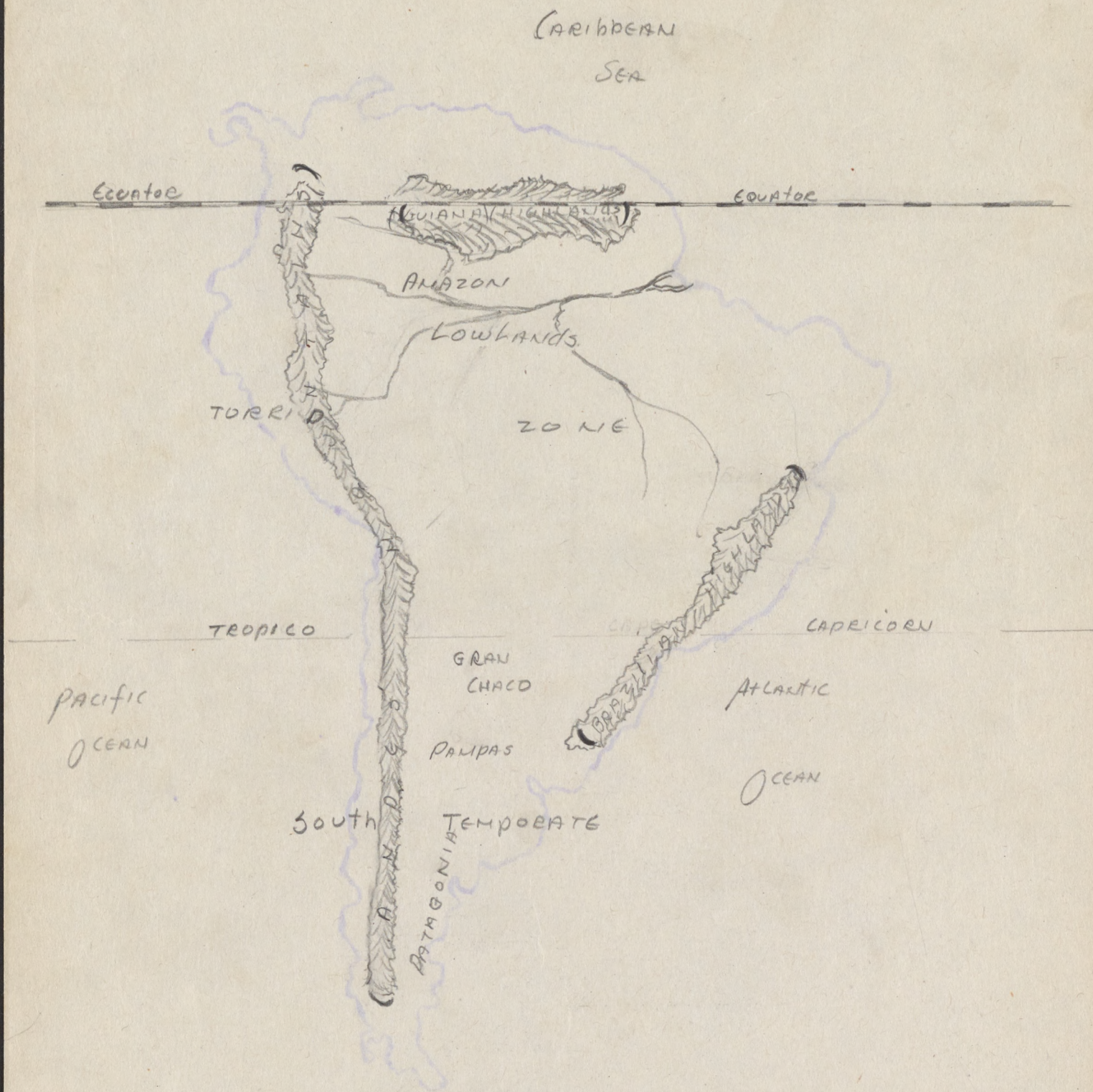
1. The Inca capital (Lima, Cusco, Callao) still stands.
2. The Inca civilization was destroyed by the (Spanish, English, French).
3. The capital of Peru is (Callao, Cusco, Lima).
- ✓ 4. (Copper, Oil, Gold) is the leading export of Peru.
5. Tapac's pet was a (llama, dog, pony).
- ✓ 6. Callao is (Peru's leading port, the capital, the "City of Kings").
7. Crops grown in Peru are (corn and potatoes, cotton and sugar, coffee and cacao).
8. Paraguay is as large as (New York, California, Colorado).
9. The capital of Paraguay is (Monte Video, Asuncion, Arica).
10. Brazil's second largest city and capital of the coffee land is (Recife, Santos, Sao Paulo).

IV. The Pan American Union purposes are:

1. TO PROMOTE PEACE, COMMERCE AND FRIENDSHIP
2. TO BRING UP HEALTH PROBLEMS
3. TO IMPROVE SANITATION
4. TO HELP BUILD ROADS
5. _____
6. TO BE FRIENDS TO THE AMERICAS

V. Choose from the list.

- | | |
|---|------------------|
| 1. He was called the "Washington of South America". <u>BOLIVAR</u> | Cowboys |
| 2. This city was the birthplace of Bolivar. <u>CARACAS</u> | La Guaira |
| 3. These are the only people who live in the lowlands of Venezuela. <u>Cowboys</u> | third |
| 4. Venezuela is drained by the river. <u>ORINOCO</u> | Atlantic Ocean |
| 5. This is the rank that Venezuela takes among the oil-producing countries of the world. <u>third</u> | Bolivar |
| 6. The Orinoco River flows into this body of water. <u>ATLANTIC OCEAN</u> | Guiana Highlands |
| 7. This is the English translation for Spanish word Venezuela & <u>LITTLE VENICE</u> | Orinoco |
| 8. The chief seaport of Venezuela bears this name. <u>LA GUIARA</u> | "Little Venice" |
| 9. These lie in the southeastern part of Venezuela. <u>GUIANA HIGHLANDS</u> | Caracas |



ROY TANURA

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Report on English and Social Studies of
Groups 8³ and 8⁴ January 3, 1943.

In English reading the whole class did paragraph by paragraph study of selections in The Readers, two or three reading the paragraph aloud after preparation. The reading, after careful study, of informative material in "Social-Studies Skills" and in "The New World" aroused greater interest and resulted in more intelligent expression than the reading of stories in The Readers.

In literature "The Courtship of Miles Standish" and the story of "Pip Van Hook" were listened to with evident understanding and appreciation. These selections were read after the history of the Pilgrims and of the Dutch in New York had made an impression on the students.

Especial attention was given by the students to spelling correctly all the words in the written work based on their history study. Their spelling is improving. Dictionary - and sentence work were done in connection with Lessons "Ten", "Eleven" and "Twelve" in the Horn-Ashbaugh Spellers.

In Grammar the use of personal pronouns with prepositions and linking verbs was studied and practiced in sentence construction. Some last minute writing of short news items and jokes for the Junior High Spotlight was enthusiastically attempted by the 8th class. One or two of these were chosen and published.

In "The New World and Its Growth" the section on New England with its Pilgrims and Puritans seemed to meet with greater interest and understanding than any unit since that on Columbus and the Discoveries. Three tests covering the geography, history and industries were, on the whole, satisfactorily done. Note-books are being prepared on this "Land of the First Thanksgiving".

The last of November Mr. Jackson gave a record concert of early Seventeenth Century songs and of later American music. The students of both groups listened attentively and with enjoyment to the music, and to Mr. Jackson's explanations of the origin and meaning of the songs.

Just before Christmas Mr. Easton also gave the classes an interesting period each, when he presented a number of books he thought they should enjoy reading. He told in detail the story of one or two so successfully that I am sure many students will want to read them to get the end of the story.

Some real committee work was done in the planning for and the carrying out of the details of the Christmas parties. All the students cooperated in the various preparations and entered into the different activities of the day with hearty enthusiasm. On leaving, the 8³ girls remarked, "This is the first time the boys of our class ever cooperated in the group games. It was pretty good to-day!" Both classes had a fine time and each student tried to do his full share in making their classrooms presentable after the fun was over.

Respectfully submitted,
Lydia A. Lindsey

L3.58

Report on English and Social Studies of 8³ and 8⁴ Groups
September 16 - October 13, 1944

This report will cover the work done since I began teaching on September 16. I feel that both my groups are still two weeks behind the other groups of the Eighth Grade in the material they have been able to use. But it has seemed better, rather than present so much material, to attempt to get the students to have right attitudes toward their school objectives, and to make a beginning of establishing more intelligent study habits.

Using the text "Looking for Democracy" the students have been encouraged to discover for themselves what the underlying principles of democracy are. The motto on page 78 has been chosen for our note-books. Pages 3-24 have been read by most of the students with some class discussion of the main ideas.

"Rewards" and "Ventures" have been used for pleasure reading. Oral reading of selections previously studied, with special attention to phrasing,

has been beneficial, and should be continued each week as the students, in general, are poor readers.

Book reports were written and handed in on October 13-

In "Junior English in Action" we have covered in Unit I, "Living With Others", pages 1-13. This included class discussion on "Choosing Companions" with a composition for home-work on "Characteristics I Like in a Friend." The social courtesy of conversation and introductions was studied and demonstrated by each student in class. Under Unit II there was class room drill on forms for social letters. As a home-work assignment each student wrote a 'real' letter in ink and prepared it for mailing.

Unit 4, "The Class as a Club" was studied and practised in preparation for the organization of the class groups. ("How to Use Parliamentary Procedure" in the text "Social-Studies Skills" was also used). In the "Handbook", Sections 1 and 2, p 191-205; 'subjects and predicates and possessive pronouns' were reviewed.

In "The New World and Its Growth," Units I and II — 'Finding a New World' and '— Indians' — have been studied and quite thoroughly discussed. Texts have been completed on both these sections.

Unit III on the Southeastern States, which has been chosen as the special project of both groups, has just been started.

"My Weekly Readers," used twice for current news reports, the daily "Denver Post," and the "Junior Weekly" have been eagerly read. News maps were popular, too, but more difficult for the whole class to make use of.

Several class periods have been employed in organizing the classes. Great interest has been taken in the plans for the Junior High School Student Council and for the "Junior Supplement" to the "Anache 'It'."

Respectfully submitted,
Lydia A. Lindsey

Miss Lindsey

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Report on English and Social Studies
Groups 8³ and 8⁴
November 18, 1944.

In English informal social notes have been studied, the students writing at home invitations and notes of acceptance and regret. In "Unit Five" of "Junior English in Action" the students read aloud with interest the suggestions for "Reading for Fun". They seemed enthusiastic over the "Speed up the Story" idea and worked eagerly at reading for speed and at testing themselves in the material read. More of this should be done. In grammar the study of possessive nouns was continued, ending with Mastery Tests A and B, the results of which indicated that a thorough review of the whole of "Section Two" (p. 203 - 208) was necessary. Later written work showed improvement in the use of possessives, but much practice is necessary to break up careless habits. Much time has been spent on learning principal parts of verbs, using them in forming tenses with some drill on the use of perfect tenses, since these tenses are especially difficult for students influenced by the idioms of the Japanese language. In the spellers individual dictionary work with oral class practice in sentence

making was done over lessons "Six," "Seven," "Eight," and "Nine". These were completed by written tests.

Nearly all of the students made posters and wrote compositions for the Fire Prevention Contests. Mary Tagami of the 8³'s won third place in the essay contest, while Nancy Konaka, also an 8³, received honorable mention for her essay, and won first place in the Poster Contest.

In "Social-Studies Skills" two chapters on "How to Read Simple Graphs" and "Pictorial Graphs and Maps" were studied in preparation for map and other work in Geography and History.

In "The New World and Its Growth" "Unit III", entitled "A Trip Through Our Southeast," has been studied intensively. The objectives of the study was to give the students a vivid picture of the physical and political features of these states against their historical backgrounds. Outside material on the history of -- a chosen state and product gave library reference and composition training. A physical and political map was drawn by each student, and also one showing the principal products, imports and exports.

A book on costumes of the period proved very fascinating. Most students have selected and drawn at least two figures illustrating the costumes of the men and women in Colonial times. The movie on Eighteenth Cen-

Tury Williamsburg came as a climax to the above study and helped to make that period come alive. Each has written in drama form a short scene from the life of John Smith or Pocahontas. A "Booklet" including all the above material is being prepared by each student.

The period of time which this report covers has had many interruptions to regular classroom work. Besides vacations, extra assemblies, and grade card activities, a number of organizations, such as Juniors Red Cross, The School Co-op., the Boy Scouts, and the Juniors High Council with its campaign and election, have claimed much school time of the students. The one in which my students showed great interest was the Juniors High Council. A number of meetings concerning it gave valuable practice in parliamentary procedure. Their participation in the organization of the Council has made the students more conscious of belonging to the school as a whole. They are enthusiastic about having a separate Juniors High School Paper, but so far very few have volunteered their services to make it possible.

Respectfully submitted,
Lydia A. Lindsey

11/18/44 report Miss Lindsay

UNIT 2. AN OLD TOWN COMES TO LIFE

The capital of the old Virginia Colony, Williamsburg, is coming to life again like a friendly old ghost from the past. Its old colonial houses and buildings which are still standing have been repaired. Copies of houses and buildings which were destroyed by fire or torn down have been built. Williamsburg will be a permanent record of our early history.

When Williamsburg was laid out, William and Mary were the rulers of England and its American colonies. In their honor, the streets of the town made a W and M. There was a main street, called the Duke of Gloucester Street, with the famous College of William and Mary at one end and, at the other end, the capitol building. Near the capitol on the same street, was the Raleigh Tavern with the bust of Sir Walter Raleigh over the door. Farther down the street, there was Bruton Parish Church, where, according to an old story, Pocahontas was baptized. It is said, too, that the bell in the church was the first to ring in celebration of the Declaration of Independence. At the end of a short street called Palace Green, stood the governor's palace.

Much time was spent studying the colonial period before any work on the town was actually begun. Men looked through old books in libraries in the United States, England, and France for information about colonial buildings. They found out about the style of architecture. They found out about the furniture and lighting used in the public buildings and private houses. They studied colonial china, pottery, glass, silver, linens, and curtains. They studied the flowers, trees, and shrubbery of colonial days, so that the gardens would be real colonial gardens.

In an old diary which was written long ago by a twelve-year-old girl, were found drawings of the students' rooms in the first building of the College of William and Mary. In an old book by an ancestor of Admiral Byrd, were found pictures of the outside of that building, the capitol, and the governor's palace. In other old books were found information about the famous Raleigh Tavern.

The tavern was built sometime before 1742, although the exact date is not known. In its rooms, many famous persons have danced and dined. Would you like to have visited the tavern in the colonial days? Imagine such a visit.

Perhaps you arrived at the tavern in an old coach pulled by four prancing horses. How the coach had rolled and bumped over the rough dirt roads! The horses dashed up to the entrance. A boy ran out of the tavern and threw open the coach door. Your little trunk was unfastened and carried in.

The days of the American Revolution were exciting times for Raleigh Tavern. The American and French officers met in its rooms. George Washington, Patrick Henry, and Thomas Jefferson came there.

After having played a great part in colonial history for more than one hundred years, the Raleigh was destroyed by fire in 1859. All that remained of the famous old place was a bronze marker telling that Raleigh Tavern, of Revolutionary fame, had once stood on that spot. But Raleigh Tavern was gone!

Today more than two hundred thousand dollars have been spent to rebuild the tavern just as it was in colonial times.

L3.58

Report on English and Social Studies
Groups 8³ and 8⁴
January 4 - March 5, 1945

In Social Studies Unit V of "The New World and Its Growth" — "Through the Middle Atlantic States" — was reviewed and completed with two tests on January 11 and 12. Special attention was given to the early history and to the present era emphasizing the development and growth of this section, its rich resources, and its importance in the industrial world.

The next Unit, "Making a New Nation" was taken up by both classes on January 13. Great interest was shown by the students in the ideas, the ideals and the happenings that shaped our nation from 1850 to 1815. Note-books presenting some of the great Americans and great events of this period were planned

with enthusiasm. The section was thoroughly studied and discussed. I think the Class as a whole has an intelligent grasp of the results of events that led to the Declaration of Independence and to the writing of the Constitution of the United States. Two tests were creditably passed by all but three students, and they did better than they usually do. The past week the introduction to the unit on the North Central States has been presented.

A new wall map showing the interesting developments of our part of the New World from 1492 to 1763 came the middle of January and has been profitably used ever since in the above study.

A borrowed copied of The Declaration of Independence was carefully inspected by all the students working in groups. Current news from "The Denver Post" on the meeting of the 79th Congress aroused interest as it came just when the forming of The Constitution was being studied.

Mr. Jackson gave each class - a

period in which records were played of "The Mayflower Compact," "The Declaration of Independence," Washington's Farewell Address, "Thomas Jefferson's Inaugural Address," and Paul Robeson's singing with his negro chorus of "Ballads for Americans." The 8³ group had listened to some of this program earlier with Miss Beery's class just as they were beginning the Unit, "Making a New Nation." They got little out of it. After our intensive study of that Unit I asked Mr. Jackson to give the program for 8⁴ and repeat it for the 8³s. This time both groups listened with evident understanding and appreciation.

Mr. Easton also gave each class an interesting presentation of reference books they could use. This has been very helpful in finding information for their note-book work and in looking up material for reports.

In reading selections fitting the historical period were chosen, such as "Sleepy Hollow," "Paul Revere," "Story of Nathan

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Hale, "Valley Forge", "A Mother of Americans", and "Old Ironsides". The familiar ones were read with new interest. On Washington's Birthday, selections read from the novel "When Washington Danced" gave a vivid human picture of the "Father of our Country". Lincoln's Birthday was emphasized by the study and reading of "The Gettysburg Address" which some students since have voluntarily memorized. Edison's birthday was stressed by a quiz article on his life and inventions.

In Grammar prepositions, relative pronouns and adjective clauses, subordinate conjunctions and adverb clauses have been studied and both oral and written work has been used for self-testing. Sentence drill in the correct use of pronouns and of the verbs "lie", "lay", "sit" and "set" has at least made a beginning in arousing the language consciousness of the students. Some work to eliminate the run-on-sentence has also been done.

In Spelling special attention has been given to spelling rules in The Home. Asbaugh

Spellers. But in general words from "The New World and Its Growth" and The Readers have been used for spelling. Both classes have made noticeable improvement in spelling itself, but especially in their understanding that it is important in all their written work.

Two movies, one showing the scenery and industries of Texas, and the other taking us to a lumber camp in the wilds of Burma were interesting and impressive, especially the latter.

Both classes had meetings to elect new officers, and representatives for the Junior High Student Council. A party was planned and executed by each class on Valentine Day. The cooperation was very good, though the entertainment limped a bit. But "a good time was had by all!"

On the whole I think 8⁴ and 8³ have made considerable progress in better attitudes toward school work and in methods of learning.

Respectfully submitted,
Lydia A. Lindsey

SOCIAL STUDIES' TEST

"Making a New Nation" in "The New World and its Growth"

- I. Governor _____ of _____ sent the message, "It is my duty to require your peaceful departure from the lands that are so notoriously British." A young man named _____ carried this message to _____, the French Commander of Fort _____ which was in _____ (eastern, western) _____ (name of State).
- II. The answer of the French Commander was reported by _____ to the assembly of Virginia, called the _____. It was meeting at _____ at that time, _____, _____ (month and year.)
- III. The English colonists believed that the land beyond the Appalachian Mountains was theirs by right of the _____ and _____ they had made along the Atlantic Coast. The French claimed this same land by right of _____ and _____ which they had made along the shores of the _____, and the _____ and _____ Rivers.
- IV. The fortress Quebec, situated on a great rock above the _____ Rivers was commanded by General _____. The _____ army under General _____ tried to take Quebec by direct attack. Finally one night the _____ soldiers _____ path at the _____ of the Fort, surprised the _____ soldiers and took Quebec.
- V. The French and Indian War began in the spring of _____. In the year _____ France signed a peace treaty surrendering to England _____ and all the land lying _____.
- VI. True or False
- General Braddeek and his English soldiers captured Ft. Duquesne.
 - In 1755 George Washington was made commander in chief of all the Virginia forces including soldiers from England.
 - The English did not start winning in the French and Indian War until 1758.

- D. At the close of the French and Indian War England withdrew all her soldiers from America.
- E. The people in England did not have to pay taxes. This made the Americans angry.
- F. The colonies from the first were expected to sell all their exports to England.
- G. The colonies could directly import anything they wanted from foreign countries.
- H. The people of the different colonies distrusted each other in the beginning of the Revolutionary War.

VII. What was the principle upon which the American Colonies based their opposition to the various taxes?

- VIII. A. The first battle of the Revolution was the Battle of _____
- B. Who aroused the Minutemen? _____
- C. Who wrote a poem about him? _____

IX. The second Continental Congress first, asked the King of England to allow the colonies to levy their own _____ and make their own _____

Second; they decided to _____ to defend the colonies against the tyranny of England. Third, they selected _____

X. Match the two columns of facts by putting the numbers of "B" in front of the letters of "A".

A.

- a. The First Continental Congress met
- b. The Stamp Act was
- c. The colonists smuggled in
- d. At the Battle of Bunker Hill the commander ordered
- e. Patrick Henry said

B.

- 1. "Don't fire until you see the whites of their eyes"-----
- 2. on September 5, 1774 in Philadelphia
- 3. "----- as for me, give me liberty, or give me death."
- 4. A tax on newspapers and other business forms.
- 5. sugar and molasses.

(A) DO THESE

Draw a line under the best answer

1. Edison was an
inventor, explorer, officer.
2. He was born in
Virginia, Ohio, Iowa.
3. His greatest invention was the
telegraph, electric light, phonograph.
4. Edison was a
telegraph operator, rider, missionary.
5. Edison was taught by his
brother, aunt, mother.

(B) THINK ABOUT THESE

Write your answers in a few words.

1. Why was the electric light Edison's greatest invention?

2. Why do we call Edison a wizard?

(C) WORDS TO KNOW

Find in the story and write below words which mean:

1. Well-known _____
2. Labor or work _____
3. A large farm in the South _____
4. To bring something new to light _____
5. A wise man _____
6. A common weed _____

(D) MAIN IDEAS

Check the three topics that give the main ideas in the story.

1. Edison's boyhood and early life
2. Printing a newspaper
3. Sending a message
4. Edison's last work
5. Some of Edison's greatest inventions
6. Edison's father and mother

(E) NOTING DETAILS

1. Why did Mr. Edison spend most of his life in his workshop? _____
2. Why was Edison interested in finding in the United States some plant that contained rubber?

3. For what invention is he best known?

4. Where did Edison have his workshop at the age of twelve? _____

(F) WORD STUDY

Antonym means opposite. Find words in the story which are opposite in meaning to the words in the following list:

1. unknown _____
2. still _____
3. buy _____
4. last _____
5. day _____
6. noisy _____

83 and 84
Test, Feb. 26

UNITED TEST WORK "MAKING A NEW NATION"
"THE NEW WORLD AND ITS GROWTH, p. 233-253

Please attach to march
5 report.

SL

I. In the spring of 1776, a committee was appointed by the _____
_____ to write a _____. One member of this
committee was _____ of Philadelphia. Another was a young
Virginia planter and scholar named _____. It
was _____ who did most of the writing of the _____.
_____. It was adopted on _____
(month, day, year) by the representatives of the _____.

II. The original states, thirteen in number, were:

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | |

III. True or False

1. General Washington and his strong army marched from Boston and kept General Howe from landing at New York.
2. Washington retreated across New Jersey into Pennsylvania to save his army from being captured.
3. General Howe believed the Americans were whipped and ready to discontinue the war.
4. Washington crossed the Delaware River on Christmas night to attend a Christmas celebration given by the Hessian soldiers.
5. The Americans left their camp fires burning to fool Cornwallis, while in the dark they slipped behind the British lines.
6. At Valley Forge General Washington and his soldiers spent the winter enjoying the comforts of warm barracks, abundant food, and gay parties.

V. Check the correct expressions to complete these statements.

1. The Hessians were (Spanish, German, French) soldiers hired by the British to fight for them.
2. In 1777 at Saratoga, New York, Burgoyne (surrendered, out the new nation in two, retreated) with his army of 5,000 (British, American, French) soldiers.
3. "Tories" were (French soldiers who came to help the Americans, members of the Second Continental Congress, Colonists who sympathized with England).
4. The person who helped to win France's support to the American cause was (Thomas Jefferson, Benjamin Franklin, Patrick Henry).
5. The capture of the three forts, Kaskaskia, Cahokia, and Vincennes was important because it gave the Americans possession of (Canada, the mouth of the Mississippi River, all the region between the Ohio River and the Great Lakes).

V. 1. When did England and the United States sign the Treaty of Peace after the Revolution?

2. What land then belonged to the United States?

VI. The Constitutional Convention met in _____, Philadelphia, for the purpose of improving the _____. The chairman of the Convention was _____, a delegate from the state of _____. After _____ months the Convention completed a new document that was called the _____ of the United States.

VII. 1. Among the powers of the President are these: he is to be _____ of the army and navy; he is to see that all _____ are carried out; he is to appoint important _____ of the federal government.

2. What two bodies can check or restrain the powers of the President?

a.

b.

VIII. The third President, _____, did not care to have the warlike Napoleon in control of the city of _____ and the mouth of the River. He sent two envoys to _____ to purchase the land around the mouth of the _____ River. These envoys purchased the whole _____ Territory for \$ _____. More than a _____ square miles were thus added to the United States.

IX. Check the statements that are true.

In the year 1812, the United States declared war on England because:

1. England compelled the United States to buy tea from India.
2. England stopped our ships and took off thousands of American sailors and forced them to fight on British warships.
3. England landed troops in the Louisiana Territory.
4. England refused to let American ships dock in Europe unless they paid a tax to England.
5. The settlers across the Appalachian Mountains thought the English urged the Indians to attack them.

X. 1. What famous song was written in 1814?

2. Over what fort did the flag fly?

3. Who wrote the song?

Amache High School
April 27, 1945

Report for April
English and Social Studies

In my last report of March 5 I mentioned that the 8⁴ and 8³ Classes had just taken up The North Central States, p. 263 - 318 in "The New World and Its Growth." These states were studied with much interest and were reviewed with two tests, the last on March 20. "Our New South," p. 319 - 370, was begun on March 21 and completed on April 11. I asked the 8⁴ students now in 8¹ and 8² groups also to do this last test. Before the end of the Third Quarter some written class work had been done over The Civil War Period. On April 12 work was started on "Our Great West," p. 371 - 427. The class were able to speed up on this unit and get a good general idea of it by April 20. Then work was begun on Mexico which

the students have found very interesting. A test over this unit, pp 473-492, was given today, April 27. During May Central and South America, the West Indies and Canada will be studied. Studying these countries at the same time that the World Security Conference is going on in San Francisco will add to their interest and significance.

Pan-American Day was stressed by a presentation of the history of the Pan-American Union and by a general review of the recent Pan-American Conference in Mexico City.

Stories and poems from Readers and Library books were read in class that fitted the different periods of history and the different sections of the country studied. "The Gettysburg Address" was memorized by all. A phonograph record of it was especially enjoyed because the students knew it. Selections concerning discoveries of ancient Indian relics in New Mexico from Ella Cather's

"The Professors House" aroused something like enthusiasm.

Three record concerts, one of Southern and Negro melodies, one of Western music, and the other from "Porgy and Ben" - "Peter and the Wolf" - were greatly enjoyed.

Reports mostly on subjects suggested by their history studies were given by all the students. In Grammar a general review has been given on parts of speech, subjects and predicates, phrases, clauses and sentence recognition. During May use of tenses and writing of better sentences will be stressed.

"Weekly Readers" have kept the class in touch with the most important world movements.

(Report on 7² teaching on next page)

In the 7² Class Asia has been studied in "The Old World and Its Gifts". Work on this Unit had been started by Mrs. Jeffers and Mrs. Wood. But China and Japan were taken up for the first time and India was reviewed. A map test and a general test have been completed. The note books on Asia planned by Mrs. Jeffers were handed in to-day. The students have enjoyed working on them and I think they could not escape learning pleasantly some useful things about Asia.

The "Weekly Readers" and the text-book Readers have furnished material in both silent and oral reading drill.

In Grammar I am basing reviews on the printed test set, a copy of which I shall attach to this report. I shall complete this review and in addition give work in whatever I find the students need most.

During May in History - and Geography we shall "Visit Countries in Northern and Eastern Europe," p 413-442, and "Southern Europe", especially Greece and Italy, p 145-239 in "The Old World and Its Gifts".

Extra activities have included movies on Russia and Africa. Mr. Jackson has given two periods of classical music to this class during April. The children were very responsive.

Respectfully submitted,
Lydia A. Lindsey

Imache High School
June 7, 1945

✓ 3.58

Report on English and Social Studies
April 30 — June 6
8³ Class

In "The New World and Its Growth"
South America, Central America and the West
Indies were studied with much interest
Each student chose some feature of one of
the countries, or section, for special inves-
tigation. In conclusion oral and written
tests were creditably done. About the middle
of May Canada was taken up and quite
thoroughly studied. Alaska, our Pacific and
Atlantic island possessions, and the Panama
Canal Zone completed our year's survey of
the 'New World'. The last week of the semester
was given over to a review of the high lights
of the geography and history of the United States,
and of the literature read in connection
with these studies. Oral recitations - and
two written tests showed that the

students

had a good general knowledge of the physical political and historical aspects of our country — a good foundation for ninth grade and senior high school study.

Four periods were given over to conferences with the students about their progress during the year as shown by their achievement tests. Strong and weak points were noted. This was followed by review work to remedy individual defects in the various fields of English.

In The "Emil Bruckner Letter Contest"

Fukiko Mayeda received second place among the eighth graders, and Amy Ogawa got honorable mention.

A party was given as a class farewell on May 25. The committees did good work in planning and executing their parts so that the event was an enjoyable affair for all. On June first a walking excursion to and a wade in the Arkansas River furnished a pleasant finale to the social activities of the class.

Lydia A. Lindsey

English & Social Studies

8-1 and 8-2 Classes
Ellen Jane Beery

May 1, 1945
L3.58

In Social Studies, we studied the West to enjoy it as it is today and to learn the interesting stories of its settlement and growth. Each child is working on a project of some particular State of the West. Cards have been mailed to get additional information about each state.

While we were waiting for the information, Pan American day came along. This was a good motivation for a study of Mexico, Central America, South America and the West Indies. Our study of these countries has been fun. The children have made units of work over some subject of their own choice. We have had collections made of stamps, flags, music, dances, games, maps, costumes, embroidery

work and innumerable other subjects.

One girl brought letters from "pen pals" (a boy and a girl) in Mexico. She received their names from her Sunday School Teacher. The entire class was interested in Mexico by the letters and anxious to read new ones when they came.

A set of the records of "Americans All - Immigrants All" was used. Also, Latin-American folk songs were played.

Besides teaching facts about the countries, I taught the purposes of the Pan American Union — to promote peace, commerce and friendship among the people of the Western Hemisphere.

Our English, Reading and Spelling were related to the main Social Studies topic. Oral and

Written reports were required. We also, did much review work on the fundamentals of grammar.

Texts

New World and its Growth
pp 371 - 427 pp 473 - 565

Junior English in Action - Fressler

References

The Spanish-American Song + Game Book

by the University of New Mexico

History Songs - Kinsella

Twenty Centuries of Mexican Art - Museum of Mexican Art

Don Antonio - Sawyer

Mexicana - Rene d' Harncourt

A City of a Thousand Stairways - Markus

The Village that learned to Read - Farshio

Jerisita of the Valley - Means

Our State Keys - Frances Carpenter

Rock Songs + Stones of the Americas - P.A. Union

Date.....

Name of Pupil

SOCIAL STUDIES

Find the best choice for completing each of the following statements and put the number of this choice in the blank at the right.

Example: A "stern wheeler" was a boat propelled by (1) sails (2) wheels at the side (3) a wheel in front (4) a wheel at the stern (0.4..)

1. The South Central States are (1) all level plains (2) very mountainous (3) mountainous except in the central part (4) mostly plains (.....)
2. This territory drains into the (1) Great Lakes (2) Gulf of Mexico (3) Atlantic Ocean (4) Pacific Ocean (.....)
3. The power project at Muscle Shoals was built by (1) Tennessee (2) The General Electric Co. (3) the U.S. Government (4) Tennessee and Kentucky (.....)
4. Birmingham is called "the Pittsburgh of the South" because (1) of its steel mills (2) building of canals (3) it is in the mountains (4) the air is smoky (.....)
5. Cotton raising in the South increased greatly with the (1) coming of the railroads (2) building of canals (3) invention of the cotton gin (4) coming of the boll weevil (.....)
6. The large cotton acreage led to a demand for (1) more cotton seed (2) more cotton-picking machines (3) more white laborers (4) more slaves (.....)
7. The quarrel over slavery (1) was quickly settled (2) was a problem between the North and South for forty years (3) was the only matter on which the North and South did not agree (4) did not become serious (.....)
8. Abraham Lincoln (1) graduated from high school (2) never received an education (3) did not want to go to school (4) became well educated through study at home (.....)
9. Lincoln (1) was a slave owner (2) was opposed to slavery (3) was in favor of slavery (4) wanted to have war (.....)
10. The first state to secede from the Union was (1) Virginia (2) North Carolina (3) South Carolina (4) Georgia (.....)
11. Words which best describe Lincoln are (1) selfish, greedy (2) wise, kind (3) proud, ambitious (4) sure, stubborn (.....)
12. The largest state in the Union is (1) Texas (2) Arkansas (3) Louisiana (4) Alabama (.....)
13. A southern crop that requires flooded land is (1) sugar cane (2) cotton (3) sweet potatoes (4) rice (.....)
14. Two of the greatest wealth-producing products of the South are (1) lumber and oil (2) hogs and sheep (3) apples and potatoes (4) gold and silver (.....)
15. After the Negroes were freed they (1) immediately became prosperous (2) never amounted to anything (3) had a hard time but have gradually become useful citizens (4) tried to "get even" with their former masters (.....)

(over)

In the blank write the number of the word that means the same or nearly the same as the first word.

- Example: Negro (1) slave (2) white person (3) colored person (4) Indian (.....)
19. Blockade (1) to close (2) to open (3) to build (4) to ship (.....)
20. Secede (1) unite (2) withdraw (3) fight (4) prosper (.....)
21. Reconstruction (1) resignation (2) revolution (3) revenge (4) rebuilding (.....)
22. Levee (1) a ditch (2) a high bank (3) a river (4) a road (.....)
23. Surrender (1) give up (2) win (3) fight (4) rebuild (.....)

Complete the following statements, using words from the list on the left.

- | | |
|---------------|--|
| farmer | 21. Lincoln was great as a |
| storekeeper | 22. Lincoln's father was a pioneer hunter and |
| storyteller | 23. Lincoln made the trip to New Orleans on a |
| lawyer | 24. At New Orleans, Lincoln visited a |
| senator | 25. After moving to Illinois, Lincoln became a |
| slave market | |
| cattle ranch | |
| flatboat | |
| river steamer | |

Match each word (or word group) on the right with one from the list on the left by writing the number of the left-hand word in the blank. Not all the left-hand words will be used.

- | | | |
|---|-------------------------------|---------|
| (1) river of Tennessee | Example: Mobile | (.....) |
| (2) where Lee surrendered | 26. Alamo | (.....) |
| (3) city of Alabama | 27. Gettysburg | (.....) |
| (4) battlefield dedicated as a cemetery | 28. Appomattox | (.....) |
| (5) opened with a "land rush" | 29. Black Hawk | (.....) |
| (6) where Texans were defeated | 30. Indian Territory | (.....) |
| (7) an Indian chief | 31. Emancipation proclamation | (.....) |
| (8) capital of Oklahoma | 32. Sharecropper | (.....) |
| | 33. Flood plain | (.....) |
| (1) rice fields | 34. Underground railways | (.....) |
| (2) land which overflows | 35. Pipe lines | (.....) |
| (3) carry oil | | |
| (4) helped slaves escape | | |
| (5) freed the slaves | | |
| (6) insect that destroys cotton | | |
| (7) poor southern farmer | | |
| | | |
| (1) Northern general | 36. Eli Whitney Whitney | (.....) |
| (2) Southern general | 37. Jefferson Davis | (.....) |
| (3) Negro educator | 38. Robert E. Lee | (.....) |
| (4) inventor of cotton gin | 39. U.S. Grant | (.....) |
| (5) discoverer of oil | 40. Booker T. Washington | (.....) |
| (6) President of the Confederacy | | |

SOCIAL STUDIES
AMACHE JR. HIGH SCHOOL
8th Grade

1. Mexico was settled by the (1) Spanish (2) French and English
(3) Spanish and Dutch (4) Dutch and Italians- - - - - (.....)
2. Mexico is (1) a U.S. possession (2) an independent nation (3) a
part of the British Empire (4) a Spanish colony- - - - - (.....)
3. Mexico is (1) a richer farming country than Canada (2) mostly too
dry or too mountainous to farm (3) not even a good grazing country (.....)
4. The climate of Mexico is fairly cool because the country is (1) in
the torrid zone (2) in the frigid zone (3) a high plateau (4) cooled
by ocean breezes- - - - - (.....)
5. When the Spanish conquered Mexico they (1) destroyed a great civili-
zation (2) improved the condition of the Indians (3) did not take
any gold from the Indians (4) found the Indians living in wigwams (.....)
6. The Central American country which has the best schools and is most
progressive is (1) Guatemala (2) El Salvado (3) Micaragua
(4) Costa Rice- - - - - (.....)
7. Bananas (1) grow on tall trees (2) grow on plants 15 to 30 feet high
(3) are harvested when fully ripe (4) yield six to ten bunches from
each tree- - - - - (.....)
8. There are (1) 6 (2) 17 (3) 21 countries in the Pan American Union (.....)
9. The Pan American Union office building is in (1) New York (2) Boston
(3) Washington D.C. (4) Mexico City- - - - - (.....)
10. The Mountains of Mexico are called (1) Sierra Nevada (2) Coastal Range
(3) Sierra Madre- - - - - (.....)

Complete the following statements by using words from the list at the left.

Spain

11. The climate of the West Indies is always

12. The largest island of the West Indies is

13. Cuba won her independence from

14. Most of the people of the West Indies are

15. Chechen Itza was built by the ancient
Indians.

Match each word in the right-hand column with one from the list at the left by writing the letter of the left-hand word in the blank.

- (a) capital of Cuba
- (b) capital of Mexico
- (c) chief seaport of Mexico
- (d) country of Central America
- (e) island of West Indies

- 16. Veracruz - - - - - (....)
- 17. Honduras - - - - - (....)
- 18. Havana - - - - - (....)

-
- (a) Southern Saskatchewan
 - (b) West Indies
 - (c) Mexico
 - (d) Central American lowlands

- 19. Hardwood - - - - - (....)
- 20. Corn - - - - - (....)
- 21. Sugar - - - - - (....)

-
- (a) "good morning"
 - (b) "good-by"
 - (c) "tomorrow"
 - (d) a Mexican ranch
 - (e) Mexican work animal
 - (f) Mexican farm laborer
 - (g) afternoon rest

- 22. Hacienda - - - - - (....)
- 23. Peon - - - - - (....)
- 24. Siesta - - - - - (....)
- 25. Adios - - - - - (....)
- 26. Manana - - - - - (....)

-
- (a) favorite animals of Mexico
 - (b) a food plant of Mexico
 - (c) plant grown for its fiber
 - (d) mixed people of Mexico
 - (e) a wide-brimmed hat

- 27. Mestizos - - - - - (....)
- 28. Henequen - - - - - (....)
- 29. Burros - - - - - (....)
- 30. Sombrero - - - - - (....)

Beary

23.58

ENGLISH AND SOCIAL STUDIES

8-1 and 8-2 classes

March 3, 1945

From the reports and projects that were handed in at the end of the semester, I listed the following errors in English:

1. Contractions
2. Case of pronouns
3. Division of words
4. Punctuation
5. Abbreviation of states
6. Capitalization
7. Agreement of subject and predicate
8. Forms for letters and essays

We worked on units derived from this list. Pages 191 to 296 were covered in Junior English in Action. This was the second time over much of this material. I have given little tests along as we completed each unit. Now, I am ready to give the attached English test over it all.

I have stopped using the Horn-Ashbaugh Speller and have been choosing the spelling words from words missed on papers that they hand in. In this way I have been able to correlate the work better. Words which are pronounced alike but have different meanings have been some of their common errors. The students like this much better because it makes Spelling a personal thing and not the learning of words which perhaps do not fit their life or needs at the particular time.

In Social Studies, we have completed units on the Building of a Nation and the Expansion of the New Nation. Through reading and reports, both written and oral, we worked to build a background so that we could better understand the problems which arose while the colonies were uniting. We traced the growth of the democratic way of life from the meeting of the colonists in secrecy down through the letters of correspondence, the Continental Congress, Articles of Confederation, Declaration of Independence, and the Constitution of the United States. Much time was spent on the famous documents. Mr. Jackson came in and played records for us. Jane Lindley brought a copy of the Declaration. The children were thrilled.

They thought that the signatures were interesting. One boy, because of his own interest, looked up and brought to class a list of the occupations of all the signers. Mr. Easton told some interesting facts in his talk to the class.

For our unit on the Growth of the New Nation, we enjoyed reading stories of the early frontier. Along with~~the~~ the purchase of the Louisiana Territory, the children enjoyed reading stories about Lewis and Clark and Sakajawea. They wrote diaries such as Lewis and Clark might have kept. Next, followed the study of Daniel Boone and the three passages through the Appalachian Mountains. Six boys in the 8-2 class read and reported on the book, Daniel Boone by Dougherty. I correlated this with English and guidance. We talked about the proper behavior of listeners and speakers. Also, how to give and accept constructive criticism. I felt that the need was greater for this type of work in the 8-2 class than in the 8-1 class. They are good students but they don't understand how to take part and fit into a group as well.

Our next study was that of the North Central ^{that} states as they are today. We started with the thought~~/~~we were going to relocate to one of these places. Of course, this took the study of industry etc. such as it is now. They have written imaginary letters back from cities telling all the points of interest in that city. Ko Samashima came in and answered questions which they asked about Minneapolis. He told them that the people in the places which he had visited had been very friendly. Along with this when time permits, I have been reading stories from a little booklet sent out by The Council Against Intolerance of Races. They are clever little stories and interest the children while teaching them some facts. They tell of different children who come to our country and fit themselves into our way of life, and that it isn't always easy but if they make an effort on their part it usually works out alright.

The Valentine parties showed the difference in the two classes socially. The 8-1 class had its party at night. They made proper preparations and everything went off like clock work. Everyone took part and everyone had a good time, but the 8-2 class was a different story.

To fit myself better for these units of work, I am reading biographies of men in American history. I have just finished reading two biographies of Andrew Jackson and one of General Grant.

Eileen Jane Beery

AMACHE SECONDARY SCHOOLS
Social Studies Test
8th grade

TRUE or FALSE

1. George Washington carried a message to the French at Fort le Beau for Governor Bradford.
2. Washington was not pleased with the things which he saw at Fort le Beau.
3. The French won the battle at Fort Duquesne.
4. General Wolfe surprised and defeated the French at Quebec.
5. The famous poem "Paul Revere's Ride" was written by Whittier.
6. The poem "Paul Revere's Ride" is true to history in every instance.
7. After the French and Indian Wars the English were in debt.
8. The English decided to raise money by taxations of the Colonies.
9. The Colonists complained chiefly because the tax was so heavy.
10. Braddock surrendered at Saratoga.
11. Lydia Darragh was a Quaker.
12. Lydia Darragh carried an important message to Washington.
13. Dicey Langston was a Patriot.
14. At one time Dicey walked 20 miles to carry a message to her brother.
15. The Revolutionary War was carried on in the South by small bands on both sides.
16. Dicey lived with her father, mummy Hester and her three sons.
17. General Schuyler gave Burgoyne a home until Washington could decide what to do with the prisoner.
18. Betsy Schuyler married Thomas Jefferson.
19. Peggy Schuyler lost her life when she tried to save her baby sister.
20. Alexander Hamilton was killed in a duel with Aaron Burr.
21. Betsy Hamilton started the first orphanage in New York City.
22. The Articles of Confederation provided for a strong central government.
23. Colonial Assemblies met often in hidden places before the Revolutionary War.
24. If Paul Revere saw 2 lights in the old North Church, he would know that the British were coming by land.
25. The "Minutemen" were to be ready to fight at a minute's notice.
26. Kate Sherrill married a man who later became Governor of Tennessee.
27. Justices of the Supreme Court are appointed by the President for life.
28. The British tried to cut the nation in two by crossing Virginia.
29. The Declaration of Independence is kept in the library of Congress in peace year.
30. John Hancock said, "I wrote my name on the Declaration big enough for the King of England to see without his spectacles".
31. To pass a bill over the President's veto, the congress must have a two-thirds majority.
32. The Washington Monument has an elevator running to the top.
33. The number of Representatives from each states is determined by the population.

Each of the following quotations was said by or about someone or taken from some famous document. Identify each.

1. "I have not yet begun to fight." _____
2. "Give me liberty or give me death." _____
3. "I regret that I have but one life to give for my country." _____
4. "Life, liberty and pursuit of happiness." _____
5. "First in war, first in peace, and first in the hearts of his Countrymen." _____

COMPLETE:

1. Congress is made of two houses, the _____ and the _____ of _____
2. The Declaration of Independence was adopted on _____
3. The tomb of the unknown soldier is at _____
4. The White House was burned by the _____ in 1814. Dolly Madison saved the _____ of _____ at that time.
5. The chief street in Washington D.C. is _____. Easter parades and the inauguration of the President are beautiful sights on this street.
6. Cornwallis surrendered at _____
7. George Rogers Clark defeated the British in the West at _____ and _____
8. The Revolution War in the South was led by _____
9. _____ was the first capital of the United States.
10. There are _____ Senators in the Senate.

MATCH:

- | | |
|--------------------------|----------------------------------|
| 1. Veto | (a) John Paul Jones' Ship |
| 2. Rotunda | (b) Washington's home |
| 3. Hessians | (c) The President's "No" |
| 4. Father of his Country | (d) Washington |
| 5. Father of Democracy | (e) German Soldiers |
| 6. Blue Room | (f) Jefferson |
| 7. Philadelphia | (g) White House |
| 8. Mount Vernon | (h) Capitol |
| 9. Valley Forge | (i) 2nd capitol of United States |
| 10. Bon Homme Richard | (j) Pennsylvania |

SOCIAL STUDIES TEST
Amache Junior High

1. In 1802 the Louisiana Territory belonged to _____.
_____ was the ruler of that nation. He was a mighty general
who had conquered most of _____.
2. _____ was the third President of the United States.
3. The President of the United States sent two men to France to buy the land around
the _____ of the _____. Congress
voted _____ to buy the land. The men bought the entire region of
the Louisiana Territory for _____. This territory contained more
than a _____ square miles. Jefferson sent two men, _____
and _____, to explore this section of the New World. They left
_____ in May 1804. The task was difficult and it
took them _____ months to make the _____ mile round trip. _____
states have been made in whole or in part from this region.
4. Two things which Nations in the New World tried to do to hurt one another were:
 - a. _____
 - b. _____
5. England refused to let American ships dock in England unless they _____
_____.
6. _____ was sent to build a fleet for
America and gain control of the _____.
7. Finally one day our little fleet sailed out against the English fleet. After
a fierce battle and when every English ship was sunk or sinking, Perry took out
an old envelope and wrote this message " _____
_____."
8. The greatest battles of the War of 1812 were fought _____
_____.
9. The greatest battle of the war took place between the American ship _____

and the British ship _____. The _____ won a stirring victory and was given the nickname "_____".

10. _____ wrote a poem about this ship. The Navy Dept. gave orders to have her dismantled. Public feeling was such that the orders were _____. She is now in the _____ Navy Yards.
11. The British sailed up the _____ River in 1814 and burned the National Capitol. _____ was then president.
12. _____ wrote "The Star Spangled Banner" while a prisoner on a British ship. "The Star Spangled Banner" was made our National Anthem in _____.
13. A treaty of peace was signed with _____ in _____. Before the news of the treaty came General _____ won a victory over the British at _____.
14. Alongside the old spirit of loyalty to the state, there now arose a new spirit of loyalty to the _____.
15. Write the stanza of "Old Ironside" you prefer. Tell why you chose it. Defend it with as many reasons as you can.

AMACHE JUNIOR HIGH

TEST

1. Print in the names of the thirteen states. (Kentucky isn't on the map; you may draw it in.)
2. Label the Mississippi, Missouri, and Ohio Rivers, and the Red River Valley of North Dakota.
3. Show the Straits of Mackinac and the Soo Canal.
4. Locate each of the following cities on the map.

(1.) Chicago	(13.) Toledo
(2.) Cleveland	(14.) Akron
(3.) Louisville	(15.) Indianapolis
(4.) St. Louis	(16.) Dubuque
(5.) Cincinnati	(17.) Vincennes
(6.) Kansas City	(18.) Des Moines
(7.) Boonesboro	(19.) Bismark
(8.) Topeka	(20.) Detroit
(9.) St. Paul	(21.) Pierre
(10.) Springfield	(22.) Jefferson City
(11.) Milwaukee	(23.) Sault St. Marie
(12.) Minneapolis	(24.) Lead

5. On the reverse side of this paper tell one important fact about each.



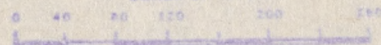
OUTLINE MAP OF
NORTH
CENTRAL STATES

PRINTED IN DITTO INK

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SCALE OF MILES



AMACHE JUNIOR HIGH
8th Grade
English Test

I Complete the following definitions:

1. A sentence is a group of words _____.
2. Every sentence has two parts, which are the _____ and the _____.
3. A noun is _____.
4. A verb is a word _____.
5. An adjective is a word _____.
6. An adverb is a word that modifies _____.
7. A pronoun is _____.
8. A preposition _____.
9. A conjunction _____.
10. An interjection _____.

II In the following sentences underscore the subject once and the predicate twice:

1. The skeleton does protect the body.
2. The bad boy snapped his fingers.
3. The statue of Abraham Lincoln is in Westminster Abbey.
4. Neighbors told him stories of a den of rattlesnakes.
5. His parents did not share his love for snakes.

III Above each word in the following sentences write the part of speech that it is:

1. The driver behind us honked his horn impatiently.
2. I got off the car at Continental Avenue.
3. The pretty girl had red hair and brown eyes.
4. Oh! the ball went through the window.
5. I like toast, but Mary likes muffins.

IV. Punctuation:

1. Name the two uses for a period.

(1) _____ (2) _____

2. Name at least 8 places in which a comma would be used.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

3. Name 3 uses for an apostrophe:

(1) _____

(2) _____

(3) _____

4. When do we use the semicolon?

V. Case:

1. There are 3 cases of pronouns.

Name them. (1) _____ (2) _____ (3) _____

2. The use of the word decides what the case is to be. Besides being used for the subject of a sentence, the _____ case is used as a _____ after _____

3. The _____ case is used for the direct object of a _____ and as the object of a _____

4. The _____ case shows ownership.

VI. Fill-in:

1. Clara chased Vivian and _____ (her, she).

2. It was _____ (Her, she). _____ (her, she).

3. Between you and _____ I think that it is foolish. (I, me)

4. It was _____ who rang the bell. (he, him)

5. Neither _____ nor _____ have solved the problem. (they, them)(us, we)

VII Underline the prepositions once. Underline their objects twice.

1. Fred took father to the circus.

2. It was lying on the porch.

3. In the cave we found her.

4. After school I played ball.

5. At the circus I saw a bear.

VIII Each of the following sentences contains a direct object of a verb or a predicate nominative. Write D. O. above the direct object and P. N. above the predicate nominative.

1. Booth Tarkington wrote "Penrod".

2. I see a fly on the wall.

3. It was he who threw the ball.

4. The bull chased the boy.

5. My uncle is a lawyer.

IX Choose the correct verb:

1. One of the pictures _____ worth a hundred dollars. (are, is)

2. The dishes of food _____ placed on the table. (was, were)

3. The price of the tickets _____ fifty cents. (is, are)

4. Boys and girls _____ admitted free. (are, is)

5. Wayne Gordon with the help of Patty Green _____ raising the flag. (is, are)

X Circle the correct word:

1. That boy's, boys') wish is to have two (week's, weeks') vacation.

2. After a (moment's, moments') thought I accepted the money.

3. The (monkey's, monkeys') tails were long.

4. The (lady's, ladies') hat is old.

5. The (girls', girl's) basketball team has won more games than the (boy's, boys') team.