A PLAN FOR THE USE OF AUDIO-VISUAL AIDS
IN THE TEACHING OF AN AMERICAN HISTORY COURSE IN A
JUNIOR HIGH

A Thesis Presented for the
Degree of Master of Arts

by

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Approved by:
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CHAPTER I

INTRODUCTION

The last two decades have seen decided changes in teaching methods. Educators have come to realize that the main purpose of education is to adjust a child to his environment rather than to teach him isolated facts. Isolated facts were once taught in the hope that they would be used later in a meaningful situation. Then educators began to realize that all learning material must have a purpose, must contribute to the whole child, and must be real to him in the light of his own experiences.

According to the pragmatists, education is not merely a preparation for life; it is life. It is no longer enough to give the child quantities of unrelated facts. The child starts taking his place in society in the school room. Education helps a child to make adjustments to his life now. He continually revises his thoughts in the light of experience. The school's job, then, is to provide a wide range of experiences, which the child can use in dealing with problems of his everyday living.

There are some kinds of events which a child cannot experience directly or at first hand. Perhaps they happen too fast for the human eye to follow. For example, the
movements of a bird in flight escape all but the most acute observers, and in the case of humming bird even these. A golf swing is too rapid for the eye to follow. Motion pictures make it possible for these movements to be so retarded that each detail can be recorded by the human eye.

Some events are too slow and time-consuming for us to observe. The growth of a plant to maturity requires weeks. The film can record this same process in a period of a few minutes. The development of mold in a culture can be more quickly understood through the medium of a film, if it is impossible to perform the experiment in class.

Events in the colonies which led to the Revolution took place over a period of years. We can portray these same events on the screen within a period of fifteen minutes, leaving out irrelevant details. An added advantage in this case is the fact that we can observe each event in its relationship to other occurrences. We are able to see how one disagreement, such as the Boston Tea Party, led to another quarrel, the closing of the Boston harbor.

All historic events have obviously occurred at a point of time before that in which we are living. But by means of careful research it is possible to dramatize these historic happenings on the screen with at least a fair degree of fidelity to what is historically known about them. Motion pictures have made it possible for us to see colonial
Williamsburg as it was, so far as the ablest research historian can tell. We are able, also, to depict a great deal of authenticity in the home life of the American pioneers.

A great many documentary films, such as events of World War I, have been recorded for our use by the motion picture. Historic events which occurred before the birth of the motion picture must, however, be re-enacted for our observation. In these cases, the film is merely an easy way to give the observer as good a picture as the research historian himself has.

No significant conceptual learning takes place until an interest has been created. We tend to forget as quickly as possible those experiences in which we have no interest while those which interest us are remembered. Since so much of the average child's leisure is used in going to the movies and listening to the radio it seems reasonable to assume that he may be interested in seeing or hearing the lessons dramatized.

The teacher can use various methods to stimulate interests. One of the most effective methods is to find the basic interest of the child and then work from this point. This procedure requires a complete discussion of the topic at the very beginning of the work and involves very careful teacher-child planning. We assume in using this method that the class
is small enough to enable the teacher to have an accurate picture of each student and his interests.

Audio-visual aids may be used not only to stimulate an interest but to build up and increase that interest once it has been stimulated. For example, in viewing the film, "Colonial Williamsburg," it seems likely not only to create an interest in the colonial period, but perhaps also to arouse a desire to learn more about the industries and home life of the period.

A second advantage of audio-visual aids is that they tend to reduce verbalism. By the term verbalism is meant the use of words without an appreciation of their real meaning. In this instance we depend more upon the use of visual aids than we do upon the use of auditory aids. For example, when the term "prairie schooner" was introduced in a class studying the westward movement, one child received a mental picture of a ship sailing on a vast desert, although he had no idea how this could be possible. A fifth grade discussing the preparation of cotton for production were asked what a wool carder was. The answer came back, a wool thing to hold up stockings. These cases are by no means isolated examples, for any teacher is able to cite numerous similar examples.

Verbalism is largely due to a lack of understanding and to the fact that the child has not had sufficient experience
with the subject being discussed. Both of these needs can be provided for by use of visual aids. Visual aids offer an opportunity to present concrete examples. Much of value can be added to a unit of study on Egyptian civilization when it is possible to show on the film reproductions of pyramids, Egyptian costumes, and works of art. Very few students will ever have the opportunity to see the relics which have been preserved from this civilization, but the entire class is able to view them through the medium of the motion pictures.

Audio-visual aids cut down the amount of time used in presenting a new subject. In our fast moving age the factor of time is of great value. Motion pictures and records enable the instructor to present the important facts of a period in fifteen minutes. The presentations of this same by means of a lecture may consume the entire six weeks of the unit.

The student must be cognizant of what is going on around him before he can perform the acts appropriate to his immediate environment. He must become conscious of the stimuli that are constantly impinging upon him. A child is fully aware of the events taking place around him, but in most cases he is unable, unless assisted, to interpret these events. The interpretation rightfully should take place within the classroom. The peace conference may be widely discussed in news-
papers and table conversations, but it holds no real meaning for the child unless he can interpret its implications or they are interpreted for him. The school should help him to make clear to himself the effects of the peace conference upon his own personal life. Documentary films of the conference aid in this interpretation by making it possible to view the actual process used by the peace makers. The student is enabled to broaden his viewpoint by comparing films or records of the peace conference of World War I with those of the peace conference of World War II.

Many documentary films are biased in their presentation. A child sees this type of film outside the school. If a careful analysis of such films is made in the classroom, the pupil has a chance to learn something about judging the authenticity of the films.

Radio can present and interpret events while they are actually taking place. On-the-spot broadcast relayed to the world the history-making happenings of the atomic bomb tests at Bikini. We are also able to hear some sessions of the United States Congress. An example of this would be the broadcast of the joint session of Congress at the time of the United States' entrance into World War II.

Audio-visual aids help to develop discrimination on the part of the student. It is not unusual to find a student who
believes all statements made by both Gabriel Heatter and Walter Winchell. The school's work is to provide enough listening experiences for him within the classroom to develop his powers of discrimination. Carefully planned discussion following a broadcast can do much to strengthen a student's discrimination.

One of the aims of most schools is the development of the aesthetic values of the child. Audio-visual aids makes it possible to hear the really good music and see the classics of drama. Not all students will be able to attend a symphony concert or Broadway play, but both of these can be brought to him through radio and motion pictures. These media add much to the cultural life of America.

The student can become acquainted with life in far distant places through films or talks which are reasonably accurate in presentation. The life of periods before that in which the students are living may also be depicted through records and films. These are, of course, merely dramatizations of the events and times. They can, however, actually see some competent person's conception of American pioneer life and thus avoid many misconceptions which may develop from the written or spoken word.

Audio-visual aids also enrich and vitalize instruction. We must not forget that all the information we can crowd into a student's twelve years will have no meaning for him if it is
not made to seem real. All of the facts we can give concerning the Dutch patroons will soon be forgotten if we cannot make the Dutch patroon a real personality. Audio-visual aids are not the complete answer, of course, but they can serve to draw into closer proximity the events of the past and the everyday happenings with which the child is familiar.

Audio-visual aids give the student a sense of participation. Teaching sometimes tends to become a verbal outpouring and learning a fact of memory. The joys of self-discovery are lacking for the student. For example, after viewing a film on the pioneer life of America a child is apt to discuss with you the comparison of pioneer life with his own. He may note the fact that the pioneer home was different from his own. The pioneer children wore clothing with which he is unfamiliar. He discovers this for himself from looking at the film rather than because the teacher tells him pioneer life was different from his own.

The school must aid in the interpretation of life outside the school room. If mere acquaintance with ordinary life were enough, the school could receive the value simply by closing its doors. Every child moves in the world of everyday affairs much of the time. But this is not to say that he makes any sense out of it.

The problem is a simple one: when the child is out of school, he has contacts with everyday life but gets little help in interpreting it. When he is in school, there is plenty of help
available, but daily life has been left outside. Audio-
visual aids help to resolve the dilemma by bringing to-
gether that which he understands and those who can help the
child understand it. The child must be made to feel a part
of that experience. He must not merely assume the role of
and onlooker. Audio-visual aids make it possible to open
the door to the world outside the classroom and permit the
student to view life as it really is. A class permitted to
listen to the events of V-E Day for example, had a feeling
of being a part of history in the making. They shared an
experience with the rest of the world, and because of that
sharing were more apt to retain the experience. The same
experience related to them by means of a lecture or text
would not have had the reality and effectiveness of "on the
spot" broadcasting.

Children learn a great deal from films and radio. Some
of that which they learn is good, and probably much of it
is bad. In either case, most of that which they learn re-
mains with them for a considerable period of time.

An attempt has been made to support the claim that audio-
visual aids are beneficial to the student in the following
ways:

1. Interest is stimulated.
2. Verbalism is eliminated.
3. Classroom time is saved.
4. Viewpoints of the student are broadened.
5. Life is interpreted more accurately.
6. Instruction is enriched and vitalized.
7. Students feel a sense of participation.
CHAPTER TWO

PROPOSED UNITS OF STUDY FOR THE TEACHING OF AMERICAN HISTORY THROUGH THE USE OF AUDIO-VISUAL AIDS

The courses of study which follow were planned in terms of the intent to use audio-visual aids.

The units of study are set up in brief outline form to maintain flexibility. The outline contains the following sections: (1) scope of the unit; (2) general aims; (3) specific aims; (4) an approach to the unit; (5) suggested activities; (6) class procedures, and (7) the possible correlation of the unit with other fields of study. A list of supplementary audio-visual aids be found at the end of each unit.

The section describing the scope of the unit indicates in a general way the material to be covered. This section of the unit is for the use of the teacher. The general aims describe the goals which the unit strives to achieve. The specific aims are the more definite and precise points upon which attention is to be focused. Specific aims in some instances are the clarification of specific fallacies or beliefs held by many students in regard to the content of a particular unit.

The approach is the method used to introduce the unit to the students. This introduction attempts to give a complete picture of the material covered by the unit. In most cases
the units are started by the use of films or records intended to stimulate interest.

A flexible list of suggested activities, from which a student may choose one or more in which he is specifically interested, is set up in section four. Many of the suggested activities are activities for class participation; in these cases the choice is left up to the instructor. The writer realizes that all the activities will not ordinarily be utilized; they are merely possibilities.

The procedure given in each unit is in brief outline form in order that the instructor may make such additions or omissions as may appear necessary in an actual class situation.

It must be remembered that in the utilization of any audio-visual aid it is necessary to hold both a pre-discussion and a post-discussion period. The discussion period before the use of an aid is necessary to point out the facts for which the student must be alert. The pre-discussion period provides an opportunity for the child to ask questions which the audio-visual aid may assist in answering. These questions may be noted on the blackboard for future reference. During the showing of the aid the students will be able to seek the answers to their own questions.

The discussion after the utilization of the aid is necessary in order to determine what has been gained from the use of the aid and to clear up any misconceptions or answer any
questions which the presentation may have aroused. The questions brought out in the pre-discussion period must be answered at this time. The post-discussion period is also used to determine what further projects the class will attempt after seeing the film or listening to the record.

In the use of any audio-visual aid, it is necessary for the instructor to preview the aid before any definite planning of its use may be made. He must look for points of interest to point out to the students. Parts of the aid may not be authentic. The instructor must be on the alert for discrepancies or errors in order to guide effectively the student's use of the aid.

The list of correlation with other fields of study is only a list of possibilities. All sorts of factors, including personal relationships, chance similarities in courses of study, time schedules, and dozens of other accidents will determine what correlations can in fact be achieved.

Evaluation of the unit is necessary to discover the points at which difficulties are encountered so that modifications or revisions can be made, and to determine what aspects of the program resulted in noteworthy achievement.

Part of this evaluation will be accomplished through short written quizzes and a written examination at the close of the unit covering the main topics of the discussion.
General class discussions, special reports, and the completion of class projects will also aid in evaluation of the unit. Rough judgments can also be based on the general interest and cooperation on the part of each pupil.
UNIT ONE
AMERICAN BACKGROUNDS

I. Scope of the Unit.

Even though our nation is one of the youngest in the world, its story really began thousands of years ago in Europe -- and even before that, in Africa, and Asia, where people first learned the art of living together, and began to advance toward what we call civilization.

When Europeans discovered a new world across the Atlantic they found civilization already in existence there. This unit deals with those civilizations, as well as the American backgrounds in Europe, Asia, and Africa.

II. Objectives from the teacher's point of view.

A. General Aims.

1. To gain a knowledge of European backgrounds that stimulated exploration.

2. To understand why the Mediterranean Sea was the center of commercial activity of Europe.

3. To study the civilizations of the Egyptians, Babylonians, Hittites, Phoenicians, Romans, Greeks, and the American Indians.

4. To understand life in Medieval Europe.

B. Specific Aims.

1. To discover what made ancient civilizations great. Students often have the impression that ours is the only civilization which has existed.

2. To show that the civilization of the American Indian was also well developed. The Indian civilization is too often considered retarded.

3. To point out the causes of the Crusades and their effect upon European culture.
4. To show the culture of Medieval Europe.

5. To give the background for the Dark Ages. Point out in this case that all learning had not actually come to a halt for a period of years.

6. To show why the Mediterranean was the center of European culture.

7. To review the explorations of the Norsemen and Lief Ericson's attempt to found a colony in 1000 A.D.

8. To point out the effect of Marco Polo's journey upon European culture.

9. Explain the meaning of the term Dark Ages.

III. Approach.

Open the unit with a discussion of the meaning of the term civilization, point out in this connection that one civilization influences another. A careful list should be made of the effect of ancient civilization upon our own culture.

After the discussion show the films and slides on life in those countries which were the centers of early civilization.

Begin the collection of pictures for use on the bulletin board and make arrangements for the study of the music, art, and the use of leisure time in those activities.

IV. Activities.

A. Plan bulletin board displays for a representation of life in each of the civilizations studied.

B. Make some Egyptian styled pottery.

C. Study the art of each civilization.

D. Study the music of each early civilization.

E. Read the myths of such civilizations as Egypt and Babylon.

F. Build a model pyramid.
G. Build a model medieval castle.

H. Build a model village of the Medieval period.

I. Study Norse sagas.

J. Give a play as it would have been presented in one of these civilizations, such as a Roman play.

K. Make murals depicting life in these civilizations.

L. Give an original puppet play depicting one phase of early civilization.

M. Listen to records.

N. View Films.

O. Study the use of leisure time in this period.

P. Give oral reports.

Q. Write original stories based on these periods (sagas or myths could be attempted here).

R. Compare America today with the Red Man's America.

S. Make a wall chart, "The Steps in Man's Progress." Use illustrations.

T. Make a picture map to show the contributions made to civilization by the people of the ancient world.

U. Imagine yourself a young merchantman in the fourteenth century, taking your first trip to the eastern Mediterranean. Describe your adventures and all the new and strange things you see.

V. Make a series of sketches or models showing the development of either land or water transportation.

V. Procedures.

After conducting a discussion on the contributions of early civilizations to our own modern life, show the film depicting life in those early countries.

Take each civilization separately and relate a brief history of that country. In some cases, such as the Egyptian, Babylonian, Grecian, and Roman civilization, this may be accomplished by
telling myths and legends of each country.

Have daily reading assignments on each phase of the unit.

Before each assigned reading discuss the work to be covered.

After each assigned reading, hold class discussions to find out what has been gained. The purpose of the discussion is to clear up fallacies and determine what further study is necessary.

Special reports and projects should be completed at the close of this unit. They may be for the purpose of summary and review.

VI. Correlation.

The following subjects are ones with which this unit will correlated:

A. Language Art.

1. Literature
   a. Reading literature dealing with the Norsemen, Early civilizations, and the Medieval period.
   b. Choosing material from the classics for use in reacting a play of this period.
   c. Retaining material learned.

2. English
   a. Writing plays
   b. Writing reports
   c. Writing short stories
   d. Giving oral reports
   e. Holding discussions

3. Spelling and Writing
   a. Correct spelling and writing of all written work done in connection with this unit.
B. Geography

1. Locating the centers of early civilizations on a world map.

2. Tracing the probable routes of the early Norsemen.

3. Locating the centers of the Indian civilizations of America.

4. Studying the influence of climate and location upon these early people.

C. Physical Education

1. Study the types of relaxation engaged in by these early people.

D. Art

1. Study the early forms of art in each civilization studied.

2. Making model pyramids, medieval villages and castles.

3. Constructing puppets to use in plays.


5. Drawing charts.


7. Planning the bulletin board.

E. Music

1. Study the forms of music characteristic of early civilizations.

2. Learn the type of music used in connection with the Greek drama and dances.

F. Health

1. Discuss the stress made by the Greeks upon physical fitness.

2. Discuss the emphasis placed upon health by other civilizations.
G. Mathematics

1. Study the Egyptian and Babylonian methods of determining time.

2. Construct models to certain scales.

H. Science

1. Study the contributions of early civilizations to modern science.
AMERICAN BACKGROUNDS

Suggested Recordings

1. Our English Heritage -- Americans All -- Immigrants All Series

   Shows that America's literature, language, ideas of government, architecture, and sports are a part of our English background.

2. Our Hispania Heritage, -- Americans All -- Immigrants All Series

   Shows the influence of Spanish explorers and missionaries upon southwestern United States.

Suggested Readings


2. Tappan, European Hero Stories.

3. Tappan, When Knights Were Bold.

Suggested Films

1. Around the Acropolis -- Fsd-99 -- 1 reel Cost $25.

   A picture of modern Athens with the Acropolis as a background. Fox T.F.C. (sound)

2. Egypt -- Land of the Pyramids -- Fsd-5 -- 1 reel. Fitz-Fitz (sound) $25.

   First to Alexandria and then along the canal 100 miles to Cairo.


   Trip to the Sphinx and Pyramids.
4. Pyramids and Temples of Egypt (The) -- Ma-76 -- 2 reels.

Suggested Slides


2. English Medieval Architecture (History of) -- K-105-1 -- 51 slides (manual) Key-Key.


7. The Nile (History of) -- EE-4 -- 31 slides (manual) EE-EE.


10. Roman Architecture (History of) -- K-104-2 -- 32 slides Key-Key.

11. Roman Private Life -- EE-1 -- (Printed Manual) EE-EE.

Suggested Free and Inexpensive Aids

1. Carrying the Grain In Ancient Times. Quaker Oats Company,
60 East Jackson Street, Chicago, Illinois.

2. Egypt. B. Boats (School Notebook Sheet) illus., 5¢ plus
5¢ postage.

A page of pictures with texts to be cut out and
pasted into notebooks. Illustrations of early
Egyptian boats: a hunting and fishing skiff, a
trading boat and its kitchen tender, a yacht, etc.

Two pages of pictures with text to be cut out and pasted into notebooks. Illustrations of three ancient dolls, a toy basket, games, and paintings showing fishing, hunting, etc.
UNIT TWO
EXPLORATION

I. Scope of the unit.
The Crusades greatly increased travel and trade between Europe and the East. The Italian cities, especially Venice and Genoa, became the leading centers of trade, however, their stranglehold on commerce was weakened during the fifteenth century.

The only way to commercial advantage seemed to depend on the discovery of new paths to the East, particularly all-water routes, to insure fast and inexpensive transportation.

This was the background which led to the discovery of the New World.

II. Objectives from the teacher’s point of view.

A. General Aims.

1. To gain a knowledge of European background that stimulated exploration.

2. To study why early explorers came from countries bordering the Mediterranean Sea, Italy, Spain, Portugal.

3. To appreciate the impetus given the exploration by some rulers.

4. To appreciate how new discoveries changed commercial routes of the world.

5. To understand the entrance of England, France, and Holland in the search for new lands.

B. Specific Aims.

1. Trace back carefully all the causes for exploration.

2. To understand why certain European countries, such as Germany, did not send out explorers as did the other countries.
3. To understand the effect of exploration upon European countries.

4. To appreciate the hardships involved in early explorations.

5. To understand the rivalry of England and Spain.


7. To understand the doctrine of mercantilism.

8. Although many of the early explorers were Italian born, why were there no Italian colonies founded in the New World?

III. Approach.

Review the exploration of the Norsemen and Lief Ericson's attempt to found a colony in 1000 A.D. Review the story of Europe of the fifteenth century; bring in the fact that there was a need for new routes to the East. Discuss what countries were interested in finding new routes to the East. At the close of the discussion divide the class into committees, each committee taking one country which sent out explorers. The job of each committee will be to discover what men explored for these countries, the story of their explorations, the land they discovered, and why their exploration was important. Each committee should plan a display to illustrate the voyages made by their country, and should work on a project dealing with their country.

IV. Activities.

A. Listen to the records dramatizing voyages made to the new world.

B. View films depicting the hardships faced by explorers.
C. Draw murals showing events of one or several voyages.

D. Make written reports on subjects such as, the adventures of Marco Polo, the work of Prince Henry The Navigator, the voyages of the Vikings, Drake's trip around the globe, and Magellan's trip around the world.

E. Make oral reports on the lives of the explorers, such as Diaz, Vasco da Gama, Cortez, John Cabot, Sir Walter Raleigh, and De Soto.

F. Imagine yourself a companion to any of the explorers. Write a journal of the expedition. Illustrate it with a map and with sketches of what you saw.

G. Collect material for use on bulletin board display or in scrapbooks.

H. Build models of boats used by explorers.

I. Make a large outline map of the world. Mark the sections explored by Portugal, Spain, England, France, and Holland.

J. Arrange a Columbus Day program, plan a bulletin board display for that day.

K. Make a large wall chart listing the names of the explorers, the country which aided the explorer, the date of the exploration and the country explored.

L. Write a pageant depicting the events of one of the explorations.

M. Locate mountain ranges, rivers, and forests on a map of North America. What effect did these have upon exploration and settlement?

N. Read stories written about early explorers.

O. Draw a map of the world and trace the main voyages of explorations.

P. Make a poster showing an Indian Village.

Q. Draw a Spanish galleon.
V. Procedures.

A. After a class discussion reviewing the unit on American backgrounds, select committees for separate work on countries sending out explorers.

B. Each committee works on extra reports and projects concerning one certain country.

C. One week of the unit will be spent in getting a clear picture of the unit, briefly discussing each exploration made and reading assigned work in the textbook.

D. Two weeks of the unit will be spent in committee work, gathering materials for reports, collecting visual aids and preparing a presentation of reports.

E. Two weeks will be spent in the presentation of reports, using records and special films for each report.

F. During the final week of the unit, show the film "Exploration and Discovery, 1492-1700" for the purpose of review. Conduct a class discussion covering all explorations studied. In closing the unit give a written examination covering all important explorations discussed in the unit.

VI. Correlation.

A. Language Arts.

1. Literature.

   a. Reading biographies of explorers.
   b. Choosing material for a Columbus Day program.
   c. Planning a pageant depicting the events of one of the explorations.
   d. Retaining material read.

2. English

   a. The writing of reports.
   b. Making oral reports.
   c. Writing an imaginary journal of an exploring trip.
   d. The writing of a pageant to show events of one of the explorations.
3. Writing and Spelling.
   a. Correct writing and spelling of all written work done in connection with this unit.

B. Geography.

1. Locating sections of the world explored by Portugal, Spain, England, France, and Holland.

2. Locate mountain ranges, rivers, and forests on a map of North America. What effect did these have upon explorations and settlement?

3. Draw a map of the world and trace the main voyages of explorations.

C. Art.

1. Drawing maps.

2. Illustrating journal of explorations with sketches.

3. Collecting material for use on the bulletin board and in scrapbooks.

4. Build models of boats used by explorers.

5. Arranging a Columbus Day display.

6. Making a large wall chart of explorations.

7. Draw a Spanish galleon.

8. Make a poster showing an Indian Village.

D. Health.

1. Discuss the causes of illness and loss of life on early explorations.

E. Mathematics.

1. Construct maps to scale.

2. Make models of boats used by explorers according to a certain scale.

F. Science.

1. Study ways in which the period of exploration was accelerated by the works of science.
EXPLORATION

Suggested Recordings

1. Ferdinand Magellan, Mutiny on the High Seas Series.
   Shows Magellan's voyage around the world.

2. La Salle, Frontier Fighters Series.
   Shows La Salle's exploration of an unknown continent.

3. Marco Polo, Mutiny on the High Seas Series.
   Describes Marco Polo's travels in China.

   Describes Drake's voyage through the Straits of Magellan, the capturing of Spanish galleons, and his winter in California.

Suggested Readings

1. Dearborn, Frances M. How the Indians Lived. (2 books)
   (Simple Reading).

2. Eggleston, Edward. American Life and Adventure. (Good material on Indians, Witchcraft, etc.)


4. Foot and Skinner, Explorers and Founders of America (Good for report material).

5. Gordy and Wilbur, Leaders in Making America, pp. 1-58.
   (Good for explorers).

6. Holling and Holling, The Book of Indians (Good junior high school material).

7. Lawley, Thomas, The Story of Columbus and Magellan
   (Detailed material).

Suggested Films

   The story of Columbus at the courts of Spain and Portugal and finally the story of the first voyage.


Suggested Lantern Slides


Suggested Free and Inexpensive Aids

1. Stories of Great American Explorers and Pioneers, William H. Macy. (Book) 52 pp., illus., 10c plus 2c postage.
UNIT THREE

FORMATION OF COLONIES

I. Scope of the Unit.

The unit deals with the early beginnings of the thirteen colonies and the period during which they were still under the rule of England. It deals with the people who looked upon America as "the land of opportunity." The unit deals not only the English colonies, but with the Spanish and French colonies as well. It is in this period that England and France fight for supremacy in the new world.

II. Objectives, from the teacher's point of view.

A. General Aims:

1. To acquaint the pupils with life in Colonial America, in the French and Spanish as well as in the English colonies.

2. To compare the life of Colonial America with that of modern America.

3. To discover what new lands were found and settled.

4. To find out why people left Europe to settle here.

B. Specific Aims:

1. To discover why each colony was founded.

2. To study the types of people in each of the settlements.

3. Point out that the colonies were not united but that each was a separate unit.

4. To stimulate an appreciation of the hardships involved in the life of early America.

5. To find out how each settlement was ruled.

6. To compare the Colonial policies of France,
Spain, and England.

7. Point out the factors which later caused the break between the colonies and England.

8. To show how the French gained and lost an empire in America.

9. To conduct stimulating discussions on the problems and lives of early America.

10. To break down some of the myths involving the Pilgrims and other settlers.

III. Approach.

The unit should be introduced by showing several films concerning the Colonial period, for example, "Colonial Williamsburg," This could be followed by a discussion period. The discussion period would also provide an opportunity for the students to ask questions concerning this period of history. This offers an excellent opportunity for the teacher to look for fallacies which exist in the minds of children.

IV. Activities.

A. Build a model colonial village of New England.

B. Build a plantation.

C. Build a French Trading Post.

D. Build a model of a Spanish Mission.

E. Collect pictures for use in scrapbooks or on the bulletin board.

F. Listen to radio programs concerning this period. Use transcribed programs.

G. Silent reading of material on the period, in the basic textbook.

H. Playing games popular in this period.
I. Showing motion pictures.

J. Use of workbook materials.

K. Writing of short stories concerning American settlements.

L. Reacting plays depicting life in the early settlements.

M. Reading books showing the lives of great personalities of this period such as Benjamin Franklin, Champlain, General Wolfe, Miles Standish, John Smith, and Roger Williams.

N. Learning about customs carried on by the early settlers. Stress the custom of witchcraft here.

O. Make a chart of America's advance toward democracy.

P. Place the settlements on a large outline wall map.

Q. Make a time-order chart for important events.

R. Make a chart showing the colonies, why they were founded, and by whom.

S. Describe in reports, both oral and written, certain incidents of this period.

T. Make a chart of "Steps Toward Union" of the English Colonies.

V. Procedures.

A. Show introductory film after holding a discussion period concerning the points of interest in the film. This discussion should serve to bring out what the children hope to learn from the unit.

B. Show the film.

C. Hold a discussion period following the film to discover what learning has taken place, what questions still remain unanswered, and to discuss various research projects to begin.

D. Give a brief introductory account of the early colonial period.

E. Have daily reading assignments on various parts of the period.
Suspected no page 34.
F. Before each assigned reading, discuss the work to be covered.

G. After each reading have class discussion periods to find out what has been gained, to clear up fallacies, and to determine what further study is necessary.

VI. Correlation.

The following subjects are ones with which this unit will correlate:

A. Language Art.

1. Literature.
   a. Reading pieces of literature dealing with the period such as Longfellow's "Miles Standish."
   b. Giving oral reports.
   c. Writing reports.
   d. Holding discussions on various topics.

2. Spelling and writing.
   a. Correct spelling and writing of all written work done in connection with this unit.

B. Geography.

1. Locating the various settlements on the map.
2. Discussing the types of climate influencing the settlements.
3. Discussing old world origins of the settlers.

C. Physical Education.


D. Art.

1. Making scrapbooks,
2. Drawing charts.
3. Planning the bulletin board.
E. Music.

1. Learning songs popular in this period in Spain, France, and England.

F. Health.

1. Conducting a discussion on health in the early settlements as compared to health in the United States today.

G. Mathematics.

1. Making model settlements according to a certain scale.

H. Science.

1. Comparing the knowledge of scientific facts in the early settlements with the knowledge of modern science.
FORMATION OF COLONIES

Suggested Recordings

1. Birth of the Little Red Schoolhouse. Lest We Forget, Series I.
   Education is recognized as essential to democratic living. It is made compulsory in New England and other colonies and is partially tax-supported.

2. Cameo of American Civilization(A). Lest We Forget, Series I.
   A survey of the growth of religious freedom in America.

3. Gentle Quaker (The). Lest We Forget, Series II.
   The story of William Penn.

4. Germans (The). Americans All--Immigrants All.
   Discusses German contributions to American culture.

   The first representative government in America founded in the colony of Virginia.

6. Massachusetts Bay Colony. Lest We Forget, Series I.
   The beginnings of democratic procedures in America.

   The story of the first democratic government in the New World.

8. New Amsterdam under Peter Stuyvesant. Lest We Forget, Series I.
   The struggle for representative government and religious tolerance in Old New York.

9. Mayflower Compact (The). Lest We Forget, Series IV.
   The story of the set of laws made by the Pilgrims.

    Shows early town meetings and makes transition to modern city life.

    The story of law making in early New England.
12. New York and the British. Lest We Forget, Series I.
New York under British rule, including the story of
Peter Zenger and the establishment of freedom of the
press in Pennsylvania.

Religious liberty and political freedom in Pennsylvania.

14. Pennsylvania and Maryland. Lest We Forget, Series I.
The establishment of religious freedom and popular
government in Maryland and Pennsylvania.

15. "Poor Richard" Makes Good. Lest We Forget, Series II.
The story of the life of Benjamin Franklin.

Compulsory education and its significance.

The story of the founding of Rhode Island by the
advocate of religious freedom.

18. Roger Williams and Rhode Island. Lest We Forget, Series I.
The founding of religious freedom in America.

19. Scots and Scotch (The). Irish and Welsh. Americans All --
Immigrants All.
Discussed the contributions made by these people to
American culture.

The story of the Indian who welcomed and aided the Pilgrims.

21. Triumph of Reason over Witchcraft, (The). Lest We Forget,
Series II.
The colonies finally get rid of the practice of witchcraft.

22. Virginia Colony (The). Lest We Forget, Series I.
The story of representative government.

23. Woman's Concept of Liberty (A). Lest We Forget, Series II.
The story of Ann Hutchinson.
Suggested Readings

9. Crownfield, Gertrude, *Joselyn of the Forts* (French and Indian)

Suggested Films


The story of the common heritage of England and America, such as the barn made from the timber of the Mayflower and old Scrooby.
Adventures into the past through Henry Ford's Greenfield Village.

A portrayal of the home life of the colonial Adams' family.


Jamestown, Williamsburg, and Yorktown.

An excellent portrayal of early colonial life in the Virginia colony.

A good study of early American surroundings.

Life of Salem's pioneers about 1626.

Places of historic interest in Virginia.

The story of the struggle of early Jamestown and the marriage of Pochantas and John Rolfe.

Spanish missions as they appear today.

Historic and Beauty Spots of New England.


Life in the colony of New Netherlands under the rule of Peter Stuyvesant.


The story of the Separatists from their life in Scrooby, England, to their life in the New World.


Life in early Virginia with Williamsburg as the center of the colony.

16. Puritans of Massachusetts Colony. Msd-172. 2 reels (sound) $80.

Daily life of the Puritans in Massachusetts about 1645.

17. Puritans (The), Massachusetts Colony. Msd-320. 1 reel. (sound) $80.

The formation of the Massachusetts Bay Colony.


St. Augustine, Florida, America's first frontier.


Depicts the restoration of Virginia's Colonial Capitol.


The battle of Quebec on the Plains of Abraham.
Suggested Lantern Slides

6. Pilgrims in America (The). EE-10. 25 slides (manual) EE-EE.
7. Struggle for the Continent (The). Y-5. 27 slides (printed manual) Yale-Yale.

Suggested Free and Inexpensive Aids


2. A Story of Progress. American LaFrance Corporation, 100 East LaFrance Street, Elmira, New York. Pamphlet, 9 pp., illus., Free.

Early and modern methods of fighting fire. Text compares early and modern apparatus.

3. Colonial National Historical Park, Virginia. United States Department of Interior, Director of National Park Service

Cape Henry Memorial, Jamestown, the Colonial Parkway, Williamsburg, and Yorktown, illustrated with photographs.


A catalog of photographs, souvenirs, guides, and illustrated books available from this company. Views in and about Plymouth.


Early settlements, New York City, today, flying over farm and factory. The story of the Quakers. Excellent illustrations.
6. New England -- Land of the First Thanksgiving. Pamphlet, 45 pp., illus., 40c.

What New England looks like, the story of the Puritans, how the colonist made a living, life in colonial times, New England today, an air trip over the Northwest. Excellent illustrations.


South along the coastal plain, the English come to America; life in Early Virginia; Williamsburg. Excellent illustrations and a perfect map.

8. San Jose, Queen of the Missions. Franciscan Fathers, San Jose Mission, R. R. #7, Box 17, San Antonio, Texas. Booklet, 60 pp., illus., 40c to libraries, to others 50c.

Twenty-nine unusual photographs of old Texas missions, each with a page of descriptive text, a description of life in San Jose, and a road map showing the location of the mission.


A picture story of the improvement of transportation in Colonial America and the United States during the past four centuries. Illustrated with photographs of thirty-five dioramas, which were part of the Bureau of Public Roads, at the San Francisco Fair.
UNIT FOUR

WE FIGHT ENGLAND

I. Scope of the unit.

After the French and Indian War, North America was divided between the English and Spanish. English colonists no longer feared conquest by the French, nor did they feel a need for English protection. The colonies were becoming more independent of spirit. After the French and Indian War, England's policy of enforcement aroused such ill feeling in the colonies that revolution was the inevitable result.

The war of protest soon turned into a war for independence. In 1783, England was forced to acknowledge the independence of the colonies. This produced a great change in the political and economic institutions of America.

II. Objectives, from the teacher's point of view:

A. General Aims:

1. To study the causes of the Revolution.

2. To interpret the events of the Revolution.

3. To study personalities of the Revolution.

4. To appreciate the effects of the Revolution upon America's political and economic institutions.

B. Specific Aims:

1. To understand that the treaty of 1763 was a cause for the Revolutionary War.

2. To appreciate that many of the colonists were loyal to England.

3. To understand that the work of a few men such as Sam Adams, John Hancock, and Patrick Henry incensed the colonists to a fever pitch.
4. To understand the implications and meaning of the term "Taxation Without Representation."

5. To understand the importance of the Declaration of Independence.

6. To study the type of war waged in 1776.

7. To understand the terms of the peace and what our infant country had to face.

III. Approach.

In beginning the unit the class should first be given a brief review of the period of the French and Indian War, then a discussion of the causes of the Revolution should be held. After this discussion the film "The Eve of Revolution," should be shown. After showing the film another discussion period should be held.

IV. Activities.

A. Listen to records of events of the Revolution.

B. View films of this period.

C. If you save stamps bring to class a collection of stamps showing events commemorated.

D. Read literature written about this period, such as "Paul Revere's Ride" by Henry Wadsworth Longfellow, "Grandmother's Story," by Oliver Wendell Holmes, and Emerson's "Concord Hymn."

E. Draw cartoons using as a subject one of the quarrels between the colonies and England before the Revolution.

F. Edit a newspaper depicting events which led to the Revolution.

G. On an outline map make the most famous of the Revolutionary campaigns.

H. Hold a mock meeting of an English Parliament having both friends and opponents of the colonies speak.
I. Imagine yourself a member of the colonial army during one of the major engagements, write a journal of your experiences.

J. Study and report on some of the men who signed the Declaration of Independence.

K. Imagine yourself a member of the Committee of Correspondence, write to one of the other colonies reporting on events taking place in your own colony.

L. Let class members make oral reports on some interesting event of this unit.

M. Plan to dramatize certain important events of the Revolution.

N. Arrange historical display of the events of the Revolution.

V. Procedures:

After the introduction to the unit by viewing the film "The Eve of the Revolution," the class should be ready for a more detailed study of this unit. Each event leading to the Revolution and each event of the Revolution should be carefully discussed, then a reading assignment made on that particular event. There are a great many films and recordings which can be used to supplement this unit. These should be used when their special subject is under discussion.

The special projects and reports should be finished after four weeks of the unit have been completed. At this time their presentation can serve as a review.

During the last week of the unit there should be a review of the unit.
VI. Correlations.

The following subjects are ones which this unit will correlate.

A. Language Arts

1. Literature.
   a. Reading the literature written about the Revolutionary period.
   b. Retaining material read.

2. English.
   a. Editing a newspaper of events leading to the Revolution.
   b. Holding a mock meeting of Parliament.
   c. Writing a journal of experiences with the Colonial army.
   d. Reporting on the signers of the Declaration of Independence.
   e. Writing letters as a member of the Committee of Correspondence.
   f. Making oral reports on some interesting events of this unit.

3. Spelling and Writing.
   a. Correct writing and spelling of all written work done in connection with this unit.

B. Geography.

1. Tracing major campaigns of the Revolution.

C. Art.

1. Drawing cartoons of the causes of the Revolution.
2. Arranging a historical display of the events of the Revolution.
3. Drawing a mural depicting events which led to the Revolution.
Suggested Recordings

   The duel between Burr and Hamilton.

   The situation following the Battle of Bunker Hill.

   The story of the Revolution and Benedict Arnold's betrayal of West Point.

4. Benedict Arnold and Major Andre -- Lest We Forget, Series I.
   The story of the betrayal of West Point.

   The story of Boston's raid on the English Tea ships.

   The story of destroying of tea in Boston harbor.

   The discussions of Franklin and Jefferson about the first draft of this famous document.

8. Declaration of Independence (The) Lest We Forget, Series I.
   Events in Virginia and New England which led to the fight for independence.

   The story of the writing of the Declaration.

10. Dr. Franklin Goes to Court -- Cavalcade of America, 1940-1941.
    The story of Franklin's visit to the court of France to secure aid for the colonies during the Revolution.

11. Drafting the Constitution and Drafting the Constitution (concluded) -- United States History Series.
    The story of the Constitutional Convention.
12. Father of the American Navy -- Lest We Forget, Series II.
   The story of John Paul Jones.

13. Farmer, Executive, and Father of His Country -- Lest We Forget, Series II.
   The leadership of George Washington During the Revolution.

   The meeting of the leaders of the colonies.

15. He Fought With His Pen -- Lest We Forget, Series II.
   The organization of the Committee of Correspondence by
   Samuel Adams.

16. Life of Patrick Henry (The) -- Part one and two -- and the
   Life of Patrick Henry (concluded) -- The United States
   History Series.
   The entire story of Patrick Henry including some of his most
   famous speeches.

17. Life of Paul Revere (The) -- Part one -- the Life of Paul
   Revere (concluded) -- United States History Series.
   The story of Paul Revere.

18. Our Independence Won -- Lest We Forget, Series I.
   Events of the Revolution.

   Beginning of the Revolutionary War.

20. Royal Persecutions -- Lest We Forget, Series I.
   Causes of the Revolutionary War.

21. Royal Tyranny Continues -- Lest We Forget Series I.
   Massachusetts resents the efforts of England to stop
   the growth of freedom in the colonies.

   The English view and the American objections.

   The incompatibility of English and American views.
   The story of the author of "Common Sense."

   The attempt by Arnold to give the plans of West Point to
   the British.

   Depicts the hopeless feeling of George Washington concern-
   ing the outcome of the Revolution during the winter at
   Valley Forge.

Suggested Readings


3. Bobbe, Abigail Adams (Tells what happened to the women and
   children).


8. McMurray, Charles, Pioneers of the Mississippi Valley.


10. Roberts, Captain Caution.

11. Roosevelt and Lodge, Hero Tales From American History.


Suggested Films


   The difficulties and oppositions incurred during the passing of the Declaration of Independence.


   Unofficial gatherings of the delegates and the proceedings of the Second Continental Congress.


   The story of the events leading up to Revolution such as the Boston Massacre, The Boston Tea Party, and the battles of Lexington and Concord.


   The Virginia House of Burgesses in 1765.


   A trip through the White House.


   Story of the difficulty encountered in the writing of the Constitution.


   Story of Haym Solomon who acts as a spy for Washington's Army.


   The capture of this post by George Rogers Clark.


   The war of Independence between January and October, 1781.
Suggested Free and Inexpensive Aids


   The Mayflower Compact, the Gettysburg Address, Some Sayings of Poor Richard, The Bill of Rights, and historical maps.


   History of Independence Hall and Square; historic events for which the liberty bell was tolled.


   Fifty photographs, no rental charge. The exhibit will be loaned, shipped by American Express to any responsible person who agrees to pay the charges both ways. Scenes, houses, persons connected with Lexington and the stirring events of the battle of Lexington, April 19, 1775, together with a large map of Boston, Charlestown, Cambridge, Lexington, and Concord as they were in 1775. Shows routes of Paul Revere, William Dawes, and the British troops. Most of the photographs are 7"x9". All are mounted on heavy cardboard with printed text. Excellent for window or lobby display or for patriotic or historical purposes. Packed in a strong wooden box. Shipping weight 35 pounds.


   Includes a map of Paul Revere's Ride. Brief summary of the events leading up to the outbreak of the American Revolution -- Paul Revere's account of his famous ride. ... Account of the Battle of Lexington. ... Sketch of town and places of historic interest. ... Inscriptions on all historic tablets. Directory.
UNIT FIVE
OUR EARLY YEARS AS A NATION

I. Scope of the Unit.

The war for Independence was over now, the American colonies had become independent states.

The war had left ruin and difficult problems as war always does. The United States needed a strong central government to meet these tasks. For several years the government was an experimentation before the leaders of the United States succeeded in making a constitution which provided a government strong enough to cure these evils.

II. Objectives, from the teacher's point of view.

A. General Aims:

1. To understand the need for a strong central government.

2. To appreciate the domestic problems faced by the new nation.

3. To understand the foreign problems faced by the new nation.

4. To study our second war with England.

B. Specific Aims:

1. To appreciate the weakness of the Articles of Confederation and to understand the need for a strong central government.

2. To study the way in which people lived during this period.

3. To appreciate the vast importance of the Northwest Ordinance.

4. To understand the financial problems faced by Alexander Hamilton.
5. To appreciate the beginning of our system of parties.

6. To understand our difficulties with France during the French Revolution.

7. To study the treaties made with Spain and England.

8. To appreciate the importance of the XYZ affair.


10. To study the difficulties with the Barbary pirates.

11. To study the causes and effects of the War of 1812.

12. To study the policy of the Monroe Doctrine.

III. Approach:

Remember that the people in our colonies had many and diversified interests. It is hard to take a group of people, living in different parts of the country, carrying on different industries, with different interests, and bring them together to work for a common cause.

Think how difficult it was to bring thirteen independent states into an independent country. Even after the Revolutionary War each state was suspicious of the other. At last the states were united when our constitution came into being. Let us follow the struggles of our forefathers in the writing of the constitution.

IV. Activities:

A. View the films "Land of Liberty, Part II" and "Servant of the People."


C. Make a large wall chart comparing the Articles of Confederation with the Constitution.
D. Make a chart showing the Steps Toward Union.
E. Read "Pine Tree Shillings" by Hawthorne, and "The Man Without a Country" by Edward E. Hale.
F. Write a newspaper account of the first inauguration.
G. Hold a debate on the question, "The War of 1812 had no real and lasting results."
H. Make a chart showing the rise of political parties.
I. Draw a cartoon showing the effects of the Embargo Act.
J. Write a short story based on the history of the Barbary pirates.
K. Organize the class into a self-governing body and draw up a constitution for it.
M. Dress dolls to represent peoples of the different "classes" in the United States of 1790.
N. Build a reconstruction of Marietta, Ohio.
O. Collect pictures for bulletin board display and scrapbooks.
P. Let the class edit a newspaper concerning some important event of this period.
Q. On a large wall map mark all the places affected by events in this unit.
R. Start a booklet entitled "Our Presidents."
S. Make a special report on the causes and effects of the French Revolution.

V. Procedures:
A. Review the difficulties faced by the new nation under the Articles of Confederation.
B. Discuss the problems faced by the Constitutional Convention.
C. Show the film "Servant of the People."
D. Discuss domestic problems under the Constitution.
E. Discuss foreign problems faced by the new nation.

F. Tell the story of the War of 1812.

G. Discuss the Monroe Doctrine.

H. The first three weeks of the unit should be spent in an overview of the unit and in preparation of special reports. Text assignments will be made at this time.

I. The fourth and fifth weeks of the unit will be given to special reports and projects.

J. The sixth week of the unit will be devoted to review of the unit and to a written examination covering the high points of the unit.

VI. Correlation:

The following subjects are one with which this unit will correlate.

A. Language Arts.

1. Literature.
   
   a. Reading "Fine Tree Shillings" by Hawthorne, and the "Man Without a Country" by Edward E. Hale.

2. English.
   
   a. Writing a newspaper account of the first inauguration.

   b. Holding a debate on the question "The War of 1812 had no real and lasting results."

   c. Writing a short story based on the history of the Barbary pirates.

   d. Reporting on the best known members of the Constitutional Convention.

   e. Editing a newspaper concerning some important event of the French Revolution.

3. Spelling and Writing.
   
   a. Correct the spelling and writing of all written work done in connection with this unit.
B. Geography.
   1. On a large wall map mark all the places affected by events of this unit.

C. Art.
   1. Making a large wall chart comparing the Articles of Confederation with the Constitution.
   2. Making a chart showing the steps toward union.
   3. Making a chart showing the rise of political parties.
   4. Drawing a cartoon showing the effects of the Embargo Act.
   5. Dressing dolls to represent peoples of the different "classes" in the United States of 1790.
   6. Building a reconstruction of Marietta, Ohio
   7. Collecting pictures for bulletin board display and scrapbooks.
   8. Starting a booklet entitled "Our Presidents."

D. Music.
   1. Learning songs popular in this period.

E. Health.
   1. Comparing sanitary measures taken by people living in 1790 with those of today.

F. Mathematics.
   1. Making the settlement of Marietta according to a certain scale.

G. Science.
   1. Comparing the knowledge of science in 1790 with the knowledge of science today.
OUR EARLY YEARS AS A NATION

Suggested Recordings

1. As A Man Thinketh. Cavalcade of America, 1940-1941.
   The struggle for American right to free opinion.

   The story of the Virginian's fight for a representative government.

3. Bill of Rights(The). Lest We Forget, Series IV.
   The first ten amendments to the constitution.

4. Conspiracies against the New Government. Lest We Forget, Series I.
   The dissatisfaction of Aaron Burr, his duel with Hamilton, and his treasonable activity.

   Washington's view of its implications.

6. Constitution (The). Lest We Forget, Series I.
   Events before and after the Constitutional Convention.

   The preparation and ratification of the constitution.

   Portrays the events leading up to the writing of "The Star-Spangled Banner."

   The case of John Peter Zenger.

10. Freedom of Speech. Lest We Forget, Series IV.
    America's right to the use of free speech.

11. Idol of the Backwoodsman. Lest We Forget, Series II.
    The story of Thomas Jefferson.

A case against unjust imprisonment.


Legal safeguards guaranteed in democracy.


The portrayal of the agreement between Canada and the United States for an undefended border.

15. Winning Freedom. Americans All-Immigrants All.

Included the Revolution and the adoption of the Constitution the rise of the two-party system; and the opening of the West by roads, rivers, and canals, with the resulting social progress.

Suggested Readings

1. Barnes, James, Midshipman Farragut.

2. Barrows, J. S., Son of "Old Ironsides."


5. Farrand, Fathers of the Constitution.


7. Fox, G. M., Border Girl.


11. Sparks, Men Who Made the Nations.

Suggested Films


   The inauguration of George Washington and the manner in which Hamilton took hold of the financial affairs.


   Story of communication from its beginning to the present day.


   The American flag looks over the history of our country from the time the first flag was made to the present day.


   Sciences in Virginia associated with the first president's life.


   A trip through the nation's capitol building.


   History of America from Colonial period to 1805.


   History of America from 1805-1860.


   A travelogue of "Old Ironsides" as it is today.


   Background material for the writing of the Star Spangled Banner.


    The story of John Peter Zenger.
Scenes showing the nation's historical buildings.

Suggested Lantern Slides


Suggested Free and Inexpensive Aids

1. Transportation Program (No.2). General Motors Corp., Dept. of Public Relations, Detroit, Michigan.
5. Methods of Transportation. (Chart) Carl Mitman, Smithsonian Institution, Washington, D. C.
6. Historic Scenes Along the Mount Vernon Highway. 1 reel. 35 mm-16mm(silent) National Emergency Council, Room 500, 405 G. Street, N. W., Washington, D. C.
An account of the travels of the constitution since September, 17, 1787.
8. Our Flag, Its History and Traditions As Told by the United States Marines. United States Marine Corps, 1100 Broad Street, Philadelphia, Pa. Folder, illus., free.

The first Stars and Stripes, Battle of Lake Erie Flag, The Grand Union Flag, the Rattlesnake Flag, The First Navy Jack, with colored illustrations.

9. Fort McHenry; National monument and Historic Shrine. Leaflet. 16 pp., illus., Free.

A history of Maryland's Fort McHenry and of the "Star Spangled Banner," illustrated with photographs.


Contents: Pennsbury Manor, Daniel Boone Homestead, Old Economy, Fort Augusta, Cornwall Furnace, Governor Printz Park, historical markers.


A brief history of George Washington's life, with emphasis on his contribution to transportation.


A connected history of the White House and its occupants. Excellent material.


Interesting facts about the Presidents, portraits and biographies; wives and families of the presidents.


Photographs of all the presidents from Washington to F. D. Roosevelt, accompanied by a brief biography of each.
UNIT VI
WESTWARD EXPANSION AND PIONEER LIFE

I. Scope of the Unit.

As our new nation was being started America was going through other tremendous changes -- a movement westward by her people, the acquiring of new territory, and a complete revolution in her ways of work. During this period there was also a remarkable growth toward independence and nationalism.

II. Objectives, from the teacher's point of view.

A. General Aims:

1. To study the causes of the westward movement and its effects upon modern America.

2. To understand the personalities of some of the American frontiersmen.

3. To appreciate life on the American frontier.

4. Discover why the people in the West were more democratic.

5. Compare the life on the new frontier with that of the early colonies.

6. Discover how and why the following additions of territory were made to the United States: Louisiana Purchase, Florida, Oregon territory, Texas, Mexican Cession, and the Gadsden purchase.

7. Study the causes and effects of the industrial revolution in America.

8. Study the improvements made in methods of communication and transportation in this period.

III. Approach:

To create an interest in this unit first make a field trip to the early pioneer home of Dayton and field trip to the city...
museum to view pioneer relics.

After these field trips, hold a class discussion upon the westward movement in America.

IV. Activities:

A. Listen to records dealing with this period.

B. View films such as "Frontier Women."

C. Build a model of a frontier stockade.

D. Build a model of a log cabin.

E. Show either by a model or a picture the interior of a frontier home.

F. Draw a mural depicting the growth in methods of communication.

G. Draw a mural showing the changes in methods of transportation.

H. Report on famous personalities of this period such as Daniel Boone, Kit Carson, Sam Houston, Lewis and Clark, and Zebulon Pike.

I. Collect pictures for use in scrapbooks or for the bulletin board.

J. Playing games popular in this period.

K. Write a short story based on pioneer life.

L. On an outline map of the United States mark the additions of territories made to the United States.

M. Find out all you can about the differences between spinning by hand and the modern methods of spinning.

N. Draw a simple diagram of one of the early inventions and explain it to the class.

O. Report to the class on the life of some great inventor.

P. Imagine yourself on a trip from the East to the West, write a journal of your experiences.
Q. Construct a model of a canal lock or a prairie schooner.

R. On a map show the three routes to the West in Washington's day.

S. Make models to depict the history of transportation.

T. Make a wall chart showing inventors, inventions, and the date of the inventions.

U. Dramatize a land sale before the Preemption Act was passed.

V. Write a series of letters to a friend in the East, telling your experiences in a pioneer community.


V. Procedures.

A. Take a field trip to a pioneer cabin and museum.

B. View the film "Frontier Woman."

C. Discuss the film.

D. Review the causes and effects of the War of 1812.

E. Discuss the weakness of our nation as a result of the War of 1812.

F. Discuss the changes made in communication and transportation.

G. Discuss the additions of territory to the United States.

H. Study the Texan War for Independence and the Mexican War.

I. Study the life on the Frontier.

J. Use the fourth and fifth weeks of the unit for special reports and projects.

K. Use the last week of the unit for review and a written examination on the unit.
VI. Correlation.

The following subjects are ones with which this unit will correlate:

A. Language Art.

1. Literature.
   b. Retaining material read.

2. English.
   a. Reporting on famous personalities of this period.
   b. Writing a short story of pioneer life.
   c. Reporting on the life of some great inventor.
   d. Writing a journal of an imaginary trip from the East to the West.
   e. Dramatizing a land sale before the Preemption Act was passed.
   f. Writing a series of letters to a friend in the East telling of your experiences in a pioneer community.

3. Spelling and Writing.
   a. Correct spelling and writing of all written work done in connection with this unit.

B. Geography.

1. Making the additions of territories to the United States on a large outline wall map.

2. Showing the three main routes to the West in Washington's day.

C. Physical Education.

1. Playing games popular in this period.
D. Art.

1. Building a frontier stockade.

2. Building a model log cabin.

3. Drawing a picture or making a model of the interior of a log cabin.

4. Drawing murals of transportation changes and changes in methods of communications.

5. Collecting pictures for use in scrapbooks or on the bulletin board.

6. Drawing a simple diagram of one of the early inventions.

7. Constructing a model of a canal lock or a prairies schooner.

8. Making models showing the history of transportation.

9. Making a wall chart showing the inventors, the inventions, and the date of the inventions.

E. Music.

1. Learning songs popular with American pioneers.

F. Health.

1. Comparing the health problems of the pioneer with those of today.

G. Mathematics.

1. Making models of stockade, canal locks, and prairie schooners to scale.

H. Science.

1. Studying additions to science made by the American pioneer.
Suggested Recordings

1. Blazing the Westward Trail. Lest We Forget, Series II.
   Lewis and Clarke carry the American flag into new territories.

2. Brigham Young. Frontier Fighter.
   The establishment of the Mormon Colony in Utah.

3. Closing Frontiers. Americans All—Immigrants All.
   Describes the settlement of the West, the passing of the frontier, the trend from an agricultural to an industrial economy, and the resulting labor problems.

   A story of a journey to California.

5. Dr. John McLaughlin. Frontier Fighters.
   The settlement of the Oregon country.

   The development of the Oregon country.

7. 54-40 or Fight. Frontier Fighters.
   The dispute between the United States and Great Britain over the Oregon territory.

   Events during the Mexican War.

   The Gordon party endures the hardships of the long trip across the Dakotas in a wagon train, and is inspired to keep on going by Annie D. Tallant.

    Scout, trooper, and explorer. A dramatization of his travels.
Exploring the West.

Through his leadership brings new law and order and finally statehood to Oregon.

Discusses Carson's work with John Fremont.

The exploring of the regions of the upper Missouri River.

15. Pony Express Riders (The). Frontier Fighters.
The story of William Cody.

The story of events leading to the defeat of the Texans at Alamo.

17. Sante Fe Trail (The). Frontier Fighters.
The story of the route connecting the East and the Southwest.

Father of Texas, fights to develop the territory acquired by the Mexican War.

Exploring the Southwest.

Suggested Readings

4. McMurray, Pioneers of the Mississippi Valley.
5. Myers and Embree, Story of Pioneers and Their Children.
7. Ogg, *The Old Northwest*.
10. Skinner, Constance, *Rob, Roy, the Frontier Twins*.

**Suggested Films**

   Scenery of the Appalachian and Shenandoah Valleys.

   Co-operative activity of a pioneer family in the making
   of candles.

   The exploits of Daniel Boone from 1775 to 1778.

4. Flatboatman of the Frontier (Early Farmers of the Ohio Valley
   Early farmers of the West portrayed in domestic activities
   and flatboat building.

5. Frontier Woman (The). Ys-13. 3 reels Yale-Yale. (silent)
   $150.
   The story of a the Watauga settlement in 1789.

   Story of a pioneer and his rifle.

   Story of pioneer days and contrasted with modern times.
   Old methods of transportation are shown.

Traces the experiences of a pioneer family in journeying from Illinois to a homestead on the midwestern plains.


A demonstration of the process of spinning.


The migration of Americans into the new West, including the expansion of new industries and activities.

Suggested Lantern Slides


Suggested Free and Inexpensive Aids


Short biographies of Daniel Boone, Simon Kenton, Kit Carson, General George A. Custer, Buffalo Bill, "Wild Bill" Hickok, and Pawnee Bill.


CHAPTER THREE

ANALYSIS OF FILMS AND RECORDS TO BE USED
IN THIS COURSE OF STUDY

A group of films and records were analyzed by the writer according to several criteria.

The chief criteria, of course, was that of relevance. Each film and each recording was judged first of all in terms of the question, "Is there a substantial content here which has definite bearing on some part of the projected course of study?" At the beginning of each analysis, the writer has indicated the exact points at which the film or recording is relevant to the course outline. However, it is important to recognize that every visual or auditory aid has qualities other than those which lead to its selection, and that its use has consequences other than those intended. The writer therefore established the following general criteria for judging each of the suggested aids:

CRITERIA FOR FILMS

1. Are the voices clear?
2. Is the acting effective?
3. Is the material authentic?
4. Is the presentation effective?
5. Does the film tie in with the unit under consideration?
6. Does the picture broaden the viewpoint of the student?
7. Will the film stimulate pupil investigation and critical thinking?
8. Does the film add interest to the subject matter?
9. Does the film interpret life accurately?
10. Does the film have unity?
11. Are the setting and scenery appropriate?
CRITERIA FOR RECORDS AND RADIO

1. Are the voices clear?
2. Is the program effectively presented?
3. Is the material authentic?
4. Does the record create an effect upon the listener?
5. Does the program tie in with the unit under consideration?
6. Does the audio-visual aid broaden the viewpoint of the student?
7. Will the record stimulate pupil investigation and critical thinking?
8. Does the record add interest to the subject matter?
9. Does the record give functional information?
10. Does the program contain creative expression?
11. Does the program have personal-social adaptability?
12. Is the program consistent with the ideals of American democracy?
13. Is the record's content appropriate to the maturity level of listening students?
Exploration and Discovery, 1492-1700

Maps showing the main routes of explorers are the basis for the film, "Exploration and Discovery." The picture can be classified, therefore, as merely a moving chart and its use is governed by this classification. The writer suggests the use of the film as an instrument of review and not as an instrument of introduction. The film should be shown during the fifth week of unit two for purposes of review. This type of film saves time, and the review is more meaningful to the student than a simple running-over of content already covered.

The maps used in the film are very carefully constructed, but the method of showing the routes followed by explorers is difficult to follow. Since there is this difficulty involved, either the pace of the film must be slower or there must be a second showing of the picture. In cases where there is no provision made, either to show the film slowly or to show it a second time, there is apt to be confusion in the minds of the students as to the destinations of the explorers.

The routes depicted by the film are as follows: the all water route proposed by Prince Henry of Portugal; the route of the first voyage made by Columbus in 1492; the way taken by John Cabot in 1497; the route of Cortez; the passage of Pizarro;

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1. Erpi Classroom Film.
the voyage of De Soto; the way taken by Coronado in 1493-
1494 in his search for the "Seven Cities of Gold;" the voy-
ages made by the French explorers, Cartier, Champlain,
Brule, Joliet, Father Marquette, and La Salle; and the way
taken by Henry Hudson.

The voice of the narrator is distinct and easy to follow.

The film is suitable for junior high school students,
but its utilization must be carefully planned.
Boston, Common and Proper

The title of the film suggested that it might be suitable for use in section four of unit three. A careful analysis of the film proved it to be unfit for this purpose. The picture seemed to dwell too much upon modern Boston and showed few points of interest related to the study of the period of colonization.

The film is a survey of Boston today, with emphasis on historic buildings and monuments. There is no action as it is merely a review of the scenery of Boston.

The voice of the narrator is clear enough, but the effectiveness of his voice is erased by continuous background music which distracts from the trend of the picture's narration.

Much of the city is shown from an airplane view and the final result is just so many houses which all look the same. At these points the picture is very jumpy and difficult to view.

The scenes, which show historic places of interest, such as the Wayside Inn, the Village Green, in Lexington, Massachusetts Hall in Harvard, the Boston State House, and the Bunker Hill Monument, are only good shots in the film.

The film would not make any particular additions to the unit, for there is very little in it which would call for further research. True, some interest might be created around the historic buildings, but the same result could be gained by the use of still pictures.

There is very little unity to the picture since there is no particular story to follow.

This picture could not be used very effectively on the junior high level.
Colonial Williamsburg

The film is in technicolor and deals with life in early Williamsburg. Attention is paid to small details of interest to those studying life in early colonial America. The film would make an excellent introduction to the unit of work on early America.

Colonial Williamsburg is an excellent picture to use for the purpose of stimulating interest and broadening the viewpoint of the student. The film gives the student a chance to make a comparison between his life and that of colonial America. Colonial life is interpreted vividly and colorfully.

The picture is authentic in detail as far as representation of living conditions are concerned. It is not concerned with any great social adjustment. Types of furniture, means of earning a living, style of architecture, conveniences of living and dress are clearly indicated.

The sound is narrated and in several places is a bit difficult to understand. Attention must be paid to the sound equipment to be assured of good working conditions, for much of the value of the picture would be lost through poor narration.

The acting is realistic and gives the sensation of being privileged to look in upon the everyday life of the citizens of Williamsburg.

The presentation of the film is excellent, although in several places complete fade outs break the trend of reality and make that particular part difficult to follow. Historic
buildings are presented by the camera angle starting at the top and covering the entire building, thus giving a chance to note the details of the style of architecture.

The picture offers an excellent opportunity for introduction to a unit, although it would not adapt itself so readily to the review of a unit.

The student should, with careful guidance, find a great deal of material in the film which would serve for further research. For example, there is much emphasis in the film on early cabinet making and on various types of furniture, which should interest some students. Brief mention is made in the film of the royal governor, which could lead to a study of the colonies under royal rule and the part played by the royal governor in the rule of the colony.

The film's setting and scenery are accurate and appropriate. They are put together so as to picture life in Williamsburg in one day. This makes for a great deal of unity in the action.

The term, apprentice, needs to be explained before showing the film, for although the role of the journeyman is explained by the narrator, that of the apprentice is not.
Colonial Children 1650-1700

The picture should be shown during the third week of unit three, or at the time colonial life is discussed. The film offers the student an opportunity to compare colonial life with his own life. There is much detail in the film that seems well selected to stimulate the interest of the students, such as the pipe tongs used to draw hot coals from the fire to light a pipe. The picture may serve as a means of eliminating verbalism, as for example in the case of the term "sampler."

The film is an old one and for this reason should have two showings, one in which the children can look for and enjoy the acting techniques and a second to look for historical significance.

The sound track of the film is clear and there is no difficulty in understanding the voices of any character.

The acting is effective in most scenes, although some are overacted, due to the fact, that the film is old.

The setting of the film is appropriate and authentic. The Adams family, around whom the film is built, eat from a table made of boards, across a trestle, from trenchers. The prize possession of the daughter is a small silver cup.

After breakfast, each member of the family to do their respective jobs. The father to cut down wood, the daughters to weave, the mother to prepare the family meal, while the son made a broom for his mother. The entire process of broom making is shown at this point.

1. Erpi Films
Another scene depicts the children of the family playing the game of cratch cradle. It is interesting to note that children play the same game today.

The children are portrayed studying their lessons, which gives the student a chance to have a close up view of the horn book, the New England primer, and a quill pen. This scene gives the students a chance to study the way colonial children were trained.

The scene closing the family's day gives further information on this subject, when it shows the spinning wheel, the hand loom, and the big loom in actual operation.

The close cooperation of neighbors in the colonial period is shown by a quilting party held in the Adams' home. A close up of the sampler, worked by one of the girls gives an idea of the fine needle work used. Often the term sampler is hard to explain to the students, this gives an opportunity to show a concrete example of a sampler.

Some other interesting colonial pieces shown in the film are, the wooden cradle in which the youngest member of the Adams family is rocked, the pipe tongs, which the father of the family uses to pull hot coals from the fire to light his pipe, and the warming pan filled with hot coals to carry to the cold bed room to warm the sheets.

The picture gives a basis for a great many projects, such as constructing a colonial village, the making of oral and written reports, a trip to the museum to see colonial pieces,
discussions on colonial life, and perhaps even the writing
of a play around colonial lives.
The Eve of the Revolution

"The Eve of the Revolution," is an excellent dramatic portrayal of the events leading to the break between the colonies and Great Britain. The film should be used during the first week of unit four. It may also serve as review material in this same unit.

The acting is effective and authentic in this presentation of the pre-revolutionary period. There has been a careful selection of background material and care has been taken to approach as nearly as possible authenticity.

The picture is well adapted to the age level of junior high students. It should add much interest to the subject matter built around the Revolution and should stimulate critical thinking on the part of the students.

The colonist's dislike of the stamp act is aptly depicted by the film. Throughout the picture, only the opinions and reactions of the colonist are shown. Research should be started by the students on British opinions of the same events portrayed by the picture. It is by this means only that children can see a true picture of the situation. The scene in which an effigy of the stamp collector is burned by the colonists should be carefully explained to the students.

The Boston Massacre was caused by a group of Boston school boys, this fact is brought out in the film.
Eighteen thousand pounds of tea were dumped into Boston Harbor by the irrate citizens of that town. The background material for this event is not shown in the film nor is the result of the Boston tea party portrayed. This information must be supplied by the instructor or handled through research done by the students. The Tea Party itself is effectively dramatized on the screen.

Such activity in the colonies, as the hiding of arms and the drilling of troops in preparation for an open break between the colonies and the mother country is depicted by the film.

"The Eve of the Revolution" goes a step beyond the events leading up to the actual break between the two countries and portrays the battles of Lexington and Concord, including the rides of William Dawes and Paul Revere. The setting of these scenes does not give a feeling of reality.
Declaration of Independence

The picture should be used during the fourth week of unit four, or during the discussion of the Declaration of Independence. The film stimulates interest in many ways. One scene shows the interior of a coach. The scene at the inn shows a great many pieces of colonial furniture.

The film is in technicolor and deals largely with the difficulties involved in the passage of the Declaration of Independence. The picture brings out clearly that the idea of independence was not welcomed by all colonists.

The sound in the film is not clear and at times it is difficult to follow. This difficulty of hearing, detracts from the story and as a result much of the value of the film is lost.

The acting of the film is very effective, especially the role of Thomas Jefferson. The scene in the Continental Congress in which a Declaration of Independence is proposed is realistic and gave a feeling of being a part of history in the making. The shift of time in the scene in which the Declaration of Independence is being read seemed an unnecessarily long period and gave the impression that the Declaration is a long drawn out document while in reality it is short.

Famous quotations from the writing of the Declaration, such as Benjamin Franklin's "We must indeed all hang together, or we shall all hang separately," and John Hancock's state-
ment about his signature in which he said, "King George could read it without glasses," are brought out in the film. This should lead to discussion and reports on the authenticity of the statements and what meaning lay behind them.

The fact that the vote from Connecticut was held up was made too dramatic in the film. The picture at this point resembled a wild west show. This would be a good place to make provisions for research on just how many of the votes were slow in arriving and why they were held up. It should be pointed out that the vote of New York did not arrive until after the final vote was taken.

The film shows three men on the committee appointed to draw up the constitution, Thomas Jefferson, John Adams, and Benjamin Franklin, however, the Declaration Committee really consisted of five members.

The picture should be used at the beginning of the discussion on the Declaration, for it provides a basis for further research and projects, such as studying the reasons the Declaration was written, the men who signed the Declaration, the content and meaning of the Declaration itself, and the effect of the Declaration both in England and in the colonies.

The picture interprets life in the colonies very accurately and careful attention was given to backgrounds to make them appear authentic, for example, in showing methods of transportation
and living conditions.

The film stressed various attitudes of members of the Continental Congress, then brought all those ideas together at the meeting of the Congress, thus giving unity to the entire film.

The picture is suitable for junior high school level.
The Washington Parade -- Inside the Capitol

The picture takes the student on a brief tour of Washington, D. C., points out some of the places of interest in the capitol of the United States, and introduces the viewer to some leading personalities of Washington, both past and present, such as Senator Bankhead, Senator Robert Taft, and Congresswoman Rogers.

The film is suitable for junior and senior high school students. It should be used after the study of the building of Washington to illustrate its growth or after the study of the formation of the United States government to encourage further research on our system of government.

A great variety of projects could be started after viewing the film. The bulletin board display can be made consisting of views of Washington. Oral reports by students who have visited Washington may be made. Students can make written reports on places of interest in Washington. Research may be made on various facts given in the film. A scrapbook of Washington may be planned or a small model of Washington built. One interesting fact which should promote research is the safe given by a Philadelphia woman in 1876 with the promise that it would not be opened until 1976. It might prove interesting to find out her reasons for giving the gift and to try to imagine what the safe contains.
Places of interest visited by the film are the rotunda, in which there is excellent filming of the pictures hanging there, statutory hall, the crypt intended for the body of Washington, the President's room, the House of Representatives, the Speaker's Lounge, the Reading Room of Congress, the Senate, and the Ticket Office of Congress.

Viewing these scenes of the capital makes for a better understanding of how our lawmakers live while in Washington.

The usual scenes of Washington such as the Washington and Lincoln Memorial, the cherry trees, and the White House were not shown. The film is valuable in the respect that it gives unusual views of Washington.

The voices of the film are clear and the presentation is effective, especially in the shots showing buildings. Life is interpreted accurately by the film and it should add interest to the subject matter.
Constitution, Servant of the People

This is an excellent presentation of the meeting of the Constitutional Convention. It could be used either at the beginning of the study of the Convention or at the close of unit five. It does not deal with the contents of the constitution, but rather with the passage of the document.

The acting is realistic, and the background materials are excellent. Much of the action takes place in Independence Hall. In these scenes there has been much care taken to be sure that the scenery is authentic.

The film shows many scenes depicting the quarrels among the states under the Articles of Confederation, such as the charging of tax on goods going from one state to another, and the printing of money for each separate state. The use of separate forms of currency is dramatically presented in scenes showing the difficulty encountered when, for example, Rhode Island money was used in New York.

The character of Benjamin Franklin is especially likeable and should create a desire on the part of the students to know more about him. He had a great influence upon the writing of the constitution, and this fact is indicated in the picture. He seems to be the moving and uniting force behind the entire writing of the constitution.

George Washington, as chairman of the convention, is also a very convincing characterization. He seems to have the
meeting under his control, although at times the debate seems to be almost out of anyone's control. The makeup is excellent in this particular case.

James Madison is not pictured as having as much influence upon the convention as he really did have. There is no mention made of the fact that he kept an accurate record of the meetings, nor is there any mention of his many suggestions which went into the writing of the Constitution.

The secrecy of the meeting is indicated by showing a scene between two citizens discussing the fact that the convention is meeting behind locked doors. This scene gives an excellent opportunity for a discussion on the comparison between the part played by the citizens of young America in the process of law making with that played by the citizens of America today. Perhaps this could also lead to a discussion of the possibility of broadcasting Congressional meetings, its merits and faults.

There were a great many compromises necessary in writing the Constitution, and two of these, the question of representation and the counting of slaves in representation, are portrayed in the film. The film leaves the impression, however, that all that was needed to solve a major problem was to give some sort of social affair; and the two opposing sides would compromise as if by magic. The problem of representation is shown as being solved at a dinner party given by Franklin; while that of
slavery is agreed upon at a ball given by Madison. True, there probably were disagreements solved in informal meetings but a great deal more had to be done than is shown in the film.

The film gives an accurate interpretation of life in this period and does add interest to the subject matter. Too often this particular event is hurried over and becomes just another tiresome event to know about while, since it influences us very much in our life toady, it deserves careful study.

The picture would certainly add to any unit on the formation of early American government.
Frontier Women

This film may be shown after making the trip to the museum mentioned in unit six. This would provide an opportunity to compare the relics of the pioneer shown in the museum with those of the picture.

"Frontier Women" is the story of the Watauga settlement. The scenes of the picture are overacted, but this is due to the time of the film's production. The melodramatic characters of the film make it essential that its utilization be well planned.

The information introduced was found to be generally accurate. There is a one-sided view in the presentation of the situations involving the Tories. Tories are presented as being cruel and heartless. There is a need for more careful study concerning the position of the Tories in the colonies.

Life within a frontier stockade is portrayed in the film, but is more glamorous in the film than it actually was. Many of the hardships of the pioneer are made to appear as dramatic episodes and not as real tragedy.

Projects developing from the viewing of the film could include the following: the building of a stockade patterned after the one of the picture, a discussion comparing the life of the pioneer with life today, writing a series of letters to a friend in the East, telling of experiences in a pioneer

1. Yale and Press.
community, editing the first number of a newspaper started in a pioneer village in 1830, finding out the history of pioneer settlements in local communities, and making trips to the museum to see some of the articles used by early pioneers. In the case of the museum trips a decided tie-up should be made between the articles shown in the film and the real articles in the museum.

The picture is suitable for junior high school students, but it is not one of the best films on the subject of pioneers.
Development of Communication

The film covers rapidly the high points in communication developments over a period of twenty-three centuries. It would be excellent material for the review of unit six. The film itself deals with only the high points of communication and reviews each new method at least three times in the picture. After each invention a picture of its inventor is shown.

There is a tie-up in the film between the inventions and their modern use. There are brief scenes in the film showing the means of communication in actual operation today.

The film shows charts explaining the simple theories of operation of the instruments and a picture of the inventor. There is no attempt to dramatize the story behind the inventions. The fact that there is no story given of the inventions should lead to research work in order to find out what story lies behind each one. The students can discover what need was met by each new method and what effect it had upon our modern life. The latter part of the film gives a great deal of information concerning the present day use of communications.

The film is purely factual and contains no acting, but the presentation of material is effective and authentic.

The high points of communication mentioned in the film are: the inventions of the steam engine by James Watts, the use of electric current by Count Alessandro Volta, the theory of the electro-magnet by Joseph Henry, wireless telegraphy by Samuel F. B. Morse, the invention of the telephone by Alexander
Graham Bell, the laying of the Atlantic Cable by Cyrus W. Field, and the inventions of the Wireless telephone by Guglielmo Marconi.

The voice of the narrator is clear and distinct so there is not trouble following the narration. There is some difficulty, however, in following the explanation of the various parts of the machines. The pointer on the screen is very small and should be supplemented by a pointer used by the instructor.

The picture should be used only after the means of Communication have been studied since it is not good introductory material.

The film is appropriate for junior or senior high school level.
Columbus and His Crew

The writer suggests that this recording be used in connection with section four of unit two. The main purpose of utilizing the record is to stimulate interest in the general subject of explorations.

The program of "Columbus and His Crew" is short but effective background material, suitable for use in junior high school. It tells the story of the first voyage of Columbus. Most of the material is already familiar to the children.

The program opens with Columbus expressing his views on the shape of the earth. The doubt of his listeners in such a voyage as he proposes it, is expressed in their statements concerning the fear of sea monsters and the fact that the new mariner's compass would be of little use to them on such a voyage. This gives an opportunity for further discussion on the Sea of Darkness.

The fact that the program time is short narrows the story. There is only time to depict Columbus' appeal for help to the Spanish court. No mention is made of his appeals to other rulers of Europe, except a threat to appeal for help to Charles VII of France.

The scene before the tribunal of the inquisition presents a whole list of doubts which existed in the minds of the examiners. Such as, vessels do not sail upwards, and how would

1. History Speaks, No. 3 of the series.
the inhabitants of the other side of the earth walk, upside down? Finally Queen Isabella offered to finance the voyage with her jewels. It should be pointed out that the money came from the royal treasury and nor from the sale of the crown jewels. No mention is made in the program of the real reason why Spain refused aid for so long, that of the expense incurred in the war with the Moors.

After seeking aid for seventeen years, Columbus was given three ships with crews kidnapped into service.

The meeting on the first voyage is sprung upon the listener literally with no previous warning or background. The sailors give Columbus one more day in which to sight land and then they will threaten mutiny. Dramatically enough land is sighted in the nick of time. The program ends abruptly with the sighting of land.

Obviously, there is need for the supplying of a great deal of information before the record can be used successfully. This program can be used only as a supplementary aid, since there are no new facts given in it. The lack of information, however, should stimulate further research and discussion.
Mayflower Compact

The entire growth of democracy series is more suitable for senior high school, college, or adult education, but with suitable background material the series can be used for junior high school.

This particular record should be used in connection with unit three, after a discussion of the Mayflower Compact has been held. The main purposes for using the record is that of dramatizing the event in order to make it seem real to the pupil. There is also a good opportunity to judge the authenticity of the film in terms of its consistency with what the class has picked up from its reading.

The record is well written and well produced. The program constitutes an authentic documentation of the growth of democracy. There is, however, very little social context in which the Mayflower Compact occurred given in the program. The record is mostly documentary discussion which by itself has very little intrinsic interest appeal.

Since the record needs background material to help understand the program, there is a decided need for research on the part of the students.

The program depicts the actual framing of the Mayflower Compact. The compact was necessary since the pilgrims landed too far north for the Virginia jurisdiction.

The program is consistent with the ideals of American democracy since it very definitely shows that all men are equals and each should have his say in the making of laws.

This record should not be used for the purpose of creating interest, but rather for illustrating and dramatizing a solution to a problem set by previous classroom discussion or by reading.
Plymouth Rock

The title of this record and series are a bit misleading. The listener is lead to expect a discussion on the immortaliz-
ing of the shrines at Plymouth Rock, while in reality the record deals with the first two years spent by the pilgrims in America. The presentation is through the medium of dramatics.

The record is divided into two parts, the first dealing with the immigration of the pilgrims while the second deals with present day immigrants. Feelings against new immigrants are expressed, but the characters talking against immigrants are made to appear ridiculous. This may be a good point to bring out and one which most certainly merits further discussion.

The one hardship stressed in the record is that of the illness and death suffered by the pilgrims during their first year in the new world. This is portrayed in a scene taking place in the home of a pilgrim family. It is one of the more realistic scenes of the record, although it is over emotional in places.

The record stresses merely the religious motives for the immigration of the pilgrims. It even carries this over as a motive for newer immigration. Although this gives a definite tie-up between the two immigrations, it must be pointed out that religion was not the only motive for the migration of the pilgrims.

1. Lest We Forget "Our Nation's Shrines" Series.
This particular record should serve to make the pupil aware of religious persecutions which exist today. It might also serve as a basis upon which the pupil could form a more tolerant view of religions other than his own.

The record could be used as an introduction to the unit on colonization since it opens for discussion such questions as, the reasons for immigration, hardships suffered by the pilgrims and the characteristics of the pilgrims.

The program is a bit tiresome for the listening attention of the junior high child. The record is apt to become boring to him.
The First Thanksgiving ¹

This record should be used in section four of unit three. The record gives very little additional information to the pupil, therefore, its use should be arbitrary. This is the reason for placing it among the suggested activities.

This program is very short and deals only slightly with the first thanksgiving, as the title might indicate. Rather it deals with the difficulties encountered by the pilgrims in crossing the Atlantic and in their search for a new home.

The part of Miles Standish, as presented by the record, seems a little out of character, for the actor taking that part has a small, weak voice, entirely opposite the personality of Miles Standish. The character of John Carver is represented as being very abrupt. This should lead to a research project on the characteristics of the leading personalities among the pilgrims. William Bradford is also introduced to the listener.

The voices on the record are clear and effective. The beginning of the record, depicting a storm at sea, is especially effective.

The program closes with a scene showing the friendship between Massasoit and the Pilgrims. The scene also portrays the help given to the pilgrims by the Indians. It should be pointed out, that the tribes under Massasoit's control did maintain peace with the pilgrims as long as Massasoit lived,

¹. History Speaks Series, Number 5.
although all Indians were not quite so friendly. Children often hold a misconception, that of Indians all being unfriendly to the white men. This offers an excellent opportunity to point out that they were not all unfriendly. This scene might also serve as a basis for a wider social concept of racial tolerance, although, since the record offers but a small and weak beginning, it would have to be supplemented with other material.

The program is not too effectively presented and leaves a feeling of uncertainty and misrepresentation of facts with the listener.

There are but a few points in the record which might stimulate critical thinking and pupil investigation.

Very little interest can be added to the subject matter by listening to the record, for the program contains only the well known facts concerning the pilgrims. For this same reason the record offers very little opportunity to broaden the viewpoint of the student.

Its content would probably become tiresome to a junior high listener.
New England Town Meeting 1

This record is more suitable for use in senior high school, college, or adult education. It can be used in junior high school, however, as supplementary material. The record should be used in section four of unit three.

The program gives an authentic representation of an actual town meeting.

The opening line of the program is that of the town crier, informing all free holders, qualified to vote, of the coming town meeting. Some discussion should be held, before the hearing of the record, as to the meaning of the term, freeholder.

The question before the town meeting is that of the right of Governor Winthrop to tax one town in order to fortify another. There is much discussion on the topic, indicating that freeholders, at least, had a voice in the law making of the colonies. It must be made clear that all townspeople were not freeholders. Everyone did not have a share in the law making.

Other purposes of the town meeting, such as appointment of the town's officials, land grants to citizens, and the making of local laws is indicated in the record.

The record could be used as an incentive for the class to hold its own town meeting patterned after that of the program.

The Story of the American Revolution

The transcription needs a great deal of background material, dealing with the causes of the revolution, before its presentation. The material on the record could be used very effectively in the middle of unit four, after the class had discussed the causes of the American Revolution. Such events as the Grenville plan, the stamp act, the Townshend plan, the Boston tea party, the closing of the Boston harbor, and the English advance upon Lexington and Concord must be discussed before presenting the program. The record might also serve as a review of the entire unit. It would also adapt itself readily to two presentations, one in the middle of the unit and a second presentation at the end, for the purpose of review.

The voices in the recording are clear and distinct. The program is effectively presented by the use of conversation among American citizens. In several places the words of famous personalities, such as Benjamin Franklin and Patrick Henry, are presented as though those personalities were speaking. This gives the listener an impression of reality.

The details of the presentation are authentic in most cases, although a few points might lead to some doubt. In the beginning of the program a scene takes place in an English

1. Human Adventure Series.
drawing room. From the conversation between two English Lords the listener receives the impression that all Englishmen are aristocrats and live a life of ease while all colonist are boorish. Benjamin Franklin enters the scene at this point and dispels this impression to a certain extent, but not entirely. The term aristocracy should be clearly understood by the class before the record is heard. The fact should be brought out that all Englishmen were not aristocratic nor were all Americans boors for that matter.

The program leaves the impression, that arms were being stored only at Lexington. The point should be made clear that the entire colony of Massachusetts was hiding arms to be used against the English.

The program should encourage further research and discussion on such topics as Grenville's plan, Life in England during this period, Life in the Colonies, the stamp act, the Townshend act, the Boston tea party, and the storing of arms in the colonies.

Several important underlying causes of the trouble between the colonies and the mother country are shown in the record. For example, that the expenses of the Seven Years War needed to be paid immediately. Since England felt that she had fought that war mainly so save the colonist from the French and Indians, she felt that the colonies should be made to share the expenses.
The fact that the colonies were being forced to pay taxes without having helped to lay those taxes is brought out in the program.

The program does not give an entirely one sided account of the steps toward the Revolution. One section of the program deals entirely with a presentation of both sides of the question. For example, while the American colonies were saying "No taxation without representation" was unfair, the British were saying, "A country we cannot tax is a country not subject to us." This section offers a wealth of material for further research, discussions or even debates.

A tie-up is made in the program between our problem as colonies of England and those colonies today who are seeking independence from their mother countries. This gives an opening for discussion on the problems of existing social conditions in those countries today.

The content of the record is very appropriate to the maturity level of junior high students.

The program closes very effectively with passages from the Declaration of Independence.
Betsy Ross Showing the First Flag 1777

Much of the material in this record is supplementary rather than purely factual material. For this reason the record should be used in section four of unit four.

The program is primarily background material from the life of Betsy Ross, preceding the actual designing of the flag. In fact, a very small portion of the program depicts the actual designing of the flag, but usually the actual making of the flag is a better known story to the student than is the story of the life of Betsy Ross.

The program tells of the accidental death of John Ross, the husband of Betsy Ross, while guarding munitions during the Revolution.

There was a need in the colonies for some symbol to unite the thirteen colonies, but it was necessary to have a flag separate from the English flag.

The voices are distinct and the program is effectively presented. Most of the material presented is authentic.

Junior high school students should enjoy listening to "Betsy Ross Showing the First Flag."

1. History Speaks Series Number Two
Aaron Burr and Alexander Hamilton

The program of Aaron Burr and Alexander Hamilton is effectively presented and should stimulate pupil investigation. The voices on the record are distinct and clear. The record should be used as supplementary material in unit five.

The story of the program is that of the duel between Hamilton and Burr. The background materials for the duel consists of the story of the presidential election of 1800 and the election for governor of New York state in 1804.

The election of 1800 was deadlocked between Aaron Burr and Thomas Jefferson until Alexander Hamilton gave the votes of New York to Jefferson thus giving him the majority of votes and causing Burr to lose the office of President of the United States.

The portrayal of the election for New York governor in 1804 does not give the method used by Hamilton to cause Burr to lose the election. It does, however, picture him as definitely rejoicing when Burr loses. In a scene with John Marshall Alexander Hamilton gives his reason for not backing Aaron Burr, when he makes the statement that some people are too ambitious for themselves to serve their country.

The challenge to the duel and the duel itself are very dramatic scenes. The fact that Hamilton had no intention of
shooting Burr but that Burr had every intention to kill Hamilton, is clearly depicted in the record.

The program definitely makes Aaron Burr a surly, dissatisfied personality. It would make an interesting project to check and see how accurate these facts are.

Burr is amply paid for his crimes when in the closing years of his life he fails to reestablish his law practice in New York and loses his daughter in a ship disaster.

Some of the facts used in the program need careful checking as to authenticity, but this should provide material for research work by the students.

The program does add interest to the subject matter and its content is appropriate to the junior high school listening level.
Treason of Benedict Arnold 1

The program runs for twelve minutes and is most suitable for junior and senior high school. The voices of the record are clear and distinct. The program should be used as supplementary material for unit five.

The character of Benedict Arnold is surely and unreasonable. From the beginning of the program the listener is not in sympathy with him.

The program opens with a scene between Arnold's idol, George Washington, and Benedict Arnold himself. Arnold had just been acquitted in a court martial, but Washington expresses some doubt that all the facts given at the proceedings were correct, for example, he claims that Arnold moved private gold in government wagons. This scene takes place on April 6, 1780 and establishes a motive for Arnold's treason, that of revenge for the court martial.

The next part opens on August 3, 1780 with a scene between Major John Andre and Benedict Arnold in which Arnold hands over the plans of West Point to the British spy along with a pass signed by Arnold to get through the American lines. Even the British spy is distrustful of Arnold in this scene especially after the British Vulture is forced to sail making it necessary for Andre to go through the American lines.

1. Makers of History Series.
On the way to General Clinton with the plans of West Point given him by Arnold, Major Andre is stopped by a group of highwaymen and unwittingly tells them that he is not one of the colonists. He quickly backs down from this statement, but he has already aroused their suspicions, to the extent that they search him for any hidden documents. Their search is ended when the fatal document is found hidden in his boot, of course for dramatic effect this had to be the last article of clothing searched.

Benedict Arnold was warned of Major Andre's capture and in an overdramatic scene takes leave of his wife and reveals his plan to escape behind the British lines in the Vulture. At this point, the narrator takes up the story. Arnold had to force a boatman to take him to the British ship, but once he arrived safely behind the British lines he was awarded, for his attempted plan to betray West Point, by the commission of Lieutenant-General in the British army.

Benedict Arnold died in 1801 and ironically enough was buried, at his own request, in his continental uniform with the sword presented to him by Washington at his side.

The program is effectively presented and careful study was made to assure the authenticity of the background material.

The story of Benedict Arnold's treason is one which should present a great many leads for further research, for example, there is need for more thorough investigation of Arnold's motives than is given in the record. Also an investigation of follow-up material between the time of the act of treason and Arnold's death.
The Star Spangled Banner

The record gives a brief description of the background material preceding the writing of our national anthem. The material is authentic in detail and should encourage further work concerning this particular episode of American history. The program would be of interest to a junior high school student.

The narration of the record is clear and effective. The action is easy to follow and the number of characters is kept at a minimum so that the length of the cast is not confusing to the listener.

The writer suggests that the record be used along with the study of the War of 1812, and that it be used as supplementary material. This particular record does not lend itself to the introduction of a unit although it does add interest to the subject matter.

The story is that of Francis Scott Key’s attempt to secure the release of a friend, who was being held prisoner aboard a British war ship. The release was secured, but Key and his friends were unable to leave the ship, since the bombarding of Baltimore had already started. Throughout the night they were unable to tell how the battle was going, nor could they see the Stars and Striped waving from the fort in Baltimore. With the coming of the dawn they saw the stars and stripes still waving so they knew the battle had not been lost.
This fact gave Key an inspiration for a song. On board a British battle ship, after the battle in Chesapeake Bay, the national anthem was born.

The program is well written and presented. Every American should know the background of his country's symbols and this is an effective program for use in presenting the story behind the national anthem.
BIBLIOGRAPHY

American Council on Education, *The Motion Picture in Education*


APPENDICES
Directory of Picture Publishers


School Arts, The David Press, Printers Building, Worcester, Massachusetts. 17 portfolios of plates of design, black and white, color, average 8½ x 11", $1 to $2; costume design, American; Indian arts; leathercraft; lettering; pictorial block printing, etc.
Abbreviations Used in Company Names

7. East.-East. -- Britannica (Eastman Division).
10. Fitz-Fitz -- Fitzpatrick.
13. Has.-Has. -- Haselton.
15. Key.--Key. -- Keystone View Company.
18. Mps.-Bk. -- H. Burton Homes.