Summer 1971

Innovative Instructional Materials for Eighth Grade English

Mary Lou Clerf
Central Washington University

INNOVATIVE INSTRUCTIONAL MATERIALS FOR EIGHTH GRADE ENGLISH

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

Mary Lou Clerf

August 1971

APPROVED FOR THE GRADUATE FACULTY

_____

Dan A. Unruh, COMMITTEE CHAIRMAN

_____

Helen D. Patton

_____

Sidnie Mundy

TABLE OF CONTENTS

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

In recent years the teacher of English has been confronted with an ever-increasing volume of literature concerning change in the field of English. The design and content of English curricula have undergone intensive investigation by specialists in English areas and by generalists in the broad field of education. Some of the findings of these investigations have had an impact on the teaching of the practitioner in the English class; many findings, however, fail to reach the classroom at all. The failure to reach the classroom is the result of many factors, some relating to the teacher: (1) lack of time for reading and investigation in professional literature; (2) lack of skill in translating findings into programs; (3) complacency about the present program; and (4) hesitancy and lack of understanding about new or unusual programs. The investigator, a classroom teacher, began the study of this problem with the encouragement of her teaching counterpart to try to overcome some of these failings in their own situation.

I. THE PROBLEM

Statement of the Problem

This study was undertaken for the purpose of reviewing current literature and developing new instructional materials suitable for

classroom use by teachers of eighth grade English.

Plan for Studying the Problem

An appraisal of the existing program and its materials provided the beginning of the study. Methods and materials were assessed by the teaching team. It was determined that materials consisted of a grammar and usage textbook, a supplementary book of the same type, a small composition handbook, and a spelling and word study workbook. These materials formed the basis for a very inflexible approach to these usual English concerns. Methods of instruction were similar throughout the week despite the fact that the school week for each student included four class meetings, only two of which were the same size. While the school was in the third year of flexible scheduling, the English curriculum was almost identical to the curriculum organization used in preceding years. When the school moved from a five-day-a-week class schedule to flexible scheduling, the "old" curriculum, textbooks, and techniques moved with it.

New scheduling called for change--in class size, instructional methods and materials, teacher and student expectations--but change was happening too slowly. English materials had not kept pace with the changing needs of student and classroom situations. Team teaching was part of the new scheduling, but it had not been used to full advantage.

The eighth grade English team, experiencing dissatisfaction midway through the 1969-70 school year, decided on a semester of

experimentation in the classroom. This experimental semester, which followed one of grammar, usage, and spelling work, was a loosely organized collection of ideas from such diverse sources as professional journals, elementary school textbooks, Read magazine, "old" English files, and newspaper articles. Partly as a concession to student purchase of the workbook, spelling and word study continued through the year.

While the experimental classroom work was usually interesting and occasionally exciting to both students and teachers, the semester's work as a whole did not lend itself to any particular organization or sequence of development. The greatest concern of the teachers at this time was that the classroom materials provided very few tools for the evaluation of the student or of the intended learning.

The shortcomings of this method of organization and development became apparent during the experimental semester and drew attention to the need for serious research into the development of materials appropriate to the eighth grade language arts curriculum.

II. DEFINITIONS OF TERMS USED

Curriculum design. Curriculum design "usually refers to the basic organization and plan for action for developing the scope and sequence of subject matter." (12:277)

Flexible scheduling. Flexible scheduling is defined as a system of class scheduling in which classes are repeated on a rotating weekly basis.

Language arts curriculum. For the purpose of this study, language arts curriculum is defined to mean that area which includes communication skills, verbal and non-verbal, involving such behaviors as listening, thinking, speaking, and writing.

Team teaching. Team teaching is defined as two or more teachers in the same discipline who plan and/or teach together.

III. LIMITATIONS OF THE STUDY

Limitations were placed on this study by the investigator because of the need to research and develop materials for an actual teaching situation. The materials for this study have been designed for an eighth grade language arts curriculum which excludes literature and reading. Further, the materials have been designed primarily to utilize a system of flexible scheduling. Because of these limitations, the reader should be cautioned against assuming that this study includes all language arts areas or that the materials are appropriate for all teaching situations.

IV. ORGANIZATION OF THE REMAINDER OF THE PAPER

Chapter II contains a review of the current literature in the area of secondary English. Current literature is defined as that

published within the last five years.

Chapter III contains descriptions of instructional materials developed during the course of this study. More detailed plans for materials and procedures for their use are located in the Appendix.

Chapter IV, the concluding chapter, contains an evaluation of the study and discusses plans for the further development of materials.

CHAPTER II

REVIEW OF THE LITERATURE

Current literature in the area of secondary English was found in periodical and book form. Books were reviewed only briefly. Periodicals supplied the bulk of the information because of their currency and accessibility. While the literature reviewed here represents only a limited quantity of the total amount of current material in secondary English, it served to direct the investigator toward the areas of change in curriculum design and curriculum content.

I. CHANGES IN CURRICULUM DESIGN

In trying to establish a rationale for change it was not surprising to the investigator to find conflicting ideas expressed by individuals and organizations involved in this change.

In 1959, following the release of the report of the Basic Issues Conference which outlined thirty-five issues facing English, this statement appeared in the Publication of the Modern Language Association (PMLA):

> We think the matter is urgent; we hope that the profession will see these issues as basic and will expeditiously find solutions for the problems arising from them. We are confident that success in this endeavor will bring about an education in English which is sequential and cumulative in nature, practically and socially useful, and permanently rewarding to the mind and spirit of those who are fortunate enough to get it. (31:335)

According to Shafer:

> . . . there is a dearth of research evidence to indicate that English is a cumulative, sequential, and incremental subject or that its various elements can be unified in the ways proposed in the report of the Basic Issues Conference . . . (31:345)

In the same article Shafer also asks why English teachers became so interested in the structure of English in the 1950's and 60's. He answers this question, in part, when he tells of an education conference on science held in 1959 which led to the publishing of The Process of Education in which Bruner emphasizes structure as the basis for curriculum development. (3). Shafer expresses concern that the newly defined discipline created "an antiseptic curriculum" (30:346). He also traces the federal funding of Project English centers over a period of several years.

Information about the special work of the federally funded English Study Center at Bloomington, Indiana, is supplied by Jenkinson (20:16-17). Other curriculum centers of national interest in Oregon and Minnesota were not included in this investigation. They should, however, be a part of any larger study.

The curriculum movement took another direction in 1966 when the work of the Dartmouth Conference culminated in the Dixon publication, Growth Through English, in which Dixon challenges the articulated curriculum and points instead to the restoration of communication between people (5).

In 1968 Moffett published Teaching the Universe of Discourse, (24), the rationale for his curriculum text, A Student-Centered Language Arts Curriculum, Grades K-13, (23), published the same year. Both books have been widely used in teacher preparation courses and in English curriculum development. Moffett places the emphasis on student-centered activities and divides them into grade-level steps (K-3, 4-6, 7-9, 10-12). Practical techniques for the carrying out of student-centered activities make up a large part of his curriculum text.

Others, including Endres, Lamb, and Lazarus (9:418-425), propose tentative objectives expressed in behavioral terms for the English language arts area, pre-K through twelve. These objectives, in sequential and developmental arrangement, need to be "tested, accepted, rejected, and modified," according to this trio of writers.

Not all curriculum specialists agree about sequence:

> I'm not sure, however, that sequence has improved the quality of composition in our schools as much as it should have. In fact, it may well have failed . . . what is needed is sequences. (17:69)

Realistic sequences for various ability groups need to be provided according to Hach. He also discusses the need for well-equipped resource centers and flexible schedules to make this newer instruction possible. (17:69-78)

In a paper presented to the 1970 NCTE Convention in Atlanta, Backen comments on flexible scheduling:

> Unfortunately, somewhere along the line of progress too many people have forgotten that most important original premise of flexible scheduling--that its primary purpose is to individualize and personalize learning for students. . . . It would seem axiomatic that when we implement a flexible schedule to individualize instruction better, that we cannot teach the same content in the same way, simply because that content and those modes of instruction may be inappropriate for some students. (1:363-364)

Reeves and Knappenberger suggest several steps in the construction of a curriculum guide. (29:520-523). They mention the National Council of Teachers of English/Educational Research Information Center resources as a valuable source of information. The authors also encourage the utilization of instructional objectives in curriculum design and name Mager's Preparing Instructional Objectives (21) as a resource.

Curriculum recommendations often include the use of instructional objectives. However, the National Council of Teachers of English (NCTE) issued a statement in April, 1970, titled, "On the Need for Caution in the Use of Behavioral Objectives in the Teaching of English." (25:501). This resolution reflects concern that behavioral objectives might become the sole criteria in curriculum development.

The need to differentiate between behavior, behaviorism, and behavioral objectives is emphasized by Purves. (28:793). He acknowledges that the definition of major behaviors is a useful task and continues:

> . . . having been with several objective writing groups, I have found that those groups which forget about content (language, literature, composition) and set out to define behavior (speaking, reading, writing, listening) arrived at a firmer sense of what they were doing. (28:794)

Purves warns, however, that "behavioral objectives simply do not function as generators of an English curriculum . . . ."

Guth speaks out against short-term behavioral objectives and expresses the belief that English has always had several long-range goals not necessarily measurable by behavioral performance. (16:787)

> Summing up these three goals of English, I think we can label them roughly: first, imagination, the art of extending feeling and thinking on the part of the student; second, power, the ability to use language, for a purpose--the power of words, the power of language as a medium; third, understanding, the ability to relate a piece of poetry to your own experience, to relate one piece of poetry to another and talk about a common thing . . . call these humanistic goals . . . basic goals of humanistic education, which are to develop more fully . . . whatever human potential there is in the student. (16:792)

The need to develop procedures for analyzing new curricula is emphasized by Groebel and Larson. They offer a design for the analysis of materials, especially Project English materials, which consists of a set of questions covering: (1) objectives and philosophy, (2) adaptability, (3) ease of introduction, (4) classroom procedures, and (5) provisions for evaluation of effectiveness. (15:347-350)

The importance of instruments of evaluation is demonstrated in a research study reported by Donelson who conducted a study investigating variables separating effective from ineffective tenth grade writers. (6:37-41)

A recent definitive article by Gill summarizes the growth of three major curriculum movements. He includes: (1) a knowledge-centered

curriculum, characterized by the triad structure, language, literature, and composition; (2) a behavior-centered curriculum, characterized by the language skills of reading, writing, speaking and listening; and (3) "the individual fulfillment model," characterized by a de-emphasis in content and formal instructions and an emphasis on the creatives uses of language and the affective side of human development. Gill reports that the proponents of each "tend to be exclusive" when instead he sees the solution in synthesis. (13:447-454)

II. CHANGES IN CURRICULUM CONTENT

The purpose of English should be the purpose of the entire school effort, "(1) to think analytically and synthetically, (2) to read critically, and (3) to communicate effectively." (26:379). English courses should really be "about the English language and the many uses to which it is put," Perron asserts. He also quotes a Postman (27:1163) definition that "a language situation is any human event in which language is used to share meanings" and states that the teacher's job "would be to select relevant language situations for study by his students." (26:383)

A similar idea is expressed in the Washington State Department of Public Instruction publication on English guidelines, Creating a Language Learning Design, "Everything that is said about language in a classroom must arise out of the situation in that classroom." (4:14)

These curriculum guidelines urge a language-in-operation view of English and name four major consequences of such a view:

> (1) Students' experience is the core of the class.
> (2) The atmosphere of the English class is free and open.
> (3) Subject matter and skills practice cluster around the core of experience but do not control or dominate it.
> (4) Assessment for English will be performed in new ways.
>
> Each of these consequences needs exploration. (4:25)

Hennis, in a discussion of the content of English, says:

> The most important factor in the study of language in the schools is not a detailed understanding and mastery of terms and classification systems but one of attitude. (18:353)

He also states his belief that favorable attitude toward language does not appear to be widespread:

> It is well-known that beginning in the primary grades and continuing through the secondary grades, each year begins with a sterile study of nouns, then pronouns, then verbs . . . the same study each year with little or no reference to the needs of individuals, to the process of communication, or to a total design. (18:354)

Curriculum items are categorized as (1) enjoyable, (2) scholarly, and (3) practical by Ellis. (8:333-335). The writer defines each area and argues that overlapping is necessary and that co-existence is possible:

> . . . each kind of content does not necessarily command an equal place in each English class. When planning an English program for a class, we must determine to what extent we want these students to be enjoyers, to be scholars, and/or to be practical users of English . . . . all students will not and can not reach the same levels of accomplishment in each area. (8:335)

Specific concern for change in attitude about writing is expressed by Fillion:

> . . . we can teach students to write honestly only if we first demonstrate, through our motivation, assignments, and evaluations, that good writing of any kind is an extension of the individual's exploration of and argument with life itself. Before we can enlist the student's devotion to clarity, coherence, and precision, we must convince him of the importance of what he is clarifying and making precise. (11:54)

Shuman discusses composition as a part of the total language study. He distinguishes between the act and the technology of composing, and supports the viewpoint that students do not need to know all the intricacies of grammar to write well. (33:390-400)

Attention is directed toward linguistics study in junior high school by Schiller who advocates an inductive approach to this study. (30:705-707)

Another writer proposes "improved instruction designed to capitalize on the specialized training of faculty members while, at the same time, offering more varied and interesting courses for the students." (34:97). The discipline is divided into three course areas: (1) substantive courses--necessary information such as grammar and mechanics; (2) skill courses--composition, reading, public speaking, acting; and (3) appreciation courses--literature, drama. (34:97-98)

"My advice to the curriculum committee," says Fillion, "is to begin with the three -cy's: literacy, oracy, and mediacy." Literacy is defined as the ability to read and write. Oracy, a British term, is described as the oral counterpart to literacy, the ability to listen and

speak. Mediacy was born with the advent of technology. It is defined as the ability to cope with electronic media. He continues:

> That is, the committee's prime concern is not with the organizational structure of the school or with the subject matter as such, but with its purpose, the purpose of bringing together a group of young people to 'study English.' This particular terminology directs immediate attention to the desired outcomes of such gatherings . . . . (10:1231)

Siegfried (35:13) coined the expression "media-ized" English in an article describing the successful use of television, music, and films by non-college bound students. Webb (37:10-11) suggests resources such as taped sounds, music, and films to stimulate creative writing. Sheeley (32:637-640) presents an ESEA Title III program which utilizes the tape recorder in composition courses. The film with social comment is recommended by Stern (36:646-649) as a source of discussion and composition. The teaching of the film as a legitimate course is described by Glennon. (14:641-645).

Still another source of "media-ized" English is proposed by Miner (22:1183-1185). He encourages the use of comic strip characters such as Peanuts because of their relevancy in language study. Brown and Wachs (2:662-664) describe the use of cartoons in teaching inference, connotation, and denotation.

Behavior skills are important to the discussion of content.

> Notwithstanding the fact that listening is least emphasized in a formal way in curricula at all levels, this skill is used to a

> greater extent than any of the other communication skills--reading, writing, and speaking. Rankin (1926) was the first to make this point. (7:747)

The same Encyclopedia of Educational Research article provides information about communication. The average person, who spends 68% of his waking time in one form or another of communication, divides his communication time in the following way: 16% writing, 15% reading, 32% speaking, and 42% listening. Figures are verified by formal studies. (7:747).

Negative practices which should be eliminated from English teaching are listed by Hipple (19:373-376). He names seven practices which he considers negative: (1) pop quizzes, (2) book reports--oral and written, (3) spelling tests and drills, (4) literature tests on details, (5) usage drills, (6) in-class themes, and (7) "the blood-red theme," marked with red pencil. He urges teachers to "accentuate the positive."

In the review of the literature in this chapter the investigator has tried to point to significant trends in curriculum design and content. The review provided the investigator with valuable information and ideas concerning change in English. Chapter III of this paper continues with the description of the utilization of the information and ideas in the development of instructional materials.

CHAPTER III

DEVELOPMENT OF MATERIALS

The search for new material which began during the semester of experimental work was continued by the investigator and the team teacher into the summer. The search was extended to numerous sources such as older editions of textbooks, publishers' samples, curriculum guides, magazines, radio, and television. Especially helpful during the college summer session were two English workshops and an individual study in which the English team members were enrolled.

Ideas gleaned from these and other sources were recorded, clipped, copied, and filed, and when it seemed a sufficient amount of material was accumulated, the planning was begun. Many ideas can be acknowledged according to their source; other ideas were gained from informal discussions and the original source remains difficult or impossible to identify.

Long-range goals were discussed by the eighth grade English team and tentative plans for the new curriculum were outlined. Primary areas of concentration for the first part of the school year were determined to be listening and critical thinking. It is these two areas for which the materials in this study were developed. Although special study areas such as listening and critical thinking will be emphasized during certain

units, follow-up work in these areas will be threaded into English materials throughout the entire year.

I. ORGANIZATION OF MATERIALS

The organization of this chapter was planned to provide a brief description of instructional materials within each of three study units--orientation, listening, and critical thinking. This description will include an introduction to each unit and short statements about each of the lessons in the unit. Additional information about procedures and materials for individual lessons has been placed in the Appendix.

II. ORIENTATION MATERIALS

A two week unit of orientation to eighth grade English was planned to begin the school year preceding all other course work. The idea for an orientation developed from a discussion in a summer workshop supplemented by chance reading about an actual classroom orientation. This two week period is designed to give new eighth graders an opportunity to sample several types of English course work. While the participation will help to familiarize the student with the expectations of the teacher, it should also aid the teacher in determining the work level of individual students. There will be no formal evaluation of any student work during the orientation time. General English areas to be introduced include:

(1) verbal and non-verbal communication, (2) listening, (3) critical thinking, (4) writing, and (5) improvisation and oral expression.

Orientation will begin with a combination verbal and non-verbal exercise called "What's Your Bag?" Each student will introduce himself to his classmates using a likeness of himself which he will create from a paper bag. This type of introduction will provide a "safe" way for the student to talk about himself while his attention and that of his classmates will be focused on his bag. Directions for this exercise are found in the Appendix, Item 1.

A listening experience is planned for the second class meeting. The class time will not, however, be identified as a "listening experience." A cassette tape copy of Barbra Streisand singing "Sweet Zoo" will be played without comment. At the completion of the song, students will be asked to list the names of animals in the song. Discussion and replay of the tape will follow.

After the taped song, the instructor will play a series of taped sounds. Each sound is to be identified by a number and played separately and slowly to allow time for students to write down an identification of the sound as they hear it. Sounds will include familiar household and school sounds as well as some unusual ones. After students have recorded their answers, a discussion will follow. Projection of the correct answers on an overhead screen while the tape is being replayed will complete the

lesson. Listening exercises for orientation appear in Appendix, Item 2.

The third class session will involve two reasoning exercises. The first consists of many incomplete series of symbols, some alphabetic, some numerical, some nonsensical. The student will complete each series by determining the proper sequence and finishing the series. Following this exercise, which is intended to be entertaining rather than difficult, the student will begin work on another exercise. The second one consists of a list of three-item series of words. The object is to discover and record the word or idea which each three-word group shares in common. See Appendix, Item 3.

The outlining of class expectations will be purposely delayed until the fourth class meeting in order to create a favorable atmosphere for positive remarks by the teacher. The expectations for the course will be made orally by teacher presentation accompanied by a written hand-out outlining basic requirements for the course, including grading. See Appendix, Item 4.

The fifth group meeting during the orientation time will be a session of improvisation. The teacher will take the class through some warm-up exercises and then provide minimal situation suggestions from which students will improvise alone and in pairs. The purpose of improvisation is to give students experience in role-playing before a group of classmates. See Appendix, Item 5.

The sixth and final orientation class will be a writing assignment with many choices of subject matter and three options. The options, to be exercised at the conclusion of the class time, will include these: (1) student will put his name on his paper and hand it in for the teacher to read, (2) student will hand in his paper without any name, and (3) student will not hand in his paper at all but may discard it when class is over. The purpose of this type of writing assignment is obviously to get the student to write--anything. See Appendix, Item 6.

If successful, the orientation will have introduced the student to his teacher, his classmates, and his English course work. He should be prepared for the start of the listening unit which follows.

III. LISTENING MATERIALS

A four week listening unit will follow the initial two week orientation. The general purpose of this unit is to provide the student with materials for developing and strengthening listening skills. Findings from the Encyclopedia of Educational Research (7:747) reported in Chapter II affirm the importance of listening skills. The materials for this unit were designed to provide many different kinds of listening situations. The unit is expected to take about four weeks in the classroom and will require about fourteen to sixteen class meetings. Several listening lessons have been developed in depth for the purpose of this

study. They are described briefly here. More detailed information on Listening lessons has been placed in the Appendix.

The order of presentation of these exercises is not necessarily the only order in which they can be presented in the classroom. Although materials were designed primarily to provide listening experiences, speaking and writing are important features of this unit.

The first listening experience to be discussed is one which introduces paraphrasing. The lesson begins with a teacher-led discussion of paraphrasing. Students will be given a short excerpt from the Encyclopedia Americana entry about the English heroine, Grace Darling. Paraphrasing of this entry will be introduced by playing a cassette tape recording of the Limelighters' "Ballad of Grace Darling." A copy of the words to this song will be given to each student and the class will join in singing the song with the recording. The narrative on the record invites participation and the chorus is especially rousing. See Appendix, Item 7.

Music will be used in another exercise--listening for enjoyment as well as meaning. Dittoed sheets containing the words to "Sounds of Silence" and "Bridge Over Troubled Waters" will be distributed at the beginning of class. A cassette tape recording of these songs will be played. The first time it is played students will be expected only to listen and enjoy the music. The second time, they should follow the words on the dittoed sheet, perhaps underlining significant words or

phrases. The lesson will conclude with an assignment for the student to write a one-page discussion of the meaning for him of one of the songs. The follow-up lesson will include a sharing of written work with the entire class. See Appendix, Item 8.

Another class meeting will begin by giving students a pop quiz over the information on the morning announcements. The announcements will be taped and played back in class for discussion. Following this, students will be asked to draw an animal which they have never seen and which will be described to them by the teacher. Careful, methodical directions for an animal, such as the platypus, bandicoot, or ant-eater, will be read slowly to the class while students attempt to draw the animal described. When completed, the teacher will ask class members to show their drawings. An overhead transparency of the animal will be shown and student drawings will be collected and hung in the room. See Appendix, Item 9.

The importance of listening for information will be demonstrated by a class session on communicating directions. Class members will be assigned to work in pairs, seated back-to-back in their desks. Everyone will have pencil and paper ready. The teacher will remind students that all communication has a sender and a receiver--each student will have an opportunity to be both--and a message. The messages will be the oral description of a design or figure which the sender has before

him on a note card. The sender must describe the design for the receiver to draw. Neither student sender nor receiver may look at the other's work until the drawing is complete. Then they will compare the drawing with the original. Sender and receiver should exchange jobs and send another message from another card. This communication process can be continued for an entire class time. Moffett (23) should be credited for the idea behind this lesson. See Appendix, Item 10.

Intonation is an important aspect of oral communication and listening for intonation is a skill that can be emphasized. This lesson on intonation will be taught by oral example and practice. Students will be asked to speak words and phrases using a variety of forms of intonation--stress, juncture, and pitch. The differences in meaning assigned to intonation variations will be discussed. A "fun" activity to conclude this lesson is the ABC game. Students will select a partner and engage in nonsense ABC conversation using varying intonation such as that characterized in English by a question, or a particular mood or situation. See Appendix, Item 11.

A lesson created from Moffett's suggestion for punctuation by voice will follow the lesson on intonation. Written punctuation marks will be compared to their oral counterparts, juncture and pitch, and then the student will punctuate an unpunctuated copy of a story which the teacher will read to the class. Discussion of student punctuation

will be accompanied by an overhead transparency of the story with proper punctuation. A follow-up exercise using student writing read by students will be used. See Appendix, Item 12.

Other activities which will accompany this unit include direction games, telephone riddles, and tongue twisters. Listening to take notes will be a part of this work and students will also be assigned a story to be written after hearing a series of taped sounds.

IV. CRITICAL THINKING MATERIALS

The purpose of this unit is to provide critical thinking experiences at many cognitive levels. Exercises involving lower-level cognitions will permit the slow student to enjoy some measure of success. The investigator has also tried to provide exercises which will encourage faster students to work toward higher cognitive levels. General English areas to be covered include: (1) inference, (2) sequence, (3) reasoning, (4) categorizing, (5) connotation, (6) euphemism, (7) games and puzzles, (8) improvisation, and (9) decision-making. Work in these areas involves listening, speaking, and writing.

Evaluation for a unit of this type is especially difficult. The investigator proposes a pre-test, post-test situation. The pre-test will contain short items similar to those covered in each study area in the thinking unit. This test will then be compared to the post-test which

will have the same number and kind of questions. While the investigator recognizes that a test of this type has many shortcomings, it should be helpful to see if individual students have made progress, perhaps indicating the effectiveness of the planned learning.

Work in critical thinking is planned to take about six weeks in the classroom and will involve about twenty different lessons. Because of the length of this unit, only six of the individual lessons have been presented here in depth. They do not appear in special order except where it is noted.

The unit will begin with an explanation and exercise involving inference. The difference between inference and fact will be explained and demonstrated. Students will think about and write captions for two exercises, one on "Footsies" and the other for several Peanuts-type cartoons. Students will share their captions in a discussion. Subsequent exercises will include two writing assignments: the first, to complete one of several unfinished stories, the second, to write imaginative short stories about newspaper and magazine pictures without captions. See Appendix, Item 13.

The ordering of items into a proper sequence is an example of an exercise which can start simply and become more complex. The introductory lesson will be on simple sequences such as four- or five-step descriptions of a process or procedure. Students will be

given a dittoed sheet of scrambled sentences which they will work on in class and put in order by numbering properly. One such exercise involves a description of a small dust-covered jewel box containing a ring. After students have determined the sequence, the proper order will be demonstrated in class with a real ring box. The importance of clue words in establishing sequence will be discussed and presented visually on the overhead projector.

Most students will continue with other, more difficult exercises providing time for the teacher to assist students who need more explanation and practice with the first exercises. Another interesting and lengthy sequence for a follow-up activity is a scrambled list of twenty to twenty-five things which a student does on his way to school each morning. This will be designed to fit the local setting. See Appendix, Item 14 for sequence suggestions.

An activity which combines sequence and oral communication will follow two or three lessons on sequence. The teacher will introduce the assignment by giving a demonstration of "how to" do something which requires several sequential points. Following this, students will be given a dittoed sheet explaining their assignment to plan and present, with materials, a carefully organized demonstration of their own. Sign-up sheets will be posted so students will be prepared when called upon. See Appendix, Item 15.

An understanding of connotation is an essential part of language study. The investigator proposes to spend about two weeks on connotation, relating it to the processes of listening, thinking, speaking and writing. The investigator found useful material on the subject of connotation in many issues of Read magazine. Read is a small magazine from American Education Publications. The AEP special English Unit books, Understanding Language Series also contain clear and descriptive ways to teach connotation. The lesson described in Appendix, Item 16 is an adaptation of one of these suggestions.

The work on connotation will lead naturally to a discussion of euphemism. No lesson on euphemism is presented in the Appendix but the investigator plans to utilize other AEP materials in two or three lessons covering the meaning and uses of euphemistic speech.

Other activities which will add interest to the critical thinking unit will be "brain teasers" and word puzzles. Thinking games are often found in student magazines, newspapers, and special puzzle books such as are sold on magazine stands. Students will be encouraged to make up or bring copies of "brain teasers" and thinking puzzles they may have.

Another lesson will be planned around Chinese puzzles called tangrams. Students in the State of Washington who have visited the Seattle Science Center may have tried the tangrams in the puzzle room adjacent to the math area in the Center. Background information about

tangrams may be found in The Second Scientific American Book of Mathematical Puzzles and Diversions by Martin Gardner. The tangrams themselves may be constructed of heavy cardboard or simply dittoed on paper and cut into tangram parts. See Appendix, Item 17.

Improvisation and decision making will be combined in an exercise called "What would you do if . . . ?" Small slips of paper describing minimal situations will be distributed and students will present short improvisational solutions to these situations. See Appendix, Item 18.

While some of the activities included in this critical thinking unit may be classified as games, they provide constructive ways to interest students in thinking activities. The investigator is convinced that practical experience in thinking is an essential part of language study and that it can and should be provided in the English classroom.

Chapter III has described some of the classroom materials which the investigator has developed for units of orientation, listening, and critical thinking. These materials will be utilized by the investigator and her team teacher in an actual teaching situation. An evaluation of their usefulness must wait until their initial classroom use.

CHAPTER IV

EVALUATION OF THE STUDY

This study has focused upon some explicit purposes, a review of current literature and the development of instructional materials suitable for classroom use by teachers of eighth grade English, which have been described in Chapters II and III. It appears to the investigator that the survey of the current literature supports the motivation for the present study, which purpose was to find authority and means for revising an eighth grade English curriculum.

The development of evaluation tools for the classroom use of these new materials was not a part of this study because the investigator, as part of a team, could not alone be responsible for evaluation decisions. However, the initial use of these materials will necessitate the implementation of some form for evaluating student achievement in the proposed learning areas and the effectiveness of the materials in helping students achieve these learnings.

Plans for the further development of materials by the English team have been discussed. This development will be influenced by many factors.

One of these factors will be the insights gained by the investigator (and shared with the team teacher) from the reading in the literature

required by this study. Gill (13:450) has pointed to a curriculum trend which he calls "The individual fulfillment model," characterized by a de-emphasis in content and formal instruction and an emphasis on the creative uses of language and the affective side of human development. These characteristics are closely identifiable with the long-range goals of the curriculum envisioned by the English team.

This curriculum will certainly be constructed around student-centered activities as exemplified by Moffett (23). The team also proposes to keep the use of behavioral objectives in the proper perspective--as useful tools in defining learning outcomes after the long-range goals of the English curriculum have been determined. As Purves (28:794) cautions, "behavioral objectives simply do not function as generators of an English curriculum . . . ."

Other decisions concerning curriculum design and content will be influenced by the 1969 Washington State Department of Public Instruction publication, Creating a Language Learning Design, which says in part:

> The new curriculum guides (or designs or extrapolations) will have to look different. They will suggest an underlying pattern of language development, consistent with what is known about normal sequences in learning language, and they will propose possible ways of clustering subject matter and skills practice around cores of experience. (4:30)

The evaluation of the effectiveness of future curriculum materials will also be affected by the reporting system for student work required of

teachers by the school system.

Another concern about future curriculum development is the position that English will assume in succeeding years, both in relationship to sequence, K-12, and in the importance of English language arts in the total education program of the student at every level. Although the value of sequential development of English curriculum has been questioned, it seems apparent to the investigator that some grade level assignment of developmental skills and subject matter content must be made on the district level.

As a summarizing statement, the investigator affirms the optimism expressed by Gill when he speaks of the new theory of curriculum development which will "encompass the knowledge of the discipline as well as the direct experience of the learner, the skills with language as well as the search for identity through experience with language." (13:453). Toward these ideals of curriculum design and content the investigator is firmly committed.

BIBLIOGRAPHY

1. Backen, James J. "Flexible Scheduling: Facts, Fantasies, and Fads," English Journal, 60:363-368, 372, March, 1971.

2. Brown, Lurene, and Helen B. Wachs. "Cartoons in the Classroom," English Journal, 57:662-664, May, 1968.

3. Bruner, Jerome S. The Process of Education, New York: Random House, 1960.

4. Bruno, Louis, Chested D. Babcock, and Thomas L. Barton. Creating a Language Learning Design, Guidelines for Developing Programs in English Language Arts Kindergarten - Grade 12, Olympia, Washington: Washington State Department of Public Instruction, 1969.

5. Dixon, John. Growth Through English, Reading, England: NCTE, 1967.

6. Donelson, Kenneth L. "Variables Distinguishing Between Effective and Ineffective Writers in the Tenth Grade," The Journal of Experimental Education, Vol. 35, No. 4, pp. 37-41, Summer, 1967.

7. Duker, Sam. "Listening," The Encyclopedia of Educational Research, p. 747, New York: MacMillan, 1969.

8. Ellis, W. Geiger. "English Content and E. S. P." High School Journal, 52:333-335, April, 1969.

9. Endres, Mary, Pose Lamb, and Arnold Lazarus. "Selected Objectives in the English Language Arts (pre-K through 12)," Elementary English, XLVI: 418-425, April, 1969.

10. Fillion, Bryant. "Advice to the Curriculum Committee: Begin with the Three -cy's," English Journal, 58:1230-1232, November, 1968.

11. Fillion, Bryant. "The Case for Freedom in Composition and Literature," English Journal, 57:52-58, January, 1968.

12. Foshay, Arthur W. "Curriculum Design," The Encyclopedia of Educational Research, p. 277, New York: MacMillan, 1969.

13. Gill, Kent. "Whither an English Curriculum for the Seventies?" English Journal, 60:447-454, April, 1971.

14. Glennon, Michael L. "Small Groups and Short Films," English Journal, 57:641-645, May, 1968.

15. Groebel, Lillian S. and Richard L. Larson. "Analyzing Curriculum for English," Elementary English, 46:347-350, March, 1969.

16. Guth, Hans P. "The Monkey on the Bicycle: Behavioral Objectives and the Teaching of English," English Journal, 59:785-792, September, 1970.

17. Hach, Clarence W. "Needed: Sequence in Composition," English Journal, 52:69-78, January, 1968.

18. Hennis, R. Sterling, Jr. "Language: A New Emphasis," High School Journal, 52:352-360, April, 1969.

19. Hipple, Theodore W. "Eliminating the Negative in English Teaching," English Journal, 60:373-376, 378, March, 1971.

20. Jenkinson, Edward B. "The 'New English': A Movement Gains Momentum," Senior Scholastic, Scholastic Teacher, p. 16-17, September 13, 1968.

21. Mager, Robert F. Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1962.

22. Miner, Marilyn E. "Charlie Brown Goes to School," English Journal, 58:1183-1185, November, 1969.

23. Moffett, James. A Student-Centered Language Arts Curriculum, Grades K-12, Boston: Houghton-Mifflin, 1968.

24. Moffett, James. Teaching the Universe of Discourse, Boston: Houghton-Mifflin, 1968.

25. National Council of Teachers of English. "On the Need for Caution in the Use of Behavioral Objectives in the Teaching of English," (A resolution passed by the NCTE at the Fifty-Ninth Annual Meeting, 1969), English Journal, 59:501, April, 1970.

26. Perron, Brother John, C.S.C. "Teaching English in the High School: Some Considerations," High School Journal, 52:379-389, April, 1969.

27. Postman, Neil. "Linguistics and the Pursuit of Relevance," English Journal, 56:1160-1165, November, 1967.

28. Purves, Alan C. "Of Behaviors, Objectives, and English," English Journal, 59:793-797, September, 1970.

29. Reeves, Ruth, and Dorothy Knappenberger. "Preparing a Curriculum Guide," English Journal, 59:520-523, April, 1970.

30. Schiller, Sister Philomene. "Linguistics in Junior High School: Triumphs and Difficulties," English Journal, 57:705-707, May, 1968.

31. Shafer, Robert E. "The Attempt to Make English a Discipline," High School Journal, 52:335-351, April, 1969.

32. Sheeley, Stuart L. "Tape Recorders and Writing: Innovations in Indianapolis," English Journal, 57:637-640, May, 1968.

33. Shuman, R. Baird. "Composition in a Time of Flux," High School Journal, 52:390-400, April, 1969.

34. Shuman, R. Baird. "Toward Reorganizing Secondary School English," School and Society, 97:97-98, February, 1969.

35. Siegfried, Sister Regina. "Media-ized English," Senior Scholastic, Scholastic Teacher, p. 13, February 7, 1969.

36. Stern, Adele H. "Using Films in Teaching English Compositions," English Journal, 57:646-649, May, 1968.

37. Webb, Rosalie. "To Stimulate Creative Writing," Senior Scholastic, Scholastic Teacher, p. 10-11, October 18, 1969; p. 9-15, October, 1968.

APPENDIX

Orientation Materials, Items 1-6

Listening Materials, Items 7-13

Critical Thinking Materials, Items 13-18

ITEM 1

What's Your Bag?

Purpose: To provide a "safe" way for the student to introduce himself to his class while his attention as well as that of his classmates is focused on his bag.

Procedures:

1. Teacher will explain that students will define themselves: (1) as they really are; (2) as they think they are seen by others; or (3) as they would like to be; by drawing, cutting out, pasting, and shaping their paper bag during class time. About 20-30 minutes should be allowed.
2. Teacher will prepare his own bag and use it to introduce himself at the beginning of each class during this lesson. Following his introduction, the teacher will call on students to introduce themselves, having the first student call on the next one and so on. Applause is appropriate!
3. Bags should be displayed in the classroom for the two weeks of the orientation.

Materials:

1. Brown paper bags, lunch-size.
2. Crayons, colored pencils.
3. Scissors.
4. Colored paper.
5. Paste or glue.

ITEM 2

Listening Experience

Purpose: To make the student aware of the fact that he probably isn't listening well and arouse an interest in more careful listening.

Procedures:

1. Teacher plays tape of "Sweet Zoo." No comment precedes the first playing.
2. Students will be asked to list the names of animals which are mentioned after the tape is through playing.
3. Replay the tape asking students to check their lists for accuracy. Discuss if necessary.
4. Teacher will then play series of taped sounds, identifying each by a number and allowing the students to name the sound on paper as it is heard. After the tape is through, the students should contribute their answers to a discussion.
5. The lesson is completed by projecting the correct answers on an overhead while the tape is played again. Ask students to tell, by a show of hands, how well they identified the sounds.

Materials:

1. Cassette tape recording of "Sweet Zoo" by Barbra Streisand.
2. Series of taped sounds.
3. Overhead transparency with the list of sounds in the correct order.

ITEM 3

Reasoning Exercise

Purpose: To provide the student with practice in logical thinking.

Procedures:

1. Teacher distributes the first sheet, a series of alphabetic, numerical, and nonsensical symbols to be completed.
2. The examples will be explained and students will complete the sheet in class. The first exercise should not be difficult for most students.
3. The second exercise is distributed as students complete the first one. Some will finish the exercise in the class time, others will need to bring it to the next class meeting.
4. There will be no evaluation of student accomplishment in these two areas. There will, however, be a class discussion of any parts which students want to discuss.

Materials:

1. Dittoed handouts:
   a. Reasoning and sequence.
   b. "What do they have in common?" A series of items which share a common idea which may be expressed in a word or phrase.

ITEM 4

Course Expectations

Purpose: To provide the student with a clear description of the course expectations. The outlining of these expectations will be purposely delayed until this time because the teachers want to create a favorable atmosphere for positive remarks.

Procedures:

1. The teachers of this course will make this oral presentation to several classes at one time.
2. Students will also receive a dittoed handout outlining the course requirements and expectations. Items to be included will describe grading, policy regarding absences and late assignments, some guidelines concerning assignment format, headings, and so on.
3. Some of the planned activities for learning will be mentioned.

Materials:

1. Dittoed handout on course expectations.

ITEM 5

Improvisation

Purpose: To provide experience in role-playing through the acting out of teacher-suggested minimal situations. (A Moffett suggestion.)

Procedures:

1. The teacher will take the entire class through a warm-up exercise in improvisation. Some will be reluctant to participate, but teacher enthusiasm will help carry it along.
2. Teacher explains improvisation, impromptu acting with dialogue. Each student selects a slip of paper with a minimal situation described on it. It is better if the student does not read the slips before picking one.
3. Students will have only a couple of minutes to prepare for individual improvisation, then the teacher will call on students. Another possibility is to have each slip numbered and call on students in order.
4. After each student has performed individually, the group will continue with paired improvisations selected in the same way. More time should be allowed for preparation of paired improvisations.
5. Teacher must keep the entire process on a positive note. No embarrassment, no pressure, just fun!

Materials:

1. Small slips of paper on which the teacher has described only a minimum amount of information about a situation which the student must act out. These slips may be color-keyed for boys and girls.

ITEM 6

Writing Exercise

Purpose: To encourage the student to write by providing a relatively secure (non-graded) writing situation with the option of revealing himself as the author of a piece of writing only if he wishes to be revealed.

Procedures:

1. The teacher will give out an assignment with a number of different topic choices. The assignment also has three options:
   a. Student will put his name on the paper and hand it in.
   b. Student will hand in his paper with no name.
   c. Student will write during class but will discard the writing at the end of class time. (Students should be assured that the teacher will not go through the waste basket.)

   Curiously, few students exercise the third option, according to teachers who have tried this. The majority of students find they want to identify their writing after they have finished the assignment.

Materials:

1. Dittoed handout on "Writing can be fun!" describing the topic choices, which should be numerous, and explaining the options.

ITEM 7

Paraphrasing

Purpose: To familiarize the student with the meaning of paraphrasing through the use of written and aural materials.

Procedures:

1. Teacher will explain importance of paraphrasing using a dictionary definition, then explain in own words.
2. Teacher will distribute handout on Grace Darling taken from the Encyclopedia Americana. Read with the class.
3. Introduce the "Ballad of Grace Darling" by giving out dittoed copies of the words of the song, then play the song on cassette tape. Class should follow along on ditto the first time through and join in the song the second time it is played.

Materials:

1. Dittoed handouts:
   a. Paragraph from the Encyclopedia Americana about Grace Darling.
   b. Words of the song, "Ballad of Grace Darling."
2. Cassette tape recording of the Limelighters' recording, "Ballad of Grace Darling."

ITEM 8

Listening to Music

Purpose: To involve the student in a pleasant yet useful demonstration of listening closely for meaning.

Procedures:

1. Explain that the class will listen to music for enjoyment and meaning.
2. Distribute the dittoed sheets with the words of the songs, explaining that the second time the songs are played students should be marking significant words or phrases.
3. Play the cassette tape recording of "Sounds of Silence" and "Bridge Over Troubled Waters." Replay the same tape.
4. Assign a short--not more than one-page--written discussion of meaning in one of the songs, to be due at the next class meeting.

Follow-up Activity:

1. Students will form into small groups of four to five students and read their papers to each other. Each group will select one or two papers (perhaps one of each song) to be read to the entire group. Papers could then be collected and evaluated by the teacher.

Materials:

1. Dittoed handout of words of the two songs.
2. Cassette tape recordings of Simon and Garfunkel's recordings of the songs "Bridge Over Troubled Waters" and "Songs of Silence."

ITEM 9

Listening for Information

Purpose: To demonstrate to the student that he needs to listen in a more intent way when trying to grasp information.

Procedures:

1. Teacher will start class by giving a pop quiz on the information in the morning announcements. Ask students to list as many items as they can remember.
2. Play back tape made of the morning announcements.
3. Discuss, declare a winner.
4. Have students prepare to draw a animal by getting out paper and pencil.
5. Teacher will slowly and carefully describe this animal so that students may attempt to draw it.
6. Have students compare their drawings with an actual picture of the animal on the overhead screen.
7. Hang up the drawings for the rest of the week.

Materials:

1. Cassette tape recording of the morning announcements. (Must be made secretly)
2. Careful written directions for the drawing of the animal chosen. Suggestions--platypus, bandicoot, ant-eater.
3. Overhead transparency of animal described.

ITEM 10

Sending and Receiving Information

Purpose: To demonstrate to the student the importance of clear, concise information when sending or receiving a communication.

Procedures:

1. Assign students to work in pairs, seated back-to-back.
2. Students should have paper and pencil ready.
3. Explain the basis of communication; a sender, a receiver, a message. Tell the students that they are to be senders and receivers. The messages are small designs and figures on note cards.
4. Give each pair one of the note cards, one student will send the message to the other. Neither student may look at the other until the message (instructions for drawing the figure or design) has been completed.
5. Continue until all student pairs have completed all the cards. Students should exchange the sender and receiver role each time.
6. After some practice, students may want to draw their own symbols or designs to communicate to each other.

Materials:

1. Note cards with drawings of simple figures and symmetrical designs. Examples: triangles, parallelograms, interlocking figures.

ITEM 11

Intonation

Purpose: To give the student information about intonation and involve him in an exercise using intonation.

Procedures:

1. Teacher will make a presentation on intonation accompanied by a handout identifying stress, pitch, and juncture.
2. Teacher will demonstrate stress to the class, then call on individual students to say such expressions as "What are you doing?", "I didn't say you did it," "You should have heard what she said." The differences in meaning in the various stress patterns should be pointed out.
3. Other phrases may be used and students may be called upon to explain how the phrase was said--in anger, fear, sadness, and so on.
4. The ABC game may be played for fun. Students will select a partner and engage in a nonsense conversation using only the letters of the alphabet in different stress patterns to convey questions, answers, moods, situations--gossip, whispering.

Materials:

1. Handout on intonation, stress, pitch, and juncture. Consult any good linguistics source. Especially useful to the investigator was the Kottmeyer and Claus Basic Goals in Spelling supplementary language study information.

ITEM 12

Punctuation by Voice

Purpose: To make the student aware of the importance of listening for punctuation.

Procedures:

While this idea has been taken from Moffett the actual procedures for the lesson have been devised by the investigator.

1. Teacher will follow-up on previous discussion of intonation. Various forms of punctuation will be explained in terms of juncture and pitch. (See Kottmeyer again.)
2. Give students a copy of an almost totally unpunctuated story such as an excerpt from Douglas "Adventure on a Mountain."
3. Read the story to the class while the students try to put in the correct punctuation. Only commas, periods, and question and exclamation marks should be included in this exercise with eighth graders.
4. A discussion and student check of their own papers should follow this exercise.
5. A suitable follow-up activity would be the copying, without punctuation marks, of several student papers from an earlier writing assignment. Students could read these to the class and punctuation would be added as in the lesson described above.

Materials:

1. Dittoed handouts.
   a. Excerpt from a story, almost totally unpunctuated.
   b. Several student papers with most punctuation marks deleted.

ITEM 13

Inference

Purpose: To demonstrate the meaning of inference and provide an opportunity for the student to use inference.

Procedures:

1. Teacher will demonstrate the difference between fact and inference by listing facts, then inferences, about a picture, an object, a person in the room.
2. Students will think about and write captions for two exercises, one on "Footsies," the other, for several Peanuts-type cartoons.
3. Students will share and discuss their cartoon captions.

Follow-up Activities:

Sometime during the unit students will:

1. Complete an unfinished story.
2. Write an imaginative short story based on one of several uncaptioned newspaper or magazine pictures.

Materials:

1. Dittoed handouts:
   a. "Footsies" without captions.
   b. "Peanuts" cartoons.

ITEM 14

Sequence

Purpose: To familiarize the student with useful techniques for putting items in proper sequence.

Procedures:

1. Students will go over a simple four-step sequence with the teacher.
2. Students will receive a more difficult and scrambled five-step description of a jewel box and put it in proper order.
3. The correct sequence for the description will be demonstrated with the jewel box described in the sequence.
4. The importance of clue words such as "then" and "later" and others will be shown to be important in determining proper sequence.
5. Other more complex exercises will be distributed for those who have successfully completed the simple sequences.

Materials:

1. Dittoed handouts:
   a. Simple four-sentence sequence.
   b. Scrambled five-sentence description of jewel box being observed, then opened.
   c. Other more complex sequences.
2. Small jewel box containing a ring.

ITEM 15

"How to" Demonstration

Purpose: To give the student experience in oral expression while utilizing skill in putting steps in proper order.

Procedures:

1. Teacher will introduce the assignment by giving a "how to" demonstration such as a paper-folding trick.
2. Teacher will explain the two-fold purpose of the assignment and distribute a handout with information about demonstrating techniques.
3. Students will sign-up in advance for a demonstration date.
4. Teacher will evaluate demonstrations as they are given and give the student a copy of the evaluation.

Materials:

1. Teacher demonstration items accompanied by step-by-step explanation on dittoed sheet.
2. Handout on requirements for student demonstration--type, length, suggestion for ideas, evaluation points.

ITEM 16

Connotation

Purpose: To introduce the student to the meaning of connotation and provide experience in using connotation.

Procedures:

1. Teacher will explain that words do not exist by themselves but in relationship to the individuals using them.
2. Students will receive and complete a simple worksheet deciding whether certain words give a favorable, an unfavorable, or a neutral impression.
3. Another activity will be the completion of blanks in several "mini-stories" after deciding whether favorable or unfavorable connotative words are needed.

Materials:

1. Dittoed handouts:
   a. Simple word lists, label favorable, unfavorable, neutral.
   b. "Mini-stories" with missing words.

ITEM 17

Tangrams

Purpose: To involve the student in a series of manipulative and throught-provoking puzzle problems.

Procedures:

1. Teacher will explain what a tangram is and demonstrate the simplest puzzle, a square.
2. Teacher will give each student the seven "tans" of a tangram puzzle.
3. Each student will begin work on a square with the help of the teacher. Other figures to be made include a triangle, a parallelogram.
4. Several, more difficult figures may be sketched on the board for those students who want to attempt them.

Materials:

1. Tangram puzzle, consisting of seven "tans" for each student in the class.
2. Information may be found in puzzle collection books, particularly The Second Scientific American Book of Mathematical Puzzles and Diversions by Martin Gardner, published in 1961 by Simon and Schuster, pp. 211-214.

ITEM 18

Improvisation

Purpose: To involve the student in an improvisational situation so he may improve his ability to think quickly on his feet.

Procedures:

1. Teacher will prepare small slips of paper with "What would you do if . . . ?" situations on them.
2. Students will pick one slip from a collection of several overturned on a desk.
3. After allowing a couple of minutes for preparation, students will volunteer or be called on by classmates.
4. Some improvisation will elicit remarks from the class, the improviser should be allowed to handle questions himself.

Materials:

1. Small slips of paper with situations on them. May use color-coding and have separate slips for boys and girls.