The interdisciplinary unit that follows was developed as a group project by future educators in the following disciplines: English, social studies, and music. The purpose of interdisciplinary units is to enhance students' educational experiences by providing them with a unique, involved learning environment. This type of environment is created by teachers working together cooperatively and creatively as a team responsible for the achievements and progress of a group of students.

As a member of the group developing the unit, I was responsible for helping create the majority of the unit topics, ideas for corresponding daily activities and lectures, the time blocked format, and the overall organization of the unit. I independently developed and wrote the group lectures number one and two for the history of food attainment, the corresponding "Decisions, Decisions!" activity sheet, and the generalizations to be remembered by the students after the completion of the unit. I also edited various parts of the unit for grammatical errors and developed the consistent, organized format which each contributor was to follow in submitting his or her contributions.
Dear Parents,

The teachers of the Busy Bee Team would like to introduce to you our unit on survival. The teachers of the Busy Bees have spent hours in preparing this unit for your children. The unit will cover everything from surviving peer pressure to survival in a foreign country. There are a total of six teachers that have contributed to the making of this unit. The four content areas are: English, social studies, music, and foreign language.

We are very excited to get started on the unit with our students. We are hopeful that this unit will be very educational, as well as fun, for the students. We encourage you to participate in the unit by asking your children what they have been studying about and have them share some of the material with you.

If you have any concerns or comments, please feel free to contact us at school (555-5555 ext. #5). We are also open to any suggestions that you may have. We sincerely believe that your child will benefit from this unit. Thank you for your time.

Sincerely,
The Teachers of The Busy Bees

Miss Breymier
Miss Beery
Mr. Maudlin
Mr. Wessel
Miss. Deiwert
Miss. Meyers
UNIT TOPICS

1. THE SURVIVAL OF FOOD ATTAINMENT
2. THE SURVIVAL OF PEER PRESSURE
3. SURVIVAL IN A FOREIGN COUNTRY
4. THE SURVIVAL OF MUSIC
5. THE SURVIVAL OR WAR
Generalizations

1) The history of survival has evolved over the course of time due to such things as technological advancements, economic conditions, war, and population growth.

2) Methods of survival are dependent on the culture of the place being studied. Culture is a means of survival.

3) Many strategies exist to survive peer pressure. All of them involve being assertive.

4) In order to survive in a foreign country, one must be knowledgeable of the country's culture.

5) Historical events have a great impact on the creation and survival of different types of music.

6) People's cultures and traditions have survived and been shaped by the trials of war.
COURSE OVERVIEW

This unit is designed to make students more aware of how important survival is in everyday life. The students will also become aware of the various different themes and concepts associated with survival that have survived the test of time.

Four disciplines, English, Music, Social Studies, and the Foreign Languages have been incorporated into the unit. The survival of food attainment, surviving peer pressure, survival in a foreign country, the survival of music, and the survival of war are the five major themes that will be taught.

This unit is a ten (10) day unit and is set up according to the criteria that follows:

From 8:00 a.m. to 8:30 a.m., the entire class, 120 students, will be together in one classroom. During this time period a teacher will present a lesson to the entire group of students. Days one and two, the Social Studies teacher will present the lesson. Days three and four will be handled by the English teacher. On days five and six the Foreign Language teacher will be responsible for the presentation. Days seven and eight will be presented by the Music teacher. The final two days, nine and ten, the Social Studies teacher will be presenting the material.

From 8:30 a.m. to 9:15 a.m. the class will be divided into four groups of thirty (30) students. During this period the teachers will present the students in their classroom an individualized lesson. From 9:15 a.m. to 10:00 a.m. all four teachers will have a different group of thirty (30) students and will be presenting the same lesson to that group of students. From 8:30 a.m. to 9:15 a.m. on the second day of the group lesson each teacher will be teaching the final group of thirty (30) students. Again, the same lesson will be presented to these students. From 9:15 a.m. to 10:00 a.m. on the second day of the group lesson each teacher will be teaching the final group of thirty (30) students. The content in this lesson will be the same as the previous three lessons.
PRE-ASSESSMENT

On the Monday previous to the start of the unit a pretest will be administered. The results of that test will enable the teachers to design a unit that will cover the full spectrum of student abilities. This may include the specialization of a particular discipline or disciplines for a specific group of students.

By administering the test one week before the unit is scheduled to begin, it will allow the teachers more time to modify their large group and small group lessons in order to suit the students' needs. Also by administering the test one week early, the teachers will have an opportunity to meet and discuss any changes in unit content or structure that they feel are necessary.
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A: Social Studies  
B: English  
C: Music  
D: Foreign Language  
1: Class One  
2: Class Two  
3: Class Three  
4: Class Four
SURVIVAL - THE HISTORY OF FOOD ATTAINMENT

GROUP LECTURE NUMBER 1: SOCIAL STUDIES

As humans have evolved and advanced, so too have their methods of food attainment. Although the transitional stages of food attainment vary according to different cultures, many currently industrialized cultures experienced similar evolutionary stages in their methods of food attainment, production, and distribution. Throughout history, a society's way of life has been shaped by their method of food attainment.

1. Hunters and Gatherers
   - egalitarian, little or no division of labor
   - nomadic
   - lived in small family units

2. Horticulture
   - subsistence farming
   - interdependence among individuals and bands, family units live in small bands
   - semipermanent settlements, land belonging to the band
   - beginnings of culture, (i.e. religious rituals and sanctioned norms)

3. Agriculture
   - surplus available for trade, storage
   - population growth
   - permanent settlements, farms become more independent, private boundaries defined and protected by the state
   - division of labor becomes sharply defined (heavy machinery used by men in the fields)
4. Industrialization
   - population grows (medical technology), eventually at a slower rate
     (decreasing fertility rates)
   - few self-subsist, most wage earners
   - culture institutionalized
   - technology improves communication, transportation, etc.

5. Post Industrial (Service Economy)
   - decrease in blue collar jobs (i.e. in factories) and increase in service
     occupations (i.e. health care workers, computer programmers)
   - advanced schooling and training needed for employment
   - population growth slows dramatically (birth control widely used)
   - global communications
SURVIVAL - THE HISTORY OF FOOD ATTAINMENT

GROUP LECTURE NUMBER 2: SOCIAL STUDIES

During the course of the evolution of food attainment, technological advancements and economic conditions have confronted farmers, government officials, and consumers with ethical dilemmas. The purpose of this lesson is to stimulate student thought and concern for the ethical resolution of dilemmas that currently exist and develop skills that students can utilize in evaluating issues. Students will be given information on the following topics and will be asked to prioritize their ethics and values, formulate possible solutions, predict outcomes, and provide support for the decisions they made.

- use of pesticides
- creation of crops that prevent disease
- employment of migrant workers and illegal aliens
- food grown indoors in labs rather than outside
- creation of crops that make them look better, stay in season longer
Decisions, Decisions!

VALUES: what one believes to be right, desirable, important

ETHICS: one's moral principles of conduct

Ethical Dilemma: Ought or ought not __________________________

Ethics and values to Consider: ________________________________

Most Important Ethics and Values: _____________________________

Possible Solutions 1) _____________________

2) _____________________

3) _____________________

4) _____________________

Possible Consequences 1) _____________________

2) _____________________

3) _____________________

4) _____________________

Which solution to your ethical dilemma is best for you? Why?

______________________________

______________________________

Why might others disagree with your decision? What are the negative consequences?

______________________________

______________________________
SURVIVAL - THE HISTORY OF FOOD ATTAINMENT

SOCIAL STUDIES: ACTIVITY

Objectives:
1.) The students will be able to list at least five (5) important things a person must have in order to be a farmer.
2.) The students will be able to list why corporations are taking over small, independent farmers.
3.) The students will create a hypothesis explaining why small farms are being taken over by large farm corporations.

Activity:

The teacher will lead a class discussion in which the students will be active participants. The discussion will deal with how farming has evolved from the early days of hunters and gathers to the high-tech advances of today's farming community. The students will offer examples of how farming techniques and machinery have evolved since the time of the hunters and gathers.

1.) Divide class into three groups. One will be the large corporation; it will contain twenty (20) people. The students in the group will elect a spokesperson. The other two groups will be small farmers: each group will have five (5) people. Both of these group will also elect a spokesperson.

2.) Using the information on the following page, the students will participate in a simulation showing why small farmers can not compete with large corporations who purchase small farms that are in financial trouble. With the information, the small farms will decide when they want to sell to the large corporation to minimize their
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<thead>
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SURVIVAL - THE HISTORY OF FOOD ATTAINMENT

ENGLISH: ACTIVITY

Objectives:
1.) students will watch a modified version of *The Lord of the Flies* and be able to list various methods of food attainment.
2.) Students will discuss how food could be attained in modern times.
3.) Students will be able to recognize and list cruel methods of food attainment.
4.) After viewing a modified version of *The Lord of the Flies*, students will be able to write a one page paper on the following topic: "If I was in the same situation as the boys in the movie, would I attain food in ways that are similar to theirs or different from theirs?"

Activity:

During class, students will view a modified version of the movie *The Lord of the Flies*. A short discussion on methods of food attainment will follow. The discussion will focus on comparing and contrasting the boys’ methods to those of today. Students will be asked to write an essay on the topic listed above. This will be given as a homework assignment.
OBJECTIVES:
1.) The students will listen to an excerpt from a nature compact disk.
2.) The students, through a creativity, will create their own piece.

ACTIVITY:
1.) The students will listen to the song.
2.) The teacher will explain that the song depicts the sound of nature. As a person you have heard these sounds.
3.) To recall things that they have heard, the students will create a song.
4.) The class will be split up into 6 different groups.

GROUPS 1&6
Activity: Create a piece on what hunting sounds like by using percussive instruments and body percussion.
   Preparation time: 7 minutes
   Performance time: 1 minute

GROUPS 2&5
Activity: Create a piece on fishing or gathering using percussive instruments or body percussion.
   Preparation time: 7 minutes
   Performance time: 1 minute

GROUPS 3&4
Activity: Create a piece on harvesting of industry using percussion instruments and body percussion.
   Preparation time: 7 minutes
   Performance time: 1 minute

All groups will perform their songs for the class. This gives the class an aesthetic feel for these ideas.
SURVIVAL - PEER PRESSURE

GROUP LECTURE NUMBER 3: ENGLISH

Peer pressure is a part of every student's life. Even as an adult, people experience peer pressure. During this class discussion, students will learn about both negative and positive types of peer pressure and how to deal with them. We will cover both the positive and negative types of peer pressure.

1. Positive peer pressure
   - Group tries to get an individual to do good things
   - Group makes an individual feel bad for doing bad things
   - Group tries to prevent an individual from doing something harmful to himself

2. Negative peer pressure
   - Group tries to get a person to do negative things
   - Group may try to harm the individual
   - Individual really does not want to do what group wants

3. Combating peer pressure
   - Strategies
   - Be assertive
   - Use head
   - If it feels wrong, it probably is

4. General discussion on different peer pressure situations
   - Teacher gives examples
   - Students give examples
SURVIVAL - PEER PRESSURE

GROUP LECTURE NUMBER 4: ENGLISH

Students will role play skits that students created last week in class. Students will randomly be selected to act in the skits. Six skits will be presented: two on negative peer pressure, two on positive peer pressure, and two on being assertive.

1. two presentations on positive peer pressure
   - select students to act out skit
2. two presentations on negative peer pressure
3. two presentations on being assertive
   - group discussion
SURVIVAL OF PEER PRESSURE

SOCIAL STUDIES: ACTIVITY

Objectives:
1.) The students will be able to compare and contrast the peer pressure that was placed on other generations to the peer pressure that they experience.
2.) The students will understand what effect peer pressure had on society.

Activity:
1.) A guest speaker, either one generation older or one generation younger than the teacher and the teacher will talk to the class about peer pressures that they experienced as they were growing up and the peer pressure placed on them today.

2.) A short question and answer session will follow. The teacher and guest speaker will answer any questions that are asked by the students. The students will also be prepared to answer any questions that may be asked of them by the teacher or guest speaker.

3.) The teacher will then lead a class discussion/brainstorming activity dealing with what impact peer pressure has had on society. As the teacher gives the students situations that deal with the present day concept of peer pressure, they will decide what impact, if any, that situation has had on today's society.
SURVIVAL OF PEER PRESSURE

ENGLISH: ACTIVITY

Objectives:

1.) Students will learn to write journal entries.
2.) Students will learn to work in groups.
3.) Students will apply what they learned in the group presentations to create their own presentations.
4.) Students will develop grade criteria for the project.
5.) Students will brainstorm to come up with at least ten (10) ideas for a presentation.

Activity:

Students will get into teacher-made groups. When in groups, students will come up with a presentation on peer pressure. The presentation can be a lecture, play, or any other medium that the group chooses to do. The first half of the period will be for brainstorming for ideas, and the second half of the period will be writing a one page report that will contain a summary of the project.
CREATE YOUR OWN ENDING

DIRECTIONS: AFTER WATCHING THE MOVIE AMADEUS, MAKE UP YOUR OWN ENDING TO THE STORY. THE PAPER MUST BE AT LEAST TWO PARAGRAPHS. BE READY TO SHARE IT WITH THE CLASS!
SURVIVAL IN A FOREIGN COUNTRY

SOCIAL STUDIES: ACTIVITY

Objectives:

1.) The students will brainstorm their ideas of what they think the norms in a foreign country would be.

2.) The students will volunteer their ideas to the class concerning different norms and social values.

Activity:

1.) The teacher will use probing and divergent questions to get the students to discuss "survival in a foreign country".

2.) The students will brainstorm their ideas of norms and social values.

3.) The students will fill out a worksheet called J.F.I. The students will use their own creative ideas of what they feel are important for fitting into our society. They will prepare these as though they are helping out a foreign exchange student.

4.) After the students complete the worksheet, a class discussion will take place over the following questions:

   A.) After evaluating these norms, what might a foreign exchange student conclude about American values?

   B.) How might they compare American values to their own?
J. F. I. (JUST FITTIN’ IN)

DIRECTIONS: LIST THE TOP TEN THINGS THAT YOU FEEL ARE MOST IMPORTANT FOR FITTING INTO OUR SOCIETY. THESE ARE ITEMS THAT YOU WOULD WANT TO TELL A FOREIGN EXCHANGE STUDENT.

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________
6. _________________________________
7. _________________________________
8. --------------------------------
9. --------------------------------
10. --------------------------------
SURVIVAL IN A FOREIGN COUNTRY

ENGLISH: ACTIVITY

Objectives:

1.) Students will go to the library to research a country that does not speak English.
2.) Students will research at least three (3) sources with information dealing with their country.
3.) Students will write a one page paper on the country that they chose.
4.) The report will focus on living habits of the country and what would be required to live in this country.
5.) Students will gain an understanding of how to use a library.
6.) Students will learn to revise a paper through trial and error.

Activity:

The students will go to the library and research a country that does not speak the English language. The students will find at least three (3) sources with information regarding the chosen country. The rough draft is due the next time the class meets, and there will be an open revision policy.
SURVIVAL IN A FOREIGN COUNTRY

MUSIC: ACTIVITY

Objectives:
1.) The students will listen to and watch an opera based in Spain.
2.) The students will appreciate the message of the opera.

Lecture -
There will be a brief lecture given on the history of bull fighting in Spain. The teacher will also discuss a little bit about Bizet and give the background for “Carmen”.

Activity:
1.) The students will watch the opera “Carmen” by Bizet. The entire opera will not be shown because of the length of time.

2.) The students will understand much of the cultural aspect that Spain obtains. This will help them if, by chance, they travel there.
Group Lecture # 7 and 8: Music

Day 7 Overview

This overview is to cover the different periods of music. Obviously the music must have survived if there is a period over it. The periods to be covered are; Renaissance, Baroque, Classical, Romantic and twentieth century. Other content areas can cover almost anything over these periods. To introduce this concept, the teacher will introduce a time line placing the dates and periods of music on it. I will also show how many of the periods overlap which deals with evolving. On the time line, I will place historical dates on it. This will show that music and other things survived no matter what else was happening at the time.
Day 8 Overview

Day eight is to go over anything that was not covered on the first day. The second day will be used as a period of questions and answer session on the individual different content areas.
SURVIVAL OF MUSIC

SOCIAL STUDIES: ACTIVITY

Objectives:

1.) The students will appreciate the survival of different types of music through times of war and social crisis.
2.) The students will understand the effectiveness that music had upon a society during times of struggle.
3.) The students will create their own song in accordance to a particular time period that they have chosen.

Activity:

Lecture-

Music effected the morale of the men and women in times of war. Music had a lasting and impressionable mark in history. It is through times of war and hardships that the soldiers, citizens, and families needed an extra sense of support and positive reinforcement.

Points: WARS AND IMPORTANT DATES IN HISTORY

1.) 1492 Christopher Columbus
2.) 1620 Pilgrims - “We Gather Together”
3.) 1776 Declaration of Independence - “Yankee Doodle”
4.) 1861-1865 Civil War - “Uncle Tom’s Cabin”
5.) 1918 World War I
6.) 1945 World War II - “Tokyo Rose”
7.) Present

Activity:

Students make up a song as if there was a World War III to boost America’s spirits. The students must: describe the beat or tone, have at least 3 verses, and include descriptions of the war, attitudes, hopes, outcomes, etc.
SURVIVAL OF MUSIC

ENGLISH: ACTIVITY

Objectives:

1.) Students will learn to work in groups.
2.) Students will learn to appreciate different eras of music through the study of a specific period of music.
3.) Students will list characteristics of the period of music that their group has chosen.
4.) Students will be able to learn to apply their research of the selected musical period to a group presentation.
5.) Each group member will speak during the group presentation for at least one minute.
6.) The students will gain experience in public communication.

Activity:

The students will study a period of music that has survived throughout history. The first half of the period the students will work in groups to come up with ideas that the group could use. The second half of the period the students will play at least one piece of music from their period. Each member must also speak for at least one minute about his/her topic.
SURVIVAL OF MUSIC

MUSIC: ACTIVITY

Objectives:

1.) The students will learn the names and dates of the five periods of music.

2.) The students will learn the different practices and what happened during each of the periods that helped music to evolve.

Activity:

The teacher will create a collage of music from each of the five time periods to show where music has started and what it has evolved into.

1.) Each period has at least five practices or things that evolved during the period. The class will have a list of each of these.

2.) The class will be divided into five groups. They will each take a period and prepare a simple class presentation over their period.

3.) The teacher will reemphasize the idea of evolving.
PERFORMANCE PRACTICES

RENAISSANCE

1. No vibrato--Head tone.
2. Larger tactus--usually half note-80-80 (in 1 or 2 if possible).
3. Dynamics are not written, determined by text (syllabic stress).
4. Smaller ensembles (4-16)
5. No bar lines.
6. Often performed for the wealthy in courts and palaces.

BAROQUE (1600-1750)

1. Solocist style. Opera, cantata, oratorios, recitatives, arias.
2. Orchestra began to expand as did organ and harpsichord.
3. Terricc dynamics.
4. Rhythmic drive.
5. Larger ensembles (25-35)
6. Ornaments--trills and appoggiatura.

CLASSICAL (1750-1820)

1. Performed in Concert Halls.
2. Ornaments and trills are written in.
3. Simple (Easier) harmony.
4. Formal structure
5. Still instrumental in style.
6. Dynamic range increases. f--p--mf solo voice

ROMANTIC (1820-1900)

1. Chromatic harmony
2. More conductor oriented (Rubatos, fermatas, tempo decisions.
3. Tempo (metronome) markings began to appear.
4. Richer tone (full, vibrato).
5. Expressive (< >).

TWENTIETH CENTURY (1900-PRESENT)

1. Dissonance
2. Eclectic (variety).
3. Electronic music.
4. Tone quality leans toward 'straight'.
5. New notational systems.
SURVIVAL OF WAR

SOCIAL STUDIES: GROUP LECTURE 9

Through the experiences of war, people and their ways have endured. Cultures, languages, music, and even political systems have withstood the challenges that war creates.

What exactly makes a culture survive?

1. Money
   -the culture or group that has gained more financial wealth than the opposition.

2. Technology
   -the advances that are made within a society that enhances a populations development.

3. Willingness To Change
   -the motivation within the society must be equal in order for their to be an effective change.

4. Knowledge
   -there must be a mental awareness of what goal is going to be attained and within that awareness a substantial amount of knowledge about that particular goal.

Facts:

1.) We (Americans) speak English as a result of the French and Indian War against the British. The Indian culture could not survive.

2.) America gained independence from Britain, the American Revolution. They went from a monarchy to a democracy.

3.) The Civil War allowed the North to prevail and the South remained at little. However, the South was still able to keep some forms of their pride in their rebel flag, plantation farms, and the "southern- belle" reputation. Slavery was supposed to be
over at the end of the war, but the issue still prevailed in some areas of the South. The North brought the movement of industrialization into our country, which later greatly benefited us.
SURVIVAL OF WAR

SOCIAL STUDIES : LECTURE 10

In seeing how different cultures were spared due to survival in the earlier years (point 1-3 in lecture 9) up to the late 1800's, we will now take a look at the latest survival of different cultures in time.

4.) The Aryan race was trying to take over the world in World War II. The Americans stopped Germany's take over, and they also stopped Japan's attempt in taking over the United States also. The American culture survived in this time of war. We still take pride in our allegiance to our flag that represents a free country.

5.) The American culture also survived a period of time called the "Red Scare". This was a time that communism literally had made the Americans feel threatened in their own country. Anyone, whom the government was suspicious of being involved with the communist party, went under severe interrogation.

6.) The Vietnam War contained communism cultures and enlightened a sense of freedom and peace within the United States. This is where Woodstock fits into the American culture. The peace signs, make love not war slogans, and the true hippy look. Still today, there is that generation which has endured through that time period and makes an impressionable mark on the generation of today. Style has brought back the bell-bottom pants, the jewelry with bright colors, hairstyles, and sandals.

7.) The latest threat on America was the Gulf War. America's solid stance in that time of war showed that the American culture still thrives strong today. It made America's reputation of the best still evident in the eyes of its citizens and other countries as well.

It is important that culture thrives among the changing times. With the survival of language, music, and other cultural aspects, we are able to learn a whole new history about a particular society.
SOCIAL STUDIES: ACTIVITY

Objectives:

1.) The students will be able to list the vocabulary words that are introduced.
2.) The students will participate in two (2) battle simulations.
3.) The students will understand the importance of the types of weapons used in war.
4.) The students will understand the importance of troop movement before and during a battle.

Activity:

1.) Two battle simulations will take place during the class period. As the teacher is introducing each battle situation, he/she will incorporate the vocabulary words that the students will be required to know.

2.) Simulation One will begin.

   A.) The teacher will divide the class into two (2), fifteen (15) member teams.

   B.) Each student will receive a squirt gun as the only weapon that can be used.

   C.) The simulation will proceed as planned. The teacher will begin moving the “troops” from Team One to the flanks of Team Two. This will create a situation where Team One will surround and defeat Team Two.

   D.) As the students' movements are guided by the teacher, the vocabulary words will be reinforced with the use of examples that
occur during the battle simulation.

E.) The simulation will demonstrate how the simple task of moving troops to the flanks, and in the process, surrounding the enemy is much more successful than keeping all of the troops in a small area to fight the enemy.

F.) The teacher will then divide the class into two (2) different teams. One team will have eighteen (18) members -- Team One, and the other team will have twelve (12) members -- Team Two.

G.) Team One will be given eighteen (18) squirt guns and four (4) tennis balls that will represent hand grenades. Each grenade will be able to kill three (3) enemy troops. Team Two will be given twelve (12) squirt guns.

H.) The simulation will demonstrate how the use of different weapons can help an undersized group of troops defeat a larger group of troops that do not have as much weaponry.
SURVIVAL OF WAR

ENGLISH: ACTIVITY

Objectives:

1.) Students research an Indian culture that was involved in a war.
2.) Students will give a one page report on an Indian culture that has survived a war.
3.) Students will go to the library to conduct research.
4.) Students will turn in a rough draft of the paper.

Activity:

Students will go to the library and conduct research of an Indian culture that has survived a war. In a one to two page paper, the students will explain how the culture has survived. The students will turn in the rough draft of the paper at the next class meeting time.
SURVIVAL OF WAR
MUSIC: ACTIVITY

Objectives:
1.) The students will listen to music that came about because of the war.
2.) The students will listen to a piece that was popular during WW II, in Germany. (The classical piece that was popular during World War II in Germany is Wagner's opera "Tristan and Isolde". The piece that will be played is called “Liebestod”.)

Activity 1:
1.) The students will listen to a protest song from the Vietnam conflict.
2.) The teacher will ask the students to mention anything that they know about the piece or of the period.

Activity 2:
Many pieces have came about because of war. Many times some of this music was used to help with the morale of the troops.
1.) The students will watch the video about the making of the song "Voices That Care", which was made for Desert Storm. The students will be reminded that this happened during their lifetime. They will also need to be reminded that the students that wrote the letter are about their age now.
CREATE A SONG.

NAME: ___________________  DATE: ______________


__________________________________________________________

VERSE 1
__________________________________________________________
__________________________________________________________
__________________________________________________________

VERSE 2
__________________________________________________________
__________________________________________________________
__________________________________________________________

VERSE 3
__________________________________________________________
__________________________________________________________
__________________________________________________________

DESCRIPTION OF BEAT OR TONE:
__________________________________________________________
__________________________________________________________
Field Trip Report

Site visited: Levi Coffin State Historic Site

Complete mailing address: Levi Coffin State Historic Site
P. O. Box 77
Fountain City, IN 47341

Telephone: (317) 847-2432

Contact person: Mrs. Saundra Jackson

WE'RE GOING ON A FIELD TRIP!

When purposing to take one's class on a field trip, it is
Facilities:
Gift shop: Souvenirs can be purchased inside the main living area of the house. Items range in price from $.10 for a piece of stick candy to $18.00 for a sweatshirt. Other items available include the condensed version of Levi Coffin's book, an extremely historically informative coloring book, laminated examples of historical posters demanding a slave's return, and several other historically appropriate books.

Food service: The house does not provide food service. Eating, drinking, and smoking are strictly prohibited in the house.

First aid: A basic first aid kit is available in the bathroom. It contains bandages, tape, gauze, etc.

Accessibility for students with disabilities: needed accommodations:
Visually impaired students should be accompanied by a buddy who verbally relays what he/she is seeing. Auditorily impaired students should be accompanied by an interpreter if possible. If not, providing the students with as much written history of the house and the time period as possible will help prepare them for the visit. Two free brochures and several books are available through the Coffin house, National Geographic featured the house in its July 1984 twenty-six page article on the Underground Railroad, and other materials can be found in the library. The entire first floor, except for the small staff bathroom, is handicap-accessible. The Coffin volunteers are currently creating a video of the upstairs and downstairs that can be viewed from the first floor.

Overview of site visit:
The Coffin house offers a rich and accurate history of the Underground Railroad, Colonial life during the time period, and the lifestyles of the Quakers who occupied the house. The buggy and hidden-bottom wagon illustrate the secretive transportation of slaves. The Coffin's private basement well allowed for an unmonitored usage of water. The house has many distinct architectural features of the time period which seem to have been unaltered with the passage of time. For example, many of the glass windows are bubbly originals and the original fireplaces unique to each room tell a story of their own. The Quaker clothing, the quilts on the beds, the rugs on the floors, and the catches on the doors are all as dated as the home and illustrate the "simple" life of a Quaker family. The home's trundle bed, spinning wheel, cooking area and utensils lend further insight into the daily lives of the Coffins. The copy of Levi Coffin's will and letter to his son granting his request
Overview of site visit:
for money helps students understand and perhaps identify with the Coffin family and pioneers from colonial times.

Teacher recommendations:
A visit to the Coffin house would fit nicely into the 4th grade Indiana History colonial curriculum, and the slavery studies of the 8th and 11th U. S. History classes. In preparing for the field trip, I would recommend making an appointment for a class tour approximately one year in advance. I also feel reviewing Uncle Tom's Cabin, the National Geographic article and the Coffin book before the trip would help orient students to the time period, spark their interest, and emphasize the significance of the house. The tour will last at least an hour; an unrushed tour of an hour and a half is preferred. Rain gear may be necessary since the tour includes a quick trip out to the barn. Also, since the home lacks heating throughout most of the house, students may wish to layer their clothing on chilly days. As a follow-up activity to this trip students could: verbally relate their observations to the information they acquired before the trip, write a journal entry as a Coffin family member, role play atypical hour at the Coffin house in the classroom, write a letter of appreciation to the volunteers listing 5 things they liked or learned, and/or design their own colonial home complete with pioneer furnishings and Underground Railroad features.
Oftentimes as employers view potential employees portfolios they ask themselves the question, "Yes, but can she write well?" I have chosen to enclose an example of my writing ability in my portfolio to cause prospective employers to answer that question with a resounding, "YES!" I feel that the ability to articulate one's views and support for them in an organized, perceptive, and grammatically correct fashion is an essential talent that should be cultivated in all students. As a professional educator, I intend for my writings to serve as learning examples that may be modeled by my students at all times.
VOUCHERS: A THREAT TO DEMOCRATIC EDUCATION

The utilization of vouchers by school systems will result in the endangerment and possible extinction of the basis of American democracy -- a strong public school system that provides an equal, inclusive education for all its citizens. While public schools strive to provide an equal, inclusive education that minimizes socioeconomic differences and fosters a mutual understanding and respect for various groups, the utilization of vouchers will undermine these goals. Using vouchers, parents are able (with some more able than others) to choose which schools their children will attend. Thus, parents and various social factors affecting parents' freedom to choose would play a large role in determining which opportunities are available to which children. Vouchers allow parents to overextend their freedom of choice by restricting the future choices and options of their children.

By February of 1992, 42 states had considered, introduced, or enacted some type of choice legislation. (Uchitelle, 1993) The United States has experimented with this type of legislation sporadically geographically. Voucher plans vary regionally according to target audiences, funding proposals, and educational goals. The plans discussed in this essay are the more established and well researched. The common goal that unites all voucher plan supporters is their desire to swiftly solve the perceived social problems of our public education system by utilizing Adam Smith's invisible hand in the economic arena. However, I fail to see the rationale in approaching the solution to complex social problems by tossing something as important as the education of future generations into a purely economic market arena in which one's educational opportunities are available to the highest bidders or those most able to bid. The economist, Edgar Browning provides the following illustration in his text on public finance:

"In situations in which the government has performed poorly, it does not follow that the market will necessarily function better. Consider this argument: 'The influence of the military-industrial complex has led to great waste in the defense budget; therefore, we should rely on the market to provide national defense.' The fallacy is clear." (1994) I argue that this fallacy is equally as clear when one is considering the educational system. An institution as essential and future determining should not be left to the profit motivated market alone to "care" for it. This paper will illustrate the further exacerbation of social problems vouchers will create.
For example, with parents free to choose which school their children will attend, various groups in society may elect to segregate themselves from others different than themselves. As Peter Cookson, author of School Choice, puts it, "If we remove the legal and moral barriers that have been erected against segregation, we will create a system of public and private schools that are divided by class and race. There is a distinct possibility that the ideal of the common school will evaporate from public consciousness." (1994, p.95) Jeffrey R. Henig, author of Rethinking School Choice: Limits of the Market Metaphor, also believes that school choice could serve as a vehicle for redrawing racial lines. (1994, p. 115) After illustrating numerous historical examples in his book of the United States' past attempts at doing just that he concludes: "Clearly racial animosities and fears provided the soil in which many of the earliest proposals for vouchers and school choice took root. It would be comforting to believe that we have severed our ties to this unflattering past, but it would probably be naive as well." (p. 114)

Self-segregation will also increase due to the simple fact that many voucher programs do not pay for the full amount of the cost of attending an elected public or private school. Therefore, it would likely be the wealthier parents that could afford to subsidize their vouchers and pay increased transportational expenses in order to send their children to the school of their choice. However, the less economically fortunate children whose parents are unable to subsidize their vouchers, will be left to attend the less expensive schools or the public schools in which they are currently enrolled. Since the school voucher market, like any other market, is based on supply and demand, one can assume the less expensive schools are the less demanded or least desirable.

Research that has been conducted concerning the variety of voucher programs shows that segregation is occurring. This segregation of students is oftentimes due to the level of education, income, expectations concerning children's educational achievements, religious, ethnic and/or racial interests of parents who choose where their children will attend school. For example, parents choosing to utilize the voucher programs in Minnesota, Milwaukee, and San Antonio are more likely to have some college education than parents who did not elect to send their children to a different school. In these programs, half of all nonchoosing parents did not graduate from high school.

The incomes of those families "eligible" to participate in "choice" programs plays a determining factor in their ability to choose. In San Antonio, nonchoosing parents are twice as likely as choosing parents to receive federal assistance. In Milwaukee, parents who send their children to a different school are more likely to be employed full-time when compared to the low-income nonchoosers. Choosing parents in Milwaukee, San Antonio, and Indianapolis have an even higher income level when one considers the number of children in the family. In these three programs, choosing parents had fewer children than nonchoosing parents; they
were able to afford to spend more money on each child for educational purposes. This extra income is vital since the vouchers awarded in Indianapolis and San Antonio pay only half of the private school tuition. Eligibility for San Antonio’s multilingual program is based strictly on academic merit and student interest (not financial need). The academic merit and interest of students (and/or their parents) is often influenced by the socioeconomic status and race of the family. For example, a black male living in an inner city school district preoccupied with helping his mother put food on the table may have little time or interest in pursuing additional educational commitments for which he may lack the time and financial and transportational resources. Therefore, the socioeconomic status and race of a family can act as a determining factor as to the students who attend choice schools. Research shows that the income levels of families whose children are enrolled in the San Antonio program tend to be much higher than nonchoosers. (Martinez, 1994, p. 679)

Some parents have higher educational expectations for their children. It is often these parents who elect to send their children to a different school. As a result, segregation can occur not only between the have’s and have not’s but between the children of those parents who recognize and believe in their children’s educational potential and those who do not. In this case, children’s educational opportunities are restricted by arbitrary social factors (parental expectations influenced by socioeconomic status) that work to reinforce the social inequalities currently present in today’s society. For example, children (i.e. of less economically fortunate parents who do not expect their children to attend college) attending the less desirable schools who do desire to attend college may not have the same resources and curriculum available in their schools to prepare for it. This loss of students’ educational opportunities, due to no choice of the students whose educations are involved, is hardly fair or justifiable.

Interestingly, this type of segregation due to parents’ educational expectations of their children can be found in Milwaukee, an area with relatively high expectations for children throughout the population. In Milwaukee, more choosing parents than nonchoosing parents expect their children will attend college or do postgraduate work. In San Antonio, a more diverse and socioeconomically stratified city, the differences in parental expectations are more extreme. More than half of the parents who elected to send their children to different private or public schools expected their children to attend graduate or professional school. Only 17% of nonchoosing families thought their children would do so. In fact, more than a quarter of nonchoosers expected that a high school diploma would be the highest educational achievement of their children. (Martinez, p. 681)

The maintenance of religious culture is often an important consideration of families choosing to send their children to private schools using vouchers. Vouchers increase the ease with
which parents are able to isolate their particular group from the rest of society. For instance, San Antonio provides vouchers which allow children to attend private schools. Families which utilize this option are twice as likely as nonchoosers to engage in religious activities more than twice a week. Ninety-five percent of parents utilizing San Antonio’s private school option state that religious training is important or very important. Sixty percent of these students attend Catholic schools. Three-fourths of students involved in Indianapolis’s choice program attend Catholic schools. (Martinez, p.681) Obviously, religious preferences can be a determining factor in the utilization of private voucher programs.

The desire to maintain ethnic traditions is a common concern of parents electing to utilize vouchers. For instance, choosing parents in Milwaukee rate the maintenance of such traditions more highly than parents of children attending public schools. In Milwaukee, three of five of the main participating private schools emphasize African American or Hispanic culture. (Martinez, p. 680) Oftentimes informing urban minority parents of the options involved in a voucher program can be a next to impossible task. These parents frequently do not speak English, have limited contact with the schools due to their work schedules, or are distrustful of the parent/school relationship. For example, in San Antonio, one-third of nonchoosers did not know about the public school multilingual option, and over two-thirds were not aware of the CEO private school scholarship program. (Martinez, p.680) These parents were not given the "choice" to utilize the voucher programs available. However, it is unlikely that these parents would be able to exercise their American freedom of choice due to their likely lack of financial resources and the problems stated above.

Racial segregation caused by vouchers occurs due to many of the other different types of segregation and variables discussed previously. However, as Cookson and Henig predicted, evidence of strictly racial segregation is still with us today. For example, after analyzing 450 requests to transfer into Montgomery County’s magnet schools in 1985, one finds that white parents elected to request transfers into schools with fewer minority students. Minority parents preferred transfers into schools with fewer white children. In fact, "the racial and ethnic composition of the student body was a better predictor of transfer requests than were other characteristics of the schools, including indicators of school resources, special programs offered, school performance on standardized tests, or the degree of satisfaction expressed by parents with children already at the school." (Henig, p. 165) I feel that this example most clearly illustrates the desires of some parents to insure that their children are educated exclusively with people like themselves; one might say that the parents participating in this choice program obviously did not have their children’s best educational interests at heart.

Although one may see the future gravitation of individuals towards others like themselves in terms of socioeconomic status,
race, ethnicity, religion, etc. due to the utilization of vouchers, one may fail to see the tragedy of this divisional movement. After all, isn't America based on the freedom of choice? Don't parents have a right to insure (if they can afford it) that their children are educated in a manner that they see as most appropriate? However, if the freedom of choice is viewed as an American right equal to other rights, the authority to exercise it stops when it infringes upon the rights of others.

Amy Gutmann, author of Democratic Education, argues, "It is one thing to recognize the right (and responsibility) of parents to educate their children as members of a family, quite another to claim that this right of familial education extends to a right of parents to insulate their children from exposure to ways of life or thinking that conflict with their own." (1987, p. 29) Gutmann argues that children must be exposed to various ways of life and be given the skills and opportunity to rationally deliberate different ways of life so that they are able to choose the way of life most desirable to them. She feels it is crucial to insure the future of choice and that the state can make choice possible by "teaching its future citizens respect for opposing points of view and ways of life." (p.30)

Perhaps the best way to insure that the choices of the future are maximized is to minimize the arbitrary social and parental restrictions that predetermine the future choices of today's children. Denying parents' the right to utilize vouchers and choose their children's schools could prevent parents from denying their children exposure to different ways of life and the opportunity to rationally deliberate and choose a particular way of life. Thus, this restriction of parental rights could provide children with the opportunity to truly exercise their rights to choose by ensuring that children will be exposed to various options and given the opportunity to understand, evaluate, and appreciate them in the public schools. In the absence of vouchers, public schools could provide children with these opportunities and an increased understanding and respect for others different than themselves. This empathetic sensitivity is essential in a democracy in which citizens are responsible for electing officials who will insure that the needs of various groups are met.

I agree with Peter Cookson that, "A strong public school system is the nursery of democracy." (1994, p.138) I feel that a strong public school system can minimize the hostility present between different groups and foster cooperation, understanding, and respect between them. It is in those cities where discrepancies in wealth are greatest and those countries where differences in cultural values are greatest that social problems thrive. As Horace Mann put it, "Education... beyond all other devices of human origin, is the great equalizer of the conditions of man -- the balance-wheel of the social machinery... It does better than to disarm the poor of the hostility towards the rich; it prevents being poor." (1891, p. 251) Public schooling in which all children are given a common educational foundation and equal
opportunities to choose depicts the device of balance Mann depicts above.

In conclusion, I feel that children must truly be given equal opportunities and the chance to understand others different than themselves in a democracy. Public schooling provides these opportunities in an inclusive manner that minimizes differences in socioeconomic status. All children, regardless of their socioeconomic background, race, religion, academic merit, and ethnicity are given an equal education that strives to foster mutual understanding and respect for various groups. The utilization of vouchers allows differences in socioeconomic status and the self-interest of parents, not decisions made by students, to limit the opportunities available to students. I feel that the freedom to choose and the right to equal opportunity are vital rights that must be preserved in a democracy. Therefore, I feel that the utilization of vouchers should not be permitted; it unfairly and unjustifiably inhibits and prevents the expression of both of these rights.
BIBLIOGRAPHY


People Like What They See!

Observational Evaluations and Corresponding Lesson Plans and Materials

The evaluations that follow were conducted by:
- Karen Mellum, a graduate assistant for the Learning Center at Ball State University, Muncie, IN, April 1995
  She observed a supplemental instruction session I led.
- John Rust, supervising teacher at Wilson Elementary, Muncie, IN, November 1994
  He observed the lessons I taught in his classroom while enrolled in EDJHM 285 (middle school participant observation).
- Mike Kelly, supervising teacher at Muncie Central High School, Muncie, IN, October, 1994
  He observed my instruction in his classroom while enrolled in EDSEC 280 (high school participant observation).

I utilized the plans and materials that follow each evaluation while I was being observed. I created all of the materials with the exception of the article “Growing Up in Ancient Rome.”
SI Observation Record

SI Leader: Julie B  Class: SOC 100
Observer: Karen  Date: 4/19  Time: 2:00-3:00 pm

Number of students attending: 2

Called students by name: yes  no: Great!

Strategies used during the session:
- Reviewed key terms
- Great breakdown of complex terms into simpler parts
- Drew in material from textbook and class
- Allowed time for questions
- Was this your study guide or was it from class? Sounds like you made it up in online form?

Student involvement: excellent  good  OK  poor
Comment:
- Asked questions for clarification
- Answered questions - but tentatively & quietly. (They were really quiet!) But they seem interested & involved
- They picked up more towards the end - participated more

Pacing: excellent  good  OK  poor
Comment:
- Positive, good examples, drew people in through upbeat presentation & laughter
- Could stand up, use board, or overheads

Boardwork: N/A
Responses to student questions and comments:
- Very comfortable and open to student questions and answers
- Provided positive support to student answers but also added necessary clarification
- Thorough and practical in explaining terms. Excellent examples - very clear and at a level they understand

Study skills comments:
- Pointed out bold items in text
- Highlighted key concepts from class

Conclusion: excellent  good  OK  poor
Comment: Told them how to finish outline and encouraged them to work on their own.

Other particular observations or comments:
Julie, you have a comfortable and open/receptive presentation style. Your examples are clear and you obviously know the material very well. You carefully and thoroughly break down large terms into understandable parts - this is excellent. I like the way you use more complex thinking skills by asking hard and witty questions as well.

If you did the study guide - excellent work. Even if not, you covered the main important terms. Could use a quiz at the end...? Great work.
Urban Society

As you read chapter 18, the incomplete outline that follows may be used as a study guide. As a class, we will examine the extraction of this outline from the text and develop an outline for the last five pages of the chapter.

I. Urban Society
   A. The Rise of Cities
      1. urbanization (define)
      2. preindustrial vs. industrial city
      3. push of rural areas and pull of cities
   B. Urbanization in the U.S.
      1. birth of cities (location patterns)
      2. functional specialization
      3. urban hierarchy and hinterland relationship
   C. Urbanization in Third World
      1. scale:
      2. overurbanization:
      3. primate cities:
      4. % urban in Latin America, Asia, Africa
   D. Urban Life
      1. gemeinschaft vs. gesellschaft
      2. common theme of Toennies, Simmel, Wirth, etc.'s writings
      3. community
      4. close relationships?
      5. frequency of mental illness
6. relationship between crowding and mental illness
7. diffused responsibility
8. pluralistic ignorance
9. level of tolerance
10. city as "arena of conflict"
11. reasons crime occurs in cities

\section{The Structure of the City}

1. human ecology
2. types of city structures
   most are:
   all partially based on:
3. social segregation
   most occurs on basis of:
   most pervasive type:
4. racial segregation
   racial steering
   blockbusting
   redlining

\section{1.
Clinical Supervisor's Evaluation Form
EDSEC 280/EDJHM 285

Student: 
School: Wilson

Term: Fall 94
Section: 04
Clinical Supervisor: Mr. Rust

INSTRUCTIONS:
Clinical Supervisor: Circle the number representing your evaluation of the student's performance. Please use the space provided for comments and/or summary.
Student: If requested to do so, indicate your evaluation of your performance by underlining the appropriate number.
Distribution: White and yellow copies to be collected by professor on specified date. Pink copy to be given to student by clinical supervisor during conference. Gold copy to be retained by clinical supervisor.
Scale: 1 (unsatisfactory); 2 (fair); 3 (average); 4 (good); 5 (outstanding)

1. Initiative 1 2 3 4 5
2. Enthusiasm 1 2 3 4 5+
3. Poise 1 2 3 4 5
4. Effectiveness with individual students 1 2 3 4 5
5. Effectiveness with groups 1 2 3 4 5
6. Rapport with students 1 2 3 4 5
7. Respect for students 1 2 3 4 5
8. Overall classroom management 1 2 3 4 5
9. Planning and organization 1 2 3 4 5
10. Sense of responsibility 1 2 3 4 5
11. Effectiveness of presentations 1 2 3 4 5
12. Use of varied methods and materials 1 2 3 4 5
13. Knowledge of subject matter 1 2 3 4 5
14. Oral communication skills 1 2 3 4 5
15. Written communication skills 1 2 3 4 5
16. Response to constructive criticism 1 2 3 4 5
17. Attention to personal grooming 1 2 3 4 5
18. Attendance 1 2 3 4 5
19. Other (specify) 1 2 3 4 5

Clinical supervisor's comments and/or summary:

Julie Beery has worked with a heterogeneous group of seventh grade students during her class. I had the opportunity to observe her in one of the two classes she taught. Her performance was outstanding. The lesson was extremely well prepared, she used both primary and auxiliary materials, and her presentation was effective. This was also evident in the summary.

Date: 11-27-94

Clinical supervisor: Mr. Rust
Presidential Qualities

Objectives:
1) Students will identify qualities they desire in Presidential candidates.
2) Students will prioritize Presidential qualities according to their importance.

Activities:
1) Brainstorming Session
   Ask students to list qualities they look for in a candidate and write their ideas on the board.
2) Ask students to suggest which qualities on the board should be starred as most important.

"(Student's Name) for President!"

Objectives:
1) Students' self-appreciation for Presidential qualities they possess will be stimulated.
2) Students will develop their creativity and ability to "sell themselves" by creating their own campaign poster.
3) Students list similarities between qualities necessary to win the Presidency and qualities needed to do well in school.

Activities:
1) Ask students to consider which qualities on the board they possess. Which could they possess by the time they campaign?
2) Ask students to consider how they would "sell" these qualities on a campaign poster. Provide examples. Which would they stress as their greatest strength?
3) Students will design their own campaign slogan and poster.
4) Students can volunteer to share their posters with the group.
5) Ask students to look at their greatest strength(s) in their campaign posters and other qualities they possess on the board. How could they utilize them to do better in school? Ask for students ideas.
7th grade social studies
Chapter 3, lesson 3
A Tour of Rome through Pictures

Objectives:

1) Students' interest in and appreciation for Roman culture will be enhanced as evidenced in the number and content of questions asked by students.

2) Students will identify art from the time being studied as primary source material.

3) Student motivation to seek out interesting reference materials independently will be increased as evidenced in their interest in the pictures shared with them.

4) Students will enter important terms and concepts into their notes (Pompeii and Vesuvius, aqueducts, importance of slaves, public baths, gladiators, etc.)

Procedures:

Introduce topic
Establish procedures, required conduct, results

I. Pompeii (ask students to identify by showing pictures)
   Why was Pompeii destroyed? *Mount Vesuvius, A.D. 79
   Why was Pompeii first uncovered? treasure hunters
   What was life like in Pompeii? How can you tell by these pictures?

II. What would your daily life be like during this time?
   Create interest in the answers to the following questions = motivation and structure for reading short article
   What would you wear? Did makeup exist? Where would you sleep? What would you eat? How would you bathe? Did Rome have paved streets? Would you have to take the garbage out? Did Romans have "Beware of Dog" signs?
   students read "Growing Up in Ancient Rome"
   answer above questions and show pictures to answer ones not in reading (overview of Rome, makeup, oil not soap, toilets and sewer drain, *aqueducts for running water (plumer=lead), bath houses, bedroom, *slave powered crain, map of Rome, beware of dog sign)

III. How did people earn a living?
   What jobs did article list?
   Would art of the time depict jobs?
   mosaics: farm (Who did most of work?), fishing, grain boat (what is use?)
pictures: snack bars, bakeries, Roman Forum
other work (pictures): *slaves on farm, running crain
What about the poor? picture of free bread bakery
Do we give free food to the poor? Do same jobs exist today?

IV. What did people do for fun?
picture: Colosseum - What used for? seats 45, 000 pop.
pics and art for activities: gladiators=slaves and criminals, lion vs. bear, flood for naval battles (pic. of ship remains) largest amphitheatre
What do these games tell you about what the people liked and valued? Why would people like these games? What are advantages of people enjoying violence? Help build strong army?
pictures: Circus Maximus, acrobats
size: holds more than New York’s Yankee Stadium, Houston’s Astrodome, Minneopolis’s Metrodome, and Los Angeles’s Anaheim Stadium combined!
M*L+CM+L+XXIV+C*ll = as a class, solve on the board race track, # of laps? what did they race?
some chariot drivers earned about 1.5 million in today’s dollars -- they earned more than senators of that time!
pictures: dice at taverns
Do we do similar things for fun? Why?

V. If time remains... review Roman numerals on board
math board races with problems and answers written in Roman Numerals
Growing Up in Ancient Rome

How would the day of an 11-year-old Roman compare with your day in modern times? Put yourself in Rome in the year 130 A.D. First of all, there would be no more "sleeping in" until late morning. Nearly everyone in Rome was up by dawn or before. With no electric lamps and poor indoor light, rich and poor were up and about early to take advantage of the daylight hours.

Would you take a morning shower? Probably not. Chances are you would be going to the public baths later in the day anyway. How about some breakfast then? Again, probably not. Romans often just had a glass of water upon waking, or maybe a bit of bread. Wealthy families may have added a little cheese or a sprinkle of raisins and olives.

What would you choose to wear? Young people in Rome wore sandals, simple undergarments that were tied about the waist, and tunics, which were simple T-shaped garments. Depending on the wealth of their families, some boys wore togas over their tunics. A toga was a large piece of cloth wrapped loosely around the body. Girls wore loose-fitting dresses called stolas. Around their necks, most children wore bullas, which were lockets given to them at birth. Girls wore their bullas until marriage. Boys took theirs off when they became full citizens at 14 to 17 years of age.

Once dressed, it would be time for you to go to school. If your family could afford it, you would be taught by a very strict teacher. A beating in school was not uncommon if a student failed to learn the lessons. One old proverb went, "He who is not flogged is not educated."

Once you were on your way, you'd pass through the narrow streets overflowing with pedestrians. But you had to step carefully and watch what might be thrown out of windows. Ancient Romans had no organized garbage system. They just threw anything they didn't want out into the streets.

Most people went around Rome on foot, since horses or carriages were banned from the streets from sunrise to 4:00 P.M. Dogs barked, and laughter and shouts could be heard as citizens, soldiers, housewives, senators, slaves, bankers, craftspeople, and merchants all hurried by on the stone-paved streets.

(Continued on page 12)
Growing Up...

You'd pass buildings with shops that opened out from the first floor. Some were just stalls with counters to display the simple things they had to sell, such as food, pottery or tools. Better shops sold things like hand-blown perfume jars, silks from the Far East, or fresh fish from the coast. Some offered sword-sharpening or toga-cleaning services. Even the streets of poor areas were lined with bakeries, wine shops, vegetable stands, and cheap restaurants.

Above the shops were apartment houses called insulae (ihn suh Iy). Most residents of Rome lived in these poorly-made buildings. A whole family may have been crowded into a single room. Insulae often caught fire and sometimes even collapsed under their own weight. When landlords wanted more apartments, they just kept adding floors.

Taking a BATH in Public?

Going to the public baths was a social event as much as a cleansing one. Romans may have been the cleanest people in the ancient world. People came to the baths to relax, discuss the latest news, gossip, and generally, have a good time.

Who went to the baths? Rich and poor came regularly, as did both men and women—but at different times of the day. Women's hours were usually in the morning and men's hours were in the afternoon and evening. Very young children probably went with their mothers while older boys went with their fathers.

The public bath was a huge building which contained several large pools of water of different temperatures. The water was heated by an underground furnace which slaves kept burning. Around the pools were dressing rooms, playing grounds and gymnasiaums, gardens, shops, restaurants, beautiful shaded walkways with fountains, libraries, and sitting rooms.

A regular routine was followed. Bathers would enter a hot, dry room—like today's sauna—to sweat the dirt out of their pores. Next stop was the caldarium, the hottest of the three baths. Here the bathers sprinkled hot water on their skin and scraped off the sweat and dirt using a tool called a strigil.

Clean and dry, bathers next went to the tepidarium, a lukewarm pool in a huge, vaulted room. The final step in a bath was a quick plunge into a cold pool, correctly named the frigidarium.

After-bath activities included visiting a barber or hairdresser, talking with friends in the sitting rooms, reading in the libraries, or taking walks along the tiled walkways.
**Department of Secondary, Higher, and Foundations of Education**  
**BALL STATE UNIVERSITY**  

Clinical Supervisor's Evaluation Form  
EDSEC 280/EDJHM 285

<table>
<thead>
<tr>
<th>Student</th>
<th>Julie Beery</th>
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18. Attendance | 1 | 2 | 3 | 4 | 5 |
19. Other (specify) | 1 | 2 | 3 | 4 | 5 |

Clinical supervisor's comments and/or summary:  

**Was a pleasure to work with you. Will be an outstanding future educator.**

**Date:** 10.14.94  
**Clinical supervisor:** Mike Kelly
Advertising - A Sign of the Times

1) What product is the advertisement trying to sell?

2) What methods are used to sell the product? (Describe pictures, images and emotions created, who the ad is selling the product to)

3) What does the advertisement show is valued in society? (appearances, hard work, fashion, health, relaxation?)

4) Give examples of how these values are seen as norms in today's society. (women spend an hour doing their hair each morning, students go to school and have part time jobs, etc.)

5) To what extent are the norms you listed above internalized? Why do you think these particular norms are or are not? (eating with a fork may be an internalized norm if one believes it is the civilized thing to do)

6) Are the norms you listed above sanctioned? How? (positively, negatively, informally, formally?)