

1968

## The Identification of Concepts, Concept Clusters, Objectives, and Suggested Organizational Patterns for the Teaching of American History at Mount Si High School

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THE IDENTIFICATION OF CONCEPTS, CONCEPT CLUSTERS, OBJECTIVES,  
AND SUGGESTED ORGANIZATIONAL PATTERNS FOR THE TEACHING  
OF AMERICAN HISTORY AT MOUNT SI HIGH SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
M. Dale Leavitt  
August, 1968

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APPROVED FOR THE GRADUATE FACULTY

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## ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. George Grossman, Committee Chairman, for his time, encouragement, guidance, and assistance in the preparation of this study.

Acknowledgment is also accorded Mr. Frank Carlson for his suggestions and service on the thesis committee.

This writer expresses a special thanks to Dr. Dan A. Unruh, for without the use of his private library, his knowledge of conceptual schemes, and his persistent encouragement, this study may not have been completed.

A most grateful appreciation is given to this author's wife, Dorothy, and family, Gaylene, Dale, Richard, and Danny, who have sacrificed a year and a half of their youthful lives to allow father to attain a Degree of Master of Education.

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

The teaching of American History has been an intricate part of the educational establishment from 1776 to the present. The home, the church, the one-room school house, and today's comprehensive high school, along with support from America's patriotic tradition, have indoctrinated a course of United States History not once, but several times into a student's twelve-year curriculum sequence.

Because educators, as well as parents and politicians, believed that the teaching of history accomplished wonders--from developing the mind to creating good citizens--history, as a course, has become a tradition within the American student's daily curriculum. As a tradition, the teaching of history has been characterized by classrooms which stress teachers' lectures, interspersed with questions regarding specific factual recollection of last night's assignment. The chalkboards serve as constant reminders of chronological listings, time lines, words to define, and page-by-page assignments. The students are further plagued with numerous tests on subject matter content and are thwarted by a grading system which rewards the student who conforms to the tradition.

The condition of history as a course has prompted Ralph W. Cordier, President of the National Council for the Social Studies, to

state, "While it is contended that history is a subject worthy of the most serious study for young and old alike, it is frankly admitted that history probably is the most poorly taught subject in the school curriculum" (10:437). The words of B. F. Skinner, Harvard psychologist, in his comments titled Why Teachers Fail?, are especially appropriate when applied to the teaching of American History.

. . . modern American education is dominated by punishment. The teacher, denied corporate punishment, has turned to other devices. The prevalent attitude seems to be: Pass this test or suffer the consequences; Report accurately or be embarrassed when called upon to recite (27:72).

The pinnacle critique of today's history was made by Edgar Bruce Wesley. He proposes the abandonment of history as a content course. History serves its greatest function as a resource. "History needs no separate existence for teaching or learning; it is a service study, not a self-sustaining discipline. In fact it functions most usefully when suffused with other elements and subjects" (50:7).

The 1960's have seen more money, time, and effort placed at the disposal of social studies curriculum evaluations and improvements than ever before. This accumulative enterprise is likely to continue in the future. It could be safely predicted that even greater sums of financial assistance will be available for curriculum development as the nation attacks its domestic problems with increased vigor and is able to reduce its foreign commitments.

This study was perpetrated out of a concern for the value of the traditional United States History course for today's youth and their contemporary needs, desires, and interests. Evaluation of this writer's experiences with teaching United States history to juniors on the high school level and participation in a NDEA History Institute, "New Approaches to American History," sponsored by Dartmouth College in the summer of 1967, served as the beginning.

## I. THE PROBLEM

Statement of the problem. The teaching and learning environment associated with the subject, United States History, at Mount Si High School may be described as traditional. The learning environment is characterized by: single text, survey approach, arbitrary standards, chronological order, teacher domination, memorization of data, question and answer "discussion," and a graded philosophy underlying promotion.

The above characteristics do not appear appropriate means of attaining the educational goals of developing the understandings, skills, and attitudes related to living in a democracy.

Through the efforts of educational psychologists, academicians in the disciplines, and national curriculum studies, there are appearing new means presently believed to be appropriate in helping to achieve the

desired goals within the field of social studies. Many of the concerns includes modes of inquiry, conceptual techniques, and resource material.

Purpose of the study. The purpose of this study was to assist in the evaluation of the social studies by identifying concepts, concept clusters, and objectives. Suggestions for scheduling and grouping consistent with instructional objectives and which may be used as models for planning and organizing for the teaching of American History at Mount Si High School are presented.

Methods of research and sources of data. Information for this study was largely gathered from source material found in the library of Central Washington State College, Ellensburg, Washington. Personal interviews with academicians at Dartmouth College, Hanover, New Hampshire, and with representatives of several of the major curriculum centers --Harvard University, Carnegie Institute of Technology, and Amhurst University and Educational Services, Inc., Cambridge, Massachusetts-- were made possible while attending a National Defense Education-sponsored History Institute during the summer of 1967.

Active sponsorship and participation of curriculum meetings in the social studies field at Mount Si High School served as a sounding board for many of the new trends.

While attending Central Washington State College during the 1967-1968 school year, the personal libraries and conferences with educational leaders proved most helpful.

Limitations of the study. This study was limited to a survey of the work and accomplishment of the major curriculum centers working with the improvement of teaching American History on the secondary level. The identification of concepts, concept clusters, objectives, groupings, and organizational patterns, consistent with the planning and organizing for the teaching of United States History at Mount Si High School, was of major concern.

## II. DEFINITIONS OF TERMS USED

Concept. Concept is an evolutionary term. At its most concrete level, it could be a mental image of an object seen by a person. At a more sophisticated level, it could be an abstract idea or image arrived at by man's most highly cognitive skills. The following definitions portray the evolving character of concepts.

1. A mental image of a thing formed by a generalization from particulars. (Webster)
2. Concepts are categories or classifications, abstractions that apply to a class or group of objects or activities that have certain qualities in common [J. V. Michaelis] (41:31).

3. When we refer to the meanings associated with words and symbols . . . , we are defining concepts. Concepts may be regarded as categories of meaning [John Jarolimek] (34:534).
4. A concept is a defined idea of meaning fixed by, and as extensive as, the terms used to designate it.

A concept is the amount of meaning a person has for anything, person, or process.

A concept is a suggested meaning which has been detached from the many specific situations giving rise to it and provided with a name.

A concept is a logical construct capable of interpersonal use.

A concept is a word or symbols which stands for the common property of a number of objects or situations [Burton] (4:155).

Concept clusters. A concept cluster consists of a major concept with associated concepts of lesser sophistication which gives meaning to the major concept. Concept clusters are used in this study as the organizing structure for planning and organizing for instruction.

"A concept cluster is a set consisting of a basic or root concept and the concepts that are related to it and are needed to give the root depth and breadth of meaning" (41:32).

Conceptualization. Conceptualization is a cognitive process of the growth of concepts (13:59). The process involves induction from fact through concept, hypothesizing, generalizing to enlarged concept;

deduction from generalization to fact. Induction and deduction can work independently or simultaneously.

Data. Data are items of basic information, such as dates, weights, records of events, and facts.

Fact. "A fact is an event, state of existence, or relationship for which reliable evidence can be found and which entails a minimum of interpretation. Also, a statement about such events, and the like" (4:75).

Hypothesis. An essential step in the conceptualization process is hypothesizing. "The hypothesis is a suggested answer, an educated guess based on the facts in the original situation out of which the problem arose" (4:63).

Generalization. The ability to generalize is the most sophisticated step in the conceptualizing process. This concept includes what many educationalists refer to as the ability of transfer.

"Generalizations are statements of broad applicability that indicate relationships between concepts" (41:31).

A generalization is defined as a declarative statement expressing a relationship between concepts or other variables and has more or less universal applicability" (34:535).



Modes of inquiry. "There may be described in terms of the nature and sources of data, techniques of data gathering, processing and recording, and the instruments and conceptual models used" (41:34). Some of the most suggested modes of inquiry are: scientific method, induction, deduction, conceptualization, inquiry approach, historical method, and heuristics of learning.

Perception. Perception refers to the lowest level of conceptualization. It is a process of learning largely stimulated by the senses. In its most sophisticated form, it would include the cognitive skills of organizing, classification, and simple relationships.

Structures of a discipline. The structure of a discipline would include basic generalizations and broad ideas which the academicians can use to organize their academic pursuits. These underlying generalizations and principles help the academicians interpret and bring meaning to data. To be a recognized structure, it should have almost universal acceptance by those in the discipline.

The structure of an historical field is a small set of general propositions about the phenomena we hope to describe and explain and the associated methods for testing the propositions and constructing new ones (40:75).

The structure of knowledge--its connections and its deviators that make one idea follow--is the proper emphasis in education. For it is the structure, the great conceptual inventions that bring order to the congeries of disconnected observations that gives meaning to what we may learn and make possible the opening up of new realness of experience (36:400).

". . . body of imposed conceptions which define the investigated subject matter of that discipline and control its inquiries" (18:12).

While critiques on the present condition of the teaching of the social studies are many and critical, a survey of the national curriculum projects in history proved most gratifying. In Chapter II the ferment within the discipline of history is evident.

## CHAPTER II

### RESEARCH ON ACCOMPLISHMENTS OF UNITED STATES

#### HISTORY CURRICULUM PROJECTS

The beginning of what is known today as the national curriculum project in the social studies dates from a meeting of the National Council for the Social Studies in 1958. A commission, headed by Howard E. Wilson, lays open the task ahead:

The history of curriculum-making in the social studies has been characterized by unilateral effort--first the historians, then the educators, and in more recent years state or local committees of teachers. In each case the responsible group saw clearly a part, but not all, of the job to be done. Historians, for example, could not know the contributions of other social sciences as well as their own. Educators could see clearly the broad goals to be achieved by the schools, but underestimated the contributions which the various disciplines could make to education. Teachers knew much about children's interests and how they learn, but could not possibly be experts in all fields of social science, including behavioral studies, psychology, and measurement . . . .

Approaches to curriculum development that were appropriate in an earlier day no longer are good enough. American education must be upgraded to meet the needs of our day, and an essential step in this process is the assessment of the social scene and the social sciences to determine their relevance to the school program. Such assessments cannot be entrusted to any single group, whether historians, geographers, experts in the behavioral sciences, educators, or teachers. It calls for full cooperation of all interested parties, and each group must be afforded every opportunity to make its unique contribution.

Admittedly there has been cooperative effort of sorts in the past, in a kind of serial order with scholars calling attention to important concepts, behavioral scientists suggesting ways of modifying behavior, educators determining broad goals to be

achieved, and teachers undertaking the task of translating these recommendations into course outlines and teaching procedures. Even when more orderly working relationships were followed, the results were not good. When educators are given responsibility for elaborating content to make broad concepts meaningful, treatment may be inadequate. Or when scholars, drawing on their university teaching experience, attempt to prescribe what children should learn in the schools, the recommended content may be beyond the grasp of the learners.

To repeat, this commission believes, therefore, that a truly cooperative approach to preparing a social studies curriculum should make it possible to draw on the competence of all interested groups at each stage of the enterprise--the determination of major themes or concepts, the selection of appropriate illustrative content, the consideration of teaching and evaluating procedures, the allocation of responsibilities to various grade levels . . . . We believe that all the groups identified in this report are impressed with the importance of developing a school program to meet the needs of our day. It is now to provide an arrangement which makes it possible the achievement of this task (46:3).

From this point of time to the present, approximately forty national projects have emerged, mainly around university centers. Of the 437 schools surveyed by the National Council for the Social Studies in 1965, all reported some type of curriculum innovation. The study further established considerable activity on the state level with major curriculum revisions. Notable among those surveyed were: California, New York, Wisconsin, Indiana, and Florida (1:47).

Very little of a formal nature has been published about the accomplishments of these national studies in the history discipline with one exception. Dr. Edwin Fenton and John M. Good, co-directors of "A Social Studies Curriculum for Able Students," Carnegie Institute of

Technology, Pittsburg, Pennsylvania, who received a United States Office of Education grant early in 1960 and now are subsidized by the publishing company of Holt, Rinehart and Winston, have a number of publications. Dr. Edwin Fenton has published numerous professional articles dealing with the "new" social studies. He has also written a book entitled Teaching the Social Studies in Secondary Schools: An Inductive Approach and the paperback, The New Social Studies. On the market in the 1967-68 school year was the first of a series of inductive textbooks within the social studies field.

Dorothy M. Fraser, Professor of Education and Coordinator of the Social Sciences, Teacher Education Program, Hunter College, New York, and writing for the National Association of Secondary School Principals Association and the National Association for the Social Studies, identifies diversity and some common emphasis while reporting on the national projects.

Miss Fraser makes the following comments in assessing the total program:

1. Many of the recommendations being made about content, emphasis, and placement are contradictory and very frequently confusing.
2. No generally accepted solutions for the specific limitations seen in existing courses and sequences have as yet emerged.
3. No single widely accepted pattern by which to determine what should be taught and where, stands out, nor even two or three alternative patterns (1:147).

Ole Sand and Richard I. Miller, writing for the Journal of Secondary Education, believe that education is in the midst of its greatest accomplishment in the curriculum development field. In looking at the national study programs in all fields, they concluded with identifying those characteristics which are quite different from the curriculum materials produced by earlier authors:

1. The studies have sought to develop a course of study around basic theories or generalizations that are unique to each discipline.
2. In general, the goal of the national studies is to shift the balance in learning, from inventory to transaction-- from the results to the making.
3. The national studies stress discovery and genuine interest on the part of the student (1:217).

Using the eleven common emphases emerging from the national social science studies projects, identified by Dorothy Fraser as an outline, a positive survey can be made (24:422-426).

### The Search for a Conceptual Framework

Two major conceptual schemes are emerging. One is the use of concepts or generalizations. This curriculum philosophy was enlarged upon in the preface of Chapter III of this writer's study.

The other major conceptual scheme for organizing curriculum is to use the structure of the discipline. The problem that quickly arises is, what is the structure of history and of the social sciences?

Paul R. Hanna, Richard Gross, and a group of graduate students in 1953 developed 3,272 generalizations about the "activities of man" in an attempt to develop a universal structure. Their attempt failed largely because the process of learning (doing and discovering) was not evident (18:12-13).

The National Council for the Social Studies and the state of California, through its State Department of Education, are searching for a pragmatic use of generalizations as structure (24:422; 18:13).

Marion Brady, a teacher in the University School, Florida State University, Tallahassee, Florida, has taken a very bold step and proposed a structural model by which he contends the "new" social studies could be organized. The editors of The Phi Delta Kappan went on record that his proposal has merit and that its scheme is feasible (2:68-71). An example of his structural model is found in Figure 1.

Most teachers and national curriculum projects have rejected the proposition that some forms of generalizations or universal axioms will provide adequate structure for the social studies (22:95; 18:13).

The most notable work accomplished up to this time on this subject has been produced by Harvard psychologist Jerome S. Bruner. On this major topic he states:

. . . the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject. Teaching specific

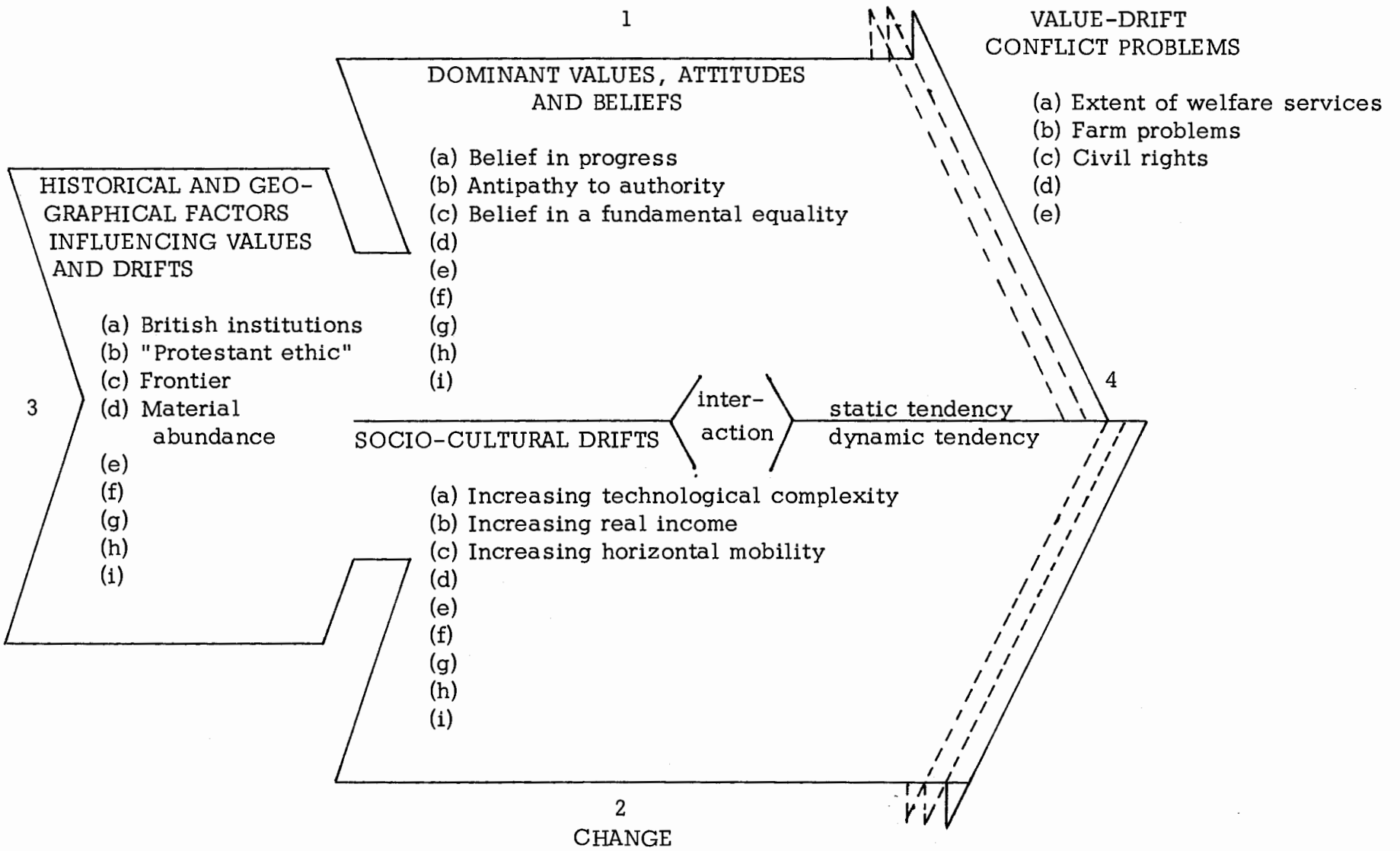


FIGURE I  
 STRUCTURE FOR UNIFICATION OF THE SOCIAL STUDIES



topics or skills without making clear their context in the broader fundamental structure of a field of knowledge is uneconomical in several deep senses. In the first place, such teaching makes it exceedingly difficult for the student to generalize from what he has learned to what he will encounter later. In the second place, learning that has fallen short of a group of general principles has little reward in terms of intellectual excitement . . . . Third, knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten . . . . Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of human memory (3:31-32).

Bruner and Elting E. Morrison are presently working under the auspices of Educational Services, Incorporated, producing materials based on the structure of the social studies. This structure will not become evident until the materials are published (1:210-211).

#### An Increased Emphasis on Sequence

Repetition of subjects from grades one through high school has been all too evident. The subject, United States History, certainly has been no exception to this statement.

The organizational patterns of local, state, and national studies are methodically cognizant of the sequences involving concepts, generalizations, skills, and content (24:423).

#### New Views of Readiness

The concept of readiness is not new and is playing an important part in formulating elementary curriculum proposals.

### The Thrust of the Behavioral Sciences

Several of the centers in the discipline areas of anthropology, economics, sociology, and social psychology are producing units which may be "post holed" into history courses.

Their influences are also being exerted in the drive for the development of the social science approach.

### Depth Studies Instead of Surveys

This trend is almost universal among the national projects and is closely associated with the desire to eliminate repetition in the history sequence.

The Curriculum Development Center at Northwestern University, the Curriculum Committee of the National Council for the Social Studies, and A Social Studies Curriculum for Able Students, Carnegie Institute of Technology, are notable examples (24:424).

### A Comprehensive World View

This emphasis is most evident in the project working in the areas of world history, humanities, and contemporary problems.

### Study of Society's Unsolved Problems

The problems approach has influenced the curriculum movement since John Dewey. It is the central focus of the project sponsored by Joint

Committees on Civic Education and Donald Oliver's project at Harvard University.

The emphasis of the "analysis of public controversy" project is clearly stated by Oliver:

The most broadly stated objective is to train students to examine and analyze, through discussion and argument, the kinds of disputes that give birth to social conflict. By considering a variety of situations throughout history and across cultures, by viewing the situations in terms of various methods for reaching and justifying positions, students will hopefully gain certain powers of analysis that will aid them in discussing value dilemmas on which public controversy thrives (24:225).

#### Instruction Based on Inquiry

One of the major objectives of the curriculum-reform movement is to plan a curriculum in such a way as to have the student acquire a systematic, logical, and often inductive method of attacking his own problems (18:73).

Teachers and curriculum specialists, as well as academicians, are becoming more convinced that the explosion of knowledge is so addictive that the factual accumulation of history by students is unreasonable. In looking for appropriate inquiry methods a teacher may use in teaching a history class, one discovers as many proposed inquiry modes as there are curriculum centers. In reviewing these modes of inquiry, the characteristics of discovery, induction, problem solving, and systematic structure appears to be most universal.

Each discipline has its own unique way of collecting, organizing, and interpreting data. The social scientist would draw upon whichever method seemed most appropriate at the time. A good example of this approach is given by Gaetano Salvemini:

In reconstructing the past we can set before ourselves two different aims: we can limit ourselves to ascertaining the facts one by one; or we can ask ourselves whether there exists a connection of cause and effect between preceding and subsequent facts. Disconnected facts have no interest in themselves. They were all born free and equal. Facts begin to acquire significance only when they are grouped in a system of cause and effect. Only then does knowledge contribute to wisdom . . . . When one investigates family organization in a given country, at a given time, what factors determined that organization and what circumstances transformed it, one is doing a piece of historical research, no matter whether the type of family belongs to the past or to the present. If one uses all the historical information available about different types of family organization in the greatest possible number of countries and periods, in order to determine whether or not there are constant features which may be formulated into laws, then one is working out a problem of social science . . . . The laws of social life cannot be determined except by methods followed during the last three centuries by the sciences of the physical world--that is, by examining the greatest possible number of facts; coordinating them in accordance with their causality; classifying the various groups of facts according to constant similarities and dissimilarities in synthetic formulas, i.e., laws which enable us to predict that the appearance of a given phenomena will be the signal for other appearances for other phenomenon indissolubly connected with the first (28:36).

John Michaelis has simplified the above example in the following model:

Finding and defining problems or issues.

Formulating hypothesis or questions to guide inquiry.

Gathering, evaluating, and organizing data.

Using data to test hypothesis and answer questions.

Formulating and checking conclusions (41:257).

In formulating a social studies curriculum from grades nine through twelve, Edwin Fenton, with his background as an historian, has proposed the following steps in acquiring inquiry skills:

1. Recognizing a problem from data
2. Formulating a hypothesis
  - Asking analytical questions
  - Stating a hypothesis
  - Remaining aware that a hypothesis is tentative
3. Recognizing the logical implications of a hypothesis
4. Gathering data
  - Deciding what data will be needed to test a hypothesis
  - Selecting or rejecting sources on the basis of their relevance to the hypothesis
5. Analyzing, evaluating, and interpreting data
  - Selecting relevant data from the sources
  - Evaluating the sources
    - Determining the frame of reference of the author or a source
    - Determining the accuracy of statements of fact
  - Interpreting the data
6. Evaluating the hypothesis in light of the data
  - Modifying the hypothesis, if necessary
  - Rejecting a logical implication unsupported by data
  - Restating the hypothesis
  - Stating a generalization (20:1)

Group inter-action on a verbal plane has been associated with the inquiry mode. The curriculum leaders are abandoning the question-

answer approach for one in which the students become more active. Within the history field, Fenton's directed discussion and Oliver's discussion based on controversy are excellent examples. In the Fenton approach, the teacher plays a dominant role in programming and conducting guided class discussions to reach pre-developed objectives. On the other hand, Oliver would set the stage for class discussion, then allow the students to go it largely on their own.

The emphasis on modes of inquiry as excellent tools for intellectual pursuits is supported outside the national curriculum movement by Professor Peterson of Oxford University. Peterson urges that

. . . the British secondary schools devise programs of general education not in terms of wide general knowledge, but in terms of development in the main modes of intellectual activity, of which he identifies four: the logical (or the analytic), the empirical, the moral, the aesthetic. These different modes of thought are associated with different uses of language. For example, the empirical mode has to do with statements about the world based on our experience of it. The analytic mode has to do with statements that do not describe the world of fact, but rather tell us how the meanings of symbols are related to one another logically. (A definition is a special case of analytic sentences.) The moral and the aesthetic modes are concerned with statements of preferences, evaluations, and judgments of the good and the evil, the beautiful and the ugly, the desirable and the undesirable (1:299-230).

### A Climate of Experimentation and Innovation

The multiplicity of curriculum projects in the social studies field as opposed to the polarization of projects in the sciences produces a climate conducive for experimentation and innovations. The National

Council for the Social Studies promulgates the innovation process (28:425).

### Social Scientists and Educators Work Together

Each of the curriculum centers gathers its own little nucleus of scientists, educators, academicians, and "practical scholars" as a team to attack the curriculum development project.

One may find a listing of United States History curriculum projects in research or recently completed ones in Appendix A of this study.

One of the most commonly used themes emerging from the national curriculum projects is the use of "concepts" in one way or another. While the word "concept" has as many meanings as there are studies, the emphasis is evident. This writer uses the conceptual technique in developing a "new" organizational pattern for teaching American History at Mount Si High School.

## CHAPTER III

### CONCEPTS, CONCEPT CLUSTERS, OBJECTIVES

#### I. PHILOSOPHICAL, PSYCHOLOGICAL FOUNDATION

The age-long discourse on man's similarities and differences from other living things on this planet has stimulated varying degrees of academic inquiry. Undoubtedly, the one major characteristic of man which sets him apart from the animal kingdom is his capacity to think on a most sophisticated order using abstract mental processes.

Animals, of course, can think. They can also be conditioned to behave and respond in a most humanistic manner. However, they cannot associate meaning beyond the sensory level. Man, on the other hand, associates meaning with a symbol. When man hears or sees a symbol, the memory system of his mind immediately scans and classifies large amounts of information and selects the appropriate data to associate with the symbol, giving it meaning. The meanings associated with words or symbols are called concepts.

Concept development (conceptualization) provides a synthetic structure in which man can make order out of his multitude of perceptive and unique experiences (40:33). To the educator in the classroom, the process would entail the expansion of empirical data into the development of useful concepts and generalizations. This author has developed



a model to graphically show how the conceptualization process works in the mature individual.

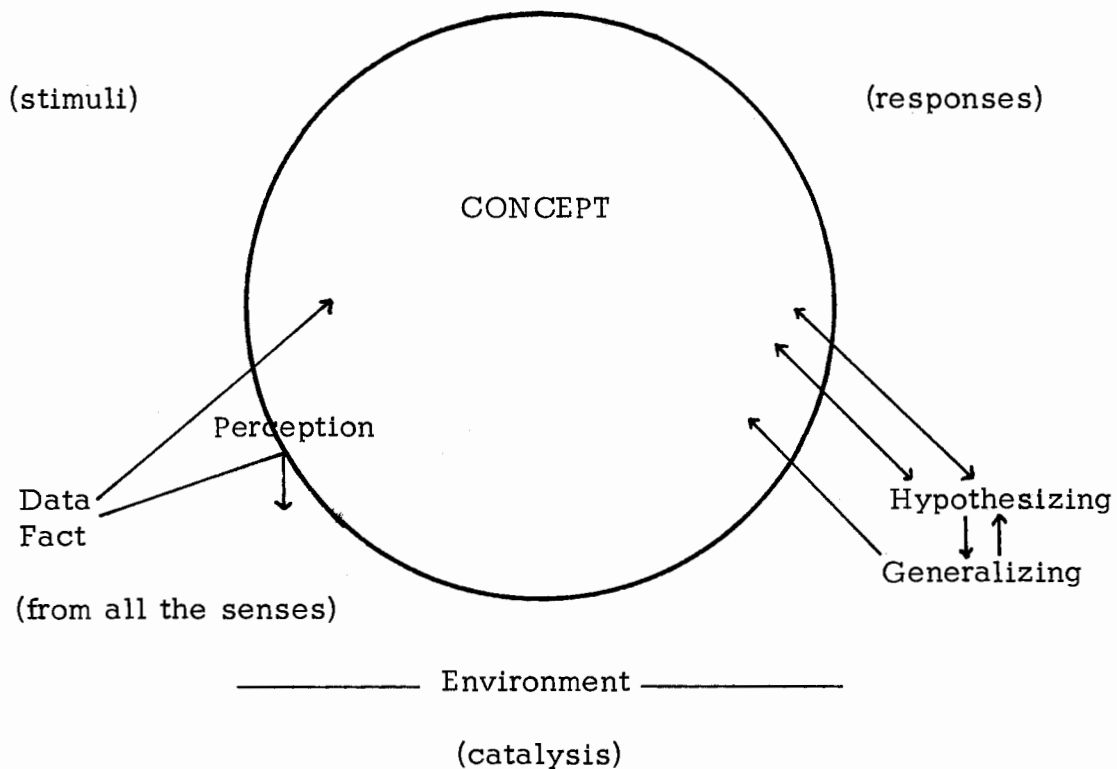
Figure 2, Model of Conceptualization, is based largely on the research of the gestalt psychologists: Max Wertheimer (1880-1943), Kent Koffka (1886-1941), Wolfgang Kohler (1887--), and Americans Thorndike and Watson.

The gestaltists consider a more intelligent (cognitive) form of learning than those proposed by the contiguity or the reinforcement theorists.

The gestaltists believe that we react to the pattern of our inner perceptions. When confronted with a problem we learn, not by associating bits of experience, but seeing new patterns in the total situation. As may be seen, the gestaltists are concerned primarily with the learner's knowledge or understanding of rather large segments of life (13:51).

The hypothesis that the cognitive processes of man work deductively and inductively in relationships to "large segments" is supported by Piaget (39:138), Sanford (47:47), Hunt (32:33), Craig (13:51), and Jarolimek (34:536).

The ability to conceptualize is an evolutionary process which has been identified by the unconventional research of Jean Piaget (39:75-143). In phase one (roughly, the first two years), no true conceptual operations are possible. In the second phase (roughly, ages 2-11), low level conceptualization emerges. The child will imitate as he perceives.



Developed by:  
 M. Dale Leavitt  
 May, 1968

FIGURE 2  
 MODEL OF CONCEPTUALIZATION

He will "reason" as he sees. He begins perception, that is, organizing, classification, and simple relationships. Toward the end of this phase, the child begins to think deductively (cognition of a larger whole and the logical relationship). By age eleven to fifteen (phase three), the child has full cognitive ability. Characteristics of this ability are:

1. One relies upon pure symbolism and the use of the proposition.
2. One can reason by hypothesis and implication.
3. One can deduce apparently unrelated wholes into logical relationships.
4. One can form notions, ideas, and concepts about the past through the present, into the future.
5. One can think by applying symbols of thinking: he develops concepts of concept [generalizations] (39:135-141).

The evolutionary structure of Piaget is also evident in this writer's model of the sophisticated process of conceptualization. One begins with small units (data) through perception to form low level concepts. As one hypothesizes and generalizes, the concept grows in its sophistication. It should be pointed out that this is not an additive process but rather one of interrelationships.

## II. CURRICULUM IMPLICATIONS

The use of conceptual approach, in one form or another, can be identified in most all of the national social studies curriculum centers

(18:22). Francis Peter Henkins identified the following as significant examples of trends toward a conceptual base for curriculum development:

1. Lawrence Senesh, Social Science Education
2. Board of Education of New York City, Curriculum and Materials
3. California State Department of Education
4. Wisconsin Department of Public Industries
5. Educational Research Council of Cleveland, Raymond English, Director
6. Educational Services, Incorporated, Jerome S. Bruner, Contributor
7. Amherst College Curriculum Research Center, Edwin Rosweni, Director
8. U. S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project, San Francisco State College, Hilda Taba, Director (31:545,546)

As conceptual-based history curriculums are produced, we will begin to get away from fact-laden, content-oriented teaching.

### III. OBJECTIVES

The conceptual approach to teaching a course in United States History is based largely on the goal of expanding the cognitive domain of the student by conceptualization. The suggested concepts, concept clusters, and multi-level, supporting concepts follow.

A. Major understandings to be developed:

1. Geographic facts, concepts, and relationships are influencing man's behavior and his increased control over the forces of nature.
2. The evolving concepts of freedom, equality, and individuality have served as a base for our American heritage.
3. The concept of democracy is a logical and humanistic philosophy for man's political organization.
4. The concept of capitalism is changing in relationship to our social and economic demands.
5. To meet the needs of all Americans, the national government is ever changing.
6. Human political behavior constitutes a significant factor in the study of political organization.
7. Society as an institution is influential in promulgating our cultural heritage.
8. A major institution for the transferring of our culture from one generation to another and a major instrument for promoting change is American public education.
9. The concept of mobility is affecting the behavior of man at all levels and is a major instrument for change.
10. Reform is a basic characteristic of the American behavior and precludes the need for revolution.
11. War has plagued man from his beginning: it is not inevitable; it evolves from the minds of man.
12. Minorities have faced discrimination because of superficial physical and spiritual differences.
13. Organized labor was developed as a necessity because of the effects of the industrial revolution and plays a counter-balance in modern capitalism.

14. A major responsibility of the federal government is to provide for the general welfare.
15. The United States plays a dominant role in world affairs.
16. The humanistic influences on our economic and political systems are promoting an American concept of the welfare state.

B. Skills to be developed:

1. Critical thinking
2. Problem solving
3. Research
4. Oral and written expression
5. Reading and listening
6. Participating in group activities
7. Ability to work as an individual and in a group

C. Attitudes to be developed:

1. Respect for the other person regardless of race, color, creed, or ethnic differences
2. An open mind
3. Respect for law and order
4. A cooperative spirit
5. Willingness to participate in the American system
6. Desire for continual physical, moral, and spiritual growth

## IV. MAJOR CONCEPTS

Major Concept: Human GeographyConcept Cluster:

1. The United States has a variety of land and sea forms.
2. Climatic conditions affect the behavior of man.
3. One of America's greatest assets has been its abundance of natural resources.
4. Man's activity and distribution are affected by his environment.

Multi-level, Supporting Concepts:

"bread basket," tidewater river, dependency, "King Cotton," staple crop, cotton gin, Old South, one crop economy, tenant, sharecropper, "sodbusters," open range, water table, dry farming, "Sooners," "Forty-Niners," Comstock Lode, source of power, Patrons of Husbandry, co-operative, natural resources

Major Concept: National Character

Concept Cluster:

1. Thomas Jefferson popularized the belief in the unalienable rights.
2. America is the land of opportunity.
3. Urban America is an indoctrination into a "melting pot" society.
4. Survival on the frontier was based on man's self-reliance.
5. The Americans are developing a unique and revolutionary concept of equality.

Multi-level, Supporting Concepts:

Conformity, materialism, religion, Anglo Saxon, melting pot, frontier, family, morality, freedom, Protestant, Reformation, Anglican Church, Puritans, religious freedom, Roman Catholic, French Huguenots, individualism, Americans, established church, self-reliance, opportunity, "rugged individualism," dignity and worth of the individual, Puritan ethic, competition, humanitarianism, informality, pleasure-seeking, materialistic



Major Concept: DemocracyConcept Cluster:

1. Man is a human possessing dignity and individual freedom.
2. Man has a natural right to govern himself.
3. Government decision shall vote on majority rule.
4. The minority is protected by constitutional law.

Multi-level, Supporting Concepts:

Self-government, charter, Magna Carta, representative government, Mayflower Compact, Fundamental Order in Connecticut, constitution, consent of the governed, confederation, arbitrary rule, bill of rights, unalienable rights, economic and social democracy, controlling dissent, autocracy, monarchy, rights of dissent, totalitarian, federation, majority, propaganda, responsible citizenry, open communication, literate populace

Major Concept: Capitalism

Concept Cluster:

1. Free enterprise measures the demands for goods and services.
2. All have a right to own private property.
3. Man has a right to make an honest profit.
4. The principle of competition means that individuals freely offer for sale or seek to buy goods and services.

Multi-level, Supporting Concepts:

Laissez faire, merchant, monopoly, inflation, mercantilism, land speculation, mortgage, deed, currency, depression, recession, capitalistic, patent, over-speculation, single proprietorship, partnership, corporation, liability, stock, interchangeable parts, division of labor, general store, specialty store, department store, chain store, mail-order, medium of exchange, middle man, "Wall Street," business cycle, scientific management.

Major Concept: National GovernmentConcept Cluster:

1. The Federal Legislature is the prime law making body.
2. The carrying out of laws is the responsibility of the Federal Executive.
3. The interpretation of government laws and action is delegated to the Federal Judiciary.

Multi-level, Supporting Concepts:

House of Burgesses, royal colony, Parliament, legislature, state, Constitution, Bill of Rights, Albany Plan of Union, "redcoats," upper house, lower house, government under law, power of the purse, Declaration of Independence, central government, executive, legislative, judicial, Supreme Court, Virginia Plan, New Jersey Plan, federal government, federalism, delegated powers, reserved powers, concurrent powers, separation of power, checks and balances, impeached, unconstitutional, veto, civil liberties, ex post facto, bill of attainder, habeas corpus, "due process of law," elastic clause, judicial review, custom, senatorial courtesy, House of Representatives, Senate, committees, Executive Department, Independent Federal Agencies, Court of Appeals, District Court, Special Court, bill, clerk, Rules committee, resolution, joint resolution, jurisdiction, full faith and credit, amendment, supreme law, ratification, probable cause, grand jury, eminent domain, bail, judicial review, cabinet, Judiciary Act of 1801, dejure, equality.

Major Concept: Political Character

Concept Cluster:

1. Political parties are formed to meet human and pragmatic civic needs.
2. The United States has a two-party system of government.
3. Third parties have contributed criticism and ideas which have influenced the majority decisions.
4. Tradition has played a prominent role in the development of the American political character.

Multi-level, Supporting Concepts:

Liberal, conservative, absolute king, absolute monarch, viceroy, divine right of kings, suffrage, property qualification, religious qualification, Whig, Tory, bigot, electors, Federalists, national convention, anti-Federalists, Democratic-Republican, two-party system, caucus, electors, electoral vote, electoral college, sectionalism, "favorite son," "King Mob," nepotism, "spoils system," national convention, platform, "kitchen cabinet," bloc, Free Soil Party, Republican party, tenure of office, impeachment, solid south, poll tax, literacy test, "grandfathers clause," populist, lobbies, Populist party, Australian ballot, initiative, referendum, recall, direct primary, commission, city manager, Socialists, dictator, "Dixiecrats," bipartisan, center, coalition, concession, vote of confidence, filibuster, incumbent, left, right, logrolling, "party line," pork barrel, purge, quorum, radical, reapportionment, rider.

Major Concept: Society

Concept Cluster:

1. Social patterns are developed to meet man's physiological needs.
2. The family developed as a natural process from promulgation of man and his customs.
3. Social class developed as a means of social control.
4. Social institutions provide the vehicle for socialization.

Multi-level Supporting Concepts:

Upper, middle, lower, women, primogenitor, plantation, planter, southern hospitality, social divisions, "Melting Pot," pioneer, philanthropy, free negroes, slaves, poor whites, laborers, tenants, slaveowners, self-made, mansion, overseer, "Mountain Men," missionaries, adobe, "vigilante," "Greatest Show on Earth," middle-income, lower-income, Chautaugua, theater, motion picture, Movie Land, fads, western hospitality, aristocrat, prestige, status, elite, ivy league

Major Concept: EducationConcept Cluster:

1. A working democracy is dependent on an enlightened citizenry.
2. Through education one may attain his American dream.
3. The Constitution delegates to the state the responsibility of providing public education.
4. Education is a means of perpetuating our cultural heritage.
5. Education is an eclectic process.

Multi-level, Supporting Concepts:

Renaissance, tutors, public schools, private schools, "Old Deluder Law," New England Primer, freedom of speech, freedom of press, Monticello, culture, America's Philosophical Society, normal school, "book-larning," academic, transcendation, Morrill Act, "land-grant colleges," "learn by doing," "practical subjects," "elective system," technical schools, vocational, Smith-Hugh Act, consolidation, "Jazz age," artist, realist, modern impressionist, cubism, "form follows function," pragmatism

Major Concept: MobilityConcept Cluster:

1. America is the land of opportunity.
2. The communication revolution improves our knowledge of our neighbor.
3. The transportation revolution is shrinking the once awesome world.
4. Urbanization is a pattern of mass movement of peoples in an industrial society.

Multi-level, Supporting Concepts:

Immigration, assimilation, transportation, communication, colony, conquistadores, galleons, sea dog, indentures, redemptioners, spirit of adventure, frontier, portage, post roads, flat boats, Conestoga wagon, Erie Canal, Yankee Peddler, clipper ships, "Potato Famine," urban, railroads, black system, telegraph, transatlantic cable, typewriter, "yellow journalism," news reporting services, "internal combustion," vulcanizing, airplane, wireless, assembly line, efficiency engineering, Parcel Post, transcontinental, airmail, "exclusion policy," quota system, television, land development, suburban

Major Concept: ReformConcept Cluster:

1. Political reform is the updating of American republicanism.
2. Economic reform is the improvement in the way Americans live.
3. Moral reform is the changing within our value systems.
4. Social reform is the modernizing of our American culture.

Multi-level, Supporting Concepts:

Progressivism, Muckrakers, Abolitionists, Bacon's Rebellion, Shay Rebellion, foreclosure, prohibition, woman suffrage, Whisky Rebellion, community property, co-education, capital punishment, mental institution, "temperance movement," American Peace Society, abolition, Uncle Tom's Cabin, "underground railroad," "slave codes," civil disobedience, Credit Mobilizer, "Whistle Ring," Tweed Ring, merit system, civil service, Presidential Succession Act of 1886, Interstate Commerce Act of 1887, anti-trust, pools, holding company, interlocking, overspeculating, Greenback Movement, "cheap" and "dear" money, bullion, bimetallism, Sherman Silver Purchase Act, gold standard, settlement house, conservation, "square deal," reclamation, New Nationalism, free trade, Federal Reserve System, rediscount, Federal Trade Commission, overproduction, panic, depression, recession, economic disorder, mergers, "pump priming," Federal Housing Administration, National Industrial Recovery Act, Federal Reserve System, Securities and Exchange Commission, price supports, the Great Depression



Major Concept: Revolution--War

Concept Cluster:

1. The seed of revolution is liberation.
2. There is nothing more futile than rebellion and liberation unless they are followed by constitutional law.
3. The war that is necessary is just.
4. Man's life is blotched with self-interest wars.
5. Aggression is a crime punishable by war.

Multi-level, Supporting Concepts:

Militia, French and Indian War, Molasses Act, salutary neglect, taxation (direct, indirect), non-importation agreement, Sons of Liberty, Writ of Assistance, Committee of Correspondence, Continental Congress, "minutemen," naval blockade, Patriots, Loyalists, Hessians, anarchy, Common Sense, privateer, Orders-in-Council, Berlin-Milan Decrees, Embargo Act of 1807, Non-Intercourse Act of 1809, Macon's Bill #2, "War Hawks," freedom of the seas, War of 1812, Rush-Bagget Agreement, "Remember the Alamo," indemnity, Mexican War, Civil War, Tallmadge Amendment, Missouri Compromise, South Carolina Ordinance of Nullifications, Compromise of 1850, "popular sovereignty," Fugitive State Law of 1850, Osterd Manifesto, Kansas-Nebraska Act, Dred Scott Decision, Lincoln-Douglas debates, Freeport Doctrine, "border states," Blue-Gray, conscription, draft, "bounty system," Emancipation Proclamation, Confederate States of America, Thirteenth Amendment, "Copperheads," the "Maine," ultimatum, "Rough Riders," nationalism, Central Powers, Allied Powers, international rivalries, "balance of power," trench warfare, contraband, Lusitania, "Sussix pledge," Zimmerman note, rationing, tsar, "doughboys," mutinied, convoy, secret treaties, World War II, Axis, Nye Report, Johnson Debt Default Act, Tanay incident, Munich Pact, non-aggressive pact, appeasement, "safety zone," "blitzkrieg," Panzer, Maginot Line, Lend-Lease Act, Atlantic Charter, Pearl Harbor, "battle of production," "scorched earth," second front, atomic bomb, Yalta Conference, Potsdam, ultimatum, Korean War, Viet Nam War, aggression, anarchism.

Major Concept: Minorities

Concept Cluster:

1. Physical characteristics tend to divide people.
2. Some people are different because of their language dialects.
3. Minorities form social groups to protect their distinctive customs or folkways.
4. Social tensions are aggravated by religious practices.

Multi-level, Supporting Concepts:

Indian, Negro, Jewish, Catholic, Mormon, Quakers, Klu Klux Klan, Chinese-American, Japanese-American, Mexican American, Daws Act, Wheeler-Howard Act of 1934, civil rights, integration, discrimination, "de facto," Congress of Racial Equality, Black Panthers, Southern Christian Leadership Conference, Black Muslims, displaced persons, ideology, race, Caucasians, Mongoloids, Negroids, prejudice, racists, stereotype, acquired characteristics, anti-semitism, cultural environment, dominant group

## Major Concept: Labor Movement

### Concept Cluster:

1. Man has a natural right of pursuit of happiness incorporating the right to work.
2. The industrial revolution altered the relationship between employer and employee.
3. Americans have a Constitutional right to organize freely.
4. Workers have a legal right to collective bargaining.

### Multi-level, Supporting Concepts:

Industrial Revolution, "Pulling out system," factors system, interchangeable parts, mass production, Waltham system, National Trade Union, individual bargaining, Knight of Labor, American Federation of Labor, Craft Union, Industrial Union, Congress of Industrial Organization, AFL-CIO, mediation, arbitration, fact-finding board, industrial warfare, strike, sit-down strike, picketing, boycott, secondary boycott, closed shop, union shop, open shop, union label, strike-breakers, injunction, lockout, blacklist, yellow-dog contracts, employer associations, profit-sharing, company union, Hay-market Affair, Political Action Arm, Committee on Political Education, Department of Labor, Clayton Act of 1914, Norris-LaGuardia Act, National Industrial Recovery Act, National Labor Relations Act, Social Security Act, Fair Labor, Standards Act, featherbedding, jurisdictional dispute, Taft-Hartley Act of 1947, Labor-Management Reporting and Disclosure Act, technological unemployment, contempt of court, Industrial Workers of the World, conciliation, contract, grievance procedures, seniority, compulsory arbitration

Major Concept: Domestic Policy

Concept Cluster:

1. The national government needs methods of financing to implement its programs.
2. The expansion of the original thirteen colonies was dependent upon an orderly land expansion policy.
3. Harmony among the fifty states depends upon prudent interstate relations.
4. A major responsibility of the central government is to provide for the welfare of its citizenry.

Multi-level, Supporting Concepts:

Land Ordinance of 1785, townships, section, Northwest Ordinance of 1787, territories, states, interstate trade, national bank, government bonds, speculators, assume, bank notes, excise tax, Alien and Sedition Acts, Virginia and Kentucky Resolutions, state's rights, secession, Hartford Convention, American System, internal improvement, "Tariff of Abominations," South Carolina Exposition and Protest, nullify, Ordinance of Nullification, specie, "peaceful penetration," "Forty-Niners," homestead, subsidies, Reconstruction, amnesty, freedom, "black codes," Fourteenth Amendment, Carpetbaggers, Scalawags, income tax, "normalcy," fiscal year, deficit spending, G.I. Bill of Rights, "Fair Deal," balanced budget, autonomy

## Major Concept: Foreign Policy

### Concept Cluster:

1. Nations protect their security through strength.
2. The United States desires cooperative relationships with other democracies.
3. The United States attempts to help less developed areas of the world in their revolution of freedom.
4. The United Nations promotes the most genuine cause of a world community under law.
5. The United States is striving for peace based upon democratic ideals.

### Multi-level, Supporting Concepts:

Imperialism, isolationism, buffer state, favorable balance of trade, import, export, duty, triangular trade, tariff, French Revolution, Washington's Farewell Address, "right of deposit," impressment of Seamen, neutrality, XYZ Affair, manifest destiny, Council, Monroe Doctrine, Holy Alliance, Colonial empire, "the white man's burden," missionaries, Open Door Policy, extraterritoriality, Boxer Rebellion, indemnity, "the Constitution follows the flag," incorporated, unincorporated, commonwealth, Teller Resolution, protectorate, Platt Amendment, propaganda, Peace Corps, Drago Doctrine, Roosevelt, territorial integrity, "dollar diplomacy," "watchful waiting," "ABC meditation," international agencies, Pan-American Revolution, Hague Conferences, Wilson's Fourteen Points, self-determination, reciprocal trade, "Big Four," reparations, mandate system, League of Nations, economic sanctions, aggressor, Smoot-Hawley Tariff, moratorium, Yankee imperialism, World Court, "entangling alliances," Washington Arms Conference, Kellogg-Briand Pact, Philippine Independence, Good Neighbor Policy, "most-favored nation," United Nations, satellite nations, Truman Doctrine, "containment," Marshall Plan, Berlin "airlift," North Atlantic Treaty Organization, Atomic Energy Commission, Southeast Treaty Organization, Alliance for Progress, envoy, protocol, puppet government

Major Concept: Welfare State

Concept Cluster:

1. A central fact of the welfarism is its profound optimism about man and his society.
2. Man will achieve for others that which he desires for himself, cooperative service.
3. All men possess human equality.
4. The future of man rests within the power of human reason and common sense.
5. The government will give positive leadership in the creative evolution of human society.

Multi-level, Supporting Concepts:

Common storehouse, cooperation, optimist, idealism, utopian, Brook Farm, progressives, moralists, public welfare, "Red Scare," Bolshevik Revolution, Socialists, New Deal, public works, Nazism, relief, "boon dogging, bureaucratic, Agriculture Adjustment Act, Public Works Administration, Social Security Administration, Tennessee Valley Authority, public power, private power, "excess profit tax," socialized medicine, social legislation, bourgeoisie, guaranteed annual wage, negative, income tax, economic determinism, Communist Manifesto, Amanna Colonies, class conflict, collectivization, communes

One of the major objectives of using the conceptual approach of teaching is to help the student gain skills in the use of thinking critically. At the beginning of the school year, during the introductory stage of instruction, a unit designed to help students develop these skills is suggested. The intent of the structure suggested in this study continuously challenges the students to employ inquiry thinking skills.

## CHAPTER IV

### SUGGESTED GROUPINGS AND SCHEDULES

The grouping and regrouping of students for instructional purposes within the classroom has been an aspect of instructional strategy for some time. It is not necessary to fully document the numerous advantages of multiple grouping patterns. However, the culmination of this writer's thinking was crystalized by the writing of J. Lloyd Trump and Dorsey Baynham in their book Guide to Better Schools: Focus on Change. Since Trump's proposal grew out of a study for the improvement of staff utilization, the need for large groups became necessary to accommodate team teaching and more economy in staffing.

The plan provides for small group classes of fifteen or fewer pupils which will meet for desirable educational purposes:

1. Provide opportunity for teachers to measure individual students' growth and development and to try a variety of teaching techniques which will be suited to the students' needs.
2. Offer the therapy of the group process, whereby students are induced to examine previously held concepts and ideas and to alter rigid, sometimes mistaken, approaches to issues and people. Students will learn, in other words, how to become better group members.
3. Permit all of the students to discover the significance of the subject matter involvement and to discuss its potential uses, rather than just to receive it passively and return it in tests, as happens too often in today's classrooms.



4. Provide students with opportunities to know their teacher, on a personal, individual basis (49:25).

Multi-grouping is suggested by this writer largely in an attempt to individualize instruction as much as possible. Grouping can make allowances for individual differences. These differences take many forms, as in skills, cognition, interests, maturity, and the like.

Group work can help the student develop as an individual in relationship to the others in the group. Small analysis groups are ideal settings for developing respect for the dignity and worth of other group members.

One new development in this area is the use of group dynamics. Groups should not only be used as a process, as a method of attaining content-oriented goals, but also they should serve as a vehicle for study in their own right.

Small group experiences provide many opportunities for individual expression, for listening, reacting, for re-examination of personal beliefs, and for challenging one's classmates with intellectual inquiry. This quality of learning presupposes a great deal of independent study and careful teacher guidance will enhance following group interaction.

With this grouping philosophy, Figure 3, Student Schedule A: U. S. History, has been developed. A typical student moving through this schedule would encounter a large group presentation on Monday, second period (A), and again on Friday, second period (E). On Tuesday,

first period (B), the student would be in a conventional group of twenty-five to thirty, largely devoted to the redefinition and clarification of problem analysis. During this period it is expected that students will be re-grouping into small analysis groups, five to seven students. Wednesday, first period (C), would be set aside for independent study and other groupings as students' needs dictated. On Thursday, first period (D), the student would take part in discussion as a member of an inquiry group, twelve to fifteen members. (See Appendix A, page 59.)

The only days which would be locked in as to size of groups would be Monday and Friday. On other scheduled days (Tuesday, Wednesday, and Thursday), re-grouping down from thirty would be accomplished as instructional objectives demanded.

Figure 4, Teacher Schedule A: U. S. History, corresponds with the Student Schedule A. As proposed, this scheduling technique can accommodate up to 180 students under the tutorship of one staff member. However, this writer would recommend a maximum teacher load of not more than 150 pupils. (See Appendix A, page 60.)

Figure 5, Individual Student's Work Form, is designed to assist the student as he conceptualizes to operate inductively while using the inquiry method of intellectual pursuit. The form will also be a helpful reference for the teacher in diagnosing the growth of the student, thus enabling true individualized instruction to operate. (See Appendix A, page 61.)

Following are thoughts related to the foregoing groups and schedule proposals:

1. Large groups can be used effectively for giving instructions, developing background, introducing ideas, enrichment, and some types of testing.
2. Small groups (15 or less) are best suited for group interaction and discussion.
3. Team teaching, as practiced, is not accepted as a superior approach to learning. This, however, does not preclude experimenting with a variety of forms of team teaching by interested staff members.
4. Students need to develop behavioral skills consistent with modern philosophy. Individual behavioral patterns are difficult to acquire under the traditional teacher-dominated classroom structure.
5. A more flexible schedule is ultimately desirable, but the above serves as a transitional procedure.
6. The administrators, teaching staff, and students at Mount Si High School need guidance in acquiring change in educational philosophy and the development of behavioral patterns consistent with today's educational objectives.

## CHAPTER V

### SUMMARY

This study was undertaken because of the need for a more appropriate teaching methodology for the instruction of a course in United States History. One of the most promising innovations coming from the developmental and experimental activities of the national curriculum study projects in social studies is the conceptual method of instruction. There appears, however, no agreement as to what level or form concepts should take in providing unifying threads for curriculum development.

The educators promoting conceptual techniques of learning are receiving philosophical backing from the relatively new and unconventional work of the cognitive theorists. They are commonly referred to as the organismic, Gestalt, and field theories.

Another major scheme for organizing the curriculum is the use of the structure of the discipline. This approach has found favor with academicians and educators who wish to keep the teaching of American History within the confines of the history discipline.

A small but vocal group within the social studies ranks is promoting a structure for the social studies. These educators propose an organizing structure using concepts and generalizations which would unify the individual disciplines into one sequential study of mankind

offered throughout the school curriculum. Immediate results from this proposal appears unlikely.

Instruction based upon an inquiry approach to learning is receiving wide acceptance from educators and academicians alike. Teaching material based on this method are available now for use in the classroom.

There appears to be a great amount of activity within the history curriculum development field with a number of national projects expected to complete their programs during the next few years. This expectation should make available large amounts of rich, meaningful materials for the history teacher.

In the process of identifying major concepts, concept clusters, and multi-level, supporting concepts appropriate for use as an organizational pattern, the author became aware of a lack of appropriate teaching resources available at Mount Si High School. This condition posed strict limitation on suitable concepts for use during the first year of implementation.

As this writer implements the suggestions of this study, a continuous evaluation and revision to make the program more effective in reaching the objectives of a conceptual approach to teaching American History, is fully expected.

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## APPENDIX A

## EXPLANATION OF CODING USED ON FIGURES 3 AND 4

- F. A group of students not mature enough to accept individual responsibility. These students are selected by the sophomore class teachers and guidance personnel. The class should not exceed twenty students and will be taught by teacher #2. If class (F) is scheduled the same time as (A), then as the year progresses the students can gradually be worked into classes (A) and (E).

A through E directed by teacher #1.

- A. Large Group to meet in cafeteria.

Purpose - Class instructions and procedures, Teacher lecturing, Supplementary enrichment (guest speakers), testing, Junior class meetings.

- B. Standard Size Group directed by teacher #1.

Purpose - Clarification of instruction and procedures, Group and individual guidance, Group and individual research.

Students will have access to library, history resource center, and independent study area.

- C. Standard Size Group directed by teacher#1.

Purpose - Individual research.

Students will have access to library, history resource center, and independent study area. As the year progresses, students should be allowed to freely move throughout the building. This may develop to a level in which roll may not be needed during this period.

- D. Inquiry Groups led by student leaders, under the supervision of teacher #1.

Purpose - Oral expression.

- E. Large Group directed by teacher #1.

Purpose - Showing of audio-visual aids.

### History Resource Center

The History Resource Center to be manned by teacher #1, six periods on Thursday, five periods on Friday. On all six periods Monday, Tuesday, and Wednesday, the Center will be supervised by the other social studies personnel. This Center may be used by all students enrolled in social studies courses.

	M	T	W	TH	F
1		B	C	D ----- D	
2	A  F	B  F	C  F	D ----- D F	E  F
3		B	C	D ----- D	
4		B	C	D ----- D	
5		B	C	D ----- D	
6		B	C	D ----- D	

FIGURE 3

STUDENT SCHEDULE A: U. S. HISTORY

	M	T	W	TH	F
1	Preparation	Classroom	Classroom	Resource Center	Preparation
2	Cafeteria				Cafeteria
3	Preparation				Resource Center
4					
5					
6					

FIGURE 4

TEACHER SCHEDULE A: U. S. HISTORY

Analysis Group

Concept

Student's Name

Area of Specialization

1. Problem and/or Hypothesis:

2. Gathering of Data:

3. Evaluation and Generalizing:

FIGURE 5

INDIVIDUAL STUDENT'S WORK FORM



**APPENDIX B**

## APPENDIX B

## U. S. HISTORY CURRICULUM PROGRAMS IN RESEARCH

## OR RECENTLY COMPLETED

- Becker, James M. *An Examination of Objectives, Needs, and Priorities in International Education in U. S. Secondary and Elementary Schools*, Foreign Policy Association, New York, New York.
- Brown, Richard H., and Van R. Halsey, Jr. *Construction and Use of Source Material Units in History and Social Studies*, Amherst College, Amherst, Massachusetts.
- Engle, Shirley H., and Howard D. Mehlinger. *A High School Curriculum Center in Government*, Indiana University, Bloomington, Indiana.
- English, Raymond. *The Greater Cleveland Social Science Program (K-12)*, Educational Research Council of Greater Cleveland, Rockefeller Building, 614 West Superior Avenue, Cleveland, Ohio 44113.
- Fenton, Edwin. *The Development of a Sequential and Cumulative Curriculum in the Social Studies for Able Students*, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.
- Garvey, Dale M., and William H. Seiler. *A Study of Effectiveness of Different Methods of Teaching International Relations to High School Students*, Kansas State Teachers College, Emporia, Kansas.
- Grennan, Sister Jacqueline. *Curriculum Innovation in the Fields of History, Science, Music, and Art Within a Single Institute*, Webster College, St. Louis, Missouri.
- Harnack, Robert S. *The Use of Electronic Computers to Improve Individualization of Instruction Through Unit Teaching*, State University of New York, at Buffalo, New York.
- Hawkes, Glenn W. *A Philosophical and Historical Rationale for a New Approach to "Problems of Democracy,"* Harvard College, Cambridge, Massachusetts.

- Kastner, Harold H., Jr. Knowledge of Economics of Eleventh Grade U. S. History Students, Florida State Department of Education, Tallahassee, Florida.
- Lalor, Ida B., and Maurice L. Hartung. To Study Insights Gained from a High School Social Studies Course, University of Chicago, Chicago, Illinois.
- Lee, John R. Social Studies Curriculum Study Center: A Sequential Curriculum on American Society for Grades 5-12, Northwestern University, Evanston, Illinois.
- Leppert, Ella C. A Sequential Social Studies Course for the Secondary School, University of Illinois, Urbana, Illinois.
- Lowe, William T. A Study of the Objectivity of Materials Used in Current Events Instruction in Secondary School Social Studies Classrooms, Cornell University, Ithaca, New York.
- Meux, Milton O. Evaluative Teaching Strategies in the Social Studies, University of Utah, Salt Lake City, Utah.
- Morrison, Elting E. A Program of Curriculum Development in the Social Studies and Humanities, (K-12). Education Services, 44-A Brattle Street, Cambridge, Massachusetts 02183.
- Morrisett, Irving. To Aid in the Development of Social Science Education, Purdue University, Lafayette, Indiana.
- Oliver, Donald. A Law and Social Science Curriculum based on the Analysis of Public Issues, Harvard University, Cambridge, Mass.
- Price, Roy A. Identification of Major Social Science Concepts and their Utilization in Instructional Materials, Syracuse University, Syracuse, New York.
- Shaplin, Judson T. Development of a Model for the St. Louis Metropolitan Social Studies Center, Grades K-12, Washington University, St. Louis, Missouri.
- Shauer, James P. A Secondary School Social Studies Curriculum Focused on Thinking Reflectively About Public Issues, Utah State University, Logan, Utah.

Shinn, Ridgway F., Jr. A Study of a Geo-Historical Structure for a Social Studies Curriculum, Rhode Island College, Providence, Rhode Island.

Toy, Henry Jr. Civic Education Project (5-12), Council on Civic Education, 300 East 33rd Street, New York, N. Y. 10016.

West, Edith. Preparation and Evaluation of Curriculum Guides and Sample Pupil Materials for Social Studies in Grades K-14, University of Minnesota, Minneapolis, Minnesota.