

L4.43

2 of 7

7th grade

J3.50

ENGLISH-SOCIAL STUDIES
Seventh Grade

In the seventh grade the English-Social studies program was quite extensive. One half day each day of the school week was devoted to it. This length of time permitted the teacher to know her pupils well enough to serve as an effective guidance counsellor. The general aim was to improve ability and inclination to participate effectively in democratic living.

- AIMS:
1. The ability to read a map
 2. The ability to spell the words we use
 3. The ability to read and understand simple poetry and literary prose
 4. The ability to read for information at our level
 5. The ability to read to solve problems
 6. The ability to express ourselves without embarrassment before small groups
 7. The ability to speak, write, and recognize complete sentences
 8. The ability to capitalize and use periods and abbreviations
 9. The ability to write legibly
 10. The ability to distinguish nouns and verbs
 11. The ability to make simple pen and ink drawings
 12. The ability to care for books, pencils, desks, etc.
 13. The ability to write simple friendly letters
 14. The ability to find simple references in the library
 15. The ability to use a dictionary for word meanings and pronunciation
 16. The ability to read simple newspaper items

Every seventh grade child was enrolled in the course for the entire school year. There was carried on the work commonly allotted to the home room--the reading and explaining of announcements, the electing of officers and representatives for school committees, the planning of social activities, and the solving of individual problems wherever possible.

As is inevitable and desirable the plan of work varied with the teacher and the group. The school policy was to develop the work around a unit planned and developed by pupil-teacher cooperation. In general a subject

matter unit was the one followed. Emphasis on pupil initiative and responsibility. The general area of subject matter in which the planning for seventh grade English-Social Studies was projected may be called "The Contribution of Other Lands and Other Times." It was proposed to plan cooperatively in this wide area the development of some of these questions.

1. How does it happen that our life is comfortable and safe?
2. How have large numbers of people learned to get along together?
3. What is the world we live in?
4. How did man learn to use the world?
5. What can we do to understand what early civilization was like?
6. How do civilizations spread?
7. What are the stories of other national groups?
 Central Europe
 Britain
 Scandinavia
 India, China, Japan
 Pacific Islands
 France
 Italy
 Russia
 Germany
8. What big difference in these stories helped make the people different?
9. How do people in these countries live?
10. What do they read and study?
11. What music and art do they listen to, look at and make?
12. What kind of school do they have?
13. What do they eat, wear, build and make?
14. How have these people influenced us?

The following texts were used. Not all were used in any one class, but all were used at some time. As can be seen it is an adequate and interesting selection.

McGuire and Rogers

Kelty

Meyer, Hamer and Grisso

Atwood and Thomas

Tressler

Horn-Ashbaugh

Readers Include

The Growth of Democracy

Other Lands and Other Times

The Old World and its Gifts

Nations Beyond the Seas

Junior English in Action, Bk. I

Spelling

Pooley and Walcott, Herzberg,

Paine, Barnes, Spencer,

Neville, Johnson and Robison

My Weekly Reader-Magazines

The following were the characteristics of a typical unit. It was prepared in advance of teaching it, or in advance of learning the subject matter by pupils. It was prepared in retrospect, selected and organized by individuals who have previously been exposed to the material. The subject matter was usually organized from the simple to the complex. They were taught in a relatively short time. They were usually centered in the past. Books were usually relied upon as the resource for teaching and learning. The teacher controls the process, which means the purposes, materials, methods, sequence, and final results. The teacher knew the ends to be achieved before he begins to teach the unit. A unit usually closed with a backward look. Pupils reviewed the minimum essentials preparatory to taking the paper and pencil test. During this period special attention was given to developing the previously mentioned skills and attitudes.

One period each week was devoted to art and one to music appreciation in each class. The regular English-Social Studies teacher assisted the music and art instructors in planning lessons that would correlate with the particular unit under development at the time. Extra time could be devoted to these studies if the teacher and class desired, but only for the assigned periods were the special instructors available.

The standards for each unit varied with the class, the teacher and the pupils. Progressive achievement tests were given each year, but no standard accomplishment was set as a minimum for promotion. Each child was treated individually and much was taken into consideration before he was not promoted with his group--his ability, his age, his health, his application to his work and the probable personality harm that would result from his being placed with a younger age group.

The accomplishments also varied with the individual. The only objective way of measuring the individual growth would be by comparing the progressive achievement tests for successive years, and they do not measure the all-round development that the course attempted to promote. These acquirements should be noted; a common acceptance and belief in certain ideals of democracy--"Four Freedoms" and in the inherent rights and freedoms of human beings living in a democracy; to work independently and to direct his own activities and to make good use of his time; pupils learn to direct and govern their own conduct and behavior; participates in group planning and does

his share in group activities; maintains the respect and friendship of his classmates; has self-confidence and shows sportmanship qualities; keeps good manners in view when in contact with others.

The needs of the Japanese-American boys and girls were more than those of the ordinary school child because of the language difficulties. In a great number of homes the Japanese language was spoken entirely. A guidance program had to be made and fitted to the demands of the individual pupil. This program might have been more effective had the teacher-parent-pupil association been closer--here language again was the hindrance as most parents did not speak or understand English. The breaking down of a "barrier" which exists between the two sexes is a difficult problem and one which is very evident at this age.

ENGLISH AND SOCIAL STUDIES--EIGHTH GRADE

One-half day was given to each class of the 8th grade for English and Social Studies. This allowed time for the teacher to become better acquainted with the pupils and to act as an advisor. The needs of Japanese-American boys and girls of this age level were more than those of the ordinary school child. Time had to be given for guidance in social problems and to fit the child to live in the world outside the Center.

The following were the objectives of the 8th grade:

1. To develop in the pupils the habit of clear, orderly thinking about matters within their own experience.
2. To supply many of the experiences which young people need in order to be adequately prepared for citizenship.
3. To broaden pupil interests and appreciations, through observation and evaluation of experiences.
4. To provide for all pupils a series of experiences which will lead to proficiency in the several uses of the English language as the use of correct and effective speech and writing in all subjects and activities both within and without school.
5. To give opportunity for the expression in the various fields of literary efforts.

Each 8th grade pupil was enrolled in the course for a year. Time was taken in each class for guidance in the identifying of personal problems, relating and adapting subject matter to individuals, and providing opportunity for group organization and group action.

The following units of work were set forth as a general outline of work by the teachers and pupils:

1. Orientation unit in class, room, building, and community.
2. What it means to be an American including the study of American qualities, people, and heroes.
3. The economic, social, and religious sources of the American civilization.
4. The development of democratic ideas which included the history and the geography of the new nation and the westward movement and the growth of the country.
5. The development of good neighbor ideas.
6. The development of World ideas.

The course of study was not fixed or rigid. As was natural and favorable, the units changed with different teachers and classes. Pupils were constantly urged to evaluate the work done.

One hour a week was given to Art, and two hours a week were spent in Homemaking and Industrial Arts classes. Music was used whenever it correlated with the units being studied in the home-room. Visual aids were likewise used.

Many worth-while results of social studies instruction are difficult to measure. Real success or failure depends upon the way in which (1) class attitude improves, (2) pupils co-operate with one another, (3) pupils assume responsibility, (4) skills and desirable habits are formed, and (5) clear and critical thinking is developed. The growth of the following attitudes was noted: (1) tolerance, (2) self-respect, (3) self-confidence, (4) respect for others, (5) an inquiring mind, (6) desire of self improvement,

(7) open-mindedness, (8) responsibility, (9) truthfulness, (10) concentration, (11) respect for good workmanship, ^{and the} (12) appreciation of physical labor, mental achievement, beauty, wonders of nature, and the triumph of man over environment.

Text Books Used

1. Junior English in Action---Tressler and Shelmadine
2. The New World and Its Growth---Meyer and Hamer
3. Working for Democracy---Bryson and Smith
4. Contact---Pooley
5. Exploring New Fields---Neville
6. Trails-Barnes
7. Speller--Horn -Ashbaugh
8. Quest--Herzbert
9. Weekly Readers

And Numerous Referances

The main theme for the eighth grade year was the study of the history, ^{and geography} of the United States and its place in the world.

NINTH GRADE

ENGLISH-SOCIAL STUDIES--

Aims: In the English-Social Studies Classes, we tried to give growth to the student in all possible phases of his development, save in those which required very technical instruction and procedure.

In English, we sought to develop the communications skills. We tried to give the rudiments of History, and a working knowledge of Geography and Civics. Individual needs were our guide in the Reading training offered, and the Literature we tried to choose so as to give as many basic cultural concepts as possible. We integrated Music and Art with the other work continually during the years here, and provided specialized instruction in both fields, and provided a wealth of material for study and enjoyment. We attempted to make our Counsel and advice to these pupils such that they might develop a sense of security, and that they might look forward toward accomplishments within the range of their logical potentialities and expectancies. We constantly sought to develop leadership. We offered many types of Social Activities, in fact, more than I have ever known of having been offered in any other school situation of which I have either read, or have contacted personally. Many of the results which we sought in the first named fields of our endeavor, were greatly enhanced by the participation of the students in these various social activities. Our aims here were social freedom and responsibility in all phases.

Offerings consisted of a very limited amount of formal classroom instruction, and of pupil-teacher planned and executed units of study. In some of the groups, individual progress was stimulated, and self evaluation and self motivation so achieved that fine progress toward maturing judgment and independent thinking was accomplished. Motion pictures, field trips, speakers of importance, participation in mock trials, elections, social situations of probable encounter, and political procedures were frequently engaged in. Speaking in public, and reading, emphasizing pronunciation and enunciation, were offered without stint. Opportunity for development of the qualities of leadership were presented to the pupils on every hand, and strenuous effort exerted to make these qualities grow.

Text Book Offerings included: English, Broening, How to

Text Book Offering, Contd.

Use the Library, Knapp - The Boys' Book of Journalism, Bennett - Designs for Personality, World Almanac, 1942-1943, Gates - Practice Exercises in Reading Types A, B, C, and D, Baily - Good Manners, Goodrich - Living With Others, Green - The Book of Good Manners, Twenty One Ways to Make Friends by Telephone, Newlon - The Day by Day Speller, Abbott - Abbott's Webster's Dictionary, The Winston Dictionary, Tressler - English in Action, Tressler - English in Action Work Book, Olcott - Good Stories for Great Holidays, Benet - Poems for Youth, Barnum - School Plays for All Occasions, Coulter - Foot-light Fun, Sanford - Plays for Autumn and Winter Holidays, Sanford - Plays for Spring and Summer Holidays, Fish - The Boys' Book of Verse, Burnham - Hero Tales From History, Kunitz - American Authors, 1600-1900, The Peace For Which We Fight, Four Freedoms, Teaching Democracy, Youth Under Dictators, by Brown, Fair Trial, by Williams, Also Liberty of the Press, Right of Free Speech, and The Rights We defend, all by Williams, The Constitution of the United States, by Beck. Hughes - Building Citizenship, Edmonson - Civics in American Life, Akers - City Government, Brodinsky - Our Federal Government, Wrightstone - Social Studies and The American Way of Life, Long and Halter - Social Studies Skills, Our Inland Seas, the Great Lakes, by Zimmermann. Stack - Fire Prevention Education, Allen - The Wonder Book of The Air, Crane - Planning Cities for Today and Tomorrow, Bacon - Pictures that Every Child Should Know, Bakeless - Story Lives of Great Composers, Lomax - American Ballads and Folk Songs, Goode - Goode's School Atlas, Harvey - Journeys Thru North America, The Book of The Ancient Romans, and The Book of the Ancient Greeks, both by Mills. Southworth - The Thirteen American Colonies, Boy Scouts of America - Handbook for Scoutmasters, Andrews - Looking Ahead, Green - The Book of Good Manners, Kinneman - Living With Others, Hunt - Games Around the World, Smith and McAnulty - Essentials in English, Spangler - Functional Grammar, Pocket Book of American Literature, Magruder - American Government, Kidger - Problems of American Democracy, Hughes - Building Citizenship, Geisel - Personal Problems and Morale, Gavian-Gray-Groves - Our Changing Social Order, Muzzey - A History of Our Country, Teaching War, and Post-War Problems, by the Foreign Policy Association, Interpreting Social Studies Thru History Maps, by Earle and McKee, Thinking and Writing

Text Book Offering, Contd.

Clearly, by Mathews. Guiler - Five Hundred Word Spelling List, Global Geography, Dale - How to Read a Newspaper, Rienow - Calling All Citizens, and many, many more books supplied by the library both for reference, and for individual progress in reading itself.

Plan of Work and Time Allotment

In the English-Social Studies Field in the Ninth Grade, three full class periods of almost an hours duration, each were set aside for this work, ^{daily} and the teachers and their groups worked out the procedure as they progressed in the work together. Tests were given, at the request of the pupils, and at the suggestion of the teacher, in order to determine the greatest needs. Then sources of information and organizing of proposed studies into the best combinations for our situation, were considered, and finally a plan of procedure, and an outline were formed. At first, the children seemed lost without a dictator before them to tell them that they must or must not do thus and so, and at times, all seemed a hopeless, rudderless, purposeless, muddle. Then pupils began to step out independently, to seek for material themselves, to try to have information which would be entirely new to the other members of the class, and finally, to make excellent plans for units of work to be engaged in by all the members of the group, and also to make well thot out plans for their own work for the remainder of the year. Then the teacher was constantly checking individual material, making explanations to individuals and to small groups working on the same or very similar material, and constantly hunting new sources where the children might enrich their store of information. Discipline was handled almost entirely by each pupil by, and for, himself. What he was trying to accomplish, had become more important than other things, and he realized the importance of controlling himself to that end. One period a week was set aside for study of the mechanics of Art, and another for the "Appreciation" of Music. A period each day was allowed for Physical Education, and two periods a week for Home Making and Manual Arts. Class activities, and frequently class procedures for days on end, were carried on by the students, with help and guidance from the teacher when necessary. Each completed, or partially completed unit, showed the way for the choosing of the next, and so the year's work grew, with the aims and objectives always in mind.

Standards

In determining the standards to which these pupils should measure up, nationally used standardized tests were employed wherever it was felt that they could be effectively utilized. Sometimes, non-language tests were given, because of the language difficulty under which all of these people labor. In promoting these people, we were governed not only by their scholastic achievement, but by their tested ability, and by the fact that as far as their future progress is concerned, whether or not it would be advisable to have them continue with a group of their own chronologically aged people and gain in knowledge of "living together", or to retain them in a certain grade placement until they had mastered the scholastic requirements for that grade level. For the most part, we felt that proceeding with those of their own age was the best thing to have them do.

Accomplishments

It is my belief that desirable progress was made in practically every field of endeavor, and that our aims, as stated, were in quite a goodly measure, achieved.

The most outstanding accomplishment, it seems to me, was that of having most of the pupils so thoroughly realize the importance of gaining their educations, that they had to have little or no coercion, and that they sought the teacher for help, and worked out plans for their own progress, and tried to make their contributions to each unit, as rich and full as possible.

Self motivation and accurate self evaluation on the part of these pupils was our foremost aim, and I feel that we went far in accomplishing the reaching of our standard.

Gladys Seevers

G. Seever

Achievement Test Comparisons from 5/8/ '44 to 4/18/ '45

English and Social Studies--Group 9³

	1944	1945
1- Aiboshi, Mary	8.1	9.1
2- Hasegawa, Isamu	8.1	9.5
3- Honda, George	8.9	9.4
4- Iseri, Dorothy	8.7	9.2
5- Ishimoto, Mary	7.7	8.5
6- Iwanda, Florence	8.9	9.8
7- Kawase, George	7.4	8.0
8- Kitagawa, Elmer	7.2	8.5
9- Kitahara, Kazuko	8.4	9.2
10- Komatsubara, Alice	8.5	10.0
11- Kubochi, Charles	8.3	9.2
12- Kunitake, Mary	7.3	8.2
13- Kusumi, Yoshio	7.0	7.0
14- Mametsuka, Jim	6.8	7.7
15- Matsuka, David	7.7	8.8
16- Mitobe, Nobu	9.3	10.7
17- Miyake, Mac		9.4
18- Murakami, Junior		
19- Muranaga, Suzie	7.7	9.3
20- Murata, Mits	8.4	9.3
21- Nakamura, Mary	4.9	5.5
22- Nakayama, Tadaichi	7.7	7.5
23- Naruse, Lillian	8.6	9.3
24- Otani, Dorothy	8.6	9.4
25- Sakuma, Fumio	7.6	8.8
26- Sasaki, Tom	7.9	9.5
27- Shibata, Kisaku	7.9	
28- Soda, Michi	8.9	9.5
29- Sugioke, Thomas	6.9	7.5
30- Tagawa, Toyoko	7.9	8.9
31- Taguma, Mutsuka	7.7	8.8
32- Takao, Elihu	7.1	7.9
33- Taniguchi, Ned	7.8	9.2
34- Uratsu, Tommy		
35- Uyesugi, Terumi	9.5	10.2
36- Wada, Noriko	7.9	8.6
37- Yamauchi, Tsuyoshi	9.4	10.4

Achievement Test Comparisons

G. Seever

From 5/8/ '44 to 4/18/ '45

English & Social Studies--Group 9¹

	1944	1945
1. Ando, Toshiko		10.5
2. Baba, Takeo	8.4	8.9
3. Fujimoto, Akira	8.2	9.5
4. Fukuyama, Mary	9.6	10.4
5. Hamade, Toyoko		10.5
6. Iida, Marguerite	9.5	10.2
7. Inouye, Harry	7.5	7.6
8. Ioka, Setsuye	9.5	9.6
9. Kaji, Hubei		
10. Kanda, Kiyoye	7.9	8.7
11. Kashiwagi, Jim	8.6	9.3
12. Kawamoto, Ayako		7.1
13. Kawamoto, Helen	8.4	9.9
14. Kawamoto, Setsuko		8.7
15. Kimura, Betty	9.4	9.8
16. Kitijima, Kenneth	7.7	8.8
17. Kono, Shigeru		8.2
18. Kuge, Jack	9.0	9.8
19. Kunimoto, Harry	8.0	8.7
20. Kusumi, Ai	5.1	6.0
21. Matsuda, Kiyo	9.6	10.7
22. Matsumura, Anna	8.9	9.3
23. Murakami, Florence	6.5	6.8
24. Naruto, Shoichi	7.4	8.8
25. Negoro, Tokiye	6.6	7.2
26. Nishihara, Toshiko		
27. Nogawa, Tom	8.4	8.8
28. Okubo, Betty		9.0
29. Shimizu, Martin	9.6	10.2
30. Shimono, Chiyoko	8.6	9.0
31. Takahashi, Miyoko	7.7	7.9
32. Taketa, Happy	8.4	9.5
33. Tatara, Norizo	7.2	8.0
34. Tateishi, Henry	6.8	7.8
35. Tateishi, Kiyoshi	7.8	7.9
36. Tokunaga, Yoshiko		8.8
37. Udo, Helen	6.2	7.2
38. Uyemura, Joe		9.2
39. Yamane, Kenichi		7.3
40. Yamashita, Haruo	5.0	5.3
41. Itano, Jim	5.4	
42. Yamashita, Haruo		5.5

2nd period

PLANS
for
STUDENT LESSONS for STUDENTS DAY

Gladys Seever

1. Civics

Purpose of the Lesson - To study our law makers, and learn how they go about getting elected and then making laws

- A. WHAT THE LAW MAKING BODIES ARE
 - 1. National
 - 2. State
 - 3. Local
- B. HOW LAW MAKERS ARE CHOSEN
 - 1. Caucus
 - 2. Campaign
 - 3. Vote (how)
- C. BRIEF HISTORY OF BEGINNINGS OF REPRESENTATION
 - 1. Man's discovered need for
- D. MAJORITY GOVERNMENT
 - 1. Definite plan
- E. COMPARISON OF ELECTION OF OFFICIALS TO A FOOTBALL GAME
- F. THE PART OF THE COMMON CITIZEN
 - 1. Keeping himself informed
 - 2. How to oppose a bad bill
- G. Tracing a BILL WHICH IS PASSED IN A CITY
 - 1. Introduction of Bill
 - 2. First Reading
 - 3. Study of bills
 - 4. Discussion and debate
 - 5. second reading
 - 6. what the opposition is doing
 - 7. third reading
- H. The Executive VETO
 - 1. When a bill is "lost".
 - 2. When a bill becomes a law.
- I. TRIAL AT THE BAR
 - 1. The meaning of "Trial at the Bar."

PLANS
for
STUDENT LESSONS for STUDENTS' DAY

Gladys Seavers

ENGLISH

Purpose of the Lesson - 1. To study the participle and its uses
2. To gain in ability to give an oral report
3. To learn more cultural literature of our country
in the study of Robin Hood

1. Essay or story on Why People Get Along Better Governing Themselves, Than When Dictated to by a Central Authority
2. Oral Report on Aristotle
3. Play - Ivan Starts a Democracy in Europe
4. Expand sentences on p. 91, English in Action
5. Have someone tell story of Robin Hood (several people might take part)
6. Poems, speeches, etc., from Pocket Book

PLANS
for
STUDENT LESSONS for STUDENTS' DAY

Geography - Spelling

1. Current Events on Geography Day
 - A. Location of important places mentioned in any current event considered
 - B. Knowledge of what currently important thing has happened in those places
 - C. Why are those places important in the international relationships of the United States?
 - D. Oral reports on the progress of the San Francisco Conference
2. Compile a spelling and comprehension list from the Current Events Paper

(Student teacher for Students' Day)

Civics in American Life -- Chapter XI

1. How did the Constitution happen to be written, and why was it written?
2. How old is the constitution, and when was it adopted?
3. Who established the government of The United States?
4. What is a republic, and is it good or bad?
5. What is the meaning of a Constitutional form of Government?
6. What is the purpose of the Constitution?
7. Name at least five of the powers of the National Government.
8. What is the Constitution to the American People?
9. How can a ~~state~~ amend the Constitution?
10. What is the Bill of Rights, and what does it stand for?
11. When was the Bill of Rights proposed, and when adopted?

Chapter XII

1. What is the legislative branch of our government?
2. Why are there two branches in Congress?
3. How many members are there in the Senate?
4. " " " " " " House of Representatives?
5. How are Congressmen chosen?
6. What types of men and women should be required in Congress?
7. What are the powers of Congress?
8. What are the special powers of the House of Representatives, and of the Senate?
9. What is parliamentary procedure?
10. Who and what are lobbyists?

Chapter XIII

1. What is the term, and what is the salary of the president?
2. How is the president elected?
3. What are the duties and powers of the president?
4. What are the ten executive departments?
5. Name the present heads of these departments.
6. What does social security provide for unfortunate people?
7. Give two reasons why the Bureau of Weights and Measurements considered an important part of the work of the Government?
8. Name two duties connected with each of the ten executive departments.
9. What are the duties of the Secretary of State?
10. What are the qualifications of the Vice President?

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J. Seavers
Room 27

Excerpts from:

The First Address of President Truman
of Missouri

April 16, 1945 - Washington

Written on the blackboard, as President Truman's voice came to the children over the radio

President Truman started out in the familiar drawl of the section of the country from which he came, and in a clear, deliberate manner, delivered his first address. If he lives up to the portend of that address, I shall support him.

In the first sentences of his speech, he joined freedom and tolerance, as necessary members of a consideration of either one.

Then he stated that "no partial victory" would be acceptable, and that the "War Criminals" should pay the debt of the suffering they have caused, and that these Criminals should be allowed to plot no more wars in any secret European mountain hideout.

moment → He stated that we seek and have security in law and in justice, and that the lot of the Common People would be his goal.

His speech indicated a quiet force and fearlessness on the part of the man from Missouri.

He stated his belief in tolerance in another way when he said that: "The shackles of slavery are gradually being broken."

He paid tribute to our war heroes, the boys of the army and navy, and to the leaders who are pursuing the struggle on all fronts, climaxing his mention of generals with the name of General Douglas Mac Arthur.

He warned all of us that we should have to maintain "Constant vigilance - the price of Liberty." And he also said that: "It is not enuf to yearn for peace, we must fight for it."

He stated that "Without justice, no lasting peace may be had;" and that "We must work with other peace-loving nations, to keep the peace under the law."

He stated that "The great nations must serve and not dominate."

He appealed to Congress for cooperation, telling them that they already know where he stands on the important issues of the day.

He told them that we, as a nation, "Must seek a more rational method of settling international differences, and that it shall be found."

"We must now learn to live with other nations for our mutual good."

In closing, he said that he would utter the same prayer that King Solomon uttered so long ago. To quote: "In the words of King Solomon, 'Give me, O Lord, an understanding heart - that I may judge my people, for who can judge so great a people? I ask only to be a good and faithful servant of my Lord and of my people.'"

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Final Monthly
Report

G. Secuere
Room 27

FORM FOR BOOK REPORTS

-1 -3
9 & 9

1. Title
2. Author
3. Date Published
4. Chief Characters
5. Brief outline of story
6. Climax
7. Conclusion
- 8.
8. Your Criticism of the book:
 - a. Purpose for which it was written
 - b. Style
 - c. English used.
 - d. Plot
 - e. Climax
 - f. Conclusion
 - g. Why was it, or was it not worth reading?

J3.50

Final Monthly Report

June 7, 1945

Aside from the citation of scholastic advancement which we have in some manner achieved, which is on the accompanying sheet, the far more important social adjustment of these children has been quite marked. It took about six weeks to win their confidence sufficiently to call forth normal reactions to my questions or suggestions, and then there were only a few responses which one could term "normal". Then we began talks and studies about etiquette, about parliamentary procedure, about business etiquette, , about courtesy, about liberty and license, about kindness and its manifestations, about citizenship and its privileges and obligations, and about tolerance and all of its ramifications, or at least many of them; and these concepts, we have sought to clarify all thru the year. During this last quarter, the results have been showing up splendidly. All routine matters of classroom procedure, where possible, were conducted by the pupils. No permission was required for getting drinks or going to lavatories, and the privilege was not abused, and ~~thus~~ saved many moments of my time each day; business meetings were conducted by the pupils, with my help only when needed and asked for. The final units and their parts were worked out almost entirely by the pupils, and their planning and organization made me feel that they had made some desirable progress, even tho some of them do not have as much factual information as we had desired.

Attitudes have noticeably changed from ones of distrust, to ones of cooperation in finding and following the best paths toward their needed education.

Independent thought and action on the part of many of the children, and originating with each child himself, has replaced a rather blind following of my suggested steps in the various lesson fields.

As far as I possibly could, I have tried to give these children COURAGE for meeting the antagonisms which they are sure to meet. Their spirit is fine now, with someone who can direct it to motivate them, and it is my hope that some of it will last thru to their maturity.

Final Monthly Report

June 7, 1945

When these groups first came to me, a large percentage of them had achievement scores far below the expectancy of ninth graders, but the majority of them made advancement of a year or more, some of them advancing more than a year and a half, so it seemed wise to continue them into a more advanced field of study for next year, as they will gain more social benefit, which we and they feel that they need so much, by advancing with their own chronologically aged group, than they would gain, scholastically, by remaining in the ninth grade another year.

Sometimes I wonder whether or not all of our effort may take an interminably long time to become really effective with these people. For, if a race which is generations older than ours in civilization, can produce and put into power, such as Watanabe on Illoilo, hundreds of years after they should have reached our state of civilization when ^{we} have produced a Hitler, will we and our progress toward tolerant living side by side, all be absorbed, after being overrun by these so prolific ones, and many, many more Watanabes and Hitlers continue to cause human misery on the earth? It makes one wonder whether or not we should now, before it is too late, assume the role of dictatorship until such persons and such inclinations as those of these two great butchers, shall be exterminated from the earth.

However that may be, we have dealt with these children who are sweet and lovable as all children are, on a purely democratic basis, and have done much toward putting the mantle of democracy upon them. How deeply our teaching has penetrated, remains to be seen.

It has been ^a wonderful and awesome experience to feel that one has had a really vital part in an experiment which may influence the changing of the thinking of a great portion of the world's population.

Now that school is out, and we, as teachers, shall no longer contact these children, I shall be interested to watch for the fruits of our efforts, and shall continue to work for the ideals which we had in mind, tho this generation will show little actual progress, I fear.

But, be all that as it may, I wouldn't have missed the experience for anything.

Gladys Seevers

Final Monthly Report
June 7, 1945

During this period, we have tried to bring to completion the various Parts of all sections of our relocation unit, and have also tried to complete our work in English skills, Social Studies Skills, Functional Grammar, Book Reports, News Booklets, Story Reports, Perfection of Guiler's 500-Word Spelling List, Our General Note Books, Relocation Booklets, and procedures in American Government. A copy of the actual assignments to be finished by all persons before the close of school, is given below.

1. Finish With - Winnetka Functional Grammar - Take test on Grammar Usage.
2. Finish - Social Studies Skills for the following units:
Beginning with skill 14, p. 77, and thru the rest of the book.
3. Perfection of W.S. Guiler 500-Word Spelling list, and also our own comprehension lists which we have compiled during the year.
4. Be able to write neatly and legibly.
5. Calling All Citizens - For the slower pupils, thru the unit ending on page 410. For others, as much in addition to that as possible, using our regular individualized procedure of advancement. Many of the more capable pupils finished the entire work outlined.
6. Reports on three selected stories (pupil's choice) from the Pocket Book of American Literature.
7. Three Book Reports- Pupil's Choice from approved list.
8. English in Action - Workbook - Individual Procedure. Some finished all, others only a little more than half of these lessons.
9. Completion of the General Note Book, having material organized for reference and possible future use.
10. Completion of the relocation unit in all its phases.
11. Geographical location of all points possible, discussed in our Current Events and Current News work.

Each pupil gave me an individual report of his progress some time during each week, and I checked the separate parts of each unit, calling for changes and revisions whenever necessary, and giving group explanations when a sufficient number showed need for some particular thing, and individual explanations, constantly.

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AMACHE SECONDARY SCHOOLS

FINAL REPORT

TENTH GRADE ENGLISH AND SOCIAL STUDIES

Aims

A required core course of English and Social Studies was introduced during the term of 1943-44. The year's theme centered around World History. The work was planned to furnish a basic knowledge of world civilizations; to provide a better understanding of the physical, economic, social, and political features that have caused the rise and fall of peoples and nations; to challenge pupils to investigate data, to recognize bias and prejudice, and to draw logical conclusions. It was the aim to give pupils a knowledge of the growth of civilizations, of the development of great movements, of the heritage our present-day living owes to the past, and to enable them to recognize the many social and economic problems of today and our growing world interdependence.

In addition, this course aimed to help pupils to acquire greater ease and fluency in speaking, correctness in practical written English, to assist them in meeting their needs when they should leave the center, to aid them in making wise choices, to develop leadership, and to give opportunities for social contacts.

Offering

The English, Social-Studies classes for the tenth grade met daily for two consecutive periods of 55 minutes during the term of 1944-45 and for 45 minutes during 1943-44. Two units of credit for the year were allowed, which were broken down into World History and English skills and Techniques.

Required of all 10th grade students.

Text Books used in part were:

Texts used 10th grade:

Man's Great Adventure Pahlow

Across the Ages Capen

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Adventures in World Literature	Ingles
World Writers	Richardson
Practice Activities in Senior English	Hatfield
Practice Handbook in English	Jones
Adventures in Language	Tanner, Lawler and Riley

Weekly current Events

Phamplets, library books, magazines, newspapers, material from organizations, China Relief, Greek Relief, Russia, etc.

Plan of Work

After a brief orientation unit on what is included in social studies, questionnaires, tests, and discussions of methods of study, the classes selected large units as bases for their work for the year. Some classes preferred to work in groups, others used the texts and study questions based upon them, others did individual research work and made reports and projects. All covered a general outline of units as below:

1. Primitive Man--prehistoric days
2. Ancient civilization of the Far and New East
3. Special study of Greece and her influence
4. Special study of Ancient Rome
5. Middle Ages--Feudalism
6. The Transition Period--the Renaissance--the development
7. The Revolutionary era--Political, Industrial, Social
8. The emergence of modern nations, Eastern and Western Hemispheres
9. The development of Nationlism, Imperialism, Science Invention,
liberal movements
10. World War I--its causes and results
11. The Interim--Spread of Communism, Fascism, Nazism,--Depression.
the New Deal
12. World War II to date.

3

Selections from world literature correlated with each unit studied were read and discussed as far as time permitted. Weekly issues of Current Events or the American Observer were used in all classes with pupils leading discussions of material read. Recitations were socialized as much as possible as there was great need for improvement in English expression and in gaining self-confidence. Outside reading centered chiefly around topics studied, with emphasis upon biography, historical novels, travelogues, etc. Spelling, vocabulary, and word study were developed from world history units, also. Art, music, and visual aids were used whenever possible. Several talks were given by outside speakers on special countries. Written themes, oral reports, research projects growing out of the general units were required. Much drill was given on English skills and techniques including grammatical construction, proper use of parts of speech (emphasis upon verb agreement with subject, formation of plurals, and other weak points). Workbooks and handbooks in English were used both in class and individually. A number of pupils who were low in reading comprehension and speed were given extra assignments, and wherever possible, the work required ~~as~~ was in keeping with the child's ability. The course of study was quite flexible; although, since one unit was accredited for World History, it was felt that a comprehensive over-all picture of the advance of civilization and the development of large movements through the ages should be acquired. Hence, tests were given at stated intervals to gauge progress.

Accomplishments

It was felt that the two period classes of tenth grade English and Social Studies helped to give the pupils a greater sense of security, and more confidence in themselves. That the students improved considerably in their reading and English skills was shown by the Achievement tests. They also gained a knowledge of the past and its relation to the present, a better comprehension of the world around them, better study habits, and improved in initiation and originality. The classes may not have acquired as much

4

factual knowledge of World History as a purely academic course might have given them, but they were able to see the overall picture of man's progress through the Ages. They also acquired some cultural knowledge of different peoples and gained in tolerance and understanding. Social habits were improved through many group and class activities. Much guidance in some of the classes helped to improve study habits, use of time, and responsiveness. The study of current events brought out thoughtful discussions and a better understanding of political, social, and economic problems. These weekly discussions were the only means of keeping abreast with the times for many of these students as they had neither radios nor daily papers at home.

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Final 11th. Grade English-Social Studies Report

The primary value of Amache was felt to improve the ability and inclination to participate effectively in democratic living, thereby, democracy must characterize the school experience of each student; the school curriculum was organized in adherence to this principle. American history and American literature were felt to be a need to lay a foundation for the above phenomena; consequently, American literature and American history became a standard requirement for graduation to be selected in the eleventh grade. If graduating prior to the designated time allotment the student must first fulfill the requirement of these standard subjects; as a result, many graduating seniors were enrolled in these two subjects.

The general aim of the eleventh grade American literature and American history courses was to make familiar the democratic principles and humanities which underlie the thought and life of the American people and which have been handed down and improved upon in the United States. It attempts to heighten the appreciation of literature and history and to add to the pleasure of living.

The specific aims of the core course were as follows:

1. To furnish knowledge of the past so that pupils may interpret better the present and plan to adjust the future.
2. To give pupils knowledge of present-day problems so that they may have a true picture of the world in which we live.
3. To prepare pupils to promote a wiser and better cooperation between individuals, groups, nations, and races.
4. To train pupils to evaluate social, political, and economic forces.
5. To present a true picture of America and its institutions, so that pupils may better understand their rights and privileges and better inform their obligations.
6. To give opportunity to practice the principles of democracy.
7. To teach the difference between liberty and license.
8. To provide opportunity for study of our American heritage in folklore and the various types of literature.
9. To present studies of other cultures, past and present, through a knowledge of their literature.
10. To provide opportunities for reading for recreation, for appreciation, and for aesthetic values.
11. To integrate the study of American and all other cultures with art, music, and architecture.
12. To evaluate pupils' needs in terms of his potentialities, and to assist him in developing them to the highest degree.
13. To assist pupils to achieve personal sense of values in his present environment, and adjust to the present situation.
14. To assist pupils in meeting their needs and in making wise choices for the present and when they leave the center.
15. To develop the communication skills.
16. To give pupils opportunities for social contacts that will enable them to develop responsibilities, get along with others, and to gain a sense of ease and security in social gatherings.

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in 1944- During the first year of Amache High School, World literature and American history were required for the eleventh grade; this was taught by five teachers. For the succeeding two years the program was revised. The American history and the American literature were organized into a core course. Two consecutive periods a day were devoted to this integrated correlated required core course; these classes were organized into five sections with two to four teachers instructing these classes. The core classes also served as a home room for the enrolled students. The commonly allotted home room duties were carried out here, such as, the election of classroom representatives and school committees, the reading and explaining of announcements etc. This extended time of two periods a day permitted the teachers to become acquainted with her students to a degree that she was capable of serving as an excellent guidance counsellor, thereby, much guidance was achieved in these classes.

Of course, the methods, plan, and approach of work inevitably varied. The policy of the core program was to develop a cooperative teacher-pupil planned unit which could be correlated and integrated as one subject involving American history and American literature with a broadening viewpoint bringing in the contributions of art, music, drama, customs, etc. with the period studied. The previous listed objectives were highly developed; attitudes were highly stressed and extensively developed. Distinctive features included a full treatment of the development of America as a survey course with the emphasis upon the thought and feeling which have governed each century of American life. Generally, the American scene from the colonial days to the present as presented in the writings of its greatest authors and leaders were studied.

The standards of this core course varied with the teacher, the class, and the individual. Progressive Achievement tests were given each year, but no standards were established regarding the core courses to determine the students standing in the core program. The tests served for the guidance of the student and proved to the student where his weak points were.

Accomplishments could not accurately be measured; they varied with the individual student. The Progressive Achievement tests enlightened the student of his growth progress from year to year; these are not very reliable since too many personal factors are involved.

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The textbooks used throughout the year in the English-Social Studies in the eleventh grade were as follows:

1. The Development of America-Wirth

2. American History-Muzzy

3. American Writers-Cross, Smith, and Stauffer

4. Literature and Life-Miles and Pooley

5. *Cross & Cross - Literature, a series of anthologies*

6. *Jones - English Handbook*

Many supplementary books were used; the Current Events were used as a basis to study the present day problems. The workbooks to the text of the Development of America were used.

The English-Social Studies skills were studied and discussed in the beginning of the year. Planned teacher-pupil units were selected; these units closely followed textbooks. At the beginning of each unit pre-tests were given and discussed; study questions and the history workbooks were used as study aids for the students. Discussions both oral and written followed each assigned lesson; much research work was done and oral and written reports were given. Current problems were studied and discussed from the *American Observer Magazine* ~~Current Events~~. The authors and their prose and poetry work were studied in literature according to the time of the period in history which was being studied; the poems were read orally and silently after which the meaning was depicted and discussed. The noted selection of each noted author's work was committed to memory. *Projects were made over the units studied.*
a daily notebook was kept by each student.
An Outline Of Units Studied

Social Studies Skills

Orientation to the English and Social Studies Curriculum

From the Old World to the New

The Beginnings of the American People and Institutions

The English and Colonial Period in Song and Story

The Revolutionary War

The Revolutionary and Pioneer Period in Song and Story

How Our Country Established a National Government

Our Government--Its Nature, Structure, and Functions
Development of American Nationalism and Democracy
The young Republic in Song and Story
How Our Nation was Enlarged
The Slavery Controversy
The Nation Divided in Song and Story
The Emergence of Industrial America
The Nation's Literature Turns from Romanticism to Realism
The United States and Foreign Affairs Including World War 11
Social and Cultural Forces in American Life
The Reign of Realism in Prose and Poetry
Continuing Activities
 Current Events
 Communication Skills
 Social Activities
 Guidance
 American Art, Music, Drama, Architecture, and Customs

A knowledge of the past of America up through the present time has given the students an understanding of present-day problems; with a true picture of America and its institutions, the students better understand their rights and privileges and better understand their obligations to the American nation. A knowledge of present-day problems has given the students a true picture of the world in which we live, and through this they were trained to evaluate wisely the social, political, and economic forces at work in America. The students gained a knowledge of the American culture and the American contributions to the world in art, music, literature, and customs; they have acquired a sense of values that will aid them in choosing wisely their own present and future needs.

4

12th GRADE ENGLISH & SOCIAL STUDIES

I. Aims:

This course called Pre-Relocation used for it's theme "Living in America." The aim was to give students a better understanding of themselves, of people in general, and of the country in which they live, so that they might better adjust themselves on their return to normal living.

This was really a course in Senior Problems based on general sociology and economics, and adapted to conditions here in the Relocation Center.

Some of the things we surveyed were:

- Personal history and background
- Present conditions and circumstances
- Anticipated future personal and group problems
- Vocational opportunities in different cities and part of the country
- College and trade school offerings
- Our economic system and some of it's problems
- Current political, social, and economic events.

VI. Comments:

The course was somewhat of an experiment planned to meet the needs of 12th grade students who would have to meet more than the usual problems of graduates.

During the first year of the course two of the five classes were taught by two different teachers and three were taught by me. If these classes were for subject matter only, it would not matter about the number of teachers, but when they are home rooms and other business is conducted, I believe, that there is more harmony when all classes are taught by one teacher who is also senior advisor as was the case this year.

In a Core Curriculum system where English is a part of the course, one period a day is not sufficient to give the necessary work in English skills. If time is taken to teach the skills as they should be, the day to day carry-over of social studies interests is lost. As it has been, it was necessary to neglect first one thing and then another in an effort to do justice to all. If all informality and free discussion on matters of personal interest to the students is omitted, the class loses much of its value. Therefore, I would recommend two periods a day. Part of the time could be used for study and three additional solids should be taken so as not to diminish the number of additional credits a student needs to meet requirements for college.

With additional time, it would be possible to give a better basic course in sociology, psychology, and economics.

6

Accomplishments:

I believe this course with its accompanying activities has accomplished a worth while purpose in spite of its weaknesses.

It has served as a place for the dissemination of information concerning relocation and the opportunities and conditions in various parts of the country. Graduates as a whole have always been very anxious to leave camp if at all possible. I have kept in touch with a great many of my students and find that they are making good and proud of it. They seem to feel that I expect it of them and that they have an obligation to me and others.

Our records show that about % have gone to college which is a little higher than the average in spite of the fact that much of the potential college material has gone to the army. This year's class shows possibility for a much higher per cent. Much of this I believe is due to the encouragement and help given in these classes.

More information should be available for trade school and special opportunities. We, however, have created enough interest to make students do some investigation on their own and I hear thru correspondence that quite a few do go part time.

It is a little difficult to know yet just how far attitudes have been influenced but I have been able to see some results. I have heard comments from many who have "gone out" and as time goes on and as they meet problems showing that perhaps certain seeds sown here are bearing fruit. In minor and everyday occurrences, I have noticed better attitudes. They may not all be as we would like them and they may not all show on the surface, but I do know that with changed surroundings many of our so-called bad attitudes will show a change for the better.

The pageant and accompanying speeches of this year's class show something of the thinking that is going on. We spent a couple weeks in summarizing some of our ideas. Each student wrote a paper called "What We Are Fighting For". We then tried to express in the pageant, (It All Depends On Me) some of our philosophy and ideas. Each student wrote a speech to summarize his own opinions. The best were selected for the pageant.

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II Offering

12th English and Social Studies

Suggested units of study to be studied as interest and time permit.

I. Orientation

- A. School
- B. Subject matter of the Course.
- C. Class business and home room activities.
- D. Guidance
 - 1. School and personal history record.
 - 2. Getting acquainted
 - 3. Personal problems, troubles, grievances.
 - 4. General behavior and attitudes.
 - 5. Activities (clubs, committees, sports, etc.)

II. Leadership and followership

III. Understanding yourself and others

- A. Human nature--drives and emotions.
- B. Inborn equipment for life.
- C. Environment
- D. Culture
- E. Growth of institutions.
- F. Growing up--social maturity.
- G. Methods of making adjustments
- H. Personality
- I. Differences between people - races.
- J. Characteristics of a likable person.
- *K. Autobiography
- L. Personal analysis
- M. Personal character rating

IV. Occupational Study

- A. Mental, mechanical, social abilities.
- B. Aptitude tests.
- C. How to study an occupation.
- D. Study of trends in occupation.
- E. Individual interest study reports to class.
- F. Getting and keeping a job.
- G. Morale and ethics.

V. College study

- A. Individual studies and reports.

VI. Getting along with others.

- A. Courtesies, etiquette, manners
Home, school, public, in company.
- B. Marriage and the family.
- C. Housing
- D. Cities in transition.
- E. Leisure time
- F. Religion

VII. Straight thinking and influences

- A. Mental stock
- B. Propaganda
- C. Attitudes
- D. Public opinion

VIII. Basic Principles of Economics

- A. Land, Labor Capital, Management.
- B. Capitalism
- C. Private enterprise
- D. Types of business ownerships
- E. Labor Unions
- F. Democracy
- G. Other forms of Government

IX. Finances

- A. Social Security
- B. Banking
- C. Savings
- D. Taxes
- E. Insurance
- F. Budgeting
- G. Rationing

X. Relocation

- A. Persons and organizations aiding us.
- B. Government policies
- C. Geography
- D. Opportunities in different regions of U. S.
- E. General problems
- F. Personal interviews and assistance with problems (Guidance).

XI. Current history and problems.

A. International, national, local.

XII. Skills and Activities

- A. Reading
 - Books, Newspapers, pamphlets, current papers.
- B. Vocabulary study
- C. Letter writing
- D. Note books
- E. Oral reports
- F. Stories, poems, editorials, and news for school paper "It".
- G. Help on Annual
- H. Special written reports.
- I. Committee work for school, class, and club activities.
- J. Assisting with assemblies and community activities.
- *K. Outside speakers.
 - 1. Evacuee visitors to center.
 - 2. W. R. A. Relocation visitors from Regional Offices.
 - 3. Local W. R. A. personnel.
 - 4. Student Relocation Council
 - 5. "Y" visitors (Y.M.C.A.-Y.W.C.A.)

References:

Personal Problems and Morale -----Geisel
Our Changing Social Order -----Gaven, Gray, Grove
Races of Mankind
Everyday Problems of Am. Democracy -----Greenan & Meredith
Problems of Am. Democracy -----Kidger

Monthly Report

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In the 7th grade (7² + 7³) we have taken up a new project — learning how to make geography notebooks. The students have finished two geography units — one on the British Isles and one on Africa & Egypt. They are now studying Australia and the Pacific Islands.

One period with the class has music and art periods. Usually their music & art programs correlate with what they are studying in geography and history.

In English we have been learning parts of speech — nouns, pronouns, adjectives and verbs. The past two weeks we have concentrated on finding simple subjects and simple verbs. The students have completed their reading book "Setting The Sails".

Mr. Easton has given each class several talks on how to use the library.

Mrs. Jeffers.

Sept 1944-5

Geography:

1. Pacific Isles and Australia

Hawaii

Philippine Islands

Netherlands Indies

Japan

Australia

✓ 3.55

Complete coverage of all material given in Old World and Its Gifts and Nations Beyond the Seas. The Weekly Reader has given valuable material which is recent.

Notebooks showing products, important cities, rivers and mountains and current material was made by each student.

Spelling:

Increase our speaking vocabulary. Cover spelling lessons as given in the text.

English:

Emphasis on parts of speech.
New words used in written
and oral work. Sentence structure
is poor.

Stress on verbs.

Literature:

Found by taking the Weekly
Reader test that the 7th section has
some poor comprehension readers.

Oral and silent reading.
Questions over reading material.

Each student required to
check out library books for
recreational reading.

Weekly Reader:

Used as a daily newspaper
is used - current happenings.

Oral reports given on items
read.

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Pan American Day

Observed by making flags, bringing in stamp collections, stories, art, music, written reports on different Latin countries. Maps made of separate countries and North and South America. Display of free hand cutting is up in Room 24

7th D. H. H. H. H.

BI-MONTHLY REPORT ENGLISH-SOCIAL STUDIES

September 5-15, 1944

Mrs. J. J. Loesch 7-3 and 7-4

43.55

ENGLISH:

We spent most of the first week in oral discussion groups as a kind of orientation unit getting acquainted with each other, learning how to get around in the building and the names of new teachers.

We adopted as our motto "Do Right, Be Polite" and also discussed such things as correct behavior in the library and the classroom, traffic rules in the halls, the care and use of books, and wise relationships with those we meet.

Once each week each child has been given an opportunity to speak before the class. There are 64 students enrolled in both sections. A total of 76 talks were given. Nine persons failed to contribute anything either time. We talked about our family, our hobbies, or gave short reports on some prominent person.

We have discussed rather thoroughly the details of "Parliamentary Procedure" as given in our text, Unit 7, pp. 130-141. We held a "trial" election and plan to elect our class officers one day next week. In this connection we have discussed the qualities of leadership and the students wrote short compositions on Leadership.

SPELLING:

We have completed the first two weeks' work in Horn-Ashbaugh, Grade 7.

SOCIAL STUDIES:

We have completed the following reading and discussion units:

"The Old World and Its Gifts" Unit I-II, pp. 1-42.

"Other Lands and Other Times" Unit I, "People of Long Ago Taught Us to Live in Safety and Comfort". pp. 5-60.

"Setting the Sails", Unit IV, How Do You Do, pp. 182-236.

"Action", Unit I, Section II, "What's Your Hobby".

In all this work the class sought to learn facts about early man and to improve one's vocabulary so that he may

- (1) Understand and appreciate the "gifts" and progress made by our remote ancestors;
- (2) Be able to converse more intelligently on various subjects.

As a kind of experiment or relaxation stunt, one very warm afternoon, we read some poetry from "Musical Words" pp. 252-261 in "Setting the Sails". The students enjoyed very much "Robert of Lincoln" used as a choral reading exercise.

Report for Sept. 15th to Oct. 15th

English-Social Studies--7₂ and 7₃

A unit on Egypt, ancient and present, has been covered. The material was studied and discussed; stories were written and told about it; many pictures were used to illustrate the material; and each student worked out one of the following projects:

1. Make bricks with mud and straw--or grass. If enough are made a one room hut can be built.
2. Wrap a doll to look like a mummy.
3. Carve camels, houses, toys, pyramids, temples etc. from soap.
4. Carve high relief and low relief pictures in soap.
5. Make a bucket to raise water from the Nile for irrigation.
6. Make a model of the dam at Aswan.
7. Make the kind of ink that was used by the Egyptians.
8. Make a rolled book.
9. Write a short story using pictures instead of words.
10. Dress a doll as the Egyptians dress or used to dress.

The work in English has been mostly oral work--telling jokes and stories, and reading aloud to the class.

The spelling words have been studied by looking up synonyms of each word, using the words in written sentences, and discussing orally their use and meaning.

The last period of each Friday has been spent in reading library books. Both classes show quite an interest in this activity.

Priscilla Drummond

Test over Egypt

1. Is there much rainfall in the valley of the Nile? (no)
2. Is an oasis ever large enough to have a farm on it? (yes)
3. Is the delta of the Nile as much as 100 mi. long? (yes)
4. Does the farmer of the Nile add fertilizer each year? (yes)
5. Is rice a product of Egypt? (yes)
6. " cotton " " " " " (yes)
7. " lumber " " " " " (no)
8. " clover " " " " " (yes)
9. " sugarcane " " " " " (yes)
10. " gold " " " " " (no)
11. " coal " " " " " (no)
12. Were the Egyptians the first people to divide the years into 365 days? (yes)
13. Does Egypt have forests in her mountains? (no)
14. Were Egyptian pictures drawn "in perspective"? (no)
15. Did the Egyptians divide their months into weeks? (no)
16. Do the Egyptians ^{still} cook out doors? (yes)
17. Does the papyrus plant still grow today? (yes)
18. Did the Egyptians have clocks of any kind? (yes)
19. " " " have drums & guitars long ago? (yes)
20. Did the nobles own part of the land? (no)
21. Did the Egyptians have lamps long ago? (yes)
22. Did the priests study the science of medicine? (yes)
23. Was music a major art? (yes)
24. " painting " " " ? (yes)
25. " weaving " " " ? (no)
26. " pottery " " " ? (no)
27. Did the Egyptians have fences? (no)
28. What is land called that is carried to the mouth of the river? (delta)
29. Is a mosque a calendar, church, or food? (church)

30. Is the religion of Egypt today mostly Buddist, Mohammed, or Christian? (Mohammed)
31. Is the day of worship there Fri, Sat. or Sun? (Fri)
32. Did Khufu have 1,000, 10,000 or 100,000 men working on his pyramid for 20 yrs.? (100,000)
33. When their pictures are cut deep is it high relief or low relief? (High)
34. Is the Aswan dam $\frac{1}{2}$ mi 1 mi, or $1\frac{1}{2}$ mi long? ($1\frac{1}{2}$)
35. How many windows did the farmers usually have in their homes? (one)
36. A camel can carry as much as 2 ton, $\frac{1}{2}$ T, $\frac{1}{4}$ T. ($\frac{1}{2}$ T)
37. What is being used now instead of camel caravans? (cars, aeroplanes)
38. Did Ptolemy start a library at Memphis, Thebes, or Alexandria? (Alexandria)
39. What country helps to protect Egypt now? (England)
40. What did the Egyptians use to color ink? (soot)
41. Does the Nile flow up or down to Alexandria? (down)
42. What do we call the "number of people" in a place? (population)
43. Is a shadow of a canal, a bucket used in irrigation, or an artisan? (bucket)
44. What was used for money in Egypt long ago? (grain & honey)
45. Was it the priests, scribes or artisans who changed the bodies to mummies? (priests)
46. Is a row of columns called an obelisk, a colonade, or a lintel? (colonade)
47. Is carving in stone called anlay, obelisk, or sculpture? (sculpture)
48. Any country that rules another is called _____? (empire)
49. Which two of the following
50. were ancient cities but ^{are} not there today? Cairo, Luxor, Nemphis, Thebes, Aswan?

11/15-12/22/44

7th Grade English and Social
Studies Period I - Reading
and Spelling.

Senore Doner

3.55

major objective - to increase ability in
oral reading, to build vocabulary,
to improve reading comprehension,
and to improve spelling ability.

We have covered one unit in Doorways
entitled "Tall Men and Small Men",
pages 135-179. The class has discussed
the stories and poems aloud and has
read several of the selections aloud for
oral practice. They have also received
written practice through writing the
answers to the questions at the end of
the selections read. They have had one
long test over the unit covered.

Their oral reading still lacks meaning
and in the next month I intend to
drill them on watching for commas
and periods in the selections read, and
pausing accordingly. There will also
be continued vocabulary drill on the
new words in their reading as well as
discussion of the meaning of what
they are reading. We will cover the
unit, "Seekers," pages 284 to 311 and
start on the unit, "Workers," pages 321-336.
Their vocabulary in general is fair and
their spelling is good. They have had

two spelling tests, one over all the lessons from one to twelve, and the other over lessons 13, 14, and 15. They have also had a spelling bee. They learn the spelling words by discussing the meaning of each word, then writing the words in sentences. In the next month I intend to cover lessons 17, 18, 19, and 20 in the spelling book, Progress in Spelling.

Supplementary materials:

Mr. Easton visited the class and gave them a preview of several interesting books to encourage their outside reading. Most of the books discussed were horse and dog stories, such as My Friend Flicka, Lassie Come Home, Thunderhead, etc. He also discussed an adventure story, The Matchlock Gun and gave them the names of several books, as well as questions on books they had read and some they had not read to stimulate their interest.

Test over unit, "Tall men and small men"

1. Who was Paul Bunyan?
2. What did he do for a living?
3. Name 2 things in the story about taming rivers that show Paul Bunyan's size.
4. How did he finally succeed in taming the river?
5. Why did Paul Bunyan want to tame Big Auger?
6. What is the river called today?
7. Describe 4 things in the story about Gulliver in the land of the giants that show his size in comparison with the size of the giants.
8. Describe the giant, Polyphemus as well as you can, both as to his looks and actions.
9. Who was smarter, Ulysses or Polyphemus? Give 3 reasons for your answer.
10. Describe a fairy as well as you can as to size, looks, actions, what they eat, when they appear, and how they help people.
11. When Pat reached Murdoch's Rath, what did he find there?
12. What did the people there give to Pat? What did their gifts change into?
13. Was Pat greedy? Was he honest? Give reasons for your answers.
14. What did the greedy shoe-maker receive from the people of Murdoch's

Test - continued.

Rath?

15. How are Pygmies like fairies? How are they different?
16. How could Antaeus make himself stronger whenever he wanted to?
17. How did Hercules defeat Antaeus in their fight?

The purpose of the course in social studies and English for this period is to foster in the pupils a just and sympathetic attitude toward the people of Asia and their problems, to improve their written and oral English, to increase their awareness of the world situation by using timely news events related to their study of Asia, and to encourage extra reading for profit and pleasure. It is a 7³ Social Studies Class.

The work may be broken up into the subject matter to be covered in texts as follows:

1. History and Geography.
 - (a) Nations Beyond the Sea pages 263-343.
 - (b) The Old World and the New pages 445-486
424-438
 - (c) Weekly Reader 89-99
- (2) English grammar
 - (a) Review of parts of speech (noun, verb, pronoun, adjective + adverb)
Junior English in Action pages
 - (b) Review of subject and verb
Junior English in Action pages
 - (c) Four Mastery English texts
- (3) Spelling and vocabulary building
 - (a) Progress in Spelling - pages 165-167
 - (b) Vocabulary words added from Geog. work.
- (4) Literature
 - (a) Growth in Reading pages 10, 22, 31, 81, 214
 - (b) Setting the Sails pages 3, 87, 145, 193, 335

(4) Literature (continued)

- (C) One book report each 3 weeks
on book read for pleasure.

(5) Project work.

- (a) Notebook on Asia due April 20th.

1. Required

- (a) Physical map of Asia
- (b) Political map of Asia
- (c) vocabulary words and definitions
- (d) facts about Asia
- (e) 2 puzzles

2. Additional credit for special work
done in making notebook
more interesting or complete.

(6) Films

- (a) one on Russia shown.

During the next five weeks we have chosen to do a unit on Current Events with the purpose of increasing the pupils knowledge of the world in which they are living ~~and~~, and increasing their interest in reading newspapers, books etc, and of developing their ability to carry on a discussion or give a short report effectively. They have begun notebooks in which they will keep a summary of the main article of each weeks Weekly Reader, a summary or clipping of a news item that interested them each week, a list of the Allied and Axis nations, a copy of the Cabinet now in office, and any additional clippings

maps etc that they wish, as well as vocabulary words and facts that they consider important. This class has made several notebooks this year, but have never led much individuality in them. This notebook is to be "thesis" with a minimum of prescribed material.

Specific assignments include

- (1) Nations Beyond the Sea - pages 354-368
These pages will give good background material. They are called A War Supplement.
- (2) The Growth of Democracy - pp 84, 150, 120, 258, 380.
These articles show the drama behind ordinary news articles. For example one is a description of Dunkirk.
- (3) Mastery Tests 5-10 in English.
- (4) Progress in Spelling 168-169
- (5) One period each week devoted to reading library book. One book report each 3 weeks. One must be oral.
- (6) Each pupil responsible for one news item each week and to contributing to discussions.
- (7) Weekly Reader each Monday.
Summarize each main article for notebook. Pupils are very poor at sorting out most important parts of an article.
- (8) Notebook due June 1, 1945

A. Wood

Final unit test over Asia. 4/27/45. 7⁵

I. Give the location of the following.

- a. Taj Mahal
- b. Kremlin
- c. Ganges River
- d. Singapore
- e. Hong Kong.

II Explain. Define the word and tell what country would use it the most. Make explanations complete.

- a. tundra
- b. targa
- c. caste
- d. monsoon
- e. absolute monarch
- f. ancestor worship

III. ^{g.} What is the largest Asiatic country?

- (a) Why is Mahatma Gandhi well-known?
- (c) How do most of the people of Asia make a living.
- (d) Name three domestic animals common to Asia but not to the U. S.
- (e) In what country is the holy city of the Mohammedans? the Hindus?
- (f) Name three ways in which Japan is similar to Great Britain.
- (g) Name the capital city of China, Japan, Russia & India?
- (h) Who rules India now? Why do the Indians oppose this rule? Of what benefit is it to them?
- (i) Name the main Japanese Island.
- (j) What man heads the Russian gov't now?
- (k) Where is a United Nations Conference now being held? What is its purpose?

Make-up for 7³ Social Studies - Anyone failing unit test.
Due 5/3/45.

I For each of the following countries:

Arabia
China
India
Iran
Iraq
Japan
U. S. S. R.

Give the following:

- (1) Capital
- (2) 3 important cities other than the capital.
- (3) 3 important facts about country. Something that you associate with that country.
- (4) 2 important rivers or mtn. groups
- (5) type of gov't.

II - Explain the following. Use two complete sentences at least. Make the word mean something to you.

1. monsoon
2. absolute monarch
3. tundra
4. taiga
5. Gandhi
6. Caste
7. ancestor worship
8. Hindu
9. Mohammedan
10. similar.

For a test 4/27/45

Write 15 countries
in space below.
Number each one
and write the no.
on the proper
place on the map.
Do the same for
5 seas, 3 oceans,
and 2 mountain
groups.



Name ----- Class ----- Date -----

Perfect Score 10

My Score ----- Per Cent -----

Mastery Test 1 — Letter Form

Of the 6 salutations, 6 complimentary closes, 2 signatures, 4 headings, and 2 superscriptions of social letters the punctuation and capitalization of ten are correct and of ten are incorrect. On the dotted line below this sentence write the numbers of the correct ones.

Salutations

1. Dear Father,
2. Dear father,
3. My dear Mr. Hudson,
4. My Dear Mr. Hudson
5. Dear aunt Grace,
6. Dear Aunt Grace,

Complimentary Closes

- | | |
|-----|--------------------------|
| 7. | Your loving daughter, |
| 8. | Your Affectionate niece, |
| 9. | Sincerely yours, |
| 10. | As Ever, |
| 11. | Faithfully yours, |
| 12. | Your Son |

Signatures

- | | |
|-----|-------------------|
| 13. | Helen Courtlandt. |
| 14. | Herbert Canby |

Headings

- | | |
|-----|--|
| 15. | 707 Fannin Street,
Houston, Texas
April 12, 1943 |
| 16. | 430 South Dearborn Street
Chicago, Illinois
November 7, 1942 |

MASTERY TEST 1 — LETTER FORM

17. 1302, Old Pueblo Building
Tucson Arizona
January 10, 1944
18. 1149 South Broadway
Los Angeles, California
August 2, 1946

Envelope Addresses

19. Mr. Frederick W. Overton
12 Oak Street
Cincinnati
Ohio
20. Mr. Robert French
620 West Broadway
Portland,
Oregon

Name ----- Class ----- Date -----

Perfect Score 20

My Score ----- Per Cent -----

Mastery Test 2 — Subject and Verb

In each sentence draw a line under every subject word and two lines under every predicate verb. (One credit for each subject word and each predicate verb.)

1. Did Henderson win the tennis tournament?
2. During the basketball season Ed had not neglected his school work.
3. On his second voyage did Columbus discover new lands?
4. About two o'clock in the morning we were suddenly awakened by the howls of the timber wolves.
5. On the little mound of earth was a village of brown mud huts.
6. Before morning the flames were sweeping through every shack and into every cranny of the mining town.
7. In the early dawn the Indian braves and their squaws silently filed out of the village.
8. On the third day there was a wide channel of clear water between the ice and the land.
9. After school I played basketball for an hour and then took my Irish terrier out for a run.

Name ----- Class ----- Date -----

Perfect Score 50

My Score ----- Per Cent -----

Mastery Test 3 — Parts of Speech

Using these abbreviations, tell what part of speech each word is. Write the abbreviation above the word.

n. — noun
pro. — pronoun
adj. — adjective
adv. — adverb

v. — verb
prep. — preposition
conj. — conjunction
int. — interjection

1. The old castle among dark firs is now in ruins.
2. They carelessly left the garage doors open during that storm.
3. Jerry plunged bravely in and pulled me to the surface.
4. Spain was carrying on another struggle with the dark-skinned Moors.
5. The inquisitive villagers soon knew where the farm was located.

Name ----- Class ----- Date -----

Perfect Score 10

My Score ----- Per Cent -----

Mastery Test 4 — Punctuation of Simple Sentences

Punctuate the following sentences. Overpunctuation is just as bad as underpunctuation. Therefore, if you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. A figure in parentheses tells how many marks are needed.

1. Does the moon shine by its own light (1)
2. Mr Jamison went to the theater to observe the people not to watch the performance (3)
3. The broken window was after all Jimmy's first offense (3)
4. Santangel King Ferdinand's treasurer offered to lend Columbus the money to equip three vessels (3)
5. Shall I send those two players to your office Coach (2)
6. How the big collie rejoiced at the safe return of his master (1)
7. The road from the evacuated village was jammed with loaded carts excited people lowing cows and squealing pigs (4 or 3)
8. John Burroughs author and naturalist was born on a farm in Delaware County New York (4)
9. On May 11 1769 Thomas Jefferson took his seat as a member of the Virginia House of Burgesses (3)
10. Shopkeepers factory girls millmen and schoolboys rushed into the street for a better view of the ancient stagecoach (4 or 3)

7² 7³

1/3/45

Monthly Report Mrs. Jeffers.

I have spent this month in getting acquainted with my classes. I have been working toward the goal of getting both 7² & 7³ up to date in their social studies — so that from here on both classes will be at about the same tempo.

We have spent the better share of this past month in doing remedial work in English, reading and spelling.

I find these students very lacking in good English essentials.

We have started a unit on the British Isles. And I have been working their music and art periods in on this unit.

Final Monthly Report

June 8, 1945

Mrs. Moul

English-Social Studies 7³

1355

Our chief objective has been to encourage reading, both for pleasure and for information. Too many of the children did no outside reading and took no interest in the very important current happenings. Also their achievement tests had shown them to have difficulty in understanding what they read.

Each child kept a Current Events notebook, which I outlined in the previous report. They did excellent work on these projects and wrote some good summaries of Weekly Reader articles for them. Each was given class time to read books of ~~their~~ own choosing and to prepare brief reports of them.

The spelling prescribed in the text for seventh grade was completed, and a special study made of the 100 most frequently missed words as listed in their English text.

On the Nations Beyond the Sea and the Old World and Its Gifts texts a review of the European nations

was attempted, and the War Supplement provided the necessary background material of information about the present war. During this period of time allotted to reviewing the children practiced writing brief summaries and outlines.

The review of parts of speech and correct verb forms was completed and a final standardized test was given.

About half of the time given to music appreciation was devoted to a study of the symphony. The rest was spent in listening to music by Mozart and Beethoven.

1. About what fraction of the earth's surface is composed of water?
2. Name the six continents.
3. Name the four main oceans.
4. Name 2 planets other than the earth.
5. Name the five temperature zones from North to South.
6. Name four seas.
7. Name ten Asiatic countries.
8. Name ten European countries.
9. Name 2 ranges of mtns in Europe, 2 in Asia.
10. Name 2 rivers in Europe, 2 in Asia.
11. Name the 3 chief Axis nations.
12. Name the Big Four nations.
13. Name the dictator of Russia.
14. What is the world's largest country?
15. What country did Russia and Germany divide in 1939?
16. What is the name of our sec'y of state?
17. What is the purpose of the conference being held in San Francisco?
18. Explain the following:

1. rotate	11. tundra
2. revolve	12. taiga
3. plateau	13. Taj Mahal
4. plain	14. caste
5. glaciers	15. monsoon
6. civilization	16. annex
7. barbarism	17. internationalized
8. savagery	18. open city
9. light year	19. bridgehead
10. earth's orbit	20. convoy
	21. liberator
	22. enslaved

Name ----- Class ----- Date -----

Perfect Score 100

My Score ----- Per Cent -----

Final Examination or Achievement Test (a)

In each sentence draw one line under the subject and two lines under the predicate verb. The verb may be one word, two words, or three words.

- 1, 2. Most of the wild animals of Australia are not found in other parts of the world.
- 3, 4. To the left of the plate should be placed the dinner and salad forks.
- 5, 6. Why does water run uphill in a siphon?
- 7, 8. Beneath the streets of the modern city there is a vast network of pipe lines.

Tell the part of speech of each italicized word by writing the abbreviation above the word — noun (n.); pronoun (pro.); adjective (adj.); adverb (adv.); verb (v.); preposition (prep.); conjunction (conj.); interjection (int.).

- 9, 10, 11, 12, 13, 14, 15, 16. *On dark and stormy nights we often pass the castle.*

Punctuate and capitalize the following sentences. A sentence will be marked wrong if an unnecessary mark or capital is inserted or a needed mark or capital is omitted. The first figure in parentheses shows how many punctuation marks are omitted; the second, how many capitals. A pair of quotation marks is counted as one mark. Punctuate the group of words after each number as one sentence.

17. On may 10 1775 ethan allen demanded the surrender of fort ticonderoga in the name of god and the continental congress (3, 8)
18. Three of eastport's best players george templeton herb moran and jack williams will not be able to play on saturday (5 or 4, 8)
19. When the winds howl around his igloo and thick ice covers his fishing grounds how does the eskimo keep alive (2, 1)
20. The microphone frightens me lawrence tibbett told his interviewers but I love to play or sing to an audience (5, 2)
21. Why said father didn't you ask your teacher for help (5, 1 or 0)

FINAL EXAMINATION OR ACHIEVEMENT TEST

22. On september 11 1776 lord howe tried to end the revolutionary war on staten island (3, 7)
23. Crawfoot was as chivalrous as a knight he would die rather than lose his honor (2, 0)
24. The rich old man educated pip sent him money and left him a fortune (3 or 2, 1)
25. Richard the lion-hearted was beloved by the english people for his valor king richard III however was hated for he was a tyrant and a murderer (5, 5)
26. An interesting article on thanksgiving day appeared last fall in *the pathfinder* the magazine published by the pupils of washington junior high school (2, 8)
27. Billy if you learn the crawl by january mr shaw who teaches swimming in high school will give you your swimming test (6, 3)
28. *Adrift in the arctic* will interest adventurous boys while girls will enjoy *alfred paine's girl in white armor* the true story of joan of arc (3, 8)

Fill each blank with the correct form of a word in parentheses.

- 29, 30. Spies often dress in ----- clothes in order to learn an ----- secrets. (woman) (enemy)
- 31, 32. There are many ----- in the two ----- through which we drove. (lily) (valley)
- 33, 34. A ----- courage and intelligence saved those ----- lives. (policeman) (child)
- 35, 36. On my English ----- desk was a copy of Robert ----- poems. (teacher) (Burns)

Insert in the blank spaces the verb forms named.

37. We ----- the wreck in the surf off Shark Reef. (past of *see*)
38. I ----- Father a long letter. (present perfect of *write*)
39. All the boys asked whether the lake ----- during the night. (past perfect of *freeze*)
40. Captain Eben ----- down the beach waving a lantern. (past of *come*)
41. The church bells ----- by old Mr. Parsons for over fifty years. (past perfect passive of *ring*)

FINAL EXAMINATION OR ACHIEVEMENT TEST (b)

Indicate the number of complete sentences in each of the following by placing 0, 1, 2, or 3 on the dotted line.

42. The sea is interesting because it is always changing its color its tides and its mood I never tire of watching it -----
43. To make a perfect landing on a muddy field with one wheel missing and a dead motor -----
44. The circle of covered wagons was no sooner made than a band of Indians swept over the hill yelping brandishing tomahawks and shooting as they came -----
45. Come here Tige what have you in your mouth is it another rat -----
46. The incident for instance in which Poli saves his sister from being sacrificed to the rain god who the natives believe is angry -----
47. Jerry awoke with a start as he looked out of the window he knew that he was snowed in would his food hold out till help came -----
48. After traveling nine weeks in perfect comfort without a single adventure -----
49. Sailing across the Atlantic in a small sailboat in midwinter is a real hardship -----
50. A small group of men who stood silent on a flying field near St. Louis Missouri -----

Change each compound sentence or group of two simple sentences into a complex sentence by making an adjective or an adverb clause out of the one sentence or clause. (No credit except for a correct, sensible sentence.)

51. The chuck wagon is driven by the ranch's cook. It contains the food and bedding for the outfit.

52. Columbus discovered a vast and rich country for Spain, but he was imprisoned and died in poverty.

53. Hansel had never been on a train before. He enjoyed every moment of the trip.

FINAL EXAMINATION OR ACHIEVEMENT TEST

54. This queer machine is a ten-horse-power automobile. It was the pride of Paris in 1902.

55. An automobile is painted with a spraying machine. It does the work in less than a minute.

In each of the following combine the sentences by substituting an appositive for one of them. (No credit except for a correct, sensible sentence.)

56. Robert Louis Stevenson spent his last years on one of the Samoan Islands in the South Seas. He is the beloved author of *Treasure Island*.

57. The anteater catches insects on its long, sticky tongue. It is a toothless mammal.

58. A few logs, some sticks, and earth form the hogan. The hogan is the Navajo Indian's home.

59. The albatross walks along the water till its stiff wings lift it into the air. It is the largest of all water birds.

60. Phoenix is built on the ruins of ancient cliff dwellings. It is the capital of Arizona.

FINAL EXAMINATION OR ACHIEVEMENT TEST (c)

In each word-group or sentence one word is misspelled. On the dotted line spell this word correctly.

61. occured seize classroom good-by Wednesday -----
62. grammar mosquitoes mustn't acquaintance
ascertain -----
63. nominative potatoes assistent possessive
choosing -----
64. opponent nickel definite benifit engineer -----
65. captain upstairs fourty weird doesn't -----
66. villain salary schedule mortgage disapline -----
67. writing restaraunt women's independent
sandwich -----
68. Do schoolboys sometimes use to many semi-
colons? -----
69. The principal and teachers were grateful to the
guards for there service. -----
70. Haven't you received the president's, the secre-
tery's, and the treasurer's report? -----

In each of the following which italicized word or expression is the correct or preferred one? Write the number of your choice, either 1 or 2, on the dotted line. On these thirty sentences you will receive credit for the number right minus the number wrong.

71. Ralph has finished his work and (1) *gone* (2) *went* home. -----
72. Jerry has already (1) *ate* (2) *eaten* three sandwiches, a boiled egg,
and a leg of chicken. -----
73. Skippy (1) *laid* (2) *lay* by the fire the whole evening. -----
74. I just (1) *sat* (2) *set* in the outer office and waited. -----
75. Did you understand what (1) *her* (2) *she* and Marjorie said? -----
76. Did Erna do (1) *good* (2) *well* in the French examination? -----
77. Miss Dodge (1) *learned* (2) *taught* us how to make linoleum block
prints. -----
78. I haven't (1) *any* (2) *no* money for carfare. -----
79. Name an animal (1) *that* (2) *what* can live comfortably on land and
in the water. -----

FINAL EXAMINATION OR ACHIEVEMENT TEST

80. Have you ever seen a cat jump (1) *in* (2) *into* a creek to catch a fish? -----
81. We (1) *hadn't ought* (2) *ought not* to go too far into these woods without a guide. -----
82. Dad won't (1) *leave* (2) *let* me go on the camping trip. -----
83. Mr. Johnson gave me the report and told me to (1) *bring* (2) *take* it to the chief clerk. -----
84. Everybody but (1) *her* (2) *she* was afraid of the ghostly lights on the water. -----
85. I can't get used to (1) *these* (2) *this* kind of skates. -----
86. Neither Sam nor Allen (1) *was* (2) *were* hurt in the explosion in the laboratory. -----
87. The Indian princess looked (1) *beautiful* (2) *beautifully* in her beaded deerskin robe. -----
88. When Dad was lost in the Maine woods, he didn't have (1) *any* (2) *no* food for two days. -----
89. I bought my baseball glove (1) *from* (2) *off* Jerry Holmes. -----
90. From Arizona Uncle Jack sent Ed and (1) *I* (2) *me* some petrified wood. -----
91. I hope Jim (1) *doesn't* (2) *don't* come too late for the kickoff. -----
92. There (1) *are* (2) *is* several ways of starting a fire by using ice. -----
93. Each of the boys in our troop (1) *has* (2) *have* passed the first-class scout tests. -----
94. (1) *Its* (2) *It's* time for us to go. -----
95. The steamer should (1) *have* (2) *of* seen our signals a long time ago. -----
96. Captain Ford took two helpers along, Pete and (1) *I* (2) *me*. -----
97. The clicking of the typewriters (1) *was* (2) *were* heard from nine o'clock till six every day. -----
98. The boys were angry at Rodney and (1) *I* (2) *me*. -----
99. George and I saw a man (1) *laying* (2) *lying* under the hickory tree behind the garage. -----
100. The tiny girl looking at the big birthday cake in the baker's window was dressed (1) *shabbily* (2) *shabby*. -----

Final Monthly Report

June 7, 1945

Mathematics 8²

The textbook, Mathematics and Life, was completed. We studied from page 376 to page 433 these last few weeks. This included problems of all types with special attention given to mathematics as it occurs in everyday problems regarding travel, communication, taxes and measure. A few problems were studied that involved equations and proportion.

Twenty-three of the pupils were recommended for algebra since they made scores of 95 or better on the Orleans Algebra Prognosis test.

SOCIAL STUDIES: Completed a unit on Africa, map work, library study and references, with a notebook in which to file daily study plans and questions. A great deal of outside work was done by individual students; collecting of news items, pictures of animals, minerals and peoples. Economic and political maps were made by each student and displayed on the bulletin board. Oral reports on current news were made before the class.

Pan American Union was discussed. The importance and significance of the union was covered in unit form. Each person made a choice as to how he wanted to carry out the theme of Pan American Day. Some of the ideas were:

- (a) Collection of flags. Paper flags on toothpick staffs.
- (b) Collection of stamps. One stamp to represent each country.
- (c) Costumes. Dolls costumed for each of the 21 countries.
- (d) Songs. We were able to get only a limited number of songs. (Mr. Jackson did not have Latin American music for our music appreciation class, as he was unable to get national anthems.)
- (e) A free hand cutting of typical objects of the Latin American countries was made and used as a mural.

San Francisco Conference was used as a current event topic. Each student responsible for news concerning the questions before the conference representatives. "My Weekly Reader" furnished a goodly supply of material for class discussion with appropriate questions. The different countries represented gave us a good opportunity to review our world geography and to be able to locate countries as to continents.

SPELLING: Review and tests over work covered throughout the year. Special emphasis on word difficulties. A graph was kept by each student to show his progress. Dictionary work was given regularly once a week. Sentence usage of the spelling words for each week was given every Tuesday.

LITERATURE: Getting books from the library, listing titles and authors of the books read by individual pupils and encouraging the use of free time to reading of better books. Book reports were given by each student.

The Classic Comics were read and discussed--"Huckleberry Finn," "Uncle Tom's Cabin" and "Tale of Two Cities." The American Girl, Boys' Life, Child Life, and Junior Red Cross Journal were magazines of the most interest to the pupils.

TOMORROW THE WORLD was a theme used for an essay contest in the Junior High. Literature and English notebooks were made and used by each pupil for poetry, illustrated humor and wit, short stories, songs, and rules for correct usage of English.

I based my review on the needs that were shown in the recent Achievement tests that were given to the pupils.

D. Hinman

7² Class

L3.52

In the 7² Class the Scandinavian and Baltic countries were intensively studied and completed with a written test. Some days were spent on Greece, which the students found very interesting. The introduction to the study of Italy was undertaken by the pupil teachers on Students' Day. Groups of students had topics assigned in advance for special study of the Roman Republic. Later several oral tests completed this important part of Europe. We then took a hasty survey of Poland and the Balkan States, and also of The Netherlands and Belgium. I feel that during the year the students have gained a fair knowledge of The "Old World" and its gifts to civilization.

A conference with each student to look over his achievement test was followed by work covering points of English that needed to be strengthened.

In the Seventh Grade's "Emil Bruckner Letter Contest" Terry Sumayama won first place and the other two contestants

from the 7-2's, Kyoko Ishizaka and Yuriko Sumi, received honorable mention.

On June 1 an all forenoon picnic at Hideaway Lake was much enjoyed by the boys and girls as well as the teacher.

Respectfully submitted,
Lydia A. Lindsey

7² Test over Scandinavian and Baltic Countries

1. The three Scandinavian countries are _____ and _____.
2. The Scandinavian countries all occupy _____ (straits, peninsulas, islands).
3. Where are the Kielen Mountains?
4. Most of the people in Denmark and Sweden are _____ (fishermen, farmers, merchants).
5. The _____ countries are known all over the world for the success of their co-operatives. A co-operative is a plan the people have for _____ (building up a navy, developing the gold mines of the country, helping each other make a living).
6. Give three reasons why the Danes have been so successful.
 - a. _____
 - b. _____
 - c. _____
7. Why would you not care to work all day in summer at Hammerfest?
8. (a) Why doesn't the harbour of the northernmost city in the world freeze over?

(b) What is the name of this city?
9. The two principal occupations of the people of Norway are _____ and _____ (hunting, lumbering, mining, farming, fishing, manufacturing).
10. The capital of Denmark is _____
The capital of Sweden is _____
The capital of Norway is _____
11. Three principal products of Sweden are _____
12. Three principal products of Denmark are _____
13. Three principal products of Norway are _____
14. The Scandinavian countries have no people who are either very rich or

very poor, even though their land is poor, because _____

15.

The Four New Baltic Countries			
Country Country	Government	Population	Capitals

16. Match the items of "A" and "B" by writing the letters of "B" before the proper items in "A".

"A"
tundras
amber
producer
consumer
lapps
Vikings

"B"
a. People who have goods to sell.
b. Ancient Scandinavian sea pirates.
c. Gum of pine trees hardened for thousands of years.
d. A primitive people of northern Finland.
e. People who buy goods.
f. Level plains covered with moss and small shrubs.

Name_____

Date_____

Class_____Grade_____

INSTRUCTIONS:

1. Draw a circle around each preposition.
2. Underline each adjective.
3. Cross out each verb.
4. Overline each direct object.
5. Draw a square around each article.

SENTENCES:

1. Bring home all the packages.
2. Take the brown horse to the barn quickly.
3. Take these flowers to the teacher.
4. Which one did you bring for me?
5. These are the ones she chose yesterday.
6. Each pair of scissors must be sharpened carefully.
7. Five children ate too rapidly.
8. They had very bad stomach aches.
9. They soon caught the measles.
10. She asked for a pretty hat.

L3.55

English - Social Studies
Seventh Grade - Section I.
Periods I, II and III.
October 20, 1944

Report

Mary Suzuki

Mrs. Walther - Principal
Arnacke High School.

I

English - Social Studies
Seventh Grade Section one
Per. 1, 2, 3, 4, 5, 6. and two,
September 18-22, 1944
Mary Suzuki.
Report -

Objectives for the week.

I. Spelling:

- A. to ^{learn} complete all words in lesson III
- B. to be able to pronounce words correctly
- C. to understand the meanings of the words.
- D. to be able to make sensible sentences using the words.
- E. to be able to use the dictionary and ^{to} becoming adept in using it.

II. English:

- A. to become conscious of their own behavior and others also. to be able to criticize themselves.
- B. to be able to know how to introduce people.
- C. to be able to use the telephone in a mannerly way and to know telephone etiquette.
- D. to understand parliamentary procedure and use it.

III. Social Studies:

- A. to get an appreciation and understanding of how man became civilized - How early man lived, his customs, environment, tools, homes, clothing, food, art and government in its earliest form.

II

Sept 18-22 - Eng. Soc. Sta.

71+72 - Mary Suzuki
Report. Per. 1-6.

Objectives continued

IV Reading:

- A. to be able to skim in their reading and remembering important points in the stories.
- B. to read aloud to the class reading with ease, clarity and interest.
- C. to listen attentively while other members of the class are reciting.

V Listening Period.

- A. to be able to relax, sit quietly, and listen attentively to stories read by the teacher.

English - Social Studies
Seventh grade Section
Per. 1-6. one and two.
September 18-22.
Mary Suzuki.

Report

I Spelling - Horn-Ashbough - "Progress in Spelling"
A. Lesson III was completed and included

1. Pronouncing
2. Pre-test
3. Discussing meanings
4. Dictionary work - best ^{definitions} ~~not~~ synonyms.
5. Made sentences with every word.
6. Final test including review words.

II English - Junior English in Action by
Fressler and Shelmadine. Book I.
Pages 26-35.

A. "Getting along With Others"

1. Self-Criticism test.
2. Discussion on each item and concluded with the healthiest attitudes outlined.
3. Set up standards of behavior on topics as

II English (Continued)

- a) on the playground
- b) at an assembly
- c) at the dinner table (mess hall and if outside in normal family)
- d) at a party
- e) in a movie
- f) in the library
- g) in the halls.

B. "Making Introductions" Pg. 27

1. Discussed importance of introduction
2. How to introduce.
3. Guides in meeting people.
4. Practiced introducing - with one another in class. (Shy but enjoyed it later)
5. Test on introducing.

C. "Telephoning."

1. Use of telephone -
2. Hints on proper telephoning
3. Played a game. Talking into a paper cup - with a wire and a coil extending to another cup at the end of the room.
4. Read or dramatized telephone conversations to each other across the room.
 - a) Watched for clarity, diction and voice and courtesy.
5. Wrote a composition on "Telephone Etiquette". - (over)

6. Because the class wanted to elect officers for the class ~~the class~~ studied the lesson on "Business Meeting" Pg 133-139.
7. We had a business meeting and elected officers. The minutes are as follows:

September 21, 1944
Room 25
Period ~~III~~
7¹ Class.

The meeting was called to order by the temporary Chairman, Thomas Toyama. Yoshio Kabeke was appointed temporary ~~room~~ ^{acting} secretary by the President. Election of officers was held and the following were elected:

President - Thomas Toyama
Vice President - Yoshio Kabeke
Secretary - Robert Nagamoto
Treasurer - John Otero
Sgt. at Arms - Don Takai

Since the period was nearly over the meeting was adjourned by the president.

Secretary -
Robert Nagamoto.

September 21, 1944
Room 25
Period VI
7² Class.

The first 7² Class meeting was called to order by the teacher Miss Suzuki. Mayako Nagai was elected President of the class and she presided over the rest of the meeting. Election of class officers was held and the following were elected: President - Mayako Nagai, Vice President - Tom Yamamoto, Secretary - Kuniiko Inouye, Treasurer - Sally Kuge. Since class was disorderly, meeting was adjourned by chm. ^{the} Secretary - Kuniiko Inouye

Eng. and Soc. Str.
71 and 72 - Per. 1-6.
Sept. 18-22
Mary Suzuki
Report - cont.

III Social Studies: "The Old World And Its Gifts." by Meyer, Hammer and Grisso. P. 24-41.

A. Unit II "How Early Man learned to use His World."

1. Unit covered handicaps of the early man.
2. How he used tools
3. How he learned to build homes ^{and} till the soil
4. How clothing, art, and government were then.

- a) Discussions
- b) Collection of flint - displayed.
- c) pictures on the Bulletin Board.
- d) Test - of filling in blanks as appended was given.

II Reading:

H. "Driving the Road Ahead" by Lyons and Carnahan.

1. Stories Covered

- a) "Radio Programs" P. 58-60.

b) activity - questions - and found programs at certain hours on certain stations

(2. Skimming was stressed for these)

- b) "Shirley in News"

c) "News Items" and "Book Reviews"

September 22, 1944.
Pg - 37-41 -
'Old World and Its Gift'
71 and 72

Test - Social Studies
(Example of test given) Fill in blanks.

1. For clothing early man discovered ways to fasten skin together.
2. Early man found how to make yarn by twisting wool together.
3. All the relatives that lived fairly close together in a group is called a clan.
4. When several clans lived fairly close together it is called a tribe.
5. The _____ was the head of the family and everybody obeyed him.
6. - etc.

Social Studies
September 19, 1944
71 and 72

Test - Examples - Answer full. 'Old World & Its Gift'

1. What were the three ages in early history?
2. What tools were used in these three ages?
3. How did ^{early} man carry things from place to place?
4. How were the first boats made?
5. How did ^{early} man learn to build homes?

Reading - Continued

a) - Class read aloud -

- 1) tried to get the pupils to ~~be~~ read at ease and to listen with more tolerance for the rights of others.

V. Listening period.

Read about 10 - 15 minutes several days before dismissing class. the book "My friend Flicka" was read by the teacher.

tried to get pupils to listen attentively and settle down in their seats and learn audience courtesy.

Monthly Report - Mildred E. Feague

Nov. 18, 1944

7 -

The first period Monday is in charge of Mr. Colvin. The other four days have been taken over by Mr. Sankshina. Two days are devoted to spelling in which understanding as well as memorization has been stressed. The other two days are devoted to reading. Oral reading and comprehension have been stressed.

The second and third periods have been given over to geography and English. "France" is the present unit.

My purposes and aims are as follows: an understanding of the French people, a knowledge of the geography and topography, enjoyment of history of famous kings and queens and outstanding commoners.

In following my aims, besides text-book knowledge, I tried to stimulate various interests. Supplemented by interests which grew out of discussions, the class is doing the following things: making period costumes, constructing a relief map and a Medieval castle, art work according to their interest, reading novels based on the period of history.

In correlation with their interest, we have had several periods of free activity. From this I have discovered ^{that} who have art ability, an interest in design, a desire to work with their hands, a thirst for more information which springs from their age-level interest.

To give color to the Medieval Ages, Mr. Jackson and I selected the records "The Dragon with the

3.55

Thirteen Tails" and "Snow White" series². From this period grew an excitement. I was besieged with pictures of ferocious dragons, lovely princesses and bold knights. Since they drew from imagination it might be interesting for you to see their conception of a dragon.

They were immensely interested in castle life. New words fascinate them. They all wanted to make a "moat" or a "donjon". How I love to see their imagination wonder: telling what they would do if they lived in a castle, if they were the knights or, how they would rise against the nobles if they were serfs; how they would destroy a dragon.

After one boy expressed himself as to how he as a serf would plot against the nobility, I told him that was exactly what the French did in the French Revolution. He felt very intelligent and received the commendation of the class. He swelled with pride to think thousands of frenchmen used his idea.

At the present, the activities are all in progress. Each day I see a light in a different pair of eyes as some new bit of information strikes their fancy.

I will gradually swing from old France to modern France from now until Xmas.

English - Social Studies
7¹ and 7². (12¹/₂ for 1 wk. Sept 25-29)
September 25 - Oct. 6, 1944
Periods 1, 2, 3, 4, 5, 6 - 1 wk.
Periods - 1 2 and 3 - 1 week.
M. Suzuki.

Report.

Unit on Egypt.

13.55

A. General Objective: (Teacher)

1. To give an appreciation and understanding of one of the "cradles of civilization," Egypt.
2. To correlate any activities or study materials into the unit on Egypt so that they would contribute to a well-rounded appreciation of the Egyptians and their country.

B. Specific Objectives: (Student)

1. To study the spelling words taken from the text on Egypt.
2. To study the vocabulary taken from the text on Egypt.
3. To be able to know all phases of Egypt: the size, location, physical features, industries, transportation and commerce, people, history and government.

II

C — — — OUTLINE OF EGYPT — SOCIAL STUDIES UNIT

Sept. 25, 1944 —
7-1 Oct. 5, 1944
M. Suzuki

I-LOCATION AND SIZE

- A-Boundaries
- B-Actual area
- C-Comparative area
- D-Part of World
- E-Continent
- F-Oceans

II-PHYSICAL FEATURES

- A-Lower Egypt
- B-Upper Egypt
- C-Desert regions
- D-Nile
- E-Pyramids
- F-Sphinx
- G-Cities

III-INDUSTRIES

- A-Agriculture
 - 1-where carried on
 - 2-products
 - 3-irrigation
- B-Mining
- C-Manufacturing

IV-TRANSPORTATION AND COMMERCE

- A-Nile as waterway
- B-Railroads
- C-Roads
- D-Growth in Commerce

V-THE PEOPLE

- A-Characteristics
- B-Mode of life
 - 1-House, home life, food
- C-Education
 - 1-Literature
- D-Religion
- E-Different races
- ~~F-Art~~ - Music - (clothing)

Y. - Egypt - ancient
and today -

VI-HISTORY AND GOVERNMENT

- A-Ancient Egypt
- B-Foreign Domination
- C-Effect of World War
- D-Government now.
- E-

English - Soc. Stu.
71 - Per. 1.2 & 3.
September 25 - Oct. 6.
III. Suzuki

Report - continued.
Egypt Unit

D. Materials Used.

1. "Old World and Its Gift" by Meyer, Hammer and Grisso.
Pages 43 - 88.
2. "Other Lands and Other People"
Pages 112 - 136
3. "Nations Beyond the Sea"
4. "Encyclopedia - Britannica" - other Encyclopedias for reference and activities.
5. "Life Magazines", National Geographic.
6. "jr. English in Action" by Fressler and Shelmanline RBT
Pages 36 - 45. - Sept. 25 - 29.
7. "Doorways" BK.
Pages 195 - 196. - "Men Sailed to Fly."
Pages 196 - 197 - "First Airmen". Poem. } Sept. 25 - 29.
Pages 211 - 214 - "Knight in the Air".
Page 204 - 209 - "Wright Fly"
Pages 215 - 220 - "Across"
8. "Man and Western World" by Geise
Chapter I.
9. "Progress in Spelling" by Horn and Ashbaugh.
Page 141 - Lesson IV
10. Materials for Projects and activities were forthcoming and supplied from by the pupils. Also using whatever was available at that time both at school and at home or around camp.

II. Bulletin Board:

1. Egyptian pictures: clothing, Sphinx, pyramids, maps, carousals, Cairo - etc.

IV
Egypt Unit.

English - Soc. Stu.
71. Per. 1, 2, 3.
Sept. 25 - Oct. 6
TH. Suzuki.

E. Procedure:

After an assignment of reading certain pages, the class have discussions on the reading material. Sometime each would read or recite aloud the assignment and we would discuss as we went along. This was done for the whole Unit which covered all the topics mentioned in the outline on Page II of this report. A final test was given covering the main points.

- ① For Example: 1. The — and — seas are on both sides of Egypt.
2. Some of the products of Egypt are —, —, and —.
3. The — Dam is on the — River.
4. — etc.

② True & False Examples.

1. There is much rainfall in Egypt. —
2. There are oases ~~there~~ ^{that are} large enough to farm on. —
3. Is the delta as long as 100 miles? —
4. Does the farmer add fertilizer each year? —
5. Does Egypt have forests in her mountains? —
6. Do Egyptians cook out of doors today? —

③ Oral test.

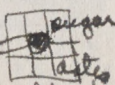
1. Brought map out and asked the location, size, oceans around, continent, pt. of world, cities, ports, commerce, industries, desert regions, and transportation and climate.

I Activities:

a - Each pupil has a folder.

In the folder are included the following:

1. Spelling Words on Egypt - chosen by teacher.
2. Vocabulary Words - added daily. Taken from text.
3. A map of Egypt. Pg 56 - "Old World". Names of places studied were all added.
4. A page of Egyptian Writings.
 - a) Copied from book and Encyclopedias.
 - b) Wrote own sentences and stories in "rebus".
 - c) Also numbers. Comparing them to Arabic, Hindu and English or present day, and even Japanese numbers. (The correlation was interesting, and it came from a pupil).
5. One page of Art. "Life in Egypt". Original. Colored or pencil.
6. Products of Egypt in a poster form. Pg. 88. "Old World".

map of Egypt.  Set any pictures on Egypt for folder

71 - Per. 1, 2, 3.

Sept. 25 - Oct. 6, 1944.

Mr. Suzuki

II Projects:a - Sand Map:

1) Made map 3' by 2½' of sand and paste mixed together. (the other half for Iraq.)

a) Put on the map -

sand dunes, palm trees, ^(crease paper) Cairo and Alexandria cities made of soap-carving, Sphinx, pyramids and the Aswan Dam carved out of soap, Oasis with trees, Nile River, Mediterranean and Red seas, Rail roads, ships for the Seas, ports and the Nile.

b) The Desert, Nile River, Oasis, and the seas were painted with water paint and poster paints.

Comments: At first the interest was very slow. After the map began to take shape there was a great interest and we got it finished. The boys did the first part and the girls the latter part; thus the final touches were done by the girls and boys together. It's the first time the pupils were very cooperative and seemed to enjoy working together (boys and girls).


English and Soc. Stu.
Per. 1, 2, 3 and 7¹ classes
Sept. 25 - Oct. 6, 1944
III. Suzuki.
Report

II Projects - cont.

b - Bulletin Board.

- 1) Illustrating in letterings and in some unique way: (Pictures - etc.)
 - a) Life in Egypt - houses, clothing, products, -.
 - b) Compare - Ancient and today -.
 - (c) One half of Board is kept for Iraq.)

c. Other group or individual projects.

- 1) Letterings
- 2) Flag - 
- 3) Music - Make harp or lyre -
- 4) Dolls - Egyptian - 2 were made and dressed.
- 5) Houses - Mud + grass - made.
- 6) Mummies were made -

7. Pots out of gourds
Drew on them.

All students were doing something. Extras as pictures (original) for display of things were good enough.

III Music -

- a - Played a record "Aida" - telling the story of ~~the story of~~ Egyptian music & Ethiopia. It's telling particularly.

II Games:

1. "Jumbeltown"

On Board for those who needed to be kept busy -

eg. A - OIRCA = Cairo, B - EDP = Bed.

Eng. and Soc. Stu.
 Rev. 1, 2 + 3 - 71 - class
 Sept. 25 - Oct. 6, 1944

III. Suzuki
 Report

E. Procedure - cont

V English and Composition.

1. Wrote a paragraph on life in Egypt.
2. In the first week of the unit we had (Gr. Eng.) "Storytelling" or speeches on one of their experiences or any story they read or heard. Some pupils enjoyed and so very well. Others are very shy and get frustrated! They are pretty good audience when it comes to talks by their classmates.
3. We also had lessons on conversation; writing, punctuation, and writing from dictation.

VI Reading:

In the first week, also, we did quite a bit of outside reading - "Boonway" Pg. 197-227. The whole unit was on "Airplanes". The pupils were interested in airplanes and scrapbooks were mentioned. As others had their own interests, so we decided all to make a scrap-book of some interest. Some worked on their scrapbooks in spare time ~~or~~ during activity period.

VII Spelling - "Progress in Spelling" - supplement to "Egypt Spelling" Lesson III - Pg. 141. Pretest, Made sentences - Final test.

Unit on Egypt actually finished October 10, 1944. Activities went three days slower than expected.

7-1 - Per. 1, 2, + 3.
Sept. 25 - Oct. 6, 1944

III. Suzuki.

VII Business Meetings.

October 6, 1944

7¹ Class

Room 25

Meeting was called to order by President Thomas Toyama. Robert Tagamoto read the minutes and they were approved ^{and carried}. A motion was made and seconded to have a Halloween Party on Friday, October 27, 1944. Committee for Refreshment, buying and serving, games, general arrangement and entertainment were chosen.

A motion was made and seconded ^{and carried} that the dues be twenty five cents.

Meeting adjourned by the President.

Secretary -

Robert Tagamoto.

Eng. + Soc. Stu.

71 - Only -

Period 1, 2, 3.

October 9 - 20, 1944

III. Suzuki
Report.

23, 55

Unit on Iraq.

- A. The Unit on Iraq was followed very closely in the objectives, materials, procedure, activities and resources as ~~was~~ used in the Unit on Egypt so the reporter will just make references.
- B. General and specific objectives are just like the objectives in the Egypt Unit.
- C. The general outline of Iraq followed is identical with the outline of Egypt - ^{appended.} ~~Page II.~~
- D. Materials used.
1. "Old World and its gifts" by Meyer, Hammer and Griss
Pages 89 - 112.
 2. "Other Lands and other people"
Pages 136 - 156.
 3. "Nations Beyond the Sea"
 4. Encyclopedias
 5. "Jr. English in Action" Fessler and Shelmadine
Pages 50 - 55.
 6. "Action Bk"
Pg. 9 - 11
Pg. 55 - 59
Pg. 60 - 65 } Hobbies - for Scrapbook - interests.
 7. "Progress in Spelling" - Horn & Ashbaugh.
Page 142. Lesson II.
 8. Bulletin Bd - pictures -

Oct 9 - 20, 1944
III. Suzuki

I-LOCATION AND SIZE

- A-Boundaries
- B-Actual area
- C-Comparative area
- D-Part of World
- E-Continent
- F-Oceans

II-PHYSICAL FEATURES

- A-Lower Egypt
- B-Upper Egypt
- C-Desert regions
- D-Nile *Euphrates and Tigris*
- E-Pyramids
- F-Sphinx
- G-Cities

III-INDUSTRIES

- A-Agriculture
 - 1-where carried on
 - 2-products
 - 3-irrigation
- B-Mining
- C-Manufacturing

IV-TRANSPORTATION AND COMMERCE

- Tigris and Euphrates*
- A-Nile as waterway
- B-Railroads
- C-Roads
- D-Growth in Commerce

V-THE PEOPLE

- A-Characteristics
- B-Mode of life
 - 1-House, home life, food
- C-Education
 - 1-Literature
- D-Religion
- E-Different races

VI-HISTORY AND GOVERNMENT

- A-Ancient *Iraq* Egypt
- B-Foreign Domination? *free + independent.*
- C-Effect of World War
- D-Government

III Arabian Peninsula
climate, importance, cities.

E. Procedure:

1. Reading assignments, Discussion.

a) Tests, quizzes of true, false, filling ~~blanks~~ in blanks, as in Unit on Egypt. Pg II.

I. Activities:

1. Included in the folder along with the Egypt Unit these are the things included in the Unit on Iraq.

- Spelling words - chosen from text.
- Vocabulary words - chosen from text and added daily to list.
- Map of Iraq
- Writings of Iraq
- Art - One drawing of "life in Iraq".
- Products of Iraq. Page - 104 - "Old World -"

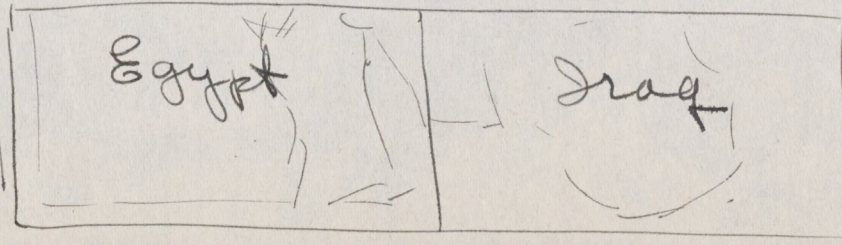
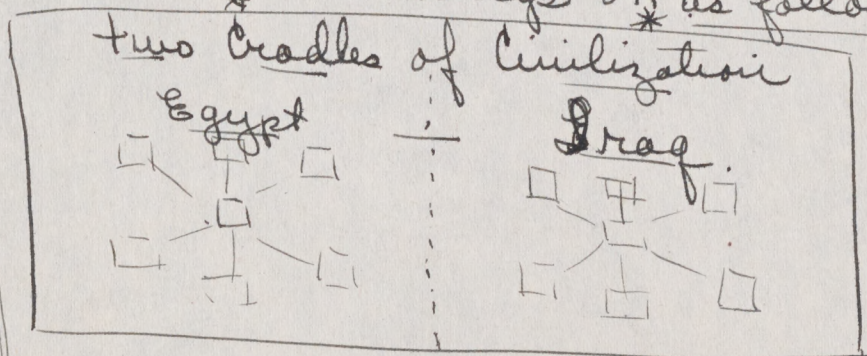
II Projects:

1. Sand map:

1) Colored sand used to make sand map of Iraq. Used other half of table - 3' x 2 1/2'.

2. Bulletin Board.

1) Pictures and letterings on as follows:



another table was displayed dolls, houses, mummies, art - gowns

IV.

Eng. + Soc. Stu.

VI - Per. I, II + III.

October 9-20 - 1944

III. Suzuki
Report.

Unit on Iraq.

III. English

a - "Jr. English"

Page 50 - 55.

1) Antedated

2) Jokes

3) True Experiences (Paragraph was written to hand in.)

a) Jokes were told to the class.
Good participation and interest.

IV

Spelling - "Progress in Spelling". to supplement Spelling on Iraq

a - Lesson II - Page 142.

1) Pronounced - Pre-test

2) Discuss and look up meanings

3) Made sentences

4) Final test.

V. Folders ~~were~~ due October 20, 1944 to be checked.

VI. Scrapbooks seem to be coming along fine. Most of work is done at home and they are due for first inspection Tuesday - October 31, 1944.

Unit on Iraq finished October 20, 1944

English and Soc. Stu.
 71 Per. I, II, III.
 October 9-30, 1944
 III. Suzuki -
 Report.

VII Reading:

"Action" BK

Pgs. 9-11 - "Good Sportsmanship" - Summary.

Pgs. 55-59 - "Indians and Arrowheads"

Pgs. 60-65 - "Wild Animals"

} Hobbes
(Scrapsheet)

- 1) Reading for content was stressed.
 Some questions at the end of chapters
 were asked and discussed.

VIII Business Meetings.

October 10, 1944

Pm 25

71 class

Meeting called to order by president, Thomas Toyama. Since Robert Nagamochi was absent the minutes were dispensed with. John Otera was appointed temporary secretary.

The Junior High Student body officers were nominated and the class voted on them.

Since there being no other business the meeting was adjourned.
 H

A meeting was called on October 16, 1944 in Pm. 25 of the 71 class by the president.

The class voted on having plurality system on the election of student body officers.

The date of the Holburne'en party was changed to October 31, since there will be no school on October 27, 1944. Committees met - Meeting was adjourned -.

English and Soc. Stud.
7-1 Per. I, II, III.
October 20, 1944
III. Suzuki.

Plans and assignments for the
next bi-monthly report.

I Do a Unit on "Syria"

II Materials:

- A. "Old World and Its Gift" - Pages - 113 -
- B. "~~Other~~ People and Other Times"

III Procedure:

- A. Follow procedure as in Unit on Egypt and Iraq. Daily assignments and discussions.

IV Activities

- A. Making spelling list - daily
- B. Make Vocabulary list - daily
- C. Draw maps for folder.
- D. Pictures of Products
- E. Clip any pictures of interest to be kept in folder for the Unit.
- F. Art - Draw, paint or color some pictures on Syria. — —

V Projects

- A - Interest of class. Perhaps a different type of map; Relief maps -, flasks and salt.

Plausand Assignments (cont)

Eng. + Soc. Stu.
 7-10 Per. I, II, + III
 Oct. 20, 1944.
 M. Suzuki.

VI Supplementary

A. Spelling - "Progress in Spelling"

Lesson VI - Pg. 142

1. Pretest
2. Pronounce
3. Definitions
4. Make sentences
5. Final test.

B. English

1. Campaigning

- a) purpose
- b) campaign - managers
- 1) duties

2. Speeches -

C. - Reading - "Action"