Improving Reading in the Content Area: Supplemental Materials for The World Now and Then

Judith S. Harhai

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University of North Florida
College of Education

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Signature Deleted

Advisor: ____________________________

Dr. Bruce Gutknecht
Signature Deleted

Committee: ____________________________

Dr. William Herrold
Signature Deleted

Dr. James Mittelstadt
Abstract

The purpose of this project is to create supplemental instructional materials for the social studies text, The World Now and Then. These materials, when used in conjunction with the text, are designed to improve the reading skills and content learning of sixth grade students.

A cloze test on a passage from the text revealed 56% of a heterogeneous sixth grade classroom gained little information from the text. Dale-Chall analysis of this and two other passages revealed a fifth to sixth grade readability level. The text was also rated by faculty members using a checklist and received an overall "poor" rating.

The materials presented in the instructional package focus on improving the conceptual match between reader and writer through prereading activities, analysis of the internal and external structure of the text, and use of the textual structure to gain information through reading guides. Review activities in the form of games and a bibliography for teachers are also included.
Dedication

To Mike, for his love, encouragement, patience, and assistance, and to Mindy and Brian for their understanding and help over the past two years, this project is dedicated.
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Statement of the Problem

The purpose of this project is to develop supplemental instructional materials designed to increase the amount of information students gain from reading their social studies text, *The World Now and Then*. The materials were developed to facilitate the match between the writer's conceptual framework and expository style and the reader's conceptual framework and knowledge of written discourse.

Rationale

As an elementary classroom teacher, this writer has observed that sixth grade students have difficulty in comprehending their social studies text, *The World Now and Then*. Students seem to lack the background necessary for understanding of the text. They also appear unable to distinguish between important and unimportant information presented in the text, and unable to relate information previously "learned" to information presented in later chapters. This observation is supported by comments from other faculty members of Jacksonville Beach Sixth Grade Center.

Analysis of the text using the Dale-Chall (1948) readability formula indicates the text is written at the fifth to sixth grade reading level, well within the range
of most sixth grade students. When the cloze procedure (Bormuth, 1966) was applied, however, results indicated that 56% of the class was unable to gain more than 5% of the information presented in the passage (Bormuth, 1975). The students lack of information gain on grade level material may indicate a need for teaching "how" to get more information from a text.

The need for teaching specific reading strategies in the content area has been noted by Estes and Vaughan (1978). Just as written discourse is different from oral discourse and so must be taught (Hirsch in Shebilske, 1980), formal expository text is different from that used in the majority of basals on which reading instruction in the elementary school is based (Shebilske, 1980). Thus, as students read a text they are faced with new content and new discourse. Failure to teach strategies relevant to expository discourse may lead to the "controlled retardation" of basal instruction (Carlson, 1975).

As students progress to the secondary school environment, learning becomes more text-dependent. It is thus vital to provide sixth grade students with instruction in text-related reading strategies so that they may glean more information from their present texts and function as independent readers in the secondary school.
Review of Research

Comprehension occurs when there is a match between the language and conceptual framework of the writer and that of the reader. In attempting to improve students' comprehension of *The World Now and Then*, both the text and the reader must be considered.

Current theories on comprehension center on the idea of schema (Rumelhart, 1980; Rumelhart and Ortony, 1977), script (Schank, 1977), and macrostructure (Kintsch and Van Dijk, 1978; Meyer, 1975, 1977; Van Dijik, 1977). While schema and macrostructure are hierarchically ordered representations of concepts, scripts are episodic representations. These structures are present in both discourse and reader. The process of comprehending, then, consists of integrating new information into these pre-existing structures (Meyer, 1977; Rumelhart, 1980; Schank, 1977).

The "gist" (Kintsch and Van Dijk, 1978) of a discourse is its macrostructure and may consist of several macropropositions and the various details (micropropositions) which support each major proposition (Meyer, 1975). This discourse structure becomes a ready-made plan for the reader to employ in testing the validity of the author's premises (Freedle and Carroll, 1972). Shebilske and Reid (1977) believe that the central process in reading is the "con-
struction by the reader of an effective macrostructure for the organization of the material being read" (p. 98).
The identification and use of the writer's macrostructure then, becomes of paramount importance in the reader's search for meaning.

The necessity of accessing the author's structure has been demonstrated by Stroop's classic experiment (in Reich and Colin, 1977) in which a paragraph of apparently disconnected sentences was presented. Events were only randomly remembered until the readers were given a graphic display of the framework from which the author wrote. Comprehension improved significantly among those shown the framework. Other research has shown that selections will be recalled differently according to the frame of reference assumed by the reader (Bartlett, cited in Stansell and DeFord, 1981) and that students given a schema are better able to comprehend a "slot" in that schema (Rumelhart in Stevens, 1982). Even muddled text can be organized and recalled when the reader is able to determine the author's top level schemata (Kintsch, Mandel, and Kozminsky, 1977).

The writer's framework is evidenced by both typographic clues and semantic clues. Though research in the former area is scant, Waller (1977) has shown that identification of the writer's typographic access structure helps
students' sampling and predicting strategies. Foster (1977) sees typographic cuing as a more economical form of influencing mathemagenic behavior than the adjunct questions often employed. Attention to the typography of a text, then, may assist the reader in determining the macrostructure through which the writer presents his ideas.

Identification of the way in which the writer presents his macropropositions (e.g., cause-effect, compare-contrast, spatial, etc.) is also highly related to recall of the main idea (Meyer, Brandt, and Bluth, 1980). Barlett's (Cited in Elliott, 1980) success in teaching students knowledge and use of expository prose to improve recall and comprehension supports the recommendation that instruction in identifying the writer's structure be incorporated into the reading program (Eeds, 1981; Olson and Longion, 1982). Robinson (1978) concludes that when a reader can establish a format and framework for the discourse, the reading of that discourse becomes more purposeful and the search for meaning becomes more organized.

Knowledge within the reader is also organized into macrostructures, scripts, or schema. Rumelhart (1980) postulates that during the reading process the reader searches his long term memory for the appropriate schema in which to integrate the new information. This schema is called to short term memory where it is held as the new material is processed
according to its goodness of fit. To comprehend, then, is to incorporate new information into pre-existing schema or to modify the existing schema in order to accommodate the new information (Schank, 1977; Shebilske and Reid, 1977; Spiro, 1980). Pearson and Johnson (cited in Stansell and DeFord, 1979) describe the process of comprehension as "building bridges between the new and the known" (p. 24).

This process of building bridges is inefficient in non-fluent readers. Some non-fluent readers do not recognize the appropriateness of extra-textual information in the reading process (Spiro, 1980), and thus make no effort to recall and relate this information to the text. Others have difficulty in organizing and using their knowledge to guide the reading process (Marshall, 1981). Readers having these difficulties as well as those experiencing difficulty with technical vocabulary may profit from the prereading phase of instruction.

Langer (1981) has developed a prereading plan, PReP, which assists the reader in ascertaining prior knowledge and in becoming aware of his "network of associations" (p. 154). Awareness of this networking capability should be fostered as students have a tendency to compartmentalize new information, "differentiating it from prior knowledge as much as possible" (Spiro, 1980, p. 162).

Barlett (cited in Elliott, 1980) has noted over fifty
percent of the ninth graders in a large metropolitan high school did not employ the author's top level structure in recalling expository passages. The SQ3R technique (Robinson, 1961) directs students to note and employ the top level structure in prereading activities. Questions for each heading are formulated and the reader searches the material to answer these questions. Goodman's (1976) theory of reading as a predicting, confirming, and comprehending process is supportive of the SQ3R approach.

The Directed Reading-Thinking Activity (Stauffer, 1975) is a teacher directed approach which also aids the reader in identifying the writer's framework and employing that framework in comprehending the selection. Carlson (1975) notes that while directed reading activities are conducted routinely in basal reading classes, the time may be better spent in conducting directed reading activities in the content classroom.

The identification of the writer's organizational structure also aids the student in discriminating between important and unimportant details. In a review of literature Marshall (1981) concludes that non-fluent readers frequently lack this ability to discriminate. Providing a purpose for reading also serves to direct the reader's attention to important information. Perfetti and Lesgold (1977) hypothesize that by providing this type of background information
to the reader the amount of cognitive capacity the reader spends in processing the text will be reduced and more cognitive capacity will be available for processing meaning.

As an extension of Perfetti and Lesgold, Herber (1978) proposes that by supplying the reader with not only the external pattern of organization, but also the internal pattern (e.g. cause-effect, spatial, etc.) reading comprehension may be improved. Process-of-reading guides lead the reader through a writer's internal organization, encouraging the same thought processes in the reader as those employed by the writer. This is another means of providing a better match between the reader and writer.

Following a review of recent research, Marshall (1981) recommends reading instruction focus on:

1. reading as a meaningful interaction between the reader and writer through printed discourse.
2. reading which includes various discourse structures.
3. reading which creates expectations in the mind of the reader.
4. reading in which there is open discussion concerning discourse, content, and structure.
5. reading in which word meaning is defined through context.
6. reading as an integrated set of processes.

Direct and functional reading instruction in social studies can improve students' achievement in reading and in the
knowledge gained in social studies content (Brownell, 1953 and Schiller, 1963 cited in Herber, 1978b). In light of efficiency, Herber (1978b) recommends the teaching of content centered reading skills in the social studies classroom. With regard for the information presented in this review of research, supplemental instructional materials for The World Now and Then were designed.
Procedures

After a review of research, the readability of *The World Now and Then* was ascertained. To determine the ability of each child to comprehend the text, a 258 word passage (Appendix A) was selected on the basis that the selection was near the center of the text, had not been read by the class, and was not at the beginning or end of a chapter. The passage was prepared by providing the first and last sentence completely and deleting every fifth word of the running text. (An error caused the second sentence to be complete also.) During the last week of school, the students were told of this project and asked to assist in it by completing the cloze assignment. They were told of the origin of the material and encouraged to use whatever clues they could to determine the missing words. No trial tests were given. Students had unlimited time in which to complete the cloze material.

The cloze test was scored by adhering to Bormuth's (1966) procedure of counting as correct only exact forms of the words. Incorrect tense, plurals, and synonyms were considered incorrect. Spelling was discounted as long as the intention of the student was discernable. Percentage correct was tabulated and interpreted in light of Bormuth's (1975) chart concerning information gain (Appendix B).
Dale-Chall (1948) analysis was applied to the cloze passage, a passage near the beginning of the text, and a passage near the end of the text.

To determine classroom teachers' evaluation of the text, twelve of eighteen Jacksonville Beach teachers were asked to complete a readability checklist (Irwin and Davis, 1980) with regard to The World Now and Then. This evaluation was performed during the last three teacher work days of the year.

Six of the twelve checklists were returned and a mean score for each item and major topic heading was calculated. Since all areas of the text received a "Poor" rating, this writer decided to concentrate on that area believed to have the most carry-over and influence in all subject matters and in future learning-from-text situations. Thus, this paper deals with content related strategies designed to aid the reader in understanding expository material and strategies which will make the students more aware of their own cognitive structures.

Before devising material for a social studies chapter, this writer carefully read the unit, noting main concepts to be developed, the content the student must know to develop those concepts, and the thinking processes the student must employ to master the content (Herber, 1978; Olson and Longnion, 1982; Singer and Donlan, 1980). "Stopper words"
(Thomas and Robinson, 1972) were listed along with other key, concept building vocabulary. Using this information as a base, prereading activities based on Langer's (1981) Prereading Plan, Robinson's (1961) SQ3R, Stauffer's (1975) Directed Reading-Thinking Activity, and Manzo's (1975) Guided Reading Procedure were devised.

To assist students in their search for information in the text, this writer employed devices which would make the reader aware of paragraph structure and the writer's mode of developing key concepts. Herber's (1978) process-of-reading guide and learning-from-text guide served as a model.

Reinforcement and review activities were also presented. These activities were chosen with review of details and vocabulary as objectives. The ease of student production of additional activities using these as a model was also a factor.

Finally, an introduction explaining the function of each type of instructional activity was created. By providing teachers with this background information, it was hoped they could use the supplementary materials more flexibly and to the best advantage of each student.

This entire package of supplemental materials was then submitted to two Jacksonville Beach faculty members. They critiqued the material with regard to its (1) suitability for the "average" sixth grade student, and (2) estimated
effectiveness in teaching the important concepts of each chapter. These critiques are presented in Appendix C.
References


Herber, Harold L. Reading in the social studies: Implications for teaching and research. In J. L. Jaffey (Ed.), Reading in the content areas (2nd ed.), Newark: International Reading Association, 1978. (a)


Robinson, Francis P. Study skills for superior students in secondary school. The Reading Teacher, 1961, 15, 29-33.


Outsiders Move In

Long ago, most people in what is now Tanzania were farmers and herders. They did not, however, __________ a culture. Rather, they __________ divided into large groups __________ as tribes. Each tribe __________ united by family ties. __________ also has its own __________ and ways of doing __________. In many ways, a __________ was like a country. __________ there were no maps __________ border guards, people knew __________ land belonging to one __________ ended and that of __________ began.

Over a thousand __________ ago, traders from Southwest __________ began to visit East __________. These traders were known __________ Arabs because many of __________ came from Arabia. In __________ other groups also found __________ way to the east __________. Each had an effect __________ the land and people.

Arab influence. Arabs brought many things __________ Africa. They carried not __________ jewels and cloth but __________ many new foods. In __________ even Africans who had __________ seen the Arabs were __________
crops introduced by the __________. These included coffee, bananas, __________, and wheat. Before long, __________ newcomers were building cities __________ like those in Southwest __________. Soon these cities became __________ centers of trade. The __________ also taught their religion __________ people in East Africa. __________ time, they won many __________ to the Muslim faith.

Later arrivals. People from China and __________ also visited East Africa __________ time to time. Some __________ just to trade. A __________ settled there. Then in __________ 1500's, the Portuguese arrived. For a time, they took over most of the important trading posts in East Africa.

Information Gain

Fig. 2. Information gain measured by performance on completion tests

The materials in this packet would be an excellent tool for the teacher using The World Now and Then.

The material gives motivation and reading purpose a high priority which is so important for the student especially when independent work is expected. The text provides very little help with this. The motivation and background exploration section would also encourage creative thinking as well as the literal and practical use of study skills.

The inspectional reading gives activities which enable the student to feel comfortable with the text. These materials use pertinent study skills which the student will be able to carry over to other subjects because he is being taught specifically how to skim, look for headings, use key words, and use pictures and maps. So often students are not shown how to use and apply these skills to get the most out of his reading.

These materials use sixth grade ILS skills and are valid for the average sixth grade student. At the same time suggestions and methods encourage flexibility for students of different levels and interests.

The reading guides encourage the development of independent study and/or the pursuit of individual research which is important at this grade level. The reading guides give practical use of the necessary study and comprehension skills needed at the sixth grade level.

Mary E. Carroll
Evaluation
Mary McCarthy
7-17-82

As stated in the introduction, the object of this project is to assist the teacher in providing effective instruction while using The World Now and Then as a basic text. The project has far met that criteria. It states that in order for the children to get the information required from the text, they need help in understanding the vocabulary, finding the important elements, organizing the facts in their own minds, and in being able to retain the facts so as to pass a test. The project offers assistance in each of these aspects.

The introduction itself is clearly written with all of the objectives spelled out. The notes on the Prereading Strategies and Reading Guides are helpful in understanding how to use the guides and in establishing the author’s ideas of good teaching methods. This would be especially helpful to a beginning teacher.

The area in the prereading strategies that deals with motivation and exploration is well written and so important. Sixth graders are so easily turned off and distracted that if they can be motivated the battle is half won. I liked the creative suggestions also in this area such as the drawings idea in discussing "Ancient Man" and the skits in "Early Way of Life."

The Reading Guide activities are written in an understandable way so that they could be used by a child or a small group on their own. The activities are geared well to this age child and help to bring out the important elements of the chapters.
Both strategies and guides correlate well with reading, health, language, math and writing skills, something all teachers look for. They also give opportunity for homework and independent studies which is helpful when dealing with various levels of reading ability.

Children love games and the two suggested are very well suited for sixth graders. Jeopardy also provides input by the children in the formation of the questions. This is a great review instrument.

My only criticism would be to include more time on vocabulary work, either by written activities or by discussion as part of the prereading strategies.

The author shows a fine understanding of the sixth grade child.
Improving Reading in the Content Area:  
Supplemental Materials for *The World Now and Then*

Judith S. Harhai
Introduction

A recent survey of teachers using the text *The World Now and Then* indicates teacher dissatisfaction with the text as a teaching tool. Since the text will continue to be in use as the primary source of social studies instruction over the next three years, it was felt some additional materials and strategies were needed to assist the teacher in providing effective social studies instruction. It is for this reason that the following packet of materials has been prepared.

These materials are designed to enhance learning in three ways. First, prereading strategies are provided which will enable the student to identify what he already knows about the topic and relate that knowledge in some way to the information presented in the text. Prereading strategies also acquaint the student with the structure of the text i.e., the order in which the information will be presented and the ordinate-subordinate relationships of that information. In this way the student is able to build a mental framework consistent with the structure of the text. Into this framework the student can slot the myriad of details presented in the text.

Second, reading guides have been constructed which serve a double function. "learning-from-text" guides
focus the reader's attention on the most important elements of the chapter. (Poor readers often lack the ability to discriminate between essential and non-essential information.) The learning-from-text guides also encourage the reader to actively use this essential information to analyze the validity of interpretive and evaluative statements in parts II and III of the guide. Thus, through this type of guide the reader is led beyond the literal level of understanding.

Besides encouraging higher thought processes, some of the reading guides presented enable the reader to identify and use the text's patterns of thought relationships (e.g., comparison-contrast, cause-effect, sequence, categorization, etc.). Identifying the pattern used in the text assists the reader in seeing the relationships among the details presented. The use of these "process-of-reading" guides also serves as an application of the IMS skills introduced through the basal reading program.

Lastly, "fun" activities have been presented as much to stimulate the teacher's enthusiasm and creativity as to provide a pleasant learning diversion for the students. With encouragement, students will eagerly construct activities for other chapters using those presented in the packet as a mode.

Though materials have been constructed for only the
first five chapters of the text, it is hoped their effectiveness will encourage teachers to work together to develop materials for the remainder of the text. A list of books to assist in that process has been included.
Notes on the Use of Prereading Strategies

Prereading instruction can be divided into five phases: vocabulary highlights, motivation and background exploration, inspectional reading, reading skill instruction, and reading purpose. Activities for the first three phases are presented in detail though not all activities will be needed and the order of presentation may vary according to the needs of the class. Since only one prereading activity has been constructed for each chapter, the teacher may use the basic outline to prepare students for additional reading assignments.

Vocabulary: Geographic terms, words which may prove difficult to read, and concepts important to the understanding of the reading are listed for the benefit of the teacher. An effort should be made to incorporate these terms in class discussions prior to reading. The student then becomes familiar with the concept of the term before contacting the word in print.

Motivation and Background Exploration: Brainstorming for information related to the upcoming topic allows the student to assess his own knowledge of the subject. It also gives the teacher data on the amount of preteaching necessary to ensure the student's understanding of the material. Viewing of films are but one means to build
background where deficiencies exist.

Inspectional Reading: A survey of the pictures, maps, etc. of a chapter helps students define new terms as well as enhances their background knowledge of the subject. Time should be allotted for students to closely examine the pictures and comment freely on them. Each graphic's relationship to the topic should be developed.

A survey of topic headings noting typography as an indicator of idea relationships is also suggested. Students may use the headings to predict what information will be covered in the chapter and how this is related to previous learnings. An outline may be developed on the board or as students become more proficient, individuals and groups may develop the outlines.

An oral reading of the introductory paragraphs may confirm their predictions about the content to be covered and indicate additional points to be explored. The introductory paragraph may also set students in the proper frame of mind to continue the selection independently and provide a purpose for that reading.

A fourth step in the prereading process is to instruct students in the thought processes employed in the selection. (See Notes on the Use of Reading Guides.) Although activities for this step have not been included, instruction
in this area will facilitate the student's comprehension of the assigned material.

The last step in the prereading process is to provide the reader with a specific purpose for reading. In this way the reader can better discriminate between important and unimportant information. A comment regarding the rate of reading is also appropriate.
Notes on the Use of Reading Guides

The guides within this packet are of two types: learning-from-text guides and process-of-reading guides. Both types of guides have been designed as learning activities. The number of questions a student correctly answers is less important than the understandings which develop during the discussion of the answers. The checking of the guides should provide an opportunity for airing of opinion as well as the liberal use of the text as a referent. Judgments regarding questionable matter may be left to the students. Their reasoning processes and decision making abilities will be enhanced by referring to the text and other sources of information for facts to support a position.

The learning-from-text guides are designed to be used flexibly in the classroom. Initially the teacher may desire all students to use the guide to develop a feel for the way information is organized and the relationships which can exist among the details presented. In this case the teacher and class may work through a guide together allowing ample time for discussion. Eventually the guide may be completed individually and discussed as a group activity, or even completed as a group activity and discussed as a class activity. The teacher may later choose not to
use the guide with students comprehending at a high level and allow those individuals to pursue research in related areas.

The learning-from-text guide need not be completed at one sitting. In some instances Part I and the related reading may be assigned as homework. The next day, Part I can be quickly checked and any other pertinent information can be presented by the teacher. Following this literal level activity, students may complete Part II in class and discuss responses in groups. Part III could be used as a writing assignment incorporated into a language arts unit on writing techniques, or as topics of debates and group presentations.

Process-of-reading guides may be introduced by providing direct instruction in the reading process employed by the guide. Basal readers and IMS manuals suggest procedures for direct instruction. A Ginn language lesson on identifying key words which indicate thought processes (e.g., cause-effect relationships are often indicated by therefore, as a result, because, etc.) will correlate well and serve as an introduction to the skills needed in reading the social studies passage.

Lastly, all reading guides should be used in a diagnostic and prescriptive fashion. All students do not need
to complete every guide. Those students using the guides, however, must understand how the guide can aid him in the understanding of the text. A positive attitude helps to ensure a successful learning experience.
Food: Prereading Strategies

Vocabulary

grain          diet
flour          vegetarian
wheat          native

Motivation and Background Exploration

1. Students list foods they have eaten. Identify those not native to the United States and discover the region in which these foods originated.
2. Determine the raw ingredients of the foods listed on the board. Students may classify these according to whether they are grains, fruits, vegetables, dairy products, or meats.

Inspectional Reading

1. Direct students to turn to page 28 to look for clues as to what the text will discuss in relation to food. Write suggestions on board.
2. Encourage students to skim through the chapter to predict what other information the author will give about food by using the headings as clues. Point out the variation in type as an indication of major divisions in the author's framework. Record student pre-
dictions on the board.
3. Beginning on page 28, direct attention to the pictures and maps in the chapter. Allow students to make observations about each graphic and the way the graphic relates to the predictions listed on the board.
4. Sum up the information by asking the students to formulate the main topics to be covered in the chapter. Record this information.
5. Explain that each chapter in the book contains an introduction and in that introduction the author tells what the main topics of the chapter will be. Allow students to locate the introduction and read it to find out what questions this chapter will answer. As a class identify and record the major themes of the chapter.

Reading Skills Instruction
In preparation for the recall and categorizing activity presented in the first study guide a memory game may be played with a tray of assorted objects. The tray is presented to the students to observe for a brief period of time. When the tray is removed, students record all the objects they can remember. When the tray is presented again, they can compare their recollection with the actual objects. Students may then categorize the objects, remove the tray, and again try
to name all the objects. Compare pre and post categorizing scores for comparison.

Reading Purpose
Read pages 31 and 32 to remember as much information as possible.
The Basics: Recalling and Categorizing Information

Objectives: (1) to improve student's ability to recall data. (2) to improve student's ability to generate information. (3) to develop a student's understanding of the importance of self correction. (4) to improve student's ability to organize information.

Direct students to read in class the selection entitled "What People Eat" and the subsection "The basics" for the purpose of remembering as much information as possible. Then allow sufficient time for all students to do so.

Direct students to close their texts and recall as much information as possible from their reading. This information is recorded on the board by the teacher. Incorrectly or poorly remembered information should be recorded as well as accurate information. The teacher should not comment regarding the accuracy of the information.

When students can recall no more information, allow students to reopen their texts to pages 31 and 32 to search for additional data as well as to verify the accuracy of the recorded information. The teacher makes corrections to the recorded data as directed by the students.

Next, encourage students to organize the recorded information. In this instance the category headings of "wheat", "rice", and "corn" may be suggested. Accept

---

other categories which students can justify as well. As the recorded information is placed in each category, encourage students to verbalize how the information relates to the topic.

Upon completion of this activity, the categories and recorded information are covered. Students are tested on their knowledge and understanding of the data. This is a way of checking short term memory. Most students perform extremely well on these tests because of the preceding review. Students see the test as a chance to show off how much they've learned.

This activity should be used no more than once per week, using "meaty" passages which can be read in five minutes (500 words). To provide diversity as well as to improve listening skills, taped selections may also be used as a basis for information gathering and organization.
Food: Categorizing Information

Our environment, religious beliefs, and tastes and traditions have an effect on the food we eat. Wheat grows well in our environment so it is used for our breads. Where wheat does not grow, corn or rice is used. Some religions teach it is wrong to eat meat from pigs or hogs. Finally, our tastes and traditions tell us to eat turkey on Thanksgiving. We would probably not eat snake meat because it is not part of our traditions.

Read each statement below. Decide if environment, religious beliefs, or tastes and traditions are influencing what people eat. Write environment, religion, or tastes and traditions on the lines provided.

1. People who go to the Catholic church felt that a person should sacrifice once a week by not eating meat on Friday.

2. Many people who are Christians sacrifice during Lent by not eating their favorite food.

3. Mark has fresh orange juice for breakfast which he squeezes from the oranges growing in his back yard.

4. Most Americans would not eat raw fish as the Japanese do.

5. Vegetarians think it is wrong to kill animals, so they do not eat meat.
6. Pioneers in America worked hard to find a kind of wheat that would grow well in our soil and weather.

7. Jewish people do not eat ham, pork, or bacon because their religion teaches that a pig is an unclean animal and should not be eaten.

8. Americans do not eat horsemeat.

9. People in Louisiana and Mississippi eat more rice than people in Kansas and Iowa because rice grows better in that area.

10. The people of Japan depend on fish as a main part of their diet.

11. When Mexicans came to America, they continued to use corn flour to make tacos and enchiladas.

12. Hindus believe that cows are holy, so Hindus will not eat beef.

13. Eskimos include meat from seals, whales, and polar bears in their diet.
Food: Answer Key

1. Religion
2. Religion
3. Environment
4. Tastes and traditions
5. Religion
6. Tastes and traditions
7. Religion
8. Tastes and traditions
9. Environment
10. Environment
11. Tastes and traditions
12. Religion
13. Environment
Life 12,000 Years Ago: Prereading Strategies

Vocabulary

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>culture</td>
<td>anthropologist</td>
</tr>
<tr>
<td>band</td>
<td>gathering, gatherers</td>
</tr>
<tr>
<td>hunters</td>
<td>stampede</td>
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Motivation and Background Exploration

1. Direct students to shut their eyes and visualize the earth 12,000 years ago. As they visualize, the teacher may want to read the introductory selection on page 44 aloud. An oral description of the sights and sounds of that time may also assist students in their trip back in time.

Direct students to look at their cavemen bodies to see what clothing they are wearing. Have them look around shelter to see what it is made of. Have them feel their hungry bellies and search the area for what will be eaten for supper. Notice who else is around and what they are doing. Is someone preparing a meal?

2. Allow groups to orally share their visions or draw a picture of it. Tell students that all the things they saw and thought about were part of the caveman's culture. Develop a working definition of culture or use the one on page 44.
Inspectional Reading

1. Permit students to make observations about the pictures included on pages 45 to 51.
2. Direct students' attention to the pictures on pages 52 to 61. How are they different? What do these pictures seem to be about?
3. Use chapter and topic headings to identify what ideas will be presented in the chapter. Note the chapter's division into two sections. Encourage the students to relate the division headings to the chapter title.

Reading Skills Instruction

Instruction in cause-effect relationships may be required for some students.

Reading Purpose

Read pages 44 to 51 to learn how man's search for food affected his home, work, art, and tools.
Life 12,000 Years Ago: Causes and Effects

The culture of early man was based on the way he got food. Man was first a hunter and gatherer. He depended on wild animals and plants for his food. As you read pages 44 to 51 you noted how man's search for food affected his home, work, art, and tools. On this paper you will write the causes or reasons why early man did certain things.

A cause tells why something happened. Susan studied hard for the math test. She got an A on it. Why did Susan get an A? She got an A because she studied hard.

Below you will find some effects listed. As you read each effect ask yourself why it happened. Think what the answer will be. Check yourself by rereading the part of the text (pages 44 - 51) which discusses that effect. Use the topic headings to help you skim to the correct section quickly. Then write the cause on the lines provided. You may have to write the cause in your own words.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>People lived in small groups called bands.</td>
<td>1. People lived in small groups called bands.</td>
</tr>
<tr>
<td>Groups had to move often in their search for food.</td>
<td>2. Groups had to move often in their search for food.</td>
</tr>
</tbody>
</table>
3. Everyone worked together to set traps or help stampede animals.

4. Each member of the band had to know about wild plants.

5. Each person had to have many skills to help the band survive.

6. People did not think of themselves as rich or poor.

7. Everyone helped rule the band. There was not just one leader.
Life 12,000 Years Ago: Answer Key

1. It would be very difficult for one person or one family to survive as a hunter and gatherer. If an adult became ill, the rest of the family might starve. It often took more than one person to trap an animal. Companionship may also have been a factor.

2. They followed the animals as they migrated from place to place. They followed the harvests of various plants as the seasons passed.

3. It was impossible for one person to trap enough food for the entire band. The hunting methods they used required more than one person.

4. Each band member helped supply food and medicine. If a member fed the group a poisonous plant, all would perish.

5. The band depended on itself for food, clothing, shelter, and supplies. They could not purchase materials and rarely traded for supplies.

6. People owned only what was essential. Extra possessions made moving difficult.

7. Everyone contributed equally to the work of the band, so all contributed equally in decision making.
The Turn to Farming: Causes and Effects

As you re-read pages 52 to 60 notice how a change in the environment caused other changes to take place in the lives of the hunters and gatherers. Some of these changes are listed below under the heading of CAUSE. Each of these causes made something else happen. These other events are called effects and are listed on page 4 under the EFFECT heading.

Carefully skim pages 52 to 60 to locate each cause. Carefully read the surrounding paragraphs to identify the effect it had on the lives of the hunters and gatherers. State the effect in your own words to yourself. Then turn to page 4 and find the effect in the list. Copy the effect you think is correct in the EFFECT column on pages 1, 2, and 3.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More and more people moved into Southwest Asia. The land became very crowded.</td>
<td></td>
</tr>
<tr>
<td>2. Many bands moved to the hills, but in time the hills became crowded.</td>
<td></td>
</tr>
<tr>
<td>3. There were fewer plants and animals in the mountains.</td>
<td></td>
</tr>
</tbody>
</table>
CAUSE

4. More and more people came to live in the mountains. There were not enough wild grains and animals to feed everyone.

5. Sometimes wild animals or other people ate a band's crops. Often weeds destroyed the crops.

6. People built houses on the land and began to settle in one place. Men hunted during the day and returned to the house at night.

7. People discovered some grains were easier to harvest than others. They chose the grains that were easiest to harvest and planted only those.

8. Hunters fed dogs scraps of meat from the hunt. Over many years the dogs stopped hunting for their food.

9. Hunters brought home babies of wild animals they had killed. They fed and raised them. Soon man had herds of sheep, goats, and cattle to provide him with food and clothing.

EFFECT

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
10. People now planted crops for their food. They lived in a home near their fields. They owned land and animals.

11. Some people moved to richer farmland, but sometimes there was too much rain in the area and the rivers flooded the crops. Other times there was not enough rain and the crops died.

12. Hunters and gatherers in other parts of the world faced the same problems of finding enough wild animals, grains, and berries. They, too, learned how to domesticate plants and animals. They learned to irrigate.
EFFECTS

There was less food for each band.

People began to live near their crops to protect them.

Man depended more and more on the food he grew. He cleared more land and planted more grains and berries.

The bands moved to the mountains.

People began to feel they owned the land.

Bands cleared areas and planted wild grain.

Man no longer had to depend on wild animals for food and clothing.

Farmers learned to dig ditches to hold extra water until it was needed. Irrigation was invented.

Dogs became domesticated. They depended on man for food and were tame.

Grains became domesticated. They no longer grew wild, but had to be planted by man.

Farming became a way of life for almost all the people of the world.

Man was no longer a hunter and gatherer. He had become a farmer.
The Turn to Farming: Answer Key

1. There was less food for each band.
2. The bands moved to the mountains.
3. Bands cleared areas and planted wild grains.
4. Man depended more and more on the food he grew. He cleared more land and planted more grains and berries.
5. People began to live near their crops to protect them.
6. People began to feel they owned the land.
7. These grains became domesticated. They no longer grew wild, but had to be planted by man.
8. Dogs became domesticated. They depended on man for food and were tame.
9. Man no longer had to depend on wild animals for food and clothing.
10. Man was no longer a hunter and gatherer. He had become a farmer.
11. Farmers learned to dig ditches to hold extra water until it was needed. Irrigation was invented.
12. Farming became a way of life for almost all the people of the world.
Agriculture and Environment: Research and Map Skills

Now that students have seen the origination of farming, an oral discussion may ensue in which students identify those conditions which are best for agriculture. Conditions should include (1) mild climate or long growing season, (2) adequate rainfall or water supply, (3) level land, and (4) rich soil.

Research might be done into the conditions required by various grains, fruits, and vegetables. A chart could be constructed to which students may refer as the unit progresses.

<table>
<thead>
<tr>
<th>Grain</th>
<th>Growing Season</th>
<th>Temperature</th>
<th>Rainfall</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>50-200 days</td>
<td>75°-100°</td>
<td>45&quot;</td>
<td>wet river valleys, deltas, lowlands</td>
</tr>
<tr>
<td>Wheat</td>
<td></td>
<td>fairly dry</td>
<td></td>
<td>rich black earth</td>
</tr>
<tr>
<td>Corn</td>
<td>120 days</td>
<td>70°-80°</td>
<td>8-10&quot;</td>
<td>level or low rolling hills</td>
</tr>
<tr>
<td>Barley</td>
<td></td>
<td>cool</td>
<td>dry</td>
<td>dry soil of hills and mountains</td>
</tr>
</tbody>
</table>

Students may also be involved in making graphs of the grain production in various countries. In addition, some may prepare a world map showing areas of major grain or fruit production.

Vocabulary

Asia  Africa
desert  Nile
delta  Mediterranean Sea
swamp  irrigation
growing season  safety

Motivation and Background Exploration

1. Provide background information regarding the major wind belts of Asia and Africa via overhead projection or classroom maps. Illustrate how a change in wind direction drastically changed the climate of North Africa. Let students predict what would become of animals and people as the climate changed. Locate on maps areas these people could have migrated to.

2. Encourage students to infer the positive and negative effects of resettling on the banks of the Nile River. Identify skills people living there might need. Record information on board.

Inspectional Reading

1. Direct students to survey pictures on pages 64 to 73 to discover any additional information about Egyptian farming.

2. Focus attention on the two major sections of the
chapter to discover what two aspects of Egyptian life will be emphasized. Perhaps construct an outline of each section using topic headings. (This outline may be made on posterboard by another group of students for presentation at this time.) Hypothesize how both sections of the chapter relate to the chapter title.

3. Read the chapter introduction on page 64 to discover the major emphasis of the chapter.

Reading Skills Instruction
Since activity 1 under Motivation and Background incorporates a cause-effect reasoning process, it may be necessary to review cause-effect reasoning with only a few students.

Reading Purpose
Read pages 66 to 70 to learn how the Egyptian farmers coped with the changing climate. How did they adapt to the problems of their new land?
Climate and Life: Problems and Solutions

Man lives in an environment which frequently changes. The climate may become warmer or cooler, the population of an area may increase, certain animals may become scarce or extinct, the water supply may rise and fall. But because man is intelligent and a problem solver, he is able to adapt to his changing environment.

Listed below are some problems that faced the people of North Africa. Read pages 66 to 71 to find how these people solved their problems. As you find the solution to each problem, write it on the lines provided.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shifting winds brought less rain to North Africa. The land became dry and plants and animals could no longer survive there.</td>
<td></td>
</tr>
<tr>
<td>2. The land along the Nile was rich, but flooding in the summer and little rain in the spring made growing crops difficult.</td>
<td></td>
</tr>
<tr>
<td>3. As the population grew, more farmland was needed.</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(2)</td>
</tr>
</tbody>
</table>
PROBLEM

4. One person or family could not irrigate a large area, drain marshes, or carry water to the desert.

SOLUTION
1. The people resettled in the rain forests of Africa, on the north African coast, and along the Nile River.

2. The farmers irrigated their land by creating ponds and dams to hold the water. They dug canals to bring the water to the fields.

3. (a) The swamps were drained to create new farmland.
     (b) Take water to the edge of the desert, i.e., irrigate previously barren land.

4. Villages planned and worked together on irrigation projects.
**Needs and Inventions: Causes and Effects**

When man has a problem he works on it until, at last, he reaches a solution. Sometimes the solution to his problem is a new idea or tool—an invention!

When early man did not have enough animal skins for clothing, he found a way to use plants to make cloth. Thus, weaving was invented. When man needed a way to move heavy objects, the "sled" was invented.

As you read pages 76 to 80 notice the needs of problems of the Egyptian people. See how each of their inventions solved a problem of filled a need of man.

As you read the text write the cause of each invention on the lines below. To find the cause, ask yourself, "Why was this invented?".

<table>
<thead>
<tr>
<th>NEED (cause)</th>
<th>INVENTION (effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. An alphabet</td>
</tr>
<tr>
<td></td>
<td>2. Paper from papyrus</td>
</tr>
<tr>
<td>NEED (cause)</td>
<td>INVENTION (effect)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>3. A calendar</td>
</tr>
<tr>
<td></td>
<td>4. Surveying and tools to measure the land.</td>
</tr>
<tr>
<td></td>
<td>5. A Nilometer</td>
</tr>
<tr>
<td></td>
<td>6. A standard of measurement called the cubit</td>
</tr>
</tbody>
</table>
Needs and Inventions: Answer Key

1. The Egyptians needed a system to record information about the Nile, their history, and their religion.

2. Egyptians sought a way to record greater amounts of information in a smaller space. Perhaps they wanted a more durable, or movable material to store their information on.

3. The Egyptians needed a way of predicting when the Nile would flood. If communities cooperated, they would need a systematic way of measuring time. The planting of crops had to be accurately timed to assure the crops would be harvested before the floods.

4. Fields had to be re-measured after the floods. Surveying may have been needed as dams and canals were constructed.

5. The Egyptians needed to know how great the flood waters would be so the effected fields would be harvested. The Nilometer would also give advance warning of severe flooding, so Egyptians could prepare for it.
6. A standard of measure was needed for the collection of taxes, the distribution of grain during times of famine, the construction of pyramids and temples, and the building of irrigation projects. Cooperation between villages was made easier by using standard measurements.
Complete the puzzle below by using the clues to guess the missing words. When you have written all the missing words in the correct spaces, the underlined letters will spell out the secret word.

1. □ — — — — —
2. □ — — — — —
3. □ — — — — —
4. □ — — — — —
5. □ — — — — —
6. □ — — — — —
7. □ — — — — — — — — — — —

1. The tomb in which a pharaoh was buried
2. The ___________ was in charge of storing the grain in good years so there would be enough food in bad years.
3. Gold, grain, or work given to run the government
4. A metal made from melting copper and tin together
5. The Egyptians believed the pharaoh owned all the country's ________________.
6. The Egyptians believed their ruler was a _____________.
7. Egyptian writing was called ____________. (You may have to use an encyclopedia to find this answer!)

Solution
1 pyramid, 2. pharaoh, 3. taxes, 4. bronze, 5. land, 6. god, 7. hieroglyphics
Secret Word: pharaoh
Early Ways of Life: Prereading Strategies

Vocabulary

crossroads merchant
barley trade
olive oil cash crop
artisans flax

Background and Motivation

1. Direct students to imagine they lived 5,000 years ago on an island in the middle of the Mediterranean Sea, or alternatively provide students with a map of a hypothetical island. Give students data on the land, climate and resources of the island. Direct students to work in groups to develop a culture based on the resources of the island. Emphasize the importance of using all the resources of the island to survive.

Students may be presented with the following facts to assist them in the development of a culture: (1) the components of a culture, (2) the relationship between elevation and temperature and growing season, and (3) the necessity of having a balanced diet consisting of dairy products, meat, grain, fruits and vegetables. Students may also refer to the "Growing Requirements of Grain" chart presented in chapter one.
2. Permit sharing of island cultures by skits, dioramas, paintings, transparencies, charts, etc.
3. Compare the life of people on the hypothetical island to the life in Egypt in terms of effort expended to obtain food and the amount of leisure time each had available.

Inspectional Reading

1. Inspect the pictures on pages 85 to 91 to identify ways life on Crete is similar to life on their hypothetical island.
2. Note the title of the chapter and discuss the effect trade might have on their hypothetical culture.
3. Note the two main subtopics and speculate on the major emphasis of each.
4. Read the chapter introduction to determine key ideas which will be presented.
5. Read page 84 to 86 to find in what ways the land and climate of Crete are similar to and different from the hypothetical islands.

Reading Skill Instruction

Some students may profit from continued instruction in locating details and inferring from those details.
Reading Purpose

Read pages 84 to 89 to learn what the island of Crete was like and how people made a living there.
Early Ways of Life: Making Inferences

An inference is a way of adding up the details to form a big picture. As you read pages 84 to 89 you will find many facts about life in early Crete. By putting these facts together in your mind you can form a big picture about the way the people of Crete live.

To draw an accurate picture, you must first be certain of the facts. In Part I, below, are many statements about Cretan life. Some of the statements agree with the information given on pages 84 to 89, some do not. Put an A in front of those statements which agree with the text. Write the page number where you located this information.

If a statement disagrees with the text, write D in front of it. Then change the statement to make it agree with the text.

Part I

1. Crete has cool winters and hot summers.
2. Wheat and barley were grown and made into bread.
3. Crete was a land of rich soil.
4. The land of Crete was flat and easy to farm.
5. There was not as much rain as farmers needed.
6. Forests covered the mountains.
7. Grapes and olives grew well on the island.
8. The Cretans had more than enough food to feed their families.
9. Goats provided milk and cheese.
10. Weavers spun wool and flax into cloth.

Part II
Using the statements in Part I as your details or "facts", decide which statements in Part II are probably true. Underneath each true statement, write the number of the detail in Part I which helps to prove it is true.
Underneath each statement you think is false, write the numbers of the details in Part I which makes you think it is not true.

1. Homes on Crete were made of stone or wood.

2. Crete had a short growing season.

3. The climate of Crete was too cool to grow many different kinds of crops.

4. It took much hard work to make a living on Crete.

5. The people of Crete had a lot of free time for games, hobbies, arts, and crafts.
Part III

In your mind, compare Crete's culture to Egypt's culture. Think about the food, homes, jobs, tools, education and communities of the two cultures. (You may need to review pages 64 to 80 to remember about Egypt's culture.) Then decide which of the following statements you agree with. Write A if you agree with a statement and D if you disagree with a statement. Have facts ready to defend your answer.

1. People who live in the mountains have a more difficult time getting food than people who live along a river valley.

2. Teamwork was more important in Egypt than in Crete.

3. The Egyptian and Cretan cultures were more alike than different.

4. The civilization of Egypt was more advanced than the civilization of Crete.
Early Ways of Life: Answer Key

Part I

1. A
2. A
3. D The land of Crete had poor soil and was rocky.
4. D The land of Crete was mountainous and hard to farm.
5. A
6. A
7. A.
8. D. The Cretans raised only enough food to feed their families.
9. A.
10. A.

Part II

1. A - 4,6
2. A - 1, 2, 8
3. A - 2, 7, 8, 10
4. A - 3, 4, 5, 6, 8
5. D - 8, 3, 4, 5, 6,
6. A - 8, 2, 7, 9, 10

Part III

1. A
2. A
3. D
4. A

Note: The answers in parts II and III are merely suggested responses. Any other answers students can justify may be accepted.
**Trade and Change: Making Predictions**

**Part I**

For two countries to trade, each country must have extra products it can sell. Each country must also have products of skills the other country wants. As you read pages 86 to 91, make a list of the products and skills Crete could sell to other nations.

<table>
<thead>
<tr>
<th>Products and skills Crete could trade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Now think about the culture of Egypt. Skim pages 68 to 73 to list Egyptian products and skills the Cretans might want. You may also use magazines, encyclopedias, and other sources to discover more Egyptian goods. List these products and skills below.

<table>
<thead>
<tr>
<th>Products and skills Cretans might want from Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Part II

By looking at the products two civilizations exchange, we can make some predictions about the ways these civilizations will change as a result of trade. Read each statement below. Using your knowledge about life on Crete as well as the information on Part I, decide which of the following statements explain how life on Crete will change as a result of trading with Egypt. If you agree with the statement write A, if you disagree, write D.

____ 1. Farmers will grow more grapes and olives.
____ 2. Trading will become as important as farming.
____ 3. The people of Crete will become better educated.
____ 4. Farmers will raise more barley and wheat.
____ 5. Merchants and sailors will become an important part of Crete's society.
____ 6. Beautiful temples and palaces will be built.
____ 7. The farmers of Crete will become poorer.
____ 8. There will be fewer types of jobs for the people of Crete.
____ 9. It will be important for people to learn mathematics, reading, and writing.
____ 10. Trees will become a valuable resource.
____ 11. Women's style of clothing will change very little.

Now read "A Land of Cities", pages 91 to 95, to see if your predictions about how Crete will change are correct. Place a * by each of your correct predictions.
Trade and Change: Answer Key

Part I

Products and skills Crete could trade.

- olives
- dried grapes (raisin)
- lumber
- wool
- tin
- ideas about the equality of women
- plumbing

Products and skills Cretans might want from Egypt

- fine cloth
- gold
- surveying skills
- ideas about teamwork
- grain
- fashionable clothing
- bronze
- jewelry
- record keeping skills
- calendar
- native fruits
- artisans

Part II

1. A  
2. A  
3. A  
4. D  
5. A  
6. A  
7. D  
8. D  
9. A  
10. A  
11. D

Note: Again, it is the process of making and substantiating their predictions which is the primary focus of this activity. Students may be able to justify responses differing from those suggested. Encourage this type of dialogue.
Use: This activity is designed as a review game for either small groups or the entire class.

Materials: Prepare a Spin the Bottle board and answer sheet for each child. The boards can easily be prepared by mimeographing the sample board and bottle onto white paper, and allowing the students to use markers to color their own board. These boards can then be cut out, glued to a heavy backing material, laminated, and assembled.

A minimum of twenty question/answer cards on the material to be reviewed is also necessary. Questions should have a one-word or "True", "False" answer.

The Game:

1. Before each question is read aloud, each student spins the bottle on his board. The number is then recorded in the appropriate column of the answer sheet.

2. The question is read aloud.

3. Students respond by writing the appropriate answer on the answer sheet.

4. The answer to the question is read aloud and students score its correctness on the answer sheet.

5. The student calculates his total by adding his bottle spin to the total column when his answer is correct. The spin number is subtracted when the answer is incorrect.

6. The student with the highest score wins.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Number Spun</th>
<th>Answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Right Wrong</td>
<td></td>
</tr>
</tbody>
</table>

GRAND TOTAL
Land and the People: Prereading Strategies

Vocabulary

<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>rice</td>
<td>hectare</td>
</tr>
<tr>
<td>paddy</td>
<td>hoe</td>
</tr>
<tr>
<td>terrace</td>
<td>animal products</td>
</tr>
<tr>
<td>sea plants</td>
<td>vegetable culture</td>
</tr>
</tbody>
</table>

Motivation and Background Information

1. Locate Japan on a world map and on the map on page 103 of the text. Make observations about the land of Japan noting the variety of land elevations. Speculate on the uses of land at each elevation.

2. Compare this map to the map of Crete on page 87 noting which island is best suited for farming. In which country will trading be a more important factor?

3. Students may be aware that rice is a major crop of Japan. Refer to the "Growing Requirements of Grain" chart to identify the climatic requirements of rice. Use this information to speculate about the climate of Japan. The maps on pages 18-19 and 124-125 as well as the information presented on page 100 can be used to confirm speculations.

4. To familiarize students with the cultivation of rice and to introduce many of the vocabulary words, present a film or filmstrip on this aspect of Japanese life.
Inspectional Reading

1. Inspect the pictures on pages 100 to 108 to further clarify concepts related to rice cultivation.
2. Note the title of the chapter and predict what the two sections of the chapter will be about. Divide the class into groups with each group assigned either the first or second half of the chapter. Direct the students to skim the topic headings to note what information will be presented. Then develop a group outline. Choose one member to orally present the outline to the class.
3. At the same time an advanced group could skim the entire chapter writing questions based on the topic headings. The questions could be read orally with each group required to recognize those questions relevant to their section.
4. Read the introduction on page 100 to determine the key ideas of the chapter. Note that these ideas will be expressed in a cause-effect format.

Reading Skills Instruction

With those students having difficulty with cause-effect relationships select previously read passages from the social studies text. Provide the effect and require students to formulate a "Why" question related to it. The formulation and answering of the question will pre-
vide practice in identifying a cause.

Reading Purpose
Read pages 100 to 106 to find the changes the Japanese have made in their land. Be able to explain why each change was made.
The Land and the People: Cause and Effect

Japan is a small island nation with a large population. Because only 15 per cent of the land is suitable for farming, getting enough food for the people is a problem. But farmers in Japan, like farmers everywhere, have found ways to solve their problems.

As you read pages 100 to 106, notice the changes the Japanese have made in their land and their lives to help them survive with so little farmland. Explain why they made each change listed below.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT on Life and Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>They made paddies or fields surrounded by walls of earth.</td>
<td>1. They made paddies or fields surrounded by walls of earth.</td>
</tr>
<tr>
<td></td>
<td>2. They built terraces or flat steps of earth on the moutainside.</td>
</tr>
<tr>
<td></td>
<td>3. They dug ponds and ditches across the land. They dammed streams and rivers.</td>
</tr>
</tbody>
</table>
CAUSE

EFFECTS on life and land

4. Farms were very small.

5. There were few farm animals on a Japanese farm.

6. Clothing was made of cotton. Mats, shoes and hats were made of rice straw.

7. The Japanese diet included many plants and animals from the sea.
The Land and the People: Answer Key

1. They built paddies to hold water so the rice plants would have enough water to grow.

2. Japanese farmers had to have level land in order to make a paddy. The land must be level for the water to stay in the paddy.

3. Much water is needed to grow rice. They needed a way to store the water until they needed it for irrigation.

4. There was very little good farmland, so each family had only a small amount of land to farm.

5. There was not enough land to raise grain to feed the animals. They needed all the grain they raised to feed people.

6. There were no animals to get leather (animal skin) from. Because there was so little land, extra grasses and grains could not be raised. The Japanese people had to use what was available, i.e. the rice plant, for many purposes.

7. The Japanese could not survive on rice alone. They needed a source of food which would require little or no land to grow on.
Life on the Land: Drawing Conclusions

When you draw a conclusion, you add up the facts to arrive at a missing answer. To draw a correct conclusion, you must first be certain of the facts.

In Part I, below, are many statements about Japanese life. Some of the statements agree with the information given in the text on pages 106 to 108, some do not. Put an A in front of those statements which agree with the text. Write the page number where you located information proving it agrees with the text. If a statement disagrees with the text, change the statement to make it agree with the text.

Part I

1. The oldest man in the family was the most important person in that family.

2. When a child became an adult, he no longer had to obey his parents.

3. The oldest son was the most important child.

4. When the oldest son married, he left his father and began life in a new village.

5. A wife must obey her husband.

6. A peasant could not leave the land he worked.

7. The peasants decided what crops to plant.

8. The peasant kept most of the rice he grew to feed his family. The lord received only the extra rice.

9. A lord could punish an entire village for the crime of one peasant.

10. A peasant had the right to disagree with his lord.

11. The person who owned the land controlled the peasants who lived on the land.
Part II

Using the statements in Part I as your "facts", decide which statements in Part II you agree with. If you agree with a statement write A on the line. Then write the number of the facts in Part I which proves your point.

Underneath each statement you do not agree with, write D. Then write the numbers of the facts in Part I which makes you think it is false.

Japanese people respected age.

Japanese peasants had much freedom.

Loyalty and obedience were important values to the Japanese peasant.

The lords believe human life is more important than the land.

The family was an important part of Japanese life.
Part III

In your mind compare feudal Japanese culture to our culture. Which of the following statements do you think are true? Write A if you agree with the statement and D if you disagree. Be ready to defend your position in a class discussion.

_____ 1. American children have more freedom than the children of feudal Japan.

_____ 2. American children have more respect for their parents and other adults in the community than children of ancient Japan.

_____ 3. American children are better "thinkers" than the children of ancient Japan.


_____ 5. A country should have a very powerful leader to make people obey the laws.
Life on the Land: Answer Key

Part I

1. A, 108
2. D, 108. The father was obeyed by even adult children
3. A, 108
4. D, 108 The oldest son remained in his father's home.
5. A, 108
6. A, 106
7. D, 107 The landlord told the peasants what crops to plant.
8. D, 107 The peasant gave over half of his crops to the lord to pay for using the land.
9. A, 108
10. D, 107 If a peasant insulted a lord he could be killed
11. A, 106
12. D, 107, 108 The landlord could tell peasants whom to marry. The son also had to obey his father's wishes.
13. A, 108
15. D, 108 The family and the villages depended on each other. If one person brought disgrace, all could be punished.

Part II

1. A, 1, 2, 3, 4
2. D, 2, 4, 5, 6, 7, 10, 11, 12, 13, 15
3. A, 2, 4, 5, 9, 13, 14, 15
4. D, 9, 11
5. A, 2, 4, 13, 14, 15

Part III

Answers will vary. A group may be assigned to each question. The results of their discussion could then be reported to the class and additional comments aired.

Each question could also be discussed in the form of a debate.
Japan: Jeopardy

Preparation: Prepare a Jeopardy board by cutting out of a sheet of posterboard twenty-five sections. These cutouts should be arranged in five rows of five. At the top of each column make a horizontal slit into which category headings will later be placed. The Jeopardy board should look like this:

Decorate the board and laminate.

On the back half of a 3x5 card write the Jeopardy question. On the front half of the card write the dollar amount of the question.

Position a piece of oaktag or heavy weight paper behind the open area of the Jeopardy and paperclip into position. Write a Jeopardy answer on the paper, making certain each answer is behind the appropriate Jeopardy question. Thus, when each dollar card is removed a Jeopardy answer will appear.

Make category titles and place into the slits at the top of each column. You Jeopardy board should now look like this.

<table>
<thead>
<tr>
<th>People</th>
<th>Land</th>
<th>Places</th>
<th>Numbers</th>
<th>Odds Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
</tr>
</tbody>
</table>

To change Jeopardy questions, replace the dollar cards with new ones and replace the Jeopardy answer sheet.

To encourage students to create new Jeopardy materials, construct an Answer-Question form similar to the one used on the following page.
Japan: Jeopardy

The following questions have been devised for the unit on Japan. Fifty dollar questions are based on information found in supplemental sources and thus not known to every member of the class.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Acceptable Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category: People</strong></td>
<td></td>
</tr>
<tr>
<td>$10 a poor Japanese farmer</td>
<td>What is a peasant?</td>
</tr>
<tr>
<td>$20 a Japanese soldier</td>
<td>What is a samurai?</td>
</tr>
<tr>
<td>$30 The real power of the country is in the</td>
<td>What is a landowner?</td>
</tr>
<tr>
<td>hands of these people</td>
<td></td>
</tr>
<tr>
<td>$40 a Buddhist priest</td>
<td>What is a monk?</td>
</tr>
<tr>
<td>$50 a military ruler</td>
<td>What is a shogun?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category: Land</strong></td>
<td></td>
</tr>
<tr>
<td>$10 One word which best describes the land</td>
<td>What is mountainous?</td>
</tr>
<tr>
<td>of Japan</td>
<td></td>
</tr>
<tr>
<td>$20 a large farm</td>
<td>What is a shoen?</td>
</tr>
<tr>
<td>$30 the relationship between a peasant and</td>
<td>What is tied to the</td>
</tr>
<tr>
<td>the land</td>
<td>land</td>
</tr>
<tr>
<td>$40 the source of power in feudal Japan</td>
<td>What is the land?</td>
</tr>
<tr>
<td>$50 the highest mountain in Japan</td>
<td>What is Mount Fuji?</td>
</tr>
</tbody>
</table>

---

89
<table>
<thead>
<tr>
<th>Category: Numbers</th>
<th>Acceptable Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 The number of major islands in Japan</td>
<td>What is four?</td>
</tr>
<tr>
<td>$20 the percent of land suitable for farming</td>
<td>What is 15%</td>
</tr>
<tr>
<td>$30 the size of a hectare</td>
<td>What is 2½ acres?</td>
</tr>
<tr>
<td>$40 the length of time feudalism lasted in Japan</td>
<td>What is 800 years?</td>
</tr>
<tr>
<td>$50 119,000,000</td>
<td>What is the population of Japan today?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category: Odds and Ends</th>
<th>Acceptable Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 the most important crop of Japan</td>
<td>What is rice?</td>
</tr>
<tr>
<td>$20 the most important member of a Japanese family</td>
<td>What is a father?</td>
</tr>
<tr>
<td>$30 a system of government shaped like a ladder</td>
<td>What is feudalism?</td>
</tr>
<tr>
<td>$40 cars, televisions, cameras</td>
<td>What products does Japan trade?</td>
</tr>
<tr>
<td>$50 yen</td>
<td>What is Japanese money called?</td>
</tr>
</tbody>
</table>
Answer ______________________ Acceptable Question

Category: Places

$10  a village where monks live ______________ What is a monastery?

$20  a palace ___________________________ What is the home of a lord?

$30  Toyoko _____________________________ What is the capital of Japan?

$40  Honshu _____________________________ What is the largest island of Japan?

$50  a surprise attack which began ____________ What is Pearl Harbor?

a war with Japan
Bibliography


Text Outline

The World Now and Then
Key Ideas

1. Culture and environment are interrelated.
2. The foods people eat and the crops they grow are determined by availability, custom, taste, and habit.
3. People probably first became farmers out of necessity.

I. What People Eat
   A. The basics
   B. Other native foods
   C. Changing conditions, changing needs

II. How Foods Reach New Places
   A. Exchanges
   B. A mystery

III. Why People Eat Some Foods and Not Others
   A. A matter of taste
   B. In the light of change
   C. A question of belief

IV. The Key to Food Getting
Southwest Asia: The Big Change

Key Ideas

1. People probably first became farmers out of necessity.
2. Define culture.
3. Describe the culture of the hunters and gatherers.
4. Give examples of the knowledge and skills of hunters and gatherers.
5. Explain the work of anthropologists.

I. Life 12,000 Years Ago
   A. A way of life
   B. The world of hunters and gatherers

II. The Turn to Farming
   A. At the start
   B. Farmers on the move
Egypt: The Desert and the River

Key Ideas

1. Describe a river and list several of its characteristics briefly.
2. Give two reasons why the Nile was important to Egypt.
3. Explain how the Egyptians changed the land to produce more food.
4. Show ways the Nile River influenced Egyptian culture.

I. Shaping the Land and the People
   A. Change in climate
   B. A new way of life
      1. Seasons along the Nile
      2. Teamwork
      3. A safe place

II. Civilization
   A. Of gods and rulers
   B. Of inventions and ideas
Crete: A Culture Built on Trade

Key Ideas

1. One people often trades with others in order to meet its needs. As people trade, they learn about new ideas, products, and skills.

2. Describe the island of Crete.

3. Explain why Crete was well-suited for a trading center.

4. Name links between various parts of the culture of Crete.

I. Early Ways of Life
   A. The land and the people
   B. Sailors and traders

II. The Golden Age of Crete
   A. A land of cities
      1. The palaces and people
      2. Borrowing and lending
   B. Lost history
Japan: Of Farmers and Rulers

Key Ideas

1. The value of land is determined by supply and demand.
2. Describe the land and climate of Japan.
3. Compare Japanese farming with farming in other lands.
4. Explain why the Japanese way of life is sometimes called a "vegetable culture".
5. Define the role of landowners and peasants in feudal Japan.

I. The Land and the People
   A. Making the most of things
      1. Farming
      2. Depending on plants
      3. The sea
   B. Life on the land
      1. On the shoens
      2. Ties of loyalty

II. The Workings of Feudalism
    A. Rule by soldiers
    B. The rise of cities