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CRITERIA FOR THE CONSTRUCTION OF UNITS ON NORTH CAROLINA  
TO SUPPLEMENT THE SOCIAL STUDIES OF THE STATE  
COURSE OF STUDY IN UPPER ELEMENTARY GRADES

by

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3843

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## CHAPTER I

### INTRODUCTION

#### Origin of the Problem

There is a widespread feeling among the elementary grade teachers that something more definite should be done about the teaching of North Carolina history in the Upper Elementary Grades. For years the State Course of Study scheduled the study of North Carolina history for one-half year during the fifth grade. American history was to be taught the other half of the year. This was too much for one year's work for children of this age. The program was too crowded. The children were rushed through two text books within a period of eight months in the rural schools. As a result, their knowledge of neither was very thorough. In some schools North Carolina history was taught in the sixth grade. In 1942 the State Department of Public Instruction issued a Suggested Twelve Year Program for the North Carolina Public Schools. The study of North Carolina history was then changed to the eighth grade.

The North Carolina Twelve Year Program says:

The social studies program should begin at home. A study of the immediate environment and of the State in general is relatively more important than an intimate knowledge of places far away both with reference to time and geographical location.

Throughout the social studies program in the high school as well as in the elementary grades, every effort should be made to relate the work of various courses to North Carolina even though one year has been designated particularly for the study of the State and its interdependencies.<sup>1</sup>

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<sup>1</sup>North Carolina State Department of Public Instruction, A Suggested Twelve Year Program for the North Carolina Schools. Raleigh: The Department, 1942. pp. 155-156.

All grades should contribute to the study of North Carolina; but since this study is of primary concern in the eighth grade, it is suggested that eighth grade teachers work with the school principals and supervisors in securing the coordinated efforts of teachers in all grades in the study of North Carolina.<sup>2</sup>

No provision nor suggestion is made as to "how" North Carolina history should be taught in the grades below the eighth. It is left entirely to the judgment of the teachers to decide whether or not to teach it. Many are neglecting it, rather than have to plan it for themselves. It seems very inconsistent - that a child should learn all about Mesopotamia, Iraq, Arabia, Egypt and many other foreign lands before he is taught a few interesting things about his native state. Then, too, it must be remembered that many children stop school by the end of the sixth year and that if they fail to have State history in the Upper Grades they leave school with a very poor knowledge of what their native state is like. Many of these boys and girls are the ones who spend most of their life in the state working in the factories and on the farms. A knowledge of their own state would mean much more to them than information concerning foreign lands gleaned in several year's study.

"It is wrong to teach 'distant things' to the exclusion of our immediate surroundings. These surroundings have a great influence on those students who remain in the country."<sup>3</sup>

The purpose, therefore, of this thesis is to show how a few worthwhile and interesting units on North Carolina may be worked out for each grade from the fourth to the eighth, supplementing the social studies for each particular grade and at the same time preparing the children for

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<sup>2</sup>Ibid., p. 182.

<sup>3</sup>H. D. Cater. "Teaching Local History by the Seminar Method." Social Studies, 32: 221-223, May, 1941.



the more extensive study during the eighth grade. A complete unit for the seventh grade will be worked out and then applied to this grade.

Tests will be given to obtain results.

Mary G. Kelty says:

The problem of state history is somewhat different from local history. It is farther away from the experiences of young children, and therefore its contribution toward concreteness and reality must be less.

As to its materials, the same difficulties in the training of teachers remain. State histories, written by trained historians, are much more likely to be available than histories of local communities. They are not more likely, however, to be suitable for reading by young children, and on the whole they contain even larger proportion of detail of little interest or importance for the general reader. Local pride should not blind the curriculum maker to the principle of relative values.<sup>4</sup>

There is a wealth of material available on North Carolina, but it is written on the adult level and will need to be adapted to the level of the various age groups taught. If it is taught successfully, units must be selected, materials collected, and experiments tried. For this reason, many teachers have neglected teaching it.

Tryon says there are five substantial reasons for the teaching of local and state history. They are:

1. State history serves as a basis for the development of an intelligent and elevating state pride.
2. State history puts the pupil in touch with local political, social and industrial developments and furnishes him the background knowledge necessary for interpreting them.
3. State history furnishes the pupil with concrete illustrative material which aids him in securing an adequate understanding of National history.
4. State history supplies the opportunity for the pupil to come face to face with historical material, thus creating in him a feeling of historical reality and giving him training in handling sources.

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<sup>4</sup>Mary G. Kelty. Learning and Teaching History in the Middle Grades. New York: Ginn, 1928. pp. 18-19.

5. State history supplies the teacher with many opportunities to make his teaching conform to the modern educational principles of proceeding from the concrete to the abstract and from the known to the unknown.<sup>5</sup>

There should be a modification of statement No. 1 to the effect that although the study of our state history should create a pride in the state and its past achievements, it should be remembered that the state is, after all, just a part of a great nation and that other states also have a state history and have done their part toward making this country a great nation. State pride should never be installed into pupils to the extent that it is placed above that of the pride of being an American.

#### Statement of the Problem

The purpose of this thesis is to establish criteria for the construction of units on North Carolina in the social studies of the state's Upper Elementary Grades.

Development of this thesis implies adequate answers to the following questions:

- I. What is the state course of study in the social studies for grades four through seven?
- II. What are its deficiencies?
  - A. In terms of psychological organization?
  - B. In terms of meeting child interests?
- III. What are the criteria for the selection of topics and the construction of units to supplement the course of study?
- IV. Have these criteria validity?

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<sup>5</sup>R. M. Tryon. "The Teaching of Local and State History." Sixth Yearbook of the National Council for the Social Studies. Philadelphia: McKinley Publishing Company, 1936. pp. 132-143.

### Delimitation of the Problem

The first de-limiting factor is that the study of North Carolina units as suggested in this thesis be confined to grades four through seven. Examination of extensive data concerning the teaching of State history in the elementary grades in the forty-eight states reveals that no state recommends the teaching of state history below the fourth grade. Several states begin with the fourth grade; but in most cases the work is given in the fifth, sixth, seventh and eighth grades. Only one state, Oklahoma, has recently placed its adopted text in the ninth grade.

A second delimiting factor is that the "units" be chosen to coincide as nearly as possible with the interests of the children at the particular age group. The reading material suitable for the fourth grade level may be limited but there is a vast amount of material of historic value that might be preserved, for example, pictures, pictorial illustrations, and bulletins sent from different state departments. The upper grades will be more able to appreciate the reading material.

The third and last delimiting factor is that the eighth grade, although a part of the Upper Elementary Grades, is not included because the State Course of Study has decided that the history of North Carolina shall be taught in this grade during the entire year.

### Method

The first step was a survey of the literature to find pertinent materials. The following indexes were carefully checked to avoid duplication of any previous work and to find parallel related material.

Palfrey, Thomas R., and Colman, Henry E., Guide to Bibliographies of Theses-United States and Canada. Second Edition. Chicago: American Library Association. 1940.

United States. Library of Congress. Catalogue Division. List of American Doctoral Dissertations....Washington, D. C.: Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries, New York: The H. W. Wilson Company, 1933-1942.

United States. Office of Education. Library. Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1929-1940.

Good, Carter Victor. "Doctor's Theses Under Way in Education," January Issue of the Journal Educational Research. January, 1931-January 1945.

Gray, Ruth A. Doctor's Theses in Education. Office of Education Pamphlet No. 60. Washington, D. C.: Government Printing Office, 1935.

School Life. Washington, D. C.: Superintendent of Documents, Government Printing Office, March, 1935-March, 1942.

Monroe, Walter Scott and Shores, Louis. Bibliographies and Summaries in Education. New York: The H. W. Wilson Company, 1936.

Education Index. A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets. New York: The H. W. Wilson Company, 1929-1945.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: The H. W. Wilson Company, 1938-1940.

Selected References in Education. Chicago: University of Chicago, 1933-1938.



The second step was to make an analysis of the state course of study in the Social Studies to evaluate supplementary materials therein listed, and to secure valid judgments on its strength and weaknesses through the application of criteria drawn from authorities in the literature and applied by the author in conjunction with a competent teacher who is an expert in the field.

The third step was a study of the interests of children. Selections were then made from different authorities of such as bear on the problem. Next, a validation was made of the selections by submission to a committee of experts.

The fourth step was the construction of criteria to guide the building of units,

- I. Selection of pertinent criteria from the authorities.
- II. Submission to a committee of experts.

The fifth step was the testing of the criteria.

- I. Use in the construction of a unit for the seventh grade
- II. Criticism of the unit by experts
- III. Revision in terms of this criticism
- IV. Experimental use of unit with children

#### Survey of Literature

Paul Ellsworth Couch,<sup>6</sup> from the University of Cincinnati, wrote his Master's Thesis in 1932 on State History in the Public Schools. This thesis discussed the general legal status of State History, placement, time allotment, and character of state history, as determined by law or voluntary practice.

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<sup>6</sup>Paul Ellsworth Couch. State History in the Public Schools. Master's thesis. University of Cincinnati, 1932. pp. 28-32.



Couch found that thirty-two states required the teaching of state history. In the states where the history was not required, state history was taught in all the forms found in states where it was required, but not to the same degree.

The recommended placements in the states having adopted texts ranged from the fourth to the ninth grade, the median being the sixth. The actual placement in city schools was below state department recommendations, the median being the lower sixth grade.

The similarity to the present study lay in the fact that most states emphasize an early study of state history rather than a late one. The study was dissimilar in that no suggestions were offered as to how State history could be supplemented in the social studies of all Upper Elementary Grades, and that no units were suggested as an aid to teaching State history.

May Lazar wrote her Doctor's Dissertation at Teachers College, Columbia University, New York City in 1937. The title of this study is Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. The author deals with analysis and discussions of the opportunities afforded the pupils in this investigation which no doubt had considerable bearing upon their reading interests and activities.

The reading interests and attitudes are given in the summary following:

1. When asked what school subjects were liked best, the dull pupils preferred subjects that did not involve much reading, as arithmetic and spelling. Bright and average pupils liked history best.
2. Girls showed greatest interest in owning library cards than boys did; dull girls were more interested in library cards than dull boys were.
3. Girls reported reading more books in a month than boys did.

4. Although the kind of book liked best was "mystery stories" for both girls and boys, there were marked sex differences in most choices of reading materials. Adventure stories were highly popular with boys and fairy tales with girls.
5. Boys read magazines more than girls did.
6. The comic section of the newspaper was by far the most popular section for both boys and girls.<sup>7</sup>

This study of the interests of children and their activities reveals the interests of children of the Upper Elementary school and gives a basis for judging these units, which appeal most to children of the various age levels.

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<sup>7</sup>May Lazar. Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. Doctor's dissertation. Teachers College, Columbia University, 1937. pp. 101-102.

## CHAPTER II

### ANALYSIS OF THE STATE COURSE OF STUDY IN SOCIAL STUDIES

#### Review of the Development of the North Carolina Course of Study

As early as 1926 a need was felt for an instrument for use in evaluating state and city courses of study. In that year Florence Stratemeyer and Herbert Bruner of Columbia University set up criteria for evaluating courses of study. From the Curriculum Laboratory of Teachers College, Columbia University, 9,671 courses of study were selected and rated by a group of experts. The courses of study were rated as a whole and also by subjects. The North Carolina Course of Study at that time was rated "very good" among the highest twenty-nine.

Due to many changes that have been made in curricula and the revision of textbooks, since 1926, the experts decided to revise the criteria for evaluating the newer courses of study. In 1936 Bruner, with the help of a large staff of experts, set up new criteria and at this time re-examined and rated all previous courses in addition to all the newer ones.

The North Carolina State Superintendent of Public Instruction issued a course of study in 1935 entitled A Study in Curriculum Problems of the North Carolina Public Schools. As mentioned above the curriculum was pronounced very good. It was very specific and gave the general objectives for each subject, the concepts to be developed, aspects to be emphasized, and suggested activities for each grade.

In 1941 the General Assembly of North Carolina passed legislation making possible a twelve year program for the schools of North Carolina.

In a study of the entire program, changes were recommended which affected nearly all grades. A Suggested Twelve Year Program bulletin was issued in 1942 as a guide during the transition period. No attempt was made to give a detailed course of study, but suggestions were given in outline form so that they could be adapted to local needs and expanded accordingly.

A suggested outline for a twelve year program in the social studies was prepared so that "each teacher may know what goes on in the years below her grade and also what takes place in this area in the following grades."<sup>1</sup> Several illustrative units for different grades were also given.

This bulletin makes the following general statements with reference to the social studies.

- A. The social studies include those materials in the curriculum which are drawn from the fields of history, geography, economics, sociology, political science, psychology, and **ethics**. They permeate all fields of the curriculum and are therefore one of the richest sources of materials for the child's program. Some of the most effective integrations of learning take place in the development of social studies units of work. For example, many valuable language arts skills emerge from the reading, writing, and speaking needed in studying a social problem.
- B. Chief among the values which the social studies contribute to the individual and to the school program is the development of the ability to meet situations involving social relationships. Self-dependence in the location of information and power in reflective thinking are outcomes made increasingly important by rapid social change and the continuous emergence of novel and complex problems. A sense of continuity, including time concepts, a sense of evidence as a basis for reasoned conclusions, and a sense of tolerance are essential values to the pupil. Further values derived from the social studies are the development of historical mindedness, a sense of the interdependence between man and his environment, the development of the quantitative way of thinking.

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<sup>1</sup>North Carolina. State Department of Public Instruction, A Suggested Twelve Year Program, Raleigh; The Department, 1942. p. 158.



- C. Democracy is the fundamental pattern for group living in America and should receive practical emphasis in the social studies program. The social organization and general setup should provide opportunities for children to live in a democratic way. This can be accomplished only when pupils take part in planning and carrying out school activities of all kinds.
- D. A major objective of the social studies program should be development of fundamental concepts concerning the economic, social, and cultural life of the people through exploring the community as well as other sources of information.
- E. The social studies program should begin at home. A study of the immediate environment and the State in general is relatively more important than an intimate knowledge of places far away, both in reference to time and geographical location. Hence, it seems desirable to emphasize the contemporary and the immediate, giving them more meaning by reference to the past and far away. Expansion of the fundamental concepts developed in the study of the local community makes possible a better understanding of national and international problems.
- F. Throughout the social studies program in high school as well as in the elementary school, every effort should be made to relate the work of the various courses to North Carolina, even though one year has been designated particularly for the study of the State and its interdependencies. For example, the Boston Tea Party should be compared with the Edenton Tea Party and this whole movement against the abuse of the colonies by England should be interpreted in terms of its effect upon our ways of living. Likewise, the study of the Industrial Revolution will have more meaning for high school pupils if it is approached from an angle which shows its effect upon the rise and development of industry in this State. In other words, the Industrial Revolution as it emerged in England should be studied as a background for the Industrial Revolution that really got under way about 1880 in North Carolina.
- G. The social studies program should be made dynamic and vital in the everyday living of youth. To accomplish this the school must lay greater stress upon those experiences that will be most meaningful for the average student. However, the experiences which are fruitful for one person are not necessarily helpful to another. Therefore, a variety of experiences should be provided for through the use of basal and supplementary texts, libraries, magazines, pamphlets, school news weeklies, maps, charts, lantern slides, motion pictures, dramatics, construction work, and excursions into the community.



- H. A school approach to the social studies from the first to the last school year is desirable. The life of the school with its typical items of planning the school day, electing officers, hearing committee reports, issuing the school newspaper, and participation through the school council is a vital part of the social studies curriculum. Problems should be set through cooperative planning and social studies materials should be assembled to help solve them. Teachers should feel free to arrive at solutions either through logical arrangement or through a child-community-interest organization, or through both. Materials from all fields of the social studies (history, geography, economics, sociology) should be integrated to furnish complete understandings.
- I. Children often wish to repeat pleasurable experiences, and that is desirable provided variations are made so that additional valuable learnings are gained each year. It is not desirable, however, to make almost identical studies of such topics as the Pilgrims, or transportation, in successive years. Each year should show growth in social understanding.<sup>2</sup>

A special bulletin entitled North Carolina, Suggestions for Applying the Social Studies was issued in 1939. This bulletin was prepared "to help teachers in the public schools of North Carolina who are seeking new ideas, helpful material, and suggestions as to procedure in teaching the social studies as applied specifically to North Carolina."<sup>3</sup>

The specific objectives for the study of North Carolina as a phase of the social studies program in this bulletin are as follows:

1. To acquaint the pupil with the rich heritage of social, economic, and cultural achievements of our citizenship.
2. To help the pupil find his place in the stream of contemporary life in North Carolina.
3. To help the pupil see more clearly the challenging opportunity which lies before him in the form of great possibilities for further progress.

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<sup>2</sup>Ibid., pp. 155-157.

<sup>3</sup>North Carolina. State Department of Public Instruction. Suggestions for Applying the Social Studies. Raleigh: The Department, 1939. p. 7.

4. To give the pupil a background of experience in his home State environment which will enable him to interpret present day life. in North Carolina, think intelligently about present-day problems, and enjoy more fully 'that which daily lies about him'.
5. To develop skill in the use of social science material and to apply that skill to a specific situation closely related to his life.<sup>4</sup>

All good courses of study have general and specific objectives, but many other problems must be considered. Criteria for selecting and evaluating pupil experiences was one of the first problems to be considered.

#### Criteria for Selecting and Evaluating Pupil Experiences

The strength and weakness of the foregoing curriculum can be made apparently only by the application of accepted criteria. It is the purpose of this section of Chapter II to assemble such criteria in anticipation of an evaluation of the course of study.

What are the interests of the children of various maturity levels and how do they learn? During the past ten years there has been an increased study of the interests of children. Authorities have used different methods of obtaining and classifying these interests. The writer has attempted to classify the principal interests characteristics of the maturity levels of children as revealed in the literature on child growth and development according to three categories: (1) general interests, (2) reading interests, and (3) play interests.

#### General Interests

Dr. Franklin McNutt, then Director of Division of Instruction of the State of Ohio, issued a bulletin in 1940 on Criteria for the Selection

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<sup>4</sup>Ibid., p. 12.

and Guidance of Developmental Experiences for Children in Elementary

Schools. These criteria were formed by a committee of experts headed by

Dr. Laura Zirbes. The following extracts are from this report:

....continuity of growth and development makes it erroneous to assume that there is a clear line of demarcation between adjacent age or grade levels. Furthermore, practically every class group included children far enough below and above a given age level to require guidance which comprehends at least a two-year span of development. For this reason, and also because of other psychological considerations, the following statements suggests that the typical six years of the elementary school may be viewed as a progression through three successive phases or stages.

Growing Toward Ten-Year-Oldness

Activities should be rich in opportunities for developing the eight-year-old's awareness of his group of his group as one of the many groups. The child who at eight is sensitive to the joys and sorrows of children with whom he plays and works, and has a sufficient command of language to apprehend experiences of groups in other places with whom he has first-hand or vicarious contacts, needs next vicarious experiences with groups whose experiences with ways of life are very different from his own....Differences should be related to factors which the child can understand in comparison with his own life. The understanding of such differences is the essential basis for the development of tolerance.

The eight-year-olds need a wide range of media for 'talking to themselves' about their experiences and also need guidance to verbalizing their ideas as do the six-to-eights. Their ideas, however, have grown in complexity. Hence they need guidance in developing skills. For example, the eight-year-old has grown to see the difference in proportions of bodily parts in man and boys and so needs help in making his paint brush 'say that difference'. There should be, during these years, much opportunity for socialized conversation about ongoing activities among the children.

In addition to learning to see similarities and differences among peoples the child of eight can become aware of differences and similarities among species of familiar lower organisms - birds, ants, etc. ....Experience with nature these two years should include many investigations of the causes of natural phenomena....The children at this age should not be burdened with premature emphasis on the learning of generalizations made by others, but should have guided experience in generalizing from their own experience.... During these years, record-keeping should be experienced and should become a spontaneous individually-undertaken activity, and the child should begin to be aware of how records can be used to relate past to present and thus to organize events into temporal sequences. This constitutes one development approach to the comprehension and appreciation of history.

These criteria may lead to studies of cultural groups in adjacent cities by country children, as well as studies of cultural groups, farmers or miners within their own rural areas. The studies of where foods come from, how ways of living vary according to environment and occupation, how the conditions of work and transportation influence their own living, may lead not only to better understanding but to awareness of mutual interdependence of adjacent groups. This mid-period of childhood is a period in which the group activities can be capitalized for their contribution to social responsibility and individual experiences for their contributions to develop coordinations, understandings, and skills.

#### Summary Statement

The criteria for the selection and guidance of developmental experiences for ten-to-twelve year olds provide for an amplification and clarification of immediate human relationships and needs, and an extension of such awareness to cultural groups separated from their own in time and space. Development of the idea that values are relative to a given situation furnishes the ten-to-twelve year old with a working hypothesis that is useful to him, not only at this age, but increasingly so for subsequent experiences and for the further challenges of adolescence and maturity.

Insight into concepts based on previous experiences enables the child to deal with ideas as he formerly dealt primarily with things, and to identify himself with various groups in terms common loyalties or qualities. He uses number concepts and common processes with intelligence and has by this achieved a wealth and variety of functional experiences, independence in the use of his mother tongue in speaking and writing and in the use of books. In a more or less inept way he is beginning to identify himself with a projection of himself into maturity and to explore possible courses for future action instead of continuing to pursue the preoccupation of childhood.<sup>7</sup>

Over a period of years, Florence Pressler determined through a questionnaire the general interests of children in the Winnetka schools and found that the tabulations showed the following relationships:

Children of eight years mental age show marked interests in living forms of animals and plants; in God as a phase of metaphysical inter-

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<sup>7</sup>Zirbes, Laura and others. Elementary Curriculum, State of Ohio, Bulletin No. II. Report of the committee on Criteria for the Selection and Guidance of Development Experiences for Children in the Elementary School. Columbus, Ohio: Department of Education, 1940.



ests; a human interest in babies; a manipulation interest in machines, with the toy interest being strong; and a preference for fairy stories, with interest uncritical as to whether the story be logical or true. For these children life is still in the stage of first acquaintance-ship, and the child has little basis for critical judgment. Dramatic play preferences are for everyday living and for the processes of how grownups live and do things.

Children of ten years mental age show strong interest in natural phenomena of earth and sky. The accompanying metaphysical interest is the desire for space time conception, with interest in beginnings being particularly strong. Great preference is expressed for true stories. Fairy stories are often almost tabooed. Social satisfaction is keen in prehistoric or ancient life and in beginnings of many kinds. This is the level where dramatic play naturally emerges into definite dramatizations with a desire for an audience.

Eleven or twelve-year-olds (mentally) have become well enough acquainted with their world and their universe to know the difference between truth and fancy, and like the humorous and fanciful particularly in their story material. They feel secure to play more lightly with life now through the imaginary. They had a look at things as a whole in acquainting themselves with the world. Now they are ready to inspect things as to their parts and make up.

This analytical attitude shows itself particularly in two different fields; how the human body is made and works, and how machines are made and work. More girls are interested in the first field and more boys in the second field. Social interests begin to ally itself with groups other than family or general society, as that of peers with a hero leader (the gang spirit). Metaphysical interest in death and dreams balances the human body interest in birth. Reproductive interest is normal in the preadolescent period. Wise guidance is most imperative in both the home and the school in this important period of child life.<sup>8</sup>

The Social Studies Curriculum, Fourteenth Yearbook, makes the following statements concerning the interests of children:

A factor influencing the curriculum which cannot be ignored is that of pupil's attitudes toward what is taught. Interests are determined by a complex of factors including the teacher and the method used as well as content. Obviously interest is basically affected by individual differences, but perhaps some general conclusions of at least a tentative sort can be drawn about the adaption of the curriculum to interest.

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<sup>8</sup>Frances Pressler. "Including Child Interests in Plans for a Curriculum," The Instructor, 48:17, 76 October, 1939.



A basic factor in providing for the recognition of pupil's interests is the flexibility of the curriculum. A hard-and-fast outline of ground-to-be-covered or of experiences-to-be-gained cannot be interesting to a large variety of groups. Within limits, teachers should be allowed freedom in selecting units for a given class and in developing the chosen units.....Flexible and personal assignments, utilization of hobbies, subdivision with class groups, work on individual and committee projects, are desirable.

In addition to making provision for a flexible curriculum, the curriculum-making group needs to be familiar with the more general interests which seem to animate pupils. Recognizing the limitations on any attempt to discover "natural interests", the following matters may be worth the curriculum maker's consideration:

(1) Pupils, particularly in the elementary school, seem basically interested in dramatic adventure. Teachers almost universally report keen interest in such topics as "Life in the Time of the Knights", and "Viking Adventures" or "Discoverers and Explorers" in Grades IV, V and VI. Adventure is a challenging thing to pupils of all ages, but, as pupils grow more mature, the adventure can be increasingly of an intellectual character.

(2) Pupils are apparently normally interested in materials which have direct contact with or application to the current events of their own lives. The curriculum should make provision for consideration of current social affairs in relation to topics and issues of a more permanent sort but particularly for the consideration of the affairs which currently loom large in the lives of the children.

(3) Pupils, particularly those whose education is limited to the years of compulsory schooling, are interested in problems of their vocational outlook. Vocational training increasingly overlaps the work of the social studies on a wide front, and some new approach to the common problems of the fields is likely to be challenging to the pupils affected.

(4) Pupils in the secondary school are much more concerned over and troubled by the problems of personal social adjustment than is revealed by the present curriculum in social studies. Relation of the adolescent to other adolescents, to family, to gang, to social organizations, is of pressing perplexity, and whatever aid in adjustment the social studies program can give will be of distinct value.<sup>9</sup>

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<sup>9</sup>National Education Association, The Department of Superintendence, The Social Studies Curriculum. Fourteenth Yearbook. Washington, D. C.: The Department, 1936. pp. 162-163.

Another example of a list of general interests of boys and girls was prepared by Lester B. Sands for the California Elementary Principals' Association in 1940. Excerpts from this list follows:

As a guide to the general interests of fifth and sixth grade boys and girls, the study indicated certain tendencies in pupil preferences. Some of these may be suggested as follow:-

(1) Pupils of this grade are keen to participate in diversified activities of a physically creative nature. They love to use their hands in constructing, building, modeling, and designing.

(2) Pupils of this age are particularly interested in physical activities. They love sports, games, hikes, excursions and any type of activity involving traveling and movement.

(3) Children of this general age enjoy the dramatic in books, movie pictures and the stage. They love to read about adventure; to see it in pictures; to act it in their drama work.<sup>10</sup>

#### Reading Interests

For many years the problem of children's reading has been the subject of wide experimentation. One of the best known methods of determining the real interests of children is to study their reading interests. There is a wide range of children's interests. This is shown by the many reports of authorities who have made a careful study of this subject. The individual differences, the home environment, age, and mentality have a great deal to do with reading interests. Below are some excerpts from leading authorities regarding the reading interests of children.

Concerning the interests of children in reading, Jordan made the following statements:

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<sup>10</sup>Lester B. Sands. "Interests of Pupils in an Elementary School". Children's Interests, Elementary School Level. Twelfth Yearbook. Oakland, California: Elementary School Principal's Association, May, 1940. p. 28.

The abiding interest of school children in their subjects of study has for many years been one of the criteria of good instruction. The importance of having boys and girls interested in books, stories, and poems cannot be overestimated; for their interests causes them to remember longer a story or poem studied and also creates a desire for more.<sup>11</sup>

Jordan summarizes his study as follows:

Boys often show a real liking for history sometimes as early as grade four. Many boys give history as a first choice. They display very little interest in books on travel or science, though more so than girls.

The interests of boys from 10½ to 13½ years take three definite paths: (1) war and scouting, (2) school and sports, (3) adventure of a more peaceful sort in the great out-of-doors, best exemplified by the Boy Scouts.

The interests of girls between the ages of 10½ and 13½, the sex difference in the reading is most marked. Girls and boys read, almost entirely, different books. There are four kinds of fiction which are of especial interest to girls at this age: (1) stories of home life, (2) stories of school life, (3) fairy tales, (4) love stories.

The interest in biography and history is confined to those authors who can write history and biography in the form of an exciting story.<sup>12</sup>

Robert L. Thorndike made a study of children's interests in grade four through twelve, ages eight through sixteen.<sup>13</sup> As a check, a reading interests questionnaire was made up of annotated fictitious titles. It was found that although the ages of the boys and girls varied considerably their interests did not show such a great difference over a span of two or three years. Thorndike found that the interest of bright children were about the same as the interests of children two or three years older, but classified as dull. In stories the common interest was mystery, animal stories, and milder adventure stories. The changes of interest with age were found to be very gradual.

Fowler Brooks in his study of the reading interests of children

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<sup>11</sup>Arthur Melville Jordan, Children's Interests in Reading. Chapel Hill, North Carolina: University of North Carolina Press, 1926. p. 1.

<sup>12</sup> Ibid., pp. 12-28.

<sup>13</sup> Robert L. Thorndike, Children's Reading Interests. New York: Bureau of Publications, Teachers College, Columbia University, 1941. pp. 57-38.

found that the amount read by children differs or varies with their age, intelligence, and environment.<sup>14</sup> Children between the ages of eight and twelve read one or two books per month under favorable conditions. During the next two or three years there was a slight increase in the number read with the peak being reached by the age of thirteen or fourteen years. The types of literature also vary with age.

Brooks found that about the eighth or ninth year children become interested in fairy stories and later change to stories of travel and biographical stories. The boys of ten or eleven years usually show interest in mechanics and invention. Tales of adventure are enjoyed from the eleventh year. The nature stories and animal stories become less popular and their interests in science increases. The girls of ten and eleven years still enjoy stories of home and school life and fairy tales.

Brooks found that by the age of twelve or thirteen, the greatest interest was found in biographies and historical narratives. The girls showed some interest in adult fiction.

Between the ages of fourteen and sixteen, Brooks found that sex differences in reading interests become more marked. The boys were interested in science, radio, athletics, mechanical inventions and adventure stories. The girl's dominant interests centered chiefly in adult fiction, adventure, and in diminishing degree in juvenile fiction.

Children's reading interests by grade were shown as follows:

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<sup>14</sup>Fowler D. Brooks, Child Psychology. New York: Houghton, 1937. pp. 353-354.



Grade	I	Animals and play
Grade	II	Lullabies
Grade	III	Outdoors and fairies
Grade	IV	Humor and nonsense
Grade	V	Heroes
Grade	VI	Home and danger. <sup>15</sup>

May Lazar made a study of about two thousand school children in New York in the Upper Elementary Grades. The reading interests, activities, and opportunities of bright, average, and dull children were studied.<sup>16</sup> During this study, she found that bright children were differentiated from average children less by material than by age at which they read it. Their interests in reading was noted and listed as follows: "adventure (action, excitement, thrills), mystery, realism (so real and true to life), suspense (it keeps you guessing), childlife, humor (mischief, animal life and nature), sportsmanship and bravery, sports, airplanes and inventions."

#### Play Interests

The teacher's Guide to Child Development in the Intermediate Grades discusses the play interests of children. It makes comparisons of the play of children of different ages and emphasizes the importance of teachers observing the free play of children to see what their interests are. Emphasis is also given the importance of dramatic play in the activity program. Some of the statements regarding play follow.

It is through the child's free imaginative play that he reveals himself in all his naivete. He reconstructs the world about him in terms of what it means to him. He is not relaying facts to an audience but expressing inner values for himself regardless of an audience.

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<sup>15</sup>ibid., p. 355.

<sup>16</sup>May Lazar, op. cit., p. 43.

The play of older children differs from that of younger children in several particulars. The older children demand more in the way of plot; little children are satisfied with short disconnected characterizations while older children see the relation and sequence of events and express themselves in a continuous stream of related experiences. The older children attempt more complex situations than do younger children.

The play of older children is more realistic. They feel that costumes and setting are essential. They do not go in for fairies so much and they choose their characters from among men and women of their environment from history and from fiction. Stranger and bolder characters are portrayed. The older children do not identify themselves with characters as do the younger children but consciously pretend to be those characters. During all their play the intermediate children as well as the primary children are dealing with values - ways of seeing characters and events and expressing what they see rather than the literal facts.<sup>17</sup>

Fowler Brooks in his book on Child Psychology makes the following statements in regard to the play interests of children:

Changes in interests are partly dependent upon maturation, as may be seen in the case of children's play interests. The ten-year-old's play activities are different from those of the four-year-old, not necessarily because he has had so much experience with them that he is surfeited by them, but rather because they are suited to a degree of development which has long since passed.

The play activities of children give valuable clues to the child's nature and needs.

By the age of ten or eleven marked differences are seen. The free individual play activities without rules and competition have been displaced by games with rules and with some object or goal. Games are likely to be largely competitive, with much rivalry in the case of boys. Interests centers on skill and excellence. Little cooperation is found. Emphasis upon speed, strength, and accuracy is characteristic of the play activities of the boy of ten. Using tools to make things, engaging in bicycle-riding, climbing trees, skating, swimming, camping out, and playing with various kinds of mechanical devices are also much enjoyed.

Among girls of ten years, doll play has begun to decline, and in the next three years will almost disappear. Playing with paper dolls, making clothes for dolls, participating in various kinds of table games, bicycle-riding, playing on horizontal bars, housekeeping activities, puzzles, dancing, and dramatic games are common among girls of ten or eleven years.<sup>18</sup>

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<sup>17</sup>California State Curriculum Commission, Teachers Guide to Child Development in the Intermediate Grades. Sacramento, California: California State Department of Education, 1936. pp. 503-505.

<sup>18</sup>Fowler D. Brooks, op. cit., pp. 346-347.

### Summary of Children's Interests

- a. A child needs experiences which are very different from his own.
- b. A child should learn to see similarities and differences among peoples and familiar organisms - such as birds, ants, etc.
- c. Pupils of the elementary school seem basically interested in dramatic adventure.
- d. Pupils are interested in problems of vocational outlook.
- e. Elementary school children are interested in physical activities.
- f. The interests of boys are decidedly different from that of girls.
- g. In stories the common interest was mystery stories, animal stories, and milder adventure stories.
- h. The change of interests with age were found to be very gradual.
- i. In reading, girls were found to read more than boys.
- j. By the age of twelve or thirteen the greatest interests were found in biographies and historical narratives.
- k. Sex differences become more marked between the ages of fourteen and sixteen.
- l. In play, the interests of children are very marked by the time they reach the age of ten or eleven.
- m. Emphasis upon speed, strength, and accuracy is characteristic of the play activities of boys of ten years.
- n. The characteristic play activities of the girl of ten are playing paper dolls, housekeeping, table games, and bicycle riding.

### Criteria for the Evaluation of Courses of Study

#### As Prepared by Curriculum Experts

With regard to the content of the social studies curriculum numerous studies have been made to determine what principles and procedure should guide the selection of content for the social studies. The field of social studies is very broad and it contrasts sharply with many other subjects of the elementary curriculum. There are many factors to be considered in the evaluation of a social studies program, such

as the needs, interests, and aptitudes of boys and girls; the availability of instructional materials; adaptation of the individual differences of children; the adaptation to the maturity of the learner, the flexibility of the program; and last but not least the problems should resemble as closely as possible the problems met in real life.

The Social Studies Curriculum, Fourteenth Yearbook, says:

Today teachers and administrators are making curriculums which are more flexible and better adapted to local needs. To avoid the obvious dangers in the present plan three major criteria should be kept in mind:

(1) Accuracy - teachers are bound by the tenets of a scholarship to which we owe a large measure of allegiance to see that no known untruth be taught as true.

(2) Usefulness - the pupil has the right to expect that which is taught him in the schools to be applicable to and helpful in meeting the situation of normal living.

(3) Learnability - an accurate and useful curriculum may be ineffective if provision has not been made for the limitations and differences in the abilities of pupils.<sup>19</sup>

To select what is accurate, curriculum-makers must cooperate with scholars in special fields; to select what is useful, they must cooperate with those who have the keenest view of the current scene, of trends, and possibilities; and to select what is learnable they must cooperate with educational psychologists and carry on prolonged and intensive investigations and observations of day-by-day procedure in the nation's classrooms.<sup>20</sup>

The Fourteenth Yearbook of the State Department of Superintendence of 1936 gives the ten basic principles of curriculum organization used for evaluating a social studies program.

In the formulation of the principles presented, an attempt has been made to express all major criteria which would be met in greater or less degree by a good social studies program.

(1) Is the program comprehensive and balanced: are learning situations provided to attain all major objectives of the social studies, and is the distribution of emphasis among these situations properly balanced?

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<sup>19</sup>National Education Association. Department of Superintendence, *op. cit.*, p. 13.

<sup>20</sup>*Ibid.*, p. 143.



(2) Is the program well articulated vertically; does it provide for progressive, continuous development thru the school years?

(3) Is the program well articulated horizontally; does it provide for proper correlation with the learning experiences offered in other fields of instruction in the same grade?

(4) Are the learning situations real: do they resemble as closely as possible those met in life that have social implications?

(5) Does the program promote self-integrated learning: does it emphasize the organization of learning in and by the child rather than in the course of study or in the mind of the teacher?

(6) Is the program adapted to the maturity of the learner: does it fit the learner's level of development?

(7) Is the program adapted to community characteristics: does it take adequate account of distinctive characteristics and needs in the local community?

(8) Is the program individualized: is there appropriate and adequate adaptation to differences among individuals?

(9) Is the program flexible: does it encourage variation in content and method to meet the needs of different times, places, and persons?

(10) Does the program contribute to the general objectives of the school as well as to those objectives that are unique to the social studies?<sup>21</sup>

Norton and Norton in their Foundations of Curriculum Building, make the following statements regarding the course of study in the social studies:

Courses of study should be organized and graded with special reference to previous experience, present needs, interests, and abilities of pupils at different age levels, and degree of difficulty of subject matter. These are the most helpful criteria: (a) Where will a unit be most useful? (b) Where will it be most interesting? (c) Where is the pupil best able to carry it out? and (d) a combination of these factors.

In building courses of study, attention should be given to typical causes of pupil difficulties in the social sciences, such as reading difficulty, lack of understanding of generalizations and their use, little past experience upon which to base judgments and wrong mind-set toward work.

Since the chief purpose of the social studies is to orient the individual pupil in the complex culture in which he lives - which means giving him an insight into the forces that make and control it, and fitting him to play a constructive part in it, - course-of-study materials must be within the grasp, challenge his interest, and lead to right conduct, associated with satisfying emotions.<sup>22</sup>

<sup>21</sup>National Education Association. The Department of Superintendence, op. cit., pp. 138-140.

<sup>22</sup>John K. Norton and Margaret A. Norton, Foundations of Curriculum Building, New York: Ginn, 1936. pp. 197-203.

Joy M. Lacey in his book Teaching the Social Studies in the Elementary School discusses what he thinks the content of the curriculum and the materials and techniques should be. He says:

As the child moves toward the appreciation of how people live and work together he is becoming oriented in his world of growing and living things. In the lower elementary school the child will be led to understand home and family relations, the community helpers, life in the city or on the farm, and the occupations and industries that provide for his material needs - food, clothing, shelter, transportation, communication, and the like. In the upper grades the process of orientation is continued by gradually widening his range of knowledge. In the intermediate grades it will be necessary to go deeper into the subject matter that treats of our social heritage of the past and the physical and geographical problems that men have encountered. With some groups and in some localities the social units of work may be predominantly geography or history depending upon the interests and needs.<sup>23</sup>

The role of the social studies in the elementary school then is the orientation of young children in their world which will serve as a foundation for further integration of learnings in their life in school and out of school.<sup>24</sup>

In his analysis of the social studies, Herbert Bruner lists for each grade, beginning with the fourth, the topics studied in the social studies, in order to discover which topics have received the greatest emphasis.

He states that there are at least three scales represented:

1. Courses that emphasize strictly subject matter, as against those that emphasize only pupils' experiences.
2. Courses that emphasize the logical arrangement of subject matter in the older fields, such as geography and history, as against those that stress subject matter dealing with modern social and economic problems.
3. Courses that provide practically no correlation, as against those that correlate and integrate extensively.<sup>25</sup>

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<sup>23</sup>Joy M. Lacey, Teaching the Social Studies in the Elementary School. Minneapolis, Minnesota: Burgess Publishing Company, 1944. p. 11.

<sup>24</sup>Ibid., p. 11.

<sup>25</sup>Herbert B. Bruner, and other. What Our Schools are Teaching, Bureau of Publications, Teachers College, Columbia University, New York: 1941. p. 147.

Bruner lists criteria for evaluating teaching and learning materials and practices as follows:

#### Activities

##### Approach

1. Is the approach sufficiently broad and flexible to include work that will challenge the interests and abilities of the group and of each individual?
2. Do the materials provide a dynamic approach which will lead to further challenging and accomplishing?
3. Is the suggested approach or approaches based upon the present needs, interests, and capacities of the group of which the teacher is the guiding member?

##### Pupil Purposing

1. Do the activities provide for real purposing and planning which will stimulate in the pupil a desire to proceed on his own initiative?
2. Do the activities result from a problem-solving attitude on the part of the pupil?
3. Will the activities give opportunity for the pupil to assume responsibility and to control his experiences to an increasing degree?
4. Do the activities provide for a clarification of pupil's purposeful ideas through various mediums of creative expression, such as social activities, painting, drawing, modeling, dramatization, etc.?
5. Do the activities furnish adequate opportunities for practicing and developing valuable work and study habits needed in accomplishing pupil purpose?

##### Interests and Needs

The activities must be directed toward real needs, based upon promising interests, to the end that optimum growth may take place; hence these activities must be closely related to the present experiences of the pupil.

1. Are the activities so closely related to the pupil's present life that his own interests will become the natural driving force in initiating and carrying the activities through?
2. Do the activities promote sensitivity on the part of the pupil to his own significant needs and problems?
3. Will the activities, if successfully carried through, result in satisfying present interests and needs and also in creating new and still more valuable interests?

##### Reality

1. Do the activities arise from real life situations?
2. Do they produce, as far as possible, actual life situations?
3. Are the life situations involved in the activities the most realistic that can be chosen and do they provide the greatest promise of growth in things that matter?
4. Do the activities provide opportunity for the development of willingness and ability to face life situations realistically?

#### Variety.

1. Is there sufficient variety to provide for pupil purposing and planning?
2. Is there a sufficient range of activities to provide adequately for the various interests and needs of the group?
3. Do the activities involve a sufficient range of significant social values for the members of the group?
4. Is there sufficient variety of activities to enable pupils to face realistically the problems involved?

#### Culminating Activity.

1. Has the culminating activity been planned by all the members of the group in the early part of the work?
2. Does it provide for the optimum and most meaningful use of the activities and materials utilized throughout the work?
3. Is it so set up that pupils and teachers have opportunity to appraise their own ability to understand, to appreciate, and to make functional use of the ideas, activities, and facts employed during the work?
4. Has it offered optimal opportunities for a sharing of the work according to the interests, needs, and abilities of each member of the group.<sup>26</sup>

Dr. Laura Zirbes in her manuscript Comparative Studies of Current Practices of Reading, analyzes and compares seven courses of study, rated as superior with seven other courses, rated as inadequate. She emphasizes the strength and weakness of both the good and poor courses of study. In her conclusion Dr. Zirbes says:

Courses of study may certainly be expected to influence practice. This influence may be conservative or progressive. Practice can hardly be expected to rise to higher levels than its course, especially in situations where the course of study is prescriptive.

Some courses of study are so poor that practice is impeded by their influence.

Some courses are so good that they are significant agents of reconstruction.

The difference in wealth, variety, and quality of suggestions is a challenge to those who are responsible for courses of study.<sup>27</sup>

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<sup>26</sup>Herbert B. Bruner and others, op. cit., pp. 212-215.

<sup>27</sup> Laura Zirbes, Comparative Studies of Current Practices in Reading, Organizing, Teaching Materials and Units of Work. New York: Bureau of Publications, Teachers College, Columbia University, 1928. p. 78-79.



Numerous attempts have been made to set forth the qualities that should characterize a good course of study. For example, in a comprehensive treatment of 498 courses of study, Stratemeyer and Bruner found that points of weakness and strength observed in courses of study tend to group themselves around a few major headings. These are:

- A. Recognition of Educational objectives
  - 1. Objectives, standards of attainment
- B. What to teach: Organization of Subject Matter
  - 1. Content
  - 2. General organization
  - 3. Use of textbooks
- C. Recognition of and Adaptation to Pupils' Needs
  - 1. Recognition of the individual
  - 2. Activities
  - 3. Projects and problems
  - 4. Use of tests and measurements
- D. Adaptation to Teachers' Needs
  - 1. General helps for teacher
  - 2. Method
  - 3. Illustrative lessons
  - 4. Reference material for teachers
  - 5. Reference material for pupils
- E. Course of Study Itself
  - 1. Mechanical make-up
  - 2. Course of study as a whole
- F. Miscellaneous <sup>28</sup>

The North Carolina Bulletin, 1934, sets up seven standards or criteria for courses of study as follows:

- 1. A course of study should state the general objectives or aims to be accomplished.
- 2. It should specify what to teach in the way of subject matter.
- 3. It should specify when to teach it.
- 4. It should suggest how to teach the different phases of work.
- 5. It should provide adjustments for individual differences of pupils.
- 6. It should provide for measurements of results.
- 7. It should provide or suggest teacher helps and references.<sup>29</sup>

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<sup>28</sup>Hollis L. Caswell and Doak Campbell, Curriculum Development. New York: American Book Company, 1935. pp.455-456.

<sup>29</sup>North Carolina State Superintendents of Public Instruction, Suggested Procedures for Curriculum Construction and Course of Study Building, 1934-35. Publication No. 179. Raleigh, North Carolina: State Superintendent of Public Instruction, 1934. pp. 104-105.

The form and content of study recommended for teachers of Indiana are as follows:

1. Quantity: The Course of Study should be rich in suggestions but not too detailed.
2. Style and Language: The Course of Study should be within the comprehension of all teachers.
3. Arrangement: The materials of the courses should be arranged in learning units. Each learning unit shall be numbered and named. A brief introduction shall be written across the top of the page. This introduction shall interpret the specific objectives. Each unit should be arranged in three columns as follows:
  - a. The first column should state the pupil activities or materials of instruction.
    - (1) The activity shall be presented as a description of things to be done and not as an outline of information to be learned.
  - b. The second column should state the desirable pupil outcomes.
  - c. The third column (right hand page) should offer suggestions to the teachers with respect to methods of procedure.
    - (1) In each grade and subject a sample procedure should be fully developed.
4. Differentiation: Minimum essentials and enrichment should be indicated by "solid" and leaded paragraphs.
5. References: General helps and references should be given at the end of each unit. Specific references should be included in the procedure column.<sup>30</sup>

Concluding their analysis of courses of study, Stratemeyer and Bruner list the following which every course of study should contain:

- a. Illustrative lessons of teaching procedures
- b. Standards of attainment
- c. Suggested standards of checking results of teaching (e. g., tests, scales, etc.)
- d. Type problems, projects, etc.
- e. Suggestions for the correction of specific difficulties - remedial materials
- f. Suggested drills
- g. Suggestions as to the proper use of illustrative materials, graphs, etc.
- h. Basic references for children
- i. Supplementary references for children

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<sup>30</sup>Roy P. Wisheart, Guiding Principles of Elementary Curriculum Revision for the State of Indiana, Bulletin No. 107. Indianapolis, Indiana: State Department of Public Instruction, 1929. pp. 11-12.

- j. References (for the teacher) to experiment, magazines, books treating of theory of method.
- k. References (for the teacher) to subject matter and content
- l. Suggestions for teaching children how to study.<sup>31</sup>

#### Summary of Criteria for Evaluation of Courses of Study

To summarize - the criteria essential to this study are these:

- I. Is the curriculum accurate, useful, and learnable?
- II. Is the curriculum flexible enough to appeal to the majority of children's interests?
- III. Does the program provide for continuous development?
- IV. Are the individual differences being met by a varied program?
- V. Will the activity appeal to the child's interest now and also create new and more valuable interests?
- VI. Are the learning situations real?
- VII. Is the curriculum well balanced and comprehensive?
- VIII. Is the program adapted to the maturity level of the child?
- IX. Do the interests satisfy the real needs of the child?
- X. Does the culminating activity provide for the optimum use of the activities and materials utilized throughout the work?

#### Resume of the State Course of Study in the Social Studies

The Suggested Twelve Year Program in the Social Studies of North Carolina are as follows:

- |         |                                    |
|---------|------------------------------------|
| Grade I | Living Together in School and Home |
|         | A. The School                      |
|         | B. The Home                        |
|         | C. The Neighborhood                |
|         | D. Seasonal and Holiday Activities |

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<sup>31</sup>Florence B. Stratemeyer and Hubert B. Bruner, Rating Elementary School Courses of Study. New York: Bureau of Publications, Teachers College, Columbia University, 1926. pp. 9; 126.

- Grade II      Living Together in Our Community  
                  A. Community Helpers  
                  B. City and Country Communities  
                  C. Seasonal and Holiday Activities
- Grade III     Community Living Now and Long Ago  
                  A. Possible centers of interest based upon Life in  
                  the immediate environment: Food, Recreation,  
                  Travel, and Homes.  
                  B. Valuable experiences can also be gained through  
                  interests centering especially in the long ago.  
                  Indians, Pioneers in the local community, Historical  
                  Landmarks.  
                  C. Seasonal and Holiday Activities.
- Note: For the first three years the social studies work will be informal, and it will be concerned with things the child should be familiar with in his home, at school, and in his community environment.
- Grade IV      Community Living Here and Far Away  
                  A. People of mountainous Lands  
                  B. People of Temperate Regions in Lowlands  
                  C. People of Seacoast Lands, such as the Coastal  
                  States or Mediterranean Lands  
                  D. People of Hot Wet Lands, such as the Congo, Amazon,  
                  or Inoco Region.  
                  E. People of Hot Dry Lands, such as Arizona, New  
                  Mexico, the Sahara or Arabian Deserts, Egypt, and  
                  Mesopotamia.  
                  F. People of a Cold, Mountainous Country on the Sea-  
                  coast, such as Alaska, Greenland, Northern Canada,  
                  Norway.
- Grade V       The Study of the United States  
                  Its History, People, Places, Products, and means of  
                  Transportation and Communications. Special emphasis  
                  should be placed on the part North Carolina has played  
                  in the development of the United States.
- Grade VI      How the Present Grew Out of the Past  
                  A study of Europe, Asia, and Africa with special  
                  emphasis on the contributions of Their Civilizations  
                  to Our Life in America Today.
- Grade VII     United States History and Relationships with  
                  Neighboring Lands
- Grade VIII    The Story of North Carolina  
                  Its history, geography, and current economic and cultur-  
                  al problems. Throughout the study of the State inter-  
                  relationships should be stressed.<sup>32</sup>

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<sup>32</sup>North Carolina State Department of Public Instruction, op. cit., pp. 162-182.



Criticism of the North Carolina Course of Study in the Social  
Studies as Applied to North Carolina History

Evaluation Instrument

From the foregoing authorities the following criteria may be abstracted for application to the North Carolina Course of Study.

- I. Are the topics placed on a psychological sound level?
- II. Is there adequate supplementary material suggested for North Carolina?
- III. Are the directions sufficiently adequate for teacher's use?
- IV. Does the curriculum have a sound balance of the various elements, i.e., history, geography, economics, sociology, political science, psychology, and ethics?
- V. Do the social studies begin at home?
- VI. Is it set up in a democratic way so that the children will live democratically?
- VII. Are the various segments of the course of study easily related to North Carolina?
- VIII. Is the social studies program dynamic and vital in everyday living of youth?
- IX. Does the course of study acquaint the pupil with the rich heritage of social, economic and cultural achievements of our citizenship?
- X. Does it help the pupil to see more clearly the challenging opportunities which lie before him in the form of great possibilities for further progress?
- XI. Does it provide guidance for developing skills?

XII. Does it give the pupil a background of experience in his home State environment which will enable him to interpret present day life in North Carolina?

XIII. Does it help the pupil to find his place in the stream of contemporary life in North Carolina?

XIV. Does it provide a vocational outlook for those pupils whose education is limited?

XV. Does the course of study suggest interesting books, stories, and poems on North Carolina?

XVI. Are the topics selected such that diversified activities may be used i. e., constructing, building, modeling, and designing?

XVII. Do the courses outlined for the various grades meet the requirements for the interests of children at that age level?

XVIII. Is the course of study accurate, useful, and learnable?

XIX. Does the program contribute to the general objectives of the school as well as to those objectives that are unique to the social studies?

XX. Does the program provide for progressive, continuous development through the years?

#### The Application

For the application of these criteria to the Suggested Twelve Year Program for the North Carolina Public Schools, the writer asked an expert teacher, who has had wide experience in this field, to criticize the present course of study in its application to the teaching of North Carolina history in the social studies. Mrs. Margaret Y. Wall, Principal of Caldwell School, of the Greensboro City Schools, gave the following opinions as an answer to the above criteria:

I. Q. Are the topics placed on a psychological sound level?

A. Yes, the topics are placed on a psychological sound level because they are topics which interest the children.

II. Q. Is there adequate supplementary material suggested for North Carolina?

A. In my opinion, the supplementary material suggested is not adequate. Publication No. 217 gives a list of materials usable in the fifth, sixth, and seventh grades but not for the fourth and eighth grades. I believe that a supplementary list applicable to each grade is needed.

III. Q. Are the directions sufficiently adequate for teacher's use?

A. The directions are sufficiently adequate for an ingenious teacher, but not for the average teacher.

IV. Q. Does this curriculum have a sound balance of the various elements, i.e., history, geography, economics, sociology, political science, psychology, and ethics?

A. The curriculum has a tendency to emphasize history even though the Twelve Year Program states "the social studies include those materials in the curriculum which are drawn from the fields of history, geography, economics, sociology, political science, psychology, and ethics".

V. Q. Do the social studies begin at home?

A. The Twelve Year Program states "The social studies program should begin at home". However, at present with special emphasis on North Carolina placed in the fifth and eighth grades, I believe that foreign countries are given too much time.

VI. Q. Is it set up in a democratic way so that the children will live democratically?

A. Yes, the curriculum is set up so as to give the children an opportunity for democratic living.

VII. Q. Are the various segments of the course of study easily related to North Carolina?

A. The suggestions made in the general plan on pages 158-159 would indicate that the various segments of the course of study could be easily related to North Carolina. However, not enough emphasis is put in the detailed program.

VIII. Q. Is the social studies program dynamic and vital in the everyday living of youth?

A. I believe there is an opportunity for giving the pupil a wider acquaintance with the rich heritage of social, economic, and cultural achievements of our citizenship.

IX. Q. Does it help the pupil to find his place in the stream of contemporary life in North Carolina?

A. The Twelve Year Program seems to make such an emphasis; however, detailed units of work with emphasis on contemporary life would be helpful to the teacher.

X. Q. Does it help the pupil to see more clearly the challenging opportunities which lie before him in the form of great possibilities for further progress?

A. Yes, if a teacher offers such a challenge to the pupil.

XI. Q. Does it provide guidance for developing skills?

A. The general plan does provide guidance for developing skills.

XII. Q. Does it give the pupil a background of experience in his home State environment which will enable him to interpret present day life in North Carolina?



A. Only in the fifth and eighth grades but not in the others.

XIII. Q. Does the course of study acquaint the pupil with the rich heritage of social, economic, and cultural achievements of our citizenships?

A. I believe there is an opportunity for giving the pupil a wider acquaintance with the rich heritage of sound economic and cultural achievements of our citizenship.

XIV. Q. Does it provide a vocational outlook for those pupils whose education is limited?

A. It does not provide this opportunity for every child.

XV. Q. Does the course of study suggest interesting books, stories, and poems on North Carolina?

A. No, it does not suggest a sufficient number.

XVI. Q. Are the topics selected such that diversified activities may be used, i. e., constructing, building, modeling, and designing?

A. These are limited to grades five and six.

XVII. Q. Does the course outlined for the various grades meet the requirements for the interests of children at that age level?

A. Yes, it does.

XVIII. Q. Is the course of study accurate, useful, and learnable?

A. I believe the course of study is accurate, useful, and learnable.

XIX. Q. Does the Program contribute to the general objectives of the school as well as to those objectives that are unique to the social studies?

A. Yes.

XX. Q. Does the Program provide for progressive, continuous development through the years?

A. The general program provides for progressive, continuous development through the years, but there seems to be a weakness in the detailed program.

Mrs. Wall gave her personal opinion concerning the set up for the Upper Elementary Grades in regard to the teaching of North Carolina in the social studies. She says that "The Twelve Year Program offers some excellent suggestions for the teachers of North Carolina. In a bulletin of this type it would have been impossible to include detailed plans. I feel that we need more emphasis on our own State in grades four through seven. Too, many teachers are skipping over North Carolina to teach foreign lands. At least one unit on North Carolina should be included in the curriculum each year. This unit should not be a general unit as is done in the eighth grade, but a small unit which is of particular value to the child at his level."

#### Summary of Results

##### Good Points:

- I. Topics are placed on psychological sound level.
- II. Curriculum does provide for democratic living.
- III. Social studies program is dynamic and vital to everyday living of youth.
- IV. Program offers challenging opportunity for further progress.
- V. Program does provide guidance for developing skills.
- VI. Courses outlined meet interests of children at that age level.
- VII. Courses of study are accurate, useful, and learnable.

VIII. The general program does provide for continuous development.

IX. The program does contribute to the general objectives of the school as well as to those objectives that are unique to the social studies.

#### Weak Points

- I. Supplementary material is not adequate.
- II. Directions are not sufficiently adequate for average teachers.
- III. Puts too much emphasis on history.
- IV. There is too much emphasis on foreign countries.
- V. A greater need for units to emphasize North Carolina in each grade.
- VI. Does not provide vocational outlook for child whose education is limited.
- VII. Does not suggest sufficient number of books, stories and poems on North Carolina.
- VIII. Program only emphasizes background of experience in home State environment in grades five and seven.
- IX. Diversified activities are limited to grades five and eight.
- X. The more detailed program of the general program is not specific enough. It leaves too much to the ingenuity of the teacher.

### CHAPTER III

#### CRITERIA FOR THE CONSTRUCTION OF UNITS

##### Introduction

There has been much discussion in recent years over the unit method of teaching. Although the term unit is widely employed, there is a general lack of clarity or uniformity in its use. The unit idea is not a new one, its genealogy has been traced from Herbart to Ziller to McMurry to Dewey to Morrison.<sup>1</sup>

Ruediger says that "we have been dividing subject matter into units since schools began in ancient times and we shall continue to do so as long as schools last. For this there is an inherent necessity because subject matter cannot be assimilated all at once; we must divide it in order to conquer it."<sup>2</sup>

James A. Michener and Harold M. Long have the following to say in regard to the teaching of history units:

The question of history units is of great importance to the social studies. One can summarize the wealth of discussion on this problem of history units as follows: History courses will be much richer if carefully organized according to some principle of unit arrangement; units dealing with evolutionary movements or social processes should command a large share of the curriculum; and a judicious balance should be maintained between units dealing with historical background and units dealing with present problems evolving out of that background.<sup>3</sup>

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<sup>1</sup>Edgar B. Wesley, Teaching the Social Studies. New York: Heath, 1937. pp. 518-528.

<sup>2</sup>William C. Ruediger, Teaching Procedures. Boston: Houghton, 1932. p. 245.

<sup>3</sup>James A. Michener and Harold M. Long, The Unit in the Social Studies. Cambridge, Massachusetts: Harvard University, 1940. pp. 24-25.



Jones, Grizzell, and Grinstead in their Principles of Unit Construction make the following statements concerning the subject-matter units:

The subject-matter unit at its best represents a very distinct improvement over the older type of organization. It is, in many ways, well adapted to an advanced stage of learning where there is a clear idea in the mind of the learner of the value of logically organized subject matter and some conception, in outline, of the complete organization. This subject-matter unit may be said to represent the mature level of thought and experience of the individual, of the expert who can size up a situation and who realizes that the logical organization can help him meet the situation.<sup>4</sup>

Kepner says that the ideal history unit should "comprehend an evolutionary movement in history which is comprehensive in nature and significant and vital to social development."<sup>5</sup>

In 1926 Henry C. Morrison, who was directing the laboratory schools of the University of Chicago, published a summary of his work up to that time. The central factor in his contribution was his idea of the unit of learning. He presented a picture of how history had been taught up to 1920. He said he did not believe that the formless materials he found in history books was the history that children should know. His idea of the unit, therefore, was first to bring order and comprehension into large unorganized masses of subject matter.<sup>6</sup>

Morrison was determined to transform the curriculum into a body of meaningful learning experiences, and from this idea the unit emerged.

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<sup>4</sup>Arthur J. Jones and others, Principles of Unit Construction. New York: McGraw-Hill, 1939. p. 14.

<sup>5</sup>Tyler Kepner, "Unitary History and Its Possibilities," The Social Studies, 26: 6-12, January, 1935.

<sup>6</sup>Henry C. Morrison, The Practices of Teaching in the Secondary School. Revised Edition. Chicago, Illinois: University of Chicago Press, 1931. pp. 101-102.

Some Definitions of the Term Unit as Given by Authorities

There are so many concepts of the unit and they vary so widely that the writer will give several definitions so that the reader may see what some of these concepts are:

Morrison gives his definition of the unit as follows:

Hence we may define for our purpose the external things-to-be-learned as learning units, and further define a servicable learning unit as a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality.<sup>7</sup>

Professor Tryon says, "To some a unit of work means a large learning situation which makes use of all varieties of subject matter and draws upon all phases of experiences; to others it means a series of worthwhile experiences bound together around some central theme of child interest."<sup>8</sup>

Joy M. Lacey remarks, "The best feature of the unit of work, no matter how it is defined, is the opportunity it offers for integrating learning. A unit of work cuts across the subject matter lines and centers attention upon unifying the learning of the pupils."<sup>9</sup>

Bruner points out the same condition:

.....the term unit means different things to different writers. Units differ in form, in length, in completeness, in adaptability, in richness of suggestion, and in possibilities of integration, and express different meaning in respect to the use of content and activities.<sup>10</sup>

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<sup>7</sup>Morrison, op. cit., p. 209.

<sup>8</sup>Rollo M. Tryon, The Social Studies as School Subjects. New York: Scribner, 1936. p. 519.

<sup>9</sup>Joy M. Lacey, Teaching the Social Studies in the Elementary School. Minneapolis, Minnesota: Burgess Publishing Company, 1944. p. 57.

<sup>10</sup>Herbert B. Bruner. The Place of Units in Course of Study Construction. Pierre, South Dakota: State Department of Public Instruction, 1930. p. 3.

Caswell and Campbell say the following regarding the unit:

All units may be classified under two major headings. In one case, the primary point of orientation may be a phase of the group culture or a segment of potential subject matter. The dominant purpose of the unit is to develop understanding of the particular body of content - expressed either in terms of facts to be mastered or generalizations to be understood - or of a given phase of the group culture, or of an aspect of the environment.

The second general group of units seek their primary point of orientation in the experience of the learner. It is held that the subject matter that may possess unity for one person or group may be entirely lacking in this quality for other persons or groups. Needs, purposes, or interests are considered essential elements in determining whether a series of activities or body of content have real unity....Examinations of definitions of units shows how concept of units tend to divide under these major headings. Consider the following definitions and notice the difference in emphasis on the environment, group culture, generalizations, and subject matter, on the one hand; and child experience, interest, and activities on the other.<sup>11</sup>

The following definitions of a unit have been taken from different authorities and show the variety of meanings:

What is a teaching unit? It is a meaningful body of subject matter so organized with appropriate learning activities as to lead to the mastery of a definite major understanding.<sup>12</sup>

(A unit is) a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which learned results in adaptation in personality.<sup>13</sup>

.....a unit is so organized that everything that is included in the way of content, the organization itself, and the method of presenting it to the class is for the purpose of making it possible for the child to grasp the big understanding or theme that is back of it.<sup>14</sup>

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<sup>11</sup>Caswell and Campbell, op. cit., p. 403.

<sup>12</sup>Zoe Z. Thralls. "The Teaching of Geography," The Journal of the National Education Association. 22:153, May, 1933.

<sup>13</sup>Morrison, op. cit., pp. 24-25.

<sup>14</sup>Bruner, op. cit., p. 10.

Units of work - means the larger learning situations which will draw upon all phases of experience and make use of all kinds of subject matter.<sup>15</sup>

By a unit of work we mean the various experiences and activities of a grade which center around some one interest.<sup>16</sup>

A unit of work is a series of worth-while experiences bound together around some central theme of child interest.<sup>17</sup>

....A unit of work is a complete experience based upon meaningful situations in child or adult life. The unit is a fusion of mental, emotional, and sensory experiences; it proceeds in a physical and social setting that resembles life, as far as possible; and it is directed toward accomplishment of a goal that results in some improvement in life.<sup>18</sup>

The unit of work is the smallest division of the social studies curriculum. The term, unit of work, refers to the organization and utilization of subject matter, activities, and visual aids for teaching purposes.<sup>19</sup>

Caswell and Campbell classify the types of units under two distinct heads as follows:

I. Subject Matter

- A. Topical Unit
- B. Generalization Unit
- C. Unit based on significant aspect of environment or culture

II. Experience

- A. Unit based on center of interest
- B. Unit based on pupil purpose
- C. Unit based on pupil need.<sup>20</sup>

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<sup>15</sup>Lincoln Elementary School Staff, Curriculum Making in an Elementary School. New York: Ginn, 1927. p. 29.

<sup>16</sup>Tomprie Baxter, "Some Techniques and Principles Used in Selecting and Teaching a Unit of Work." Teachers College Record, 31:148, November, 1929.

<sup>17</sup>Katherine L. Keelor and Mayme Sweet, Indian Life and the Dutch Colonial Settlement. New York: Bureau of Publications, Teachers College, Columbia University, 1931. p. 1.

<sup>18</sup>Caswell and Campbell, op. cit., p. 405.

<sup>19</sup>Lacey, op. cit., p. 56.

<sup>20</sup>Caswell and Campbell, op. cit., p. 406.



Most authorities now agree that the interest of the child is the basis for any unit of work. Thus, studying the interests of children of different ages, it is a great help to the teacher in guiding them in this type of work.

Velda C. Bamesberger, in her dissertation on "An Appraisal of a Social Studies Course" at Teachers College, Columbia University, has the following to say concerning the unit of work:

.....The development of work units not only allows more time for the topic to be studied but provides also for correlation with other subjects. The units developed for the social studies furnish a large part of the material for teaching reading, they stimulate the work in art and music, and they offer an excellent medium for the teaching of both oral and written language.<sup>21</sup>

One of the most detailed analysis of the unit is the study by Jones, Grizzell, and Grinstead. These authors contend that all units fall into the following three categories:

1. Subject-Matter Units  
The French Revolution
2. Center-of-Interest Units  
The Ancestral History of a Class
3. Units of Adaptation  
Participating in the Rights and Duties of a Citizen

The categories are differentiated according to their structure and function. The subject-matter unit consists of logically organized material constructed about some significant understanding. -- The center-of-interest unit is structurally an organization of all phases of experiences and all kinds of subject matter about some central theme of student interest. Functionally, center-of-interest units should form the core of the elementary school curriculum. The authors minimize each of the foregoing categories, however in favor of their unit of adaptation. Structurally, this unit is an organization of information, activities, experience, and evaluation centering about some life situation over which the learner wishes to obtain control. The authors contend that the bulk of the school curriculum should be composed of such units..... Subject matter units are just as acceptable, when

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<sup>21</sup>Velda C. Bamesberger, An Appraisal of a Social Studies Course, Doctor's dissertation. Teachers College, Columbia University, 1928. p. 3.

properly used, as the most recent unit of adaptation; and there are many situations in the social-studies curriculum when a unit on the Greek city state is as functional as a unit on the present war in China. Regardless of its major emphasis, however, a good unit focuses on an evolutionary process and includes meaningful materials and experiences. The similarities between good units far outnumber their superficial differences.<sup>22</sup>

### Selecting and Initiating the Unit

All types of units require more extensive planning than the recitation type of instruction. The initial planning of the unit is of the utmost importance. The greatest requirement in planning a unit is that it should be flexible, both in planning and development. The teacher must keep a report of the work she is going to do, she must have clearly in mind the setting, ways in which pupil interests are canvassed, and her objectives. After the unit is started, she should keep a description of development of the unit, the conclusion, and list the outcomes. There should be a list of all references and materials used in developing the unit.

Three methods for selecting units of work are suggested by Hopkins:

First, the experienced teacher of a given grade recognizes certain areas in which genuine interests of children of that age are usually located. She concludes that any unit of work within these areas will probably be developed wholeheartedly by the children. During the summer she selects tentatively and prepares herself to teach some unit which she believes will fall within the range of this interest. In this process of preparation, she lists all types of different possible activities to give breadth; she plans a number of orienting experiences as approaches; she designates the subject matter most helpful in enriching the different activities; she defines tentative objectives to be achieved; she indexes sources of materials for the pupils and for herself; she anticipates the many questions which pupils will raise and plans means of helping them obtain materials with which to make intelligent answers; she examines the unit with care to discover richness so necessary to provide for differences in individual interests within the general unit and for individual abilities within those

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<sup>22</sup>Michener and Long, op. cit., pp. 18-19.

special interests; she records all possible opportunities for group drives and leads; she acquires a knowledge of the subject matter so necessary to enable her to give intelligent guidance to pupils; and finally, she examines the whole proposal with a most searching critical analysis to assure herself that the pupil learnings are socially and individually important both for the present and for the future, and are of greater value than some others which the unit replaces.

The teacher who uses the second method of selecting a unit may enter the classroom in the fall with no definite idea as to a unit of work for the year. She begins by accepting the interesting immediate and remote experiences of the children. The visit to the seashore during the summer suggests a study of sea life; the trip to Europe calls for water transportation; the vacation spent in the mountains creates some demand for a unit on science; the summer on the farm leads toward farm life; and, because of the already incipient tendency toward art, one individual student proposes a unit on murals. As these suggestions arise the teacher explores them to determine whether the interest of the group is genuine or cursory. She knows that her unit must be built upon incipient interests that are or will develop into real, genuine, purposeful interests. She is skeptical of cursory, temporary, capricious interests. To distinguish between the two types she gives information about a suggested unit and arouses activity toward it through excursions, readings, motion pictures, and discussions. If the enthusiasm for water transportation subsides under the sunlight of information and activity, the teacher turns to another suggested unit and repeats the process of orientation. Through a period extending from two weeks to a month, there emerges a permanent interest which the teacher capitalizes into a unit of work.

The third method of selecting a unit differs slightly from that of the other two. The teacher may examine the previous education of a group and decide that a certain unit is necessary to give rightness, area or breadth to their experience, or to fill in what appears to be important gaps. During the summer she will plan such a unit and begin the pupil orientation immediately after the opening of school. Such planning is always in relation to the interests and educational needs of the particular group, and is in no sense similar to a planned-in-advance curriculum to be followed by all teachers of a given grade in a large number of schools or school systems regardless of the previous educational experiences and present interest of the learners.<sup>23</sup>

Lacey makes the following remarks in regard to the selecting of units of work:

There are certain practical questions which teachers should ask in selecting units, (1) Has the unit been developed in a previous grade or in a previous theme? (2) Can the child's needs and interests at the different levels of experience be met?

While the same unit may be developed in various grades it should be on different levels. Each time care should be taken that more diffi-

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<sup>23</sup>L. Thomas Hopkins, "Curriculum Making in a Child-Centered School," Educational Method, 11:410-11, April, 1932.

cult understandings are developed so that learning is progressive. Different activities and visual aids will need to be used especially if the unit of work has been developed previously. The teacher will have to be keenly aware of child growth and have a rich background of subject matter content in order to increase the understandings of the child. Instead she may merely duplicate the work of a previous year.<sup>24</sup>

The California Teacher's Guide to Child Development gives the following suggestions concerning the selection of units:

Some of the recent progressive courses of study permit greater leeway to the teacher and pupils in the choice of units. Where this freedom exists, it is often possible to make a better selection of units in terms of the previous experiences of the particular group of pupils, the background of the teacher, the resources of the local environment, and the important current developments. Increased freedom, here as always, entails greater responsibility. The teacher must with this freedom, make certain that the pupils have a balanced assortment of units, taking into consideration their whole program for the year and over a period of years. She must also insure that any unit selected possess, in fact, abundant opportunities for the growth of each and every child in the class. With freedom to exercise choice, teacher and pupils together find it profitable at first to spend some time in exploring the various possibilities open to them and in coming to an agreement on what seems the most significant and challenging field of study. Here, as in every other phase of the work, the wise guidance of a farseeing teacher is indispensable.<sup>25</sup>

#### Criteria for Evaluating Units

Caswell and Campbell classify the unit under different types. Therefore, they say that in selecting criterion for evaluating units, care should be exercised to see that the criteria for the type of unit desired is developed. Other authorities have set up other types of criteria.

The Lincoln Elementary School Staff in 1927 gave eight criteria for developing a unit:

- I. The unit of work must be selected from real life situations and must be considered worthwhile by the child because he feels that he has helped select it and because he finds in it many opportunities to satisfy his needs.

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<sup>24</sup>Lacey, op. cit., p. 61.

<sup>25</sup>Prepared under the direction of California State Curriculum Commission, Teacher's Guide to Child Development in the Intermediate Grades. Sacramento, California: California State Department of Education, 1936.p.77.



- II. The unit of work must afford many opportunities for real purposing and real projects, and it will be something which the child can carry into his normal activity.
- III. The unit of work must stimulate many kinds of activities and so provide for individual differences.
- IV. a. The unit of work must make individual growth possible.  
b. The succession of units of work must provide for continuous growth from one level to the next.
- V. Each unit of work must furnish leads into other related units of work and must stimulate in the child the desire for a continued widening of his interests and understandings.
- VI. Each unit of work must help meet the demands of society and must help clarify social meanings.
- VII. Each unit of work must be accompanied by progress in the use of such tool subjects as contribute to that unit.
- VIII. Each unit of work must lead to the development of desirable habits.<sup>26</sup>

Harap in 1931 gave the following criteria:

- 1. It should involve a variety of direct sensory experiences.
- 2. It should provide for some free, informal association of the pupils.
- 3. It should provide an opportunity for manipulative or bodily activity.
- 4. The parts of the unit should make a coherent whole.
- 5. It should provide a considerable amount of pupil activity.
- 6. It should be satisfying or the anticipation of the outcome should be satisfying.
- 7. It should provide sufficient concrete and illustrative material.
- 8. The unit of work should have a useful purpose in the present or future life of the pupil.
- 9. It should reproduce actual life situations, as far as possible.
- 10. It should utilize materials as they occur in life.
- 11. It should contain accurate information.
- 12. It should provide opportunity for the pupil to originate, plan, and direct the activity, as far as possible.
- 13. It should provide opportunities to judge, choose, and evaluate.
- 14. The exposition should be clear enough to make it possible for a new teacher to put the unit in practice, if she so desires.
- 15. It should be within the available time for the unit.
- 16. It should state clearly where materials may be obtained.
- 17. When references are given, they should be complete and exact.<sup>27</sup>

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<sup>26</sup>Lincoln Elementary School Staff, op. cit., pp. 31-41.

<sup>27</sup>Curriculum Laboratory, Bulletin No. 17. Cleveland, Ohio: Western Reserve University, November 1931. p. 6.

The Teacher's Guide to Child Development gives six standards as guides in the development of the unit as well as its selection:

1. The unit should involve intimate contact with aspects of social life that are of fundamental significance today. By this criterion, it would be more valuable to study China or the British Empire than the Eskimos or Hottentots, because the former are of vastly greater importance in world affairs.
2. The unit should be so developed as to acquaint pupils with the crucial data, relationships, conditions, problems, and the significance for human welfare of the field studied. This standard demands proper relative emphasis on the important and the trivial and a continually broadening social outlook and ever more penetrating social insight. It requires more than a hasty, superficial study of any important topic which is selected.
3. The unit should provide for a large amount of actual experiencing by pupils, and for abundant contact with first hand sources materials. The aim is to broaden and enrich the experience of pupils; not to build up a body of information remote from and alien to the pupils' own activities and the social life he sees going on about him.
4. The unit should provide pupils with abundant opportunities for clarifying and enriching the conceptions gained, through various forms of individual and group expression. Creative expression through meaningful dramatizations, construction, drawing, sketching, painting, modeling, pageantry, puppetry, music and other means is a significant part of the process of acquiring understanding.
5. The unit should continually stimulate mental activity on the part of the pupils. This should reveal itself in the recognition of problems and in their thoughtful consideration. It is revealed in purposing, planning, executing, and evaluating on ever higher levels.
6. The unit should provide for continuous sharing of purposes, activities, and achievements in an atmosphere of cooperative effort. Pupils should be living the democratic life as well as learning about it.<sup>28</sup>

The Minneapolis Public Schools offer the following criteria as a guide in the selection of units:

1. Is the experience of vital interests to the child because it is closely related to his present life and because it has grown naturally out of his past experiences?

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<sup>28</sup>California State Curriculum Commission, *op. cit.*, pp. 77-79.

2. Will the learnings which take place as a result of the experience be of value to the child now?
3. Will the experience provide for recognition, preservation, and development of the individuality of each child?
4. Will the experience stimulate many kinds of activities and as a result provide for physical, mental, and personality growth?
5. Will the experience lead into broader interests and significant understandings?
6. Will the experience furnish opportunity for planning, executing, and evaluating on the part of each individual?
7. Have the past experiences secured such participation and success as to give the child a feeling of assurance in new experiences?
8. Will the experience provide opportunity for real social living?
9. Will the experience develop a better understanding and appreciation of the wide variety of man's activities?
10. Will the experience guide him to appreciate the contributions that others make to his well being and help him to find his place in the scheme of things?
11. Will the subject matter involved open various fields of knowledge such as science, history, geography, art, and literature?<sup>29</sup>

The Raleigh, North Carolina, curriculum committee set up criteria as follows:

1. The unit of work must be selected from real life situations; that is, it must be related to the present experiences of the children, not of adults.  
The activity should appeal to children's interests and should not only satisfy present needs, but should contribute to some of the larger needs of life, as health, citizenship, group relationship, pride in school conduct, the wide use of leisure time.
2. A unit that is worth while should be hard enough to challenge and at the same time easy enough to insure some degree of success. Good questions to ask in this connection are, Does the activity present too many difficulties? Is it beyond the abilities of the children? An activity should be suited to the state of development of the child. To be really worth while it should require real effort on the part of the children and should call for thinking as well as for manual effort.
3. The unit of work must stimulate many kinds of activities so as to provide for individual differences. In order to do this the unit must have some easier possibilities than others. The teacher should so guide the work that each child will get

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<sup>29</sup>Minneapolis Public Schools, Tentative Course of Study in Social Studies for the Elementary School. Minneapolis, Minnesota: Minneapolis Public Schools, 1937. pp. 17-18.

something to do that will bring him satisfaction. It is the doing of a thing successfully that brings the satisfaction, although failure for some individuals means growth. The unit should challenge initiative and resourcefulness; should give opportunity for growth in leadership, and in independence, in ability to assume responsibility; it should stimulate the exercise of judgment on the part of the children, and the ability to plan things for themselves; it should tend to real investigation, to perseverance. An activity should have holding power.

4. A unit should lead on to other worth-while activities - make the child want to do something bigger; tend to increase appreciation for worthwhile things.  
A unit is not very big that does not cause the children to ask questions; it should foster an inquiring, investigating attitude. It should lead to other related units. When we leave a unit it should be with the feeling that here is a field that is interesting enough for further reading and study.
5. Is the unit practicable under school conditions? A unit should not be undertaken unless materials and helps are available for carrying it out.
6. Will the unit contribute to the child's efficiency? Will it develop good habits, desirable attitudes, efficiency in some of the tool subjects, or provide opportunity for exercise of specific ethical habits, as thrift, promptness, obedience, courtesy, honesty?<sup>30</sup>

The Social Studies Curriculum, Fourteenth Yearbook, gives the following standards for evaluating activities:

1. What indication is there in each of these items that the activity is of such a nature that the pupils receive maximum profit from it?
  - (a) Is it suited to the stage of development that this group has now reached?  
Have they had the experience necessary to a satisfactory completion of the work?  
Are they too advanced either in terms of achievement or in terms of interest for the work?  
Are the materials used suitable to their stage of development either in terms of control over them or in terms of quality of final product?  
Are the materials and methods to be used suitable from the standpoint of possibilities of acquiring new or better technics?

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<sup>30</sup>Raleigh Public Schools, A Suggested List of Activities for Grades One to Six, Series No. 1. Raleigh: Raleigh Public Schools, 1928. pp. 13-15.



- (b) Does the activity provide for self-expression?  
 Are the materials available such that the child can express his own ideas and individuality in carrying out his activity?  
 Are the methods, materials, and plans such that the pupils can proceed without dictation by a teacher altho he may be called upon for help and advice?  
 Are the materials, methods, and purposed results such that they have meaning and significance for all those that are to work upon the activity (altho not necessarily for the entire class)?  
 Will the activity provide an opportunity for creative work either in discovering some new way of doing a thing; discovering an interesting way of organizing material; developing ways for themselves in expressing ideas, convictions, or feelings; or developing by themselves or with others a finished product conceived and produced as their own?
  - (c) Does the activity provide an opportunity and incentive for the pupils to acquire added facility, by the use of natural situations, of the fundamental skills in reading, writing, oral and written expression, spelling, etc.?
  - (d) Does the activity provide an opportunity and incentive for building up progressively better habits of study and work in organizing, planning, and carrying out plans?
  - (e) Does the activity give opportunity and incentive for using a variety of study technics?
  - (f) Is the activity of such a nature that it will furnish a means for the teacher to observe the pupils in action so that he may judge where they need help and where they need to be let alone to work things out for themselves?
  - (g) Is the activity of such a nature that it will help pupils to learn to work together harmoniously, effectively, and economically?
2. What indication is there in these activities that they are of such a nature that they will prove of interest to the pupils?
- (a) Does the activity call into play one or more of the following natural tendencies:  
 The tendency to play?  
 The tendency to construct?  
 The tendency to express oneself in language, art, bodily expression, and music?  
 The tendency to collect and own?  
 The tendency toward display of one's attainments?  
 The tendency to investigate and inquire?
  - (b) Will the activity give satisfaction because it is fitted to the capacities and abilities of the group?  
 Will it challenge their efforts?  
 Is it accomplishable?

- (c) Are the means of carrying on this activity and the end sought identified with the personalities of these children?

Did the idea originate with them? If not, did they make it their own by some modification or rearrangement of plans?

Did they plan how their ideas were to be carried out?

Have they some real reason why they wish to carry on this activity? In other words does it fill a real need in the class program or work? Or is it merely ornamental or decorative?

When the activity is completed will the production by of some practical use either to the individual or to the class?

Can the workers proceed without undue interference or help by the teacher?

Are the materials to be used for carrying out this activity those over which the pupils enjoy working?

3. Are the suggested activities within the limits of time and materials available?

Is there time to do the work well?

Will the time taken for the work rob pupils of time needed for other things, considered more important?

What materials are needed for the work?

Are these materials available without unduly taxing the resources of the pupil or group?<sup>31</sup>

Velda C. Bamesberger discusses the criteria developed by the Lincoln

School for evaluating work units:

In order to judge the work units which are reported by the Lincoln School of Teachers College in its recent publication Curriculum Making in an Elementary School, certain criteria were developed. The following quotations from the publications express the purposes which the social studies committee had in mind in organizing the Oklahoma City Course of Study:

1. A Unit must be considered worth while by the child because he feels that he has helped to select it, and because he finds in it many opportunities to satisfy his needs.
2. The unit of work must offer many opportunities for real purposes and real projects, and it will be something that the child can carry into his normal activity.
3. The unit must stimulate many kinds of activities, and so provide for individual differences.
4. The unit must lead to the development of desirable habits.

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<sup>31</sup>National Education Association. The Department of Superintendence. The Social Studies Curriculum. Fourteenth Yearbook. Washington, D. C.: The Department, 1936. pp. 297-298.

The work units developed for the social studies course include a statement of the desirable objectives; and outline of the subject matter in problem form; sources of materials as an aid to teaching; suggestions for activities from which the teacher may choose; and finally, suggestions concerning the presentations of the units of work. The material suggested in the work unit was formulated as a guide to the teacher, and in no sense as a plan which she was to follow in its entirety. It was considered rather an organized body of subject matter, as rich as it was possible for a committee to make it, in suggested activities from which the teacher might choose. Too much material was included for the average class to complete during the time allotted to the unit. It was also hoped that the suggestions might be indicative of better types of activities, thus encouraging and stimulating rather than discouraging initiative on the parts of the teachers. Recently in an address before the Progressive Education Association, Professor Dewey stated that one of the most valuable contributions which could be made by teachers of progressive schools was to work out bodies of organized subject matter and sources of materials, not as patterns but as possibilities of action - thus liberating the activities of teachers who were working on similar problems from the onerous task of looking up the material for themselves, and enabling them to center their attention upon the individual needs of the pupils in their classes.<sup>32</sup>

#### Criteria for Application to the Subject-Matter Units

From the foregoing authorities the following criteria have been selected as appropriate to the purpose of this thesis:

- I. The unit should contain accurate information.
- II. It should provide sufficient concrete and illustrative material.
- III. The activity should be within the abilities of the children.
- IV. The unit should stimulate a desire on the part of the individual to proceed on his own initiative.
- V. The unit should provide opportunity for social contacts.
- VI. There should be experimentations, explorations, investigations, and evaluations in various fields.
- VII. The unit should lead to other related units.
- VIII. The unit should provide for individual differences.

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<sup>32</sup>Bamsberger, op. cit., p. 4.

IX. The unit should provide for creative work.

X. The unit should contribute to the child's efficiency. It should develop good habits, desirable attitudes, and efficiency in some of the tool subjects.



## CHAPTER IV

### APPLICATION OF THE CRITERIA

#### Selection of the Subject

##### Introduction

The history as outlined for the seventh grade is American history, but interwoven in the history of America are many events that have happened in North Carolina. There is an old doctrine, "Education like Charity begins at home" which nearly always proves true. A child's understanding of his own state is a base from which larger worlds may be conquered. Therefore, in teaching American history, some outstanding events that took place in North Carolina should be emphasized. In this way the children are taught to realize just what part the state of North Carolina played in the building of our nation.

Howard E. Wilson in his American History in the Social Studies program says:

The first task to be undertaken realistically by those who would make the nation's story serve its highest functions in general education is that of selecting wisely suitable teaching materials from the endless data of history.....The primary educational problem is: What aspects of accumulated insight into the manifold phases of American history are most worth teaching?....The teacher who builds wisely a course in American history, utilizes and goes beyond the textbook, bringing to its elaboration or its revision the freshest fruits of the scholarships he represents.<sup>1</sup>

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<sup>1</sup>Howard E. Wilson, "American History in the Social Studies Program," Elements of the Social Studies Program. Sixth Yearbook. Philadelphia: McKinley Publishing Company, 1936. pp. 41.42.

### Importance of the Battle of Guilford Court House

Although four of the major battles of the Southern campaign of the American Revolution were fought in North Carolina, the seventh grade history text, American History by Latane and Latane, devotes about one page to the entire campaign. The battle of Guilford Court House has been considered by historians as the turning point of the war; yet, in the textbook, this great battle has not been given even a paragraph heading.

In an article by Frances Kieron for the Journal of American History, she has this to say about the battle of Guilford Court House:

The battle of Guilford Court House was not only one of the hardest fought and most deadly conflicts of the American Revolution - creating a profound impression in Europe; but was the decisive engagement of the Southern campaign, contributing no small part in bringing about almost immediately, the freedom of the Thirteen Colonies.<sup>2</sup>

Judge Schenck, in his North Carolina 1780-'81, makes the following statement concerning this battle:

The battle of Guilford Court House, fought on Thursday, March 15th, 1781, between the American forces under Major General Nathaniel Greene, and the English forces under Lord Cornwallis, was in my opinion, second in its results to no battle of the Revolutionary war. It was the only pitched battle fought on the soil of North Carolina, between the two regular contending armies, of any magnitude, and for that reason is more conspicuous in North Carolina history than any other event of that period.<sup>3</sup>

Among the many people who fought in the battle of Guilford Court House were three English historians, viz; Colonel Stedman, Colonel Tarleton, and Sergeant Lamb. Each has expressed his opinion concerning this battle. Judge Schenck in his North Carolina 1780-'81 quotes Colonel Stedman:

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<sup>2</sup>Frances Kieron, "The Battle of Guilford Court House," The Journal of American History. 7:1, First Quarter, 1913.

<sup>3</sup>David Schenck, North Carolina 1780-'81. Raleigh: Edwards and Broughton, 1891. p. 293.

....that a victory achieved under such disadvantages of numbers and ground was of the most honorable kind, and placed the bravery and discipline of the troops beyond all praise; but the expense at which it was obtained rendered it of no utility.<sup>4</sup>

Colonel Stedman's comment on the result of the battle was:

....the victory at Hobkirk's Mill, like that at Guilford Court House although most honorable and glorious to the officers who commanded, and the troops that were engaged, produced no consequences beneficial to the British interests.<sup>5</sup>

Colonel Tarleton, an officer who fought at the battle of Guilford Court House and who later became a British Historian makes the following comment on this battle in his book, A History of the Campaigns of 1780 and 1781 in the Southern Provinces of North America:

The superior number, as well as the freshness of the continentals having had no march, and but a slight engagement, together with the comparative state of the British, and the evident advantage of the ground, might have intimated and recommended the movement, which if carried into immediate execution, would probably have produced the fatal effect; but the pause of the Americans, and their voluntary return to the ground where they were originally formed; prevented the marked and favorable interval of which the British availed themselves, by collecting as large a force as possible and pushing forward their center. To this oversight or hesitation of the Americans may be attributed a victory, which, however, splendid and honorable to the general and the troops was not useful or advantageous to Great Britain.<sup>6</sup>

Fox, in the British Parliament, contended that the victory was Greene's. He argued that "if the British had been vanquished, they could only have left the field and fled to the coast, precisely the measure Cornwallis was compelled to adopt", and exclaimed, "Another such victory would destroy the British army!"<sup>7</sup>

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<sup>4</sup>Ibid., p. 383.

<sup>5</sup>Ibid., p. 410.

<sup>6</sup>Banastre Tarleton. A History of the Campaigns of 1780 and 1781 in the Southern Provinces of North America. Dublin, Ireland: Colles, 1787. pp. 276-286.

<sup>7</sup>Schenck, op. cit., p. 384.

Henry B. Carrington, in his Battles of the American Revolution, quotes from British authorities:

Pitt and the other political leaders in Great Britain regarded it as the "percursors of ruin to British supremacy in the south"; and the correspondence of Cornwallis, official and unofficial, breathes but one sentiment as to the repugnance of the southern people at large to respect British authority.<sup>8</sup>

A bulletin issued by the United States Department of the Interior entitled Guilford Courthouse National Military Park says:

The importance of the Battle of Guilford Court House lies not in the battle itself, not in the numbers involved, the tactics employed, nor in the casualties inflicted upon either side. Rather its importance is in the effects which flowed from it, and in the fact that in winning Cornwallis was the ultimate loser.

Thus Guilford Courthouse is important in the immediate result of rendering North Carolina safe and in the larger result of freeing Greene's hands for reconquest to the southward. The Grand British plan of campaign was broken. Cornwallis was driven into Virginia without making secure his rear. Greene lost a battle but won a campaign.<sup>9</sup>

This battle marked the beginning of the end of the Revolutionary struggle. It was a British victory, but a victory which left the enemy so weak that it caused them to lose the campaign for the suppression of the rebellion in the Southern states, a victory that started the armies of Cornwallis on the road to Yorktown, and surrender.<sup>10</sup>

Senator Benton, in his eulogy on Nathanael Macon, the great Commoner, who was a soldier under Greene up to February 1781, takes occasion to discuss the historical results of this battle:

The philosophy of history has not yet laid hold of the battle of Guilford, its consequences and effects. That Battle made the capture at Yorktown. The events are told in every history; their connection and dependence in none. It broke up the plan of Cornwallis in the South and changed the plan of Washington in the North.

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<sup>8</sup>Henry B. Carrington. Battles of the American Revolution. New York: Barnes, 1876. p. 564.

<sup>9</sup>United States Department of the Interior. Guilford Courthouse National Military Park. Washington, D. C.: Government Printing Office, 1940. p. 11.

<sup>10</sup>Ibid., p. 3.



Cornwallis was to subdue the Southern States, and was doing it, until Greene turned upon him at Guilford. Washington was occupied with Sir Henry Clinton then in New York, with 12,000 British troops. He had formed the heroic design to capture Clinton and his army (the French fleet co-operating) in that city, and thereby putting an end to the war. All his preparations were going on for that grand consummation when he got news of the battle of Guilford, the retreat of Cornwallis to Wilmington, his inability to keep the field in the South, and his advantage - an easier prey, and the same result if successful. Cornwallis or Clinton, either of them, captured would put an end to the war. Washington changed his plan, deceived Clinton, moved rapidly upon the weaker general, captured him and his 7,000 men, and ended the Revolutionary war. The battle of Guilford put that capture into Washington's hands; and thus Guilford and Yorktown became connected; and the philosophy of history shows their dependence, and that the lesser event was the father to the greater.<sup>11</sup>

#### Local Significance

To the children of Guilford County the battle of Guilford Court House should be of great local importance because

I. The battleground is now the only National Park in the South kept up by the United States Government.

II. The battleground is also a recreational park, although it is not meaningful to the majority of people who visit it.

III. Many of the people of Guilford County are descendants of soldiers who fought in this battle. Many of the names in this section are the names of people who played important parts or performed deeds of patriotism during those trying days.

In order to enrich the course of study in the seventh grade, from the standpoint of North Carolina, a unit has been prepared on "The Significance of the Battle of Guilford Court House."

#### Procedure in Following Criteria

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<sup>11</sup>"Benton's Thirty Years in the United States Senate," quoted in Schenck, op. cit., p. 115.

### Teacher's Preparation

Making history real through use of colorful details. - - Johnson, in his Teaching of History, has the following to say regarding the teaching of history in the elementary grades:

History throughout the elementary course should abound in concrete details for visualizing persons, situations, events. In meeting this condition even trivialities are permissible. Facts spurned by the standard historians may furnish the very touch needed to make the misty immortals of history really human. There is a place for the hat that Napoleon wore at Leipzig, the color of the waistcoat that graced the person of Daniel Webster when he replied to Hayne, and, in spite of a recent intimation that such a fact has no place in history at all, even the color of the horse that bore Washington at the Battle of Monmouth. The point is not that the details of this character are important as history. No sensible teacher would think of having them memorized by pupils. They are details to be used for the moment to stimulate the sense of reality and then to be laid aside. The picture fades, the sense of reality remains. On the same principle there is a place for even the trivial details relating to what "those historical characters" thought and felt.

School history, to be made real and kept real, should begin with realities which can either be observed directly or which can be represented directly, and should continue throughout the school course to provide frequent opportunities for appeals to such materials.<sup>12</sup>

Preparation of unit. - - Preparation of this unit required that the teacher acquire accurate information. A search of the Library of Woman's College and the Greensboro Public Library revealed that there is in these libraries a great deal of information on this subject, but that most of it is too advanced reading for seventh grade children. It was also found that many of the old histories were out of print and could only be used as library references. The special files containing many old valuable newspaper clippings could not be handled by the children.

From this preliminary research, it became evident that the teacher would have to secure information and either rewrite or tell it to the children. Many hours were spent copying facts, interesting data, and

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<sup>12</sup>Henry Johnson, Teaching of History. New York: Macmillan, 1940. pp. 176-178.

stories. These were typed, pasted on cardboards, and put in a file so that they could be taken to the schoolroom and circulated among the children.

After all available material was collected, a visit was made to the battleground by the teacher in order to understand more thoroughly the "lay of the land". At the museum, a conference was held with the custodian, who contributed other valuable information concerning the museum and also the location of different markers on the battlefield. He made available some bulletins prepared by the Superintendent of Documents in Washington, D. C. to be distributed among the children. These bulletins entitled "Guilford Courthouse National Military Park", and "Weapons and Equipment of Early American Soldiers" give much valuable information.

### The Unit Outline

#### Teacher's Overview of Content

A statement of the situation of the war. - - General Gates' defeat at Camden on August 16, 1780, and the arrival of General Nathanael Greene to take charge of the American armies in the South were the real beginning of the Southern campaign. The battles of King's Mountain and Cowpens quickly followed. General Greene was still playing for time, avoiding a full pitched battle with Lord Cornwallis until he could reorganize his army and get re-inforcements from other states.

Story of the battle. - - The battle of Guilford Court House was fought on Thursday, March 15, 1781, between the British, under the command of Lord Cornwallis, and the Americans, under the command of General Nathanael Greene. For weeks General Greene had been avoiding a conflict with Lord Cornwallis because he lacked sufficient strength to meet him in a pitched

battle. His re-inforcements finally reached him on Sunday, March 12th, and he immediately proceeded to Guilford Court House, where he had already selected the battlefield a month before. He arrived there on March 14th, and gave instructions to his men as to their duties and places in the line of battle.

Lord Cornwallis, in the meantime, was encamped on the Deep River, near the present town of Jamestown. Upon learning of Greene's arrival at Guilford Court House he set out at once to meet him. This was what he had been waiting for for weeks. He had the greatest confidence that his army was superior and that he would be victorious.

Early on the morning of the battle, General Greene sent Colonel Lee and Colonel Campbell out on a scouting party towards New Garden Meeting House. Near there they encountered Tarleton's Dragoons and soon a vigorous skirmish was started. The horses of the Americans were far superior to those of the British, and soon the Americans had killed or wounded most of the British horses. At the height of the skirmish the main body of the British army was seen approaching so the Americans turned and went back to the battlefield, reported the approach of the British, and took their places in the regular line of battle.

About one o'clock the battle began. As the British crossed over little Horsepen Creek and started across an open field on the old Salisbury or New Garden road, they were fired upon by the Americans on the first line, who were hid behind an old rail fence, on the edge of the woods.

Captain Singleton had a cannon placed in the middle of the road, and as soon as he opened fire, the British began to scatter and fall into battle formation. Many of Colonel Webster's men who were the first to cross the open field, were killed or wounded.



The Americans on the first line were composed mostly of volunteers, who had no experience and were poorly equipped, with only their rifles for protection. They had been ordered to fire two rounds when the enemy was within about fifty feet and then fall back to the second line which was about 400 yards back of the first line. Colonel Lee, Colonel Campbell, and Colonel Washington's cavalry were to support them on their flanks as they fell back. General Eaton and General Butler were in command.

The second line was composed of North Carolina and Virginia militia, who were better equipped and better trained. Generals Lawson and Stevens were in command of this line.

The third line was directly back of the second, about 500 yards, on the hill that led to the court house. This line was composed of the Continentals, or regular army. These, strongest troops, were under the command of General Huger.

The British had broken through the first two lines and were fighting the third line, when General Greene noticed that most of the troops who had been fighting on the first two lines had left the battlefield. He also saw a group of Tarleton's Dragoons approaching to re-inforce the British. As he had said that he would not sacrifice his army, he quickly decided to retreat from the battlefield. Accordingly, he left the battlefield to Lord Cornwallis and retreated several miles down the road to his camp at the Speedwell Iron Works. Cornwallis, at first started to pursue him, but upon learning of his strong defense there, recalled his men.

That night it began to rain which added much to the suffering of the wounded and dying on the battlefield. The next morning Cornwallis

took his wounded to New Garden Meeting House, where he left the most severely wounded in the care of the Quakers, while he marched with his army to Bell's Mill on Deep River. Realizing that he was severely crippled and would not be able to fight General Greene again, he retreated as fast as possible towards Wilmington where he could get much needed supplies from the British ships that lay at anchor in the harbor there.

After two days, General Greene pursued Cornwallis, but when he reached Ramsey's Mill in Chatham County, he turned and headed towards Charleston, South Carolina to relieve that city, which was still in British hands.

Interesting characters and incidents. - - During the research for information concerning the battle of Guilford Court House many interesting stories were found which would appeal to the children and add just the touch needed to "make the misty immortals of history really human" as suggested by Johnson in his Teaching of History, referred to in the beginning of this chapter.

The best collection of stories and incidents found was from Reverend E. W. Caruthers Old North State 1776, Revolutionary Incidents and Sketches of Character. The following are subjects of some of the most interesting stories: Peter Francisco, Bugler Gilles, Mrs. Martha Bell, Mrs. Kerenhappuch Turner, Mrs. John Lanier, Dr. David Caldwell, Margaret McBride, Thomas Donnell, and John Larkin.

Peter Francisco. - - This boy was brought to America when about five or six years of age by a mysterious boat that put him ashore at City Point, Virginia, leaving no clue to his identity. He was dressed in fine clothes, wore silver buckles on his shoes and spoke in a foreign tongue. He had evidently been kidnapped from some noble family. About a week later

later he was adopted by Judge Winston, a very prominent man, the uncle of Patrick Henry. He grew to an enormous size and was known as the "Giant of Virginia". He joined the army fighting in many battles and being wounded many times. He fought at the battle of Guilford Court House and was said to have killed eleven men on one spot with his great sword, which had been a present to him from George Washington. Although he was severely wounded in this battle and left on the battlefield for dead, he was found by an old Quaker and nursed back to health. He returned to Virginia, where he spent four years educating himself, and then married a very prominent girl, the first of his three wives. He died in Richmond, Virginia January 16, 1831, and was buried with military honors. On the battleground has been erected in his honor a large monument.

Bugler Gillies. - - Gillies, a lad of about fourteen years of age, joined Light Horse Harry Lee's Legion somewhere in South Carolina in the Fall of 1780. No one knew his real name or anything about his family. He could play the bugle well, so he became the bugler for the Legion. He became a favorite of Colonel Lee who gave him a beautiful horse to ride. On February 12, 1781, while the Legion was on a scouting party between Summerfield and Oak Ridge, a group of Lee's men met some British soldiers who immediately started after them. Gillies, who was riding on an old horse that he had borrowed from a farmer, was overtaken and cut to pieces by the swords of the British while he begged for mercy. His body was carried to the home of Mr. Bruce of Bruce's Cross Roads and buried in the yard. A monument to this youth, who was loved by all who knew him, has been erected by the Daughters of American Revolution on the spot where he was killed. There is also another monument to him on the battleground.

Mrs. Martha Bell. - - One of the best known mills anywhere in Guilford County during the Revolutionary war was Bell's Mill on Deep River, between Jamestown and the present town of Randleman. This mill was owned by a Mr. and Mrs. Bell. Mrs. Bell was a very wealthy widow before marrying Mr. Bell, who was a man of considerable means himself. Mrs. Bell was known far and wide for her intelligence and many people came to seek her advice. She became so popular that she charged for her services. She was the only doctor that many knew and always answered calls, regardless of the time of night or the distance to be travelled. She always carried her pistols and was never afraid to go alone. Although there were many desperadoes about the country, they seemed to fear her and she was never harmed, although several attempts were made. Lord Cornwallis went to her home the day after the battle of Guilford Court House and made it his headquarters, using her mill to grind his corn. He had already heard of her and respected her. She did not fear him and was one of the few who ever dared talk back to him. He kept his promise to her and did not burn her mill.

Mrs. Kerenhappuch Turner. - - Among the many women who hastened to the battlefield after the battle of Guilford Court House was Mrs. Kerenhappuch Turner from Maryland. When news reached her that her son had been seriously wounded in the battle, she started immediately on horseback and rode all the way alone to Guilford Court House, where her son was in a log house near the battlefield. She introduced a new way of caring for his wounds by tying to the rafters a bucket in which she had bored some small holes. She filled the bucket with water from "Bloody Run" Creek and allowed the cool water to drip upon the wound, thereby relieving the suffering and cooling the fever. This idea was the forerunner of the modern ice-pack. A monument, a likeness of this devoted and ingenious



mother, stands on the battleground.

Mrs. John Lanier. - - A few miles above Winston-Salem, on the banks of the Yadkin River in Surry County lived a Mrs. John Lanier. Her husband, Colonel Lanier, was with General Greene at Charlotte, North Carolina. Late one afternoon in February, 1781, Mrs. Lanier looking out of her window saw the British army approaching. Their bright red coats and shining bayonets made a beautiful picture. Soon they were in her yard and Lord Cornwallis followed by several officers entered her home and told her he was making her house his headquarters for the night. Immediately he ordered her to a back room with her little daughter and colored mammy. The soldiers began killing her chickens, bringing in her hams and collecting everything available to eat. Mrs. Lanier begged them for some food for her little girl, but they refused her this. Later, she slipped into the kitchen and stole some fried chicken and hot biscuits. The next morning, they threw out her furniture and burned and destroyed it. At her request they left her one horse, but the chief cook took his knife and cut the saddle to pieces, to spite her for having stolen his chicken and biscuits the night before.

Dr. David Caldwell. - - Among the pioneers of Guilford County was Dr. David Caldwell, who came from Pennsylvania when he was quite young and settled at Alamance just a few miles south of Greensboro. He was for over sixty years preacher, doctor, teacher, and patriot. Although he was the pastor of Alamance Presbyterian Church, he studied medicine and practiced in his community for years. He and his wife, Rachel, also maintained a school in which were educated many men who later became prominent in the history of North Carolina. During the battle of Guilford Court House he became so important that the British offered a big reward for his capture,



dead or alive. He had many narrow escapes and his home was plundered many times. All his library was burned. His wife and children were subjected to many hardships by the ruthless Tories and scouting parties of the British. The British, under Lord Cornwallis, encamped on his property about a week before the battle of Guilford Courthouse. His monument on the battlefield is located not far from the one of General Greene. One of the Daughters of American Revolution Chapters of Greensboro, North Carolina, is known as the Rachel Caldwell Chapter. There are many interesting stories about the escapes of Dr. Caldwell in Caruther's Life of Dr. David Caldwell.

Margaret McBride:- Among the early settlers of Guilford County was a man by the name of Hantz McBride who was Scotch-Irish and a member of Dr. David Caldwell's congregation. He had a young daughter about fourteen years old named Margaret, but better known as Maggy. She had heard of the awful things the Tories were doing all around the country and she knew the danger that surrounded them at all times. To the North and North West of the McBrides was a great stretch of forests known as the "Pine Barrens", which covered the spot where part of the city of Greensboro now is. Since no one lived in that part of the country it became the hide-out of some of the Tories. The Whigs, on learning that the Tories were hiding in the Piney Barrens, started in search of them. They had heard that the Tories were not very far from the McBride farm. They arrived at the farm about nightfall, but did not dare venture into the woods without a guide. Mr. McBride was away from home. After questioning Mrs. McBride and Maggy as to the Tories whereabouts, they learned that Maggy knew the way to their supposed hiding place. They asked her to go with them and show them the way. She finally consented and climbed up on

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the horse behind the Captain and guided them to the place where she had heard the Tories were hiding. As the searchers neared the place, they heard the Tories. Maggy slipped off the horse and ran home as fast as she could. She could hear the pistols and guns firing and knew that a battle was taking place. When she reached home she told her mother that she felt sure that the Tories would all be killed or had fled and would not trouble them again. She was right; they were not heard from again in that section.

Thomas Donnell.-- Several days before the battle of Guilford Court House Thomas Donnell, who lived on the north side of Reedy Fork, had been riding around the country with Colonel Washington, acting as a guide. On the morning of the battle they came into the New Garden Road, just a short distance above where the first line of battle was drawn up. Donnell told Colonel Washington that he had shown him all the territory that he knew, and that he would like to return home. Colonel Washington did not want him to leave, and was wondering what to do when he looked up and saw another man approaching. He asked the newcomer to relieve Donnell and act as his guide. The stranger said that since he did not have a good horse to ride he could not do it. Washington then told Donnell to exchange horses with the stranger. This he did, although he hated to give up his fine horse. As soon as the stranger got on Donnell's fine horse, he immediately fled as fast as he could through the woods, thus Washington was deprived of a guide and Donnell of his fine horse.

John Larkin.-- John Larkin was a tenant on the farm of Thomas Donnell. On the morning of the battle of Guilford Court House, Donnell met Larkin and two other neighbors headed toward the battleground. Larkins had over his shoulder a stick on the end of which was tied a piece of meat.

Donnell asked Larkin why he was carrying the meat, and he replied that he might have use for it before the day was over. When he reached the battlefield, Larkin approached an officer and asked him if he might fall in with his company. He was told he might. Then he wanted to know if he "might take a tree". The officer told him he could. When he saw the British coming, he turned around and asked the officer if he might fire. Being given this permission, he fired and killed a man. He was known to have killed several during the day. After the battle was over, he picked up his stick with the meat on it and went home, none the worse for having helped out in the battle for the day.

#### Suggested Approaches

I. Give a test on the Revolutionary War, specifically asking questions on the battle of Guilford Court House.

II. Make a trip to the battleground during the study of the Revolutionary war. Children will realize their text has told them very little about this battle.

III. Have children write short stories of the history of Guilford Court House, Guilford County, or the City of Greensboro. In either of these, reference will be made to the village of Guilford Court House which stood on the battlefield. The City of Greensboro was started not long after the battle of Guilford Court House and was named for the American general, Nathanael Greene.

IV. A study of National Parks will reveal that Guilford Military National Park was once the scene of a great battle and played a very important part in American history.

V. Interesting biographies- men and women of North Carolina.

The life of Dr. David Caldwell of Greensboro and the part he played for many years in helping build up Guilford County, and his importance during the Revolutionary period.

Suggested Procedures

I. Before beginning this unit, it is essential that the pupils thoroughly understand the events of the Southern campaign that led up to the battle of Guilford Court House. This knowledge can be determined by former tests or by giving a pretest.

II. If children have not a clear understanding of the events leading up to this battle, then the teacher should have a brief review.

III. A class discussion should be held to determine what information should be obtained. As a result of questions asked by the pupils, committees should then be appointed to bring in preliminary reports on several selected topics, such as: Nathanael Greene, Lord Cornwallis, Guilford Battleground Company, Judge David Schenck, Bugler Gillies, the Guilford National Military Park or the museum.

IV. The special bulletins issued by the United States Government on the battle of Guilford Courthouse should be ordered either from Washington, D. C. or purchased from the custodian at the Guilford Military Park museum. These contain valuable information.

V. In order to keep material organized, a scrapbook should be planned. Each child should keep a list of all requirements for scrapbook.

VI. Plans for an art exhibit may be made in order to give creative expression to ideas gained. Each child should be responsible for a contribution.



VII. After the children have studied for a few weeks, an excursion should be made to the battleground and museum.

VIII. A brief study should be made of Revolutionary songs. Children should learn to sing some of them.

IX. Stories should be read and told. Scenes should be dramatized.

X. A play may be written and presented by the class as a culminating activity.

XI. Spelling words selected from the histories may be listed and studied.

XII. Tests should be given at the end of activity.

#### Learning Activities

Reading	Discovering	Spelling
Story Telling	Listening	Painting
Dramatics	Construction	Writing Stories
Exploring	Appreciation	Play-writing

#### Summarizing Activities

##### Geography

Make a large map of Guilford County as it appeared in 1781. Locate all important spots connected with the battle of Guilford Court House.

Make a map of North Carolina as it appeared in 1781 showing the routes of the American and British armies through the State.

Make a large map, about three feet by ten feet, showing the old Salisbury or New Garden road where the battle took place. Show with distinct lines the battle formation. Show open fields and woods. Be sure to include legend.

### Reading

Read all literature available on the battle of Guilford Court House.

### Spelling

List all important words needed for re-writing stories, letters, etc. for use as spelling words.

### English

Have each child make a large scrap book. This should contain pictures drawn by the children, letters, stories, and a record of other activities. There should be a contents page at the beginning and a reference page at the close.

### Art

Reproduce upon the sand table the Guilford battleground. Show where the lines of battle were drawn up. Build the court house and jail of miniature logs, also the old rail fence. Use small limbs of shubbery for trees.

Paint a large mural portraying events and characters from different stories before, during, and after the battle.

### Music

Present a short musical program representing the music and songs of the Revolutionary times, with emphasis on the songs that were sung by the soldiers.

### Recreation

Make an excursion to the battleground and museum.

Give a colonial tea. Children may dress in colonial costumes.

### Tests

Give objective tests.

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#### Other Suggested Units for Grades IV, V, and VI

The State Course of Study recommends in its special handbook on Social Studies that each teacher stress in each grade some important facts of North Carolina history. Several suggestions are given in the handbook. There are many that could be developed into short worthwhile activities that would be meaningful to the children. The following are suggested for grades IV, V, and VI:

## Unit for Grade IV: Daniel Boone

Reason for selection.- -The course of study in the Social Studies for the fourth grade offers no legitimate reason for a study of North Carolina in this grade, but it does suggest holidays - the celebration of such holidays as Thanksgiving, Christmas, birthdays, and the like. Children of the fourth grade are very much interested in pioneer life. Daniel Boone was born November 2, 1734 in North Carolina. In discussing with the class some names of great men born in November, the name of Daniel Boone may be introduced. This would be a reading activity and should last two or three weeks.

## Unit for Grade V: The Lost Colony

Reason for selection:- - The fifth grade course of study begins with early exploration and settlements in the new world. Since Raleigh's Lost Colony gave the impetus to the first settlement at Jamestown and later settlements in Massachussetts, it seems legitimate to give fifth grade children this early fascinating story of the early settlement of America. Time: two or three weeks.

## Unit for Grade VI: The Origin of Some North Carolina Ballads

Reason for selection:- -People from Europe settled in Western North Carolina and many living in the mountains have kept the old customs in their purity. The ballads of North Carolina are found to have their counterparts in the Elizabethan period. The North Carolina Handbook on Social Studies says the following regarding the sixth grade social studies: "The total sixth grade social studies program is concerned chiefly with Europe. It seems appropriate, therefore, to consider European contributions to North Carolina life in this grade. Particular emphasis should be placed on cultural developments."



## CHAPTER V

### VALIDATION OF CRITERIA

#### Test of Criteria

##### Effect on Pupils Studying a Subject-Matter Unit Constructed in Terms of the Criteria

The effect on pupils studying a subject-matter unit constructed in terms of the criteria of the foregoing chapter was most gratifying to the teacher, not only from the results of the scores of their tests but from the satisfying effect it seemed to have upon the pupils themselves. The effectiveness of the program was judged by the accomplishments of the pupils as measured by articles of work completed. A record kept by the teacher of the large units of work along with collections of the children's work was concrete evidence of pupil growth.

This unit covered a wide range of possibilities for development and many new fields of interest were opened to the children for investigation. This activity helped the children to understand the contributions of the people in the past to the living of today. It helped them to understand how man has met and solved major problems in the past. It opened up such fields as science, history, geography, art, literature and helped them to understand their relation to the present social environment. By this means, the present was explained and understood in terms of the past, and the child's interest greatly widened and stimulated.

In this activity the children investigated various kinds of firearms and equipment of the Revolutionary times. They compared it with what we have today; they followed the evolution of firearms and military training, rich in historical associations; they studied the contributions which military training have made to our modern life. Through literature, art, and music they enjoyed the spirit of the Revolutionary days much more than if they had merely read their lessons in the textbook. The children learned to select and apply methods of thinking and acting useful to them in life situations. They developed social contacts by working in groups, which called for cooperation, tolerance, tact, and judgment.

### Experimentation with Children

#### Description of School

The pupils used for this experimentation were a seventh grade class from one of the Guilford County schools, a seven teacher elementary school in the suburbs of Greensboro, North Carolina. The school building was above the average in physical condition; the school organization was very good; and the faculty had a high rating as to teachers.

#### Distribution of Children by Intelligence, Age and Sex

The class consisted of twenty-eight children, eleven boys and seventeen girls, ranging in age from twelve years to almost fifteen years. The children came from average homes. Most of the parents worked in the city at various occupations; only one family farmed. Most of the parents were co-operative but from a few home-school co-operation was entirely lacking. The class was, as a whole, one of remarkable unity of purpose

and initiative. The girls showed much more initiative than the boys. There had been very little extra-curricula activities in this school, as was the case in most of the county schools. There was need of improvement in the citizenship qualities of several of the boys. For example, one boy with an intelligence quotient of 81 had been a problem case in several previous grades. He was irresponsible and apparently was not interested in any particular subject. His greatest delight was in trying to upset the room by pert remarks at the most inopportune time. However, during this activity he showed a marked improvement; he appeared interested for the first time in what was going on around him. On the test following the activity, he received the best grades he had made during the entire year.

The following distribution indicates the intelligence quotients of the members of this class.

TABLE I  
RESULTS OF INTELLIGENCE TESTS

I. Q.	Boys	Girls
70-80	1	
80-85	1	1
86-90	1	2
91-95	4	1
96-100	2	3
101-105	2	3
106-110		2
111-115		3
116-120		1
121-125		1

Total Score 2760

Median 100

### Subject Background

The subject of this previously prepared unit was "The Significance of the Battle of Guilford Court House". As has been stated before, the battle of Guilford Court House, although considered by historians as the turning point of the Revolutionary War, has not been given its due place in the history text used by the seventh grade pupils of North Carolina. The children, therefore, did not gain much knowledge of this battle from the meagre facts listed in the history text.

This seventh grade had for several weeks been studying the Revolutionary War. The teacher, in order to emphasize some important historical event that took place in North Carolina, took this opportunity and decided to emphasize not only the part of North Carolina in the Revolutionary War but to make their entire study of the Revolutionary War more meaningful by a detailed study of this famous battle. The situation seemed ideal - it was teaching not only American history, but North Carolina history, the battleground was located within a few miles of the school and is the only battlefield of the Revolutionary War kept up by the United States Government in the South. Another important factor was that it was only about six weeks before the 165th anniversary of the battle. Events to be studied would coincide with the time of the year, and a culminating activity could be given on the anniversary date, making it still more effective.

### Pretest

At the close of the study of the Revolutionary War a pretest was given to determine what the class had learned, and also to determine their weakness and strength on this subject. The following is a copy of the test, showing the questions asked: -

## Test on the Revolutionary War

1. What was the cause of the Revolutionary War?
2. Name in order the first three battles of the Revolutionary War.  
Give date of the first battle.
3. Name the Generals in command of the British and American armies?
4. What was the Declaration of Independence?  
Who wrote it? Name three signers. Give date.
5. Why was the battle of Valley Forge important?
6. What country came to our aid?  
Name two men who were sent as representatives to France.
7. What happened at Camden, South Carolina on August 16, 1780?
8. Who was sent to take command of the American army in the South?
9. What important battle was fought near Greensboro, North Carolina?  
Who were the commanding Generals of the American and British  
armies in this battle?  
Why was this battle so important?
10. How did the Revolutionary War end? When?
11. Who was George Rogers Clark? Who was John Paul Jones?
12. What was the financial status of the United States at the close  
of the Revolutionary War?
13. How far did our territory extend at the close of the war?
14. What city was the capitol during the Revolutionary War?
15. Who was elected president of the United States at the close of  
the war?



TABLE II

## SCORES FOR TEST GIVEN BEFORE ACTIVITY UNIT

Scores	Girls	Boys	Both
0-20			
21-40	1		1
41-60	2	4	6
61-70	1	1	2
71-80	2	2	4
81-90	5	3	8
91-100	6	1	7

Setting Up of Project

## How Interest was Created

When the questions concerning the battle of Guilford Court House were checked, the teacher made it a point to ask several questions about the battleground. A check-up was made to see how many children had ever visited the battleground. The check-up revealed that only about half of them had ever been there, but none of them knew anything about the battle or about the people to whom the monuments had been erected. Questions were asked by the children and soon there was a lively discussion. One particular question that aroused their interest was "Who knows the story of the little bugler boy, Gillies?" Since no one had ever heard of him, the story was told to the class. They wanted to hear more stories. They decided they would like to know more about the battleground, the battle, and about the people who fought the battle.

The children were told what an activity unit was and some of the interesting things that could be done in studying a topic in this way. They were also told that studying the details of this outstanding battle

would help them to understand more clearly the other battles of the Revolution; the training and equipment of soldiers in those days; the problems of feeding an army; the sacrifices of the people on the home front; and the importance of this particular battle as the turning point of the Revolutionary War.

#### Aspects of the Unit

The outline of subject matter included in the unit of work has been prepared merely as an aid in teaching. It is not expected that the outline be followed strictly. Additional topics may be included, and in certain classes all the topics may not be attempted. The order of presenting the topics should depend upon the development of the work within the class. The following is a list of the summarizing activities:

#### Summarizing activities:

I. A large map was made of Guilford County showing the location of the old Guilford Court House and the area of the battleground. The most important rivers were shown and other important spots of interest were marked.

II. A large map of North Carolina, as it appeared in 1781, was made. This map showed the march of Lord Cornwallis and also that of General Greene through North Carolina.

III. A reproduction of the battleground was made on the sand table. The old court house was represented by a miniature log building, also the jail beside it. The three lines of battle were distinctly marked. The old rail fence on the first line was built of miniature logs. The soldiers and horses were molded from clay or cut from cardboard and colored. The trees representing the forest were pieces of shrubbery set up on a clay

base covered with sand.

IV. Each child made a large scrap book. The title page was made more attractive by the use of cut block letters. Everything in the book was listed on the content page. The book contained many pictures drawn by the pupils depicting scenes from stories read or heard, such as: the picture of the flag carried at the battle; sketches of the lives of General Greene and Lord Cornwallis; a letter to a friend from an imaginary soldier telling of his experiences on the battlefield; a list of spelling words; invitation to a tea; and a copy of the program of the play presented.

V. After the children had studied about two weeks, an excursion was made to the battleground. The battleground now had a much deeper meaning to them. The things they saw in the museum added more information to that already gained. The custodian explained many things to them concerning the articles on display, and also told them other interesting things concerning the monuments on the battleground. The markers showing where the three lines of battle were drawn up were noted with interest. They were eager to locate the monuments of the different characters they had studied.

VI. A large map, about three feet by ten feet, showing the old Salisbury Road or New Garden Road at the spot where the battle took place, was made. By using different colors, the three lines of battle were distinctly shown, also the open fields and forests. This map was used on the stage during the play, so that the audience could visualize more clearly the line-up of the battle. While a reader gave a brief description of the battle, a guide pointed to the various places on the map.

VII. Each child painted one large picture for the art exhibit. He chose any scene he wished from the many stories read or heard.

VIII. A short study of the Revolutionary songs revealed that there were not many original tunes, but many parodies on old tunes. The most popular of which was "Yankee Doodle". The words of the poem "Cornwallis' Country Dance" were sung to this tune.

IX. As a culminating activity, a four-act play entitled "Cornwallis' Country Dance" was written and presented by the pupils. Every child was given a part. This play was not just on the battle itself, but included important events leading up to, during, and following the battle. This activity proved very valuable to the children. The play was given on the 165th anniversary of the battle of Guilford Court House. Mothers and guests were invited to the assembly program. After the play the visitors were invited to see the exhibits in the classroom. Refreshments were served by the children.

X. As a final check, two informal objective tests were given on the battle of Guilford Court House. One was a completion test and the other was a multiple choice. Twenty-five questions were asked on each test. Only two children made below 90 on the final test. Children who had been making very poor grades before and some who had failed, passed these tests and were delighted with the outcome. As a proof that they had enjoyed the activity they began to ask when another one could be started.

### Results of the Activity

#### Attitudes

It has been said that improvement in character traits has been considered more important than progress in academic ratings. Both, however, are essential and should be attained together.

Some of the attitudes gained during this study were:

- I. The development of a deeper interest in their history
- II. A spirit of cooperation
- III. An appreciation of the advantages we have today over those of the Revolutionary period

IV. An appreciation of the military training our boys receive today and the organization of our army and navy.

V. An appreciation of the organization of subject-matter by having kept a record of their work in the form of a scrap book.

VI. Desirable individual aptitudes - the various phases of the project gave an opportunity for a display of a wide range of talent. It revealed who were our artists, our actors, our singers, the best story tellers, the best story writers, and those best in manual work.

#### Tests and Results

The following are copies of two history tests given to the group. The first one was given before the second one. The first one is a multiple choice.

#### History Test - Multiple Choice

Read each question or statement and make a cross before the BEST answer, as shown in the sample

---

Sample	(	The soldiers who fought in this battle were:
	(	a. all from North Carolina
	(	b. from North Carolina and Virginia
	(	X c. from many states

1. Of the many battles fought in the South during the Revolutionary War the most significant was:
  - a. Camden
  - b. King's Mountain
  - c. Guilford Court House
  - d. Cowpens



2. General Greene did not fight Cornwallis for many weeks after he took command of the Southern armies because:
  - a. He was too far away from him
  - b. He had to re-organize his armies
  - c. He was not strong enough and was waiting for reinforcements
  - d. Because of the weather
3. One month before the battle a council of war was held at:
  - a. Charlotte
  - b. Guilford Court House
  - c. Hillsborough
  - d. New Garden
4. Nathanael Greene retreated across the Dan River because:
  - a. He was in need of provisions
  - b. He wanted to rest his army
  - c. He was playing for time, awaiting re-inforcements
5. General Greene selected the place for the battle:
  - a. The day of the battle
  - b. One week beforehand
  - c. A month in advance
6. Cornwallis moved his camp the day before the battle to:
  - a. Bell's Mill on Deep River
  - b. New Garden
  - c. Guilford Court House
  - d. Jamestown
7. The morning of the battle Lee and Campbell, who were sent on a scouting party, met Tarleton's men near:
  - a. Bruce's Cross Roads
  - b. Bell's Mill
  - c. New Garden Meeting House
  - d. Guilford Court House
8. Cornwallis advanced to meet Greene because:
  - a. He thought he could win the battle
  - b. He was surrounded and could not retreat
  - c. He was cut off from his supplies
9. The number of men under Cornwallis was:
  - a. About 1,000 men
  - b. About 2,500 men
  - c. About 5,000 men
10. The number of men under General Greene was:
  - a. About 1,000 men
  - b. About 2,500 men
  - c. About 5,000 men

11. The site selected by General Greene for the battle was:
  - a. In an open field
  - b. Favorable to the British
  - c. Very advantageous
12. Guilford Court House was a community of about:
  - a. 500 inhabitants
  - b. 200 inhabitants
  - c. 50 inhabitants
13. The battle was fought along:
  - a. The Bruce road
  - b. The old Salisbury Road
  - c. The Fayetteville road
14. The battle began:
  - a. Early in the morning
  - b. About noon
  - c. Late afternoon
15. General Greene drew up his battle formation:
  - a. In the trenches along the road
  - b. Among trees in front of the courthouse
  - c. In three separate lines
16. Greens's army was made up mostly of:
  - a. Trained men
  - b. Volunteers
  - c. Volunteers and militia
17. Cornwallis' army was made up of:
  - a. Highly trained men
  - b. Mostly volunteers
  - c. Tories
18. The first line, which was composed of volunteers and North Carolina militia:
  - a. Surrendered to the British
  - b. Held the line to the last man
  - c. Fired two rounds and retreated as ordered
19. The second line was composed of:
  - a. Continentals
  - b. North Carolina Militia
  - c. Virginia and North Carolina Militia
20. The third line was composed of:
  - a. Volunteers
  - b. Continentals
  - c. Militia
21. The battle lasted:
  - a. About thirty minutes
  - b. Two hours
  - c. All day

22. The British won the battle because:
  - a. General Greene surrendered
  - b. They had more men
  - c. General Greene ordered a retreat
23. General Greene retreated because:
  - a. He was outnumbered since the volunteers and most of the militia left the battlefield before the end of the battle
  - b. Because he was out of ammunition
  - c. He had lost most of his men
24. Cornwallis retreated the next day because:
  - a. He had won the battle
  - b. He wished to join the Northern British arm in Virginia
  - c. His losses were too great to engage General Greene in another battle
25. The battle of Guilford Court House was the turning point of the Revolutionary War because:
  - a. It was the last battle fought
  - b. Cornwallis surrendered to General Greene
  - c. It so weakened the British army that it made possible the surrender at Yorktown

Name. \_\_\_\_\_

### History Test - Completion

Read the sentence carefully. Fill in on the blank line the proper word or words to complete the meaning

- 
1. Of the many battles fought in the South during the Revolutionary War the most important was the battle of \_\_\_\_\_.
  2. The date of the battle was \_\_\_\_\_.
  3. The commanding general of the American armies in the South was \_\_\_\_\_.
  4. The commanding general of the British armies in the South was \_\_\_\_\_.
  5. At the battle of Guilford Court House the \_\_\_\_\_ army was better equipped and trained.

6. The \_\_\_\_\_ army had more men but the \_\_\_\_\_ army was better equipped and trained.
7. Three of the outstanding American cavalry were \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
8. Two of the most outstanding officers of the British army were \_\_\_\_\_, and \_\_\_\_\_.
9. General Greene drew up his battle formation in \_\_\_\_\_ lines.
10. The first line was composed of \_\_\_\_\_ and \_\_\_\_\_.
11. The line ran \_\_\_\_\_ and \_\_\_\_\_ across the old \_\_\_\_\_ road.
12. The second line was composed of \_\_\_\_\_ and \_\_\_\_\_.
13. The second line was about \_\_\_\_\_ feet back of the first line.
14. The third line was composed of the \_\_\_\_\_ or \_\_\_\_\_.
15. This line was about \_\_\_\_\_ feet from the second line and in front of the \_\_\_\_\_.
16. The battle of Guilford Court House lasted about \_\_\_\_\_.
17. The battle began about \_\_\_\_\_.
18. The battle was won by the \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_ retreated to re-organize his army.
19. The battle was not renewed the next day because \_\_\_\_\_  
\_\_\_\_\_ realized that he was the one that was \_\_\_\_\_.
20. Cornwallis retreated to \_\_\_\_\_ in order to \_\_\_\_\_  
\_\_\_\_\_.
21. Cornwallis then turned and went towards \_\_\_\_\_.
22. General Greene pursued him as far as \_\_\_\_\_ in  
\_\_\_\_\_ county, then turned and went towards \_\_\_\_\_.

23. The battle of Guilford Court House was significant because it was the \_\_\_\_\_ of the Revolutionary War and led to the final \_\_\_\_\_ at \_\_\_\_\_.
24. Of the many stories you have read or heard, the two you like best are \_\_\_\_\_ and \_\_\_\_\_.
25. Of the many activities we have had, which one did you like the best? \_\_\_\_\_.

Name. \_\_\_\_\_

### Results of Tests

TABLE III

SCORES FOR TEST GIVEN AT THE CLOSE OF THE ACTIVITY UNIT

Scores	Girls	Boys	Both
0-20			
21-40			
41-60			
61-70		1	1
71-80		2	6
81-90	4	8	21
91-100	13		

### Comparisons and Values

#### Comparison of Tables

The following is a comparison of Tables II and III showing the results of tests given before and after the unit activity on the Battle of Guilford Court House.



TABLE IV

COMPARISON OF TEST RESULTS AS SHOWN IN TABLES II AND III

Pretest Results			Results after Activity		
Scores	Girls	Boys	Scores	Girls	Boys
0-20			0-20		
21-40	1		21-40		
41-60	2	4	41-60		
61-70	1	1	61-70		
71-80	2	2	71-80		1
81-90	5	3	81-90	4	2
91-100	6	1	91-100	13	8

## Values Resulting From This Activity

Many values were derived from this unit activity. As can be seen by the foregoing comparison of scores which resulted from tests given before and after the activity unit, the scores of the latter are far superior. These scores show information gained on the subject-matter only and do not include the valuable experience of the children's participation in the activities and their definite growth and development in many other respects.

A summary of the results of this unit seems to show that:

- I. The unit was well organized.
- II. The activities were meaningful and within range of the abilities of the children.
- III. Knowledge of the subject-matter was increased.
- IV. Skills in expression through drawing, painting, modeling with clay, use of maps, table of contents, and dramatizations were increased.

V. Standards of written work, intelligent arrangement of classroom exhibits, and organization of materials for keeping a record of activities were improved.

VI. Development of the social attitude through working and planning in groups, and development of the scientific attitude in searching for authentic information was increased.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The Study is concerned with the formulation of criteria for the construction of units of North Carolina to supplement the State Course of Study in the Social Studies. The problems were:

- I. What is the State Course of Study in the Social Studies?
- II. What are its deficiencies?
  - A. In terms of psychological organization?
  - B. In terms of meeting child interests?
- III. What are the criteria for the selection of topics and the construction to supplement the course of study?
- IV. Have these criteria validity?

An analysis was made of the State course of Study in the Social Studies. The first part of the analysis dealt with the psychological side - the interests of the children at different age levels. The second part was criteria for evaluating courses of study. There was a brief criticism of the North Carolina Course of Study in the Social Studies.

Criteria for selecting, initiating, and evaluating units of work were given according to the opinion of authorities. Criteria as applied to subject-matter units was also given.

In order to show the application of the criteria, a complete unit of a seventh grade on "The Significance of the Battle of Guilford

Court House" was worked out. There were suggested units for Grades IV, V, and VI emphasizing North Carolina History.

The validation of the criteria was shown by experimentation with a seventh grade class. Tables were given showing the I.Q. of the class, also scores resulting from a pretest and a later test given at the end of the activity unit. A comparison of these tables was made and summarizing statements given as to the value and results of teaching by the activity unit method.

### Conclusions

The survey of the literature, the consensus of experts, and the experimentation with the children make the following conclusions possible:

- I. The criteria drawn from the literature and adapted to the problem are shown by tests to be sound in the construction of units.
- II. These criteria can be used by other teachers in the construction of units.
- III. There is poverty of appropriate units available for emphasizing North Carolina in the teaching of history.
- IV. The Battle of Guilford Court House is a satisfactory unit, for it not only emphasizes local history but enriches the study of American history. The Battle of Guilford Court House was the most controversial battle in the War of Independence, marked the end of the last British offensive, and was the turning point of the war.

### Recommendations

As a result of the study and experimentation with these criteria the following recommendations are appropriate:

- I. Teachers should use these criteria to construct other units on North Carolina and share them with others.
- II. Teachers should select with care the topics to be studied as a unit and have a valid reason for selection.
- III. There is an abundance of material available on North Carolina but it has not been organized in usable units. Therefore, teachers should plan work far in advance of actual teaching.
- IV. There should be a check-up to see what units of work have been taught on North Carolina in previous grades.
- V. Teachers should judge time allotments for units carefully so that the interest of pupils does not wane.



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## APPENDIX A

## Peter Francisco

In the early part of the evening , about the year 1765, two rough looking men were hurrying down a street in a foreign port, one was carrying a peculiar looking bundle in his arms, wrapped in an old coat. They did not stop until they had boarded a sailing vessel that was lying in the harbor. As soon as they were aboard ship, the top sails were spread and the ship glided out to sea.

When the bundle was opened it was found to contain a small dark-eyed lad who wore rich looking clothes and shoes with large silver buckles which bore the initials P. F.

After a long time the child, who had been placed in the care of an old seaman, ceased his crying. He was told that he was going to take a long trip. He soon became the pet of the ship's crew.

Many days went by, and then suddenly a great storm arose that threatened the ship and its crew. The rough old sea captain said that the child was an "ill omen" and was the cause of it. His sailors believed what he said, and soon everyone began to shun the child except the old man under whose care he had been placed. The captain made the child work. His hands got rough and his beautiful clothes became sea-worn. His only friend was the old seaman who tried to protect him from the insults of the crew and who comforted him when he cried at night.

One day in June this ship pulled into the harbor of City Point, Virginia, now called Hopewell. A few idle men were standing on the beach and saw the foreign ship approaching. They wondered who she was and what her business could be.

Slowly, they saw her sailors lower a small boat over the side. Several men got into the boat, and then they saw a child handed down to them. The boat was rowed toward the shore. When it reached the beach, the little boy was put upon the beach, and quickly the men climbed back into the rowboat and rowed back out to their ship. Within a few minutes the ship was headed out to sea.

All this happened so quickly it shocked the little group of men on the beach. Immediately they started toward the little fellow who had been left stranded upon the beach. His appeared to be about five or six years of age. Since he spoke in a foreign tongue, they could not understand what he said. One of the men knew a little Spanish and with his aid they found that the child's name was Peter Francisco.

No one knew what to do with him, but he was finally given a bed in a little building on the dock. The old night watchman was told to keep watch over him. The women of the town brought him food. Everyone that saw him was impressed by his proud bearing and his good manners. They were all of the opinion that he was no average child. They felt sure he had been kidnapped from some royal family, possibly in Spain or Portugal. Someone who wanted his place in the world had probably seen to it that he disappeared.

One day about a week after his arrival, Judge Winston, one of the outstanding men of Virginia, went to City Point to wait for a shipment of goods. While there he was sitting around the dock and noticed the little boy playing. He, too, was impressed. Realizing that this was no ordinary waif, and also feeling sorry for the little fellow, he asked the town fathers if he might take him home with him. They were indeed glad to be relieved of the responsibility and also happy to know that the



child was being taken to such a fine home.

The descendants of Peter Francisco have tried many times to find a clue as to his identity. Many years ago the Honorable Robert McKee of Tennessee, who was a lover of Spanish history, made a great effort to find out something about his people. He investigated in Spain and found out that in the eighteenth century a child of the House of Francisco was ordered beheaded when he was quite young, to atone for the sins of his father, but that when the day came, the boy had mysteriously disappeared. The Court historian was consulted and he verified the story as being a true one, but the records of this period had been destroyed and therefore the names of the father and son could not be ascertained.

When Peter had been in this country long enough to speak a little English he told as much of the story of his life as he could remember. He thought that his home was in either Spain or Portugal. He had but a slight recollection of his father, but he could describe his mother very clearly. He thought that she spoke French but that his father spoke another tongue. He said his mother was small and dark, and his eyes would often fill with tears when he was talking about her. He remembered that when his mother was with him his father would always smile and say "four eyes made in the same mold". He also remembered a little sister, whom he dearly loved. He remembered her so well that he felt sure he would recognize her even after years of separation.

He remembered his home which he said was a palace with beautiful gardens around it. He remembered vividly the day he was kidnapped. There was a brilliant dinner being given at the palace, and he and his little sister were allowed to watch the crowd assemble from an upstairs balcony. When all of the guests had gone in to dinner, he and the little sister

went out into the garden to play. Soon they saw some men watching them from the iron gates. These men began talking to them and soon had them come into the street for some sweets. Suddenly, each man seized one of them and started running down the street. The little girl screamed so loudly that the man carrying her put her down, but the man with the boy ran on. He was taken aboard the ship and was soon out to sea.

Judge Winston lived at "Hunting Towers", a beautiful colonial home. As soon as he arrived at home with Peter, he appointed a maid to look after him. In this home Peter would have the association of the finest men in the country. Judge Winston was the uncle of Patrick Henry, and Peter soon learned to love Patrick, who was often a visitor in his uncle's home. Peter often accompanied the judge on his trips to Richmond and other cities and heard the great speeches being made about the country.

Peter Francisco grew to be very large. Judge Winston noticing his unusual size saw that he took special training to develop himself. It was said that when he was sixteen years of age he was six feet, six inches tall and weighed two hundred pounds.

When war was declared he wanted to join the army, but Judge Winston asked him to wait one year until he was a little older. This he did, but at the end of the year he joined as a private. His first battle was at Brandywine, Virginia. Here he received a bad wound, and while he was recovering from his wound, he met LaFayette who had also been wounded. They became fast friends and remained so as long as they lived.

Peter Francisco fought at the battle of Guilford Court House. Here he was the hero of the day. It was said that he killed eleven men in one spot. There is a monument on the battleground at that site today.

There are many incidents relating to the strength of Peter. One was at a battle in South Carolina. The artillery horses had been killed and a cannon that was badly needed in some other part of the field could not be moved. It weighed eleven hundred pounds. Peter Francisco, picked up the cannon and carried it across the field to the place where it was needed.

The average sword was too small for Peter, so General Washington, who was a friend of Peter's, had a special sword five feet in length made for him. This sword could not be used by the average man. It is now in a museum in Richmond, Virginia.

Peter Francisco was severely wounded at the battle of Guilford Court House and was left on the battlefield for dead. An old Quaker came along and found him, carried him to his home and nursed him back to health. He did not have a horse, but as soon as he was well he walked back to Virginia where he soon outfitted himself again, and reenlisted.

Francisco was many times offered a commission as an officer but always refused because he said that he was not educated enough to be an officer. He always regretted that he had not been educated, although he had had every other advantage any one could wish for. As soon as the war was over, he hired a teacher and began his education. He studied four years and then felt as if he was equal to the men with whom he associated.

Just at the end of the war, he fell in love with Susannah Anderson, the daughter of James Anderson of Cumberland County, Virginia. She was a representative of the cultured class and was of much social distinction. It was while he was paying court to Susannah that he realized

he was not educated to be her equal. As soon as he had finished his education they were married.

Susannah died five years later, leaving him one little son. He was married the second time to a friend of his first wife, Catherine Brooke, a woman of distinguished ancestry who had been educated in England. By her he had four children. After twenty-seven years of married life, Catherine died in 1821. He then married the third time, the lovely widow of Major West, a wealthy Virginia planter. She had been Beverly Grymes, a native of England.

His third wife did not like the country, so they moved to Richmond, Virginia. Francisco was appointed Sergeant-at-Arms in the Virginia legislature. He lived out three score and ten years, and died in Richmond on Sunday, January 16, 1831. The funeral, presided over by Bishop Moore was held in the General Assembly Hall and he was buried with military and Masonic rights.

On the Guilford Battleground at Greensboro, North Carolina there stands a tall monument of granite blocks marking the place where "Peter Francisco, a giant of incredible strength, killed eleven British soldiers with his own broad sword, and although badly wounded by bayonet, made his escape."

#### Gillies, The Bugler Boy

War always brings tragedies of many kinds, not only to the soldiers but to those who stay behind and fight on the home front. During the Revolutionary War the privations and hardships endured by those who were left behind were tragic. Homes were burned, old men, women and children were robbed, driven from their homes and oftentimes killed. Starvation stared many in the face. Families were separated and wondered



from place to place seeking shelter, food and protection. Such was the fate of the little boy known as Gillies.

While Light-Horse Harry Lee was going through South Carolina with his cavalry unit, harassing the army of Cornwallis, this little boy joined his Legion. His first name, family, and birthplace were unknown. He was about fourteen years of age. He had learned to play the bugle well and became the bugler for his company. He was the mascot of the Legion and was loved by all. His heroic death has caused his name to be immortal.

Early in the year 1781 the armies turned northward. The cavalry of Light-Horse Harry Lee and Colonel William Washington were always going on scouting parties, sometimes ahead and sometimes to the rear of the main army. Gillies went with them. Light-Horse Harry Lee became very much attached to Gillies and gave him a beautiful horse to ride.

In February 1781 a council of war was held by the Americans at Guilford Courthouse. Greene had begun his retreat to the Dan. Colonel Washington and Colonel Lee were ordered to stay in the rear and harass the British army as much as possible.

It was about noon of February 12, 1781, that Lee's troops rode up to the home of a well-known patriot, a Mr. Bruce, of Bruce's Cross-roads, (now the town of Summerfield). Colonel Lee asked that breakfast be given to his tired troops. Mrs. Bruce and her servants began immediately preparing food for them. While the troops were waiting for their breakfast, there suddenly appeared a farmer on a tired and wornout horse. He hurriedly explained that he had seen a group of British soldiers about four miles down the road. Colonel Lee immediately dispatched twenty or thirty troops on a scouting party to investigate the report. He told the farmer to go with them, but the farmer refused because he said his



horse was too tired. Then Colonel Lee told him to take Gillies' horse and go with them. As soon as they left, Gillies began to worry about his horse, thinking harm might come to him. He then took the horse the farmer had left and started out after the scouting party. When they arrived at the designated spot where the enemy was supposed to be, they found no one. Most of the scouting party refused to go farther and turned back toward camp. The farmer still insisted that his report was true and offered to go on farther if someone would accompany him. Two soldiers and little Gillies volunteered. Soon, on turning the bend in the road they came upon a group of Tarleton's men drinking by the roadside.

The British immediately started in pursuit. The older scouts soon outdistanced the British troops, but Gillies could not make any speed because of his tired horse. The British soon overtook him. He was defenseless as he had no gun and was too small to carry a sword. Despite his pleas, they began slashing him with their swords and cutting him to pieces. As he lay wounded and dying by the roadside, his comrades returned with many troops. Seeing their little friend dying made them fight all the harder. They soon killed seven of the British and captured their leader, Captain Miller. They were planning on hanging him then and there, but they looked up and saw the main body of Tarleton's men coming down the road. They quickly picked up the mangled body of their little comrade and took him and their prisoner back to the Bruce home. There was no time for mourning, so they wrapped him in his ragged coat and quickly buried him under a tree in the yard of the Bruce home. Mrs. Bruce and her children were the mourners, but they too had to flee for a while. Later Little Isabel Bruce looked after his grave for many years.

This little girl had been captured by the same men a few days before, but had escaped and found her way back home.

The body of the little bugler sleeps in his unmarked grave among the members of the Bruce family who have long since joined him. Although a mere child he sacrificed all he had for his country. His name and deeds live on.

The students of Oak Ridge Academy erected a monument to his memory on the Guilford Battle field in 1898 . The Daughters of the American Revolution chapter has erected a monument to his memory on the exact spot where he was killed, about three miles from Summerfield on the Oak Ridge road.

## APPENDIX B

## "Cornwallis' Country Dance"

A Play Written and Presented by the Seventh Grade

On the 165th Anniversary of the Battle of Guilford Court House

March 15, 1946

## The Play

## Cornwallis' Country Dance

Cornwallis led a country dance,  
The like was never seen, sir;  
Much retrograde and much advance,  
And all with General Greene, sir,  
They rambled up and rambled down,  
Joined hands and off they ran, sir,  
Our General Greene to old Charlestown,  
And the Earl to Wilmington, sir.

Yankee Doodle is the tune,  
That we all delight in,  
It suits for feasts, it suits for fun,  
And just as well for fightin'.

Time: In the Spring of 1781

Place: North Carolina

## Act. I. The Entry of Cornwallis into North Carolina

Scene 1. Mrs. Lanier's Living Room in Surry County near  
the Yadkin River

Scene 2. The Same-- A Day Later

Scene 3. The Kitchen

Scene 4. Living Room - The Next Morning

## Act II. Plans for the Battle

Scene 1. General Greene's Camp the Night Before the Battle

Scene 2. Cornwallis' Camp the Night Before the Battle

## Act III. The Battle of Guilford Court House

## Act IV. The Retreat

Scene 1. The Prisoners in Cornwallis' Camp the Morning After  
the Battle

Scene 2. Cornwallis at Bell's Mill

Scene 3. The Same-- Next Day

Characters: Mrs. Lanier, Aunt Betsy, Dolly, Uncle Tom, Lord Cornwallis, Colonel Webster, Colonel Tarleton, Sergeant Lamb, General Greene, Colonel Campbell, Colonel Lee, Colonel Washington, Head Cook, Cook's Helpers, Mrs. Bell, Guards, Prisoners, British Soldiers.

Act I - -Scene 1.

Mrs. Lanier is seen sitting in a chair reading a letter. Aunt Betsy, the colored mammy is dusting and singing. Dolly, the little girl, is playing with her doll.

Mrs. Lanier: Aunt Betsy, I have a letter from Colonel Lanier, would you like to hear what he says?

Aunt Betsy: Lawsee! Miss Lanier, you knows I always wants to hear from Marse Lanier. What do he say dis time?

Mrs. Lanier: I will read it to you. (Reads)

Charlotte, N. C.  
Feb. 5, 1781

My dear Wife:

It's been a long time since I've heard from you, but I trust this will find all well and safe.

I am now with General Greene at Charlotte. He is trying to reorganize his army. We do not have enough men to meet Lord Cornwallis in a pitched battle but we are expecting re-inforcements from Virginia, North Carolina, and South Carolina soon.

We are badly in need of supplies - food, ammunition, and clothes. Will you please send me another suit of clothes, some food, and another horse, as soon as you can?

I hear that Cornwallis is now up in your part of the country on the Yadkin River. I hope he will not go near our home.

This is all for this time. Write to me and send my things as soon as possible.

Your loving husband,

John.

Aunt Betsy: Miss Lanier, let's hurry and get dem things ready to send. What does you want me to do first?

Mrs. Lanier: Aunt Betsy, go and tell Uncle Tom to come here. We will have to send him. Then you start packing up some food while I go and get his clothes.

Aunt Betsy: Yes, maam. Come on here, honey chile, lets go find Uncle Tom. I speck he's way down yonder at the barn. We'se gonna send ~~yo'~~ daddy plenty o'things to eat.

(Exit Aunt Betsy and Dolly)

Mrs. Lanier: Now let me get his clothes. (Goes out and brings in suit of clothes) This will do, it will keep him warm. I'll send him some underclothes, too.

(Enter Uncle Tom)

Uncle Tom: Missus, did you send for me?

Mrs. Lanier: Yes, Uncle Tom. I have just received a letter from Colonel Lanier. He is down at Charlotte, with General Greene. He wants me to send him a horse, some food, and some clothes. Do you think you could take them to him?

Uncle Tom: Yes, maam. I knows de way. Which hoss must I take? How'bout old Bess? She's a mighty fine horse, I sho' does hate to see her go.

Mrs. Lanier: Yes, Uncle Tom, Take Bess. Go now and get ready, for it will take you several days to make the trip. General Greene might decide to move on.

Uncle Tom: Yes, missus. I'll have dat horse 'round here in no time at all.

(Exit Uncle Tom)

(Enter Aunt Betsy with bag)

Aunt Betsy: Here is the food, Miss Lanier.

Mrs. Lanier: Well I have the clothes about ready too. Let's take them out to Uncle Tom.

(Exit)



Scene 2- - Living Room- A Day Later.

Mrs. Lanier, busy sewing. Aunt Betsy straightening up things.  
Dolly playing on the floor.

Aunt Betsy: (Looking out the window) Lawsee! Miss Lanier, come here quick! Yonder comes the whole British army. What are we going to do? Dey's coming straight for dis here house sho as I'se been born. They'll kill the last one of us and burn dis house over our heads. Lord, have mercy on us!

Mrs. Lanier: (Now looking out the window) Yes, that's them, Aunt Betsy. But don't you worry. They'll probably camp here for the night. Look at all those red coats and those bayonets shining in the sun. It is a beautiful sight, even if it is the enemy.

Aunt Betsy: Miss Lanier, does you see what I see?

Mrs. Lanier: What's that, Aunt Betsy?

Aunt Betsy: That nigger on dat horse coming up here. If I live, dat nobody but that sorry no count Tom, all dressed up in Colonel Lanier's suit and a 'riding on his horse. He ain't done nothin but jined up with dem British. If I could only say what I'm a'thinking now.

Mrs. Lanier: Well, I'll be -----(Knock is heard at the door,  
Mrs. Lanier opens the door) (Lord Cornwallis and some of his men enter)

Lord Cornwallis: Mrs. Lanier, I am Lord Cornwallis. I would like to use your home for my headquarters tonight. I will also want all the food I can find for my army. You had better take your child and mammy and go to a back room and stay there until morning.

Mrs. Lanier: Come Dolly, and Aunt Betsy. I guess we will have to do as he says.

(Exit)

Lord Cornwallis: All right men, see what you can find in the way of food and start preparing supper. The men are hungry, we have marched all day. Sergeant Lamb bring in my baggage. I'll look around the place a bit.

Curtain

Scene 3 - -The Kitchen- about an hour later.

Head Cook: (Busy preparing supper) Hey, John, you and Bill go out to the smoke house and bring in all the meat you csn find, while I fry this chicken.

Mrs. Lanier: (Coming to the door of the kitchen) Sir, won't you give me something to eat for my child. She is hungry and crying.

Cook: No, we have none to spare. Go back to your room and stay there!

Mrs. Lanier: How could you be so heartless!

Cook: Guess I'd better see about those potatoes. (Goes out)

Mrs. Lanier: (Slipping back in- she steps over to the stove and steals some chicken and hot biscuits) (Exits)

Head Cook: (Returning with large basket) (Goes over to stove)  
So she got it anyhow did she? Well, I'll fix her yet!.

Curtain.

Scene 4 - - The Living Room- Next Morning.

Soldiers seen carrying out furniture.

1st. Soldier: Take hold - let's throw this out next.

2nd Soldier: It was a comfortable chair, wasn't it? (They laugh loudly)

Another Soldier: (Grabbing Books) These will make good kindling.

Another Soldier: Who has time to read anyway?

(Enter Lord Cornwallis)

Lord Cornwallis: Let's get moving, boys, get outside ; you've done enough damage here.

(Enter Mrs. Lanier)

Mrs. Lanier: Lord Cornwallis, won't you please leave me a horse so that I can go to my mother's in Virginia. You see I am alone. You have taken all my food and stock, and have burned all my furniture except the old corner cupboard. Please sir, help me!

Lord Cornwallis: All right, I'll leave your horse and saddle. I'll give the orders now. (Exit)

Mrs. Lanier: That is certainly more than I ever hoped for.

(Enter the Head Cook)

Aunt Betsy: They are leaving, Miss Lanier. They left your horse and saddle, but the head cook ran up to your saddle and cut the stirrups off and nearly tore it to pieces. I guess he was trying to get even with you for getting that chicken last night.

Curtain

ACT II - -Scene 1. The Camp of General Greene the night before the battle.

General Greene and several officers are seated around a table looking at a map.

General Greene: Well, Gentlemen, I have called you all together for final instructions. As you know, we walked over the battle ground today and all have been assigned their duties.... There are a few last minute changes and orders to be given. Listen carefully, and when this meeting is over, go and instruct your men. Tomorrow will be the great day. Cornwallis is now at his camp near Jamestown, only twelve miles away. His men are well trained and we will no doubt have a tough battle. If we do not win, I am sure we will cripple him severely.

Colonel Campbell: Do you still wish me to go with Colonel Lee tomorrow morning on the scouting party?

General Greene: Yes. Colonel Campbell, you and Colonel Lee will leave here early tomorrow morning. Go as near the camp of Cornwallis as possible. You will probably come in contact with Tarleton's men near there. Try to draw them in this direction, we will be ready and waiting.

Colonel Lee: General, I have no doubt but that we will have a fight on our hands, but since our horses are so much better and faster, we can outrun them. We have had the good luck to do that before.

General Greene: As soon as you have made contact with them and done all the damage you can, return to the battle field and take your places in the regular line of battle. Colonel Lee, you and Campbell will support the left flank and the Virginia riflemen on the front line; Colonel Washington you will support the Virginia riflemen on the right flank of the first line.

Colonel Washington: What are our orders for the first line, Sir?

General Greene: They will be the same as were given out today. The men are to fire two rounds when the British are at a distance of about fifty feet and then retire to the second line, before the British can attack with their bayonets. You, in charge of the Cavalry are to support them on their flanks. Now, as a test, let me ask you a few questions?  
Colonel Lee will be describe briefly the battle formation?

Colonel Lee: Yes Sir. There will be three lines of battle. The first line will form behind the old rail fence that runs across the Salisbury road. It will be composed mostly of volunteers and militia, and will be under command of General Butler and General Eaton, with Colonel Washington's cavalry on the right and Colonel Campbell and myself on the left flanks.

General Greene: Since you have answered that so well, there seems to be no doubt as to your duties. Colonel Campbell, will you tell briefly, what the next orders are?

Colonel Campbell: After the first line has fired two rounds, they are to retire behind the second line which will be about 400 yards directly back of the first line. The cavalry are to support them while they fall back. General Lawson and General Stevens will be in command.

General Greene: Colonel Campbell that was an excellent answer. Colonel Washington, will you tell me about the third line?

Colonel Washington: Yes, Sir. The third line will be about 500 yards back of the second line, part of the way up the hill to the courthouse. This line will be composed of the best troops, the Continentals or regular army. These men will be fresh and ready to fight when the British reach them. The British will have already had to break through two lines, cross the creek and start climbing the hill to reach them. General Huger will be in command.

General Greene: Well, Gentlemen, I believe we have covered the ground thoroughly and you understand your orders. Are there any questions? (pause-silence) That will be all for tonight, and may tomorrow bring us victory! Goodnight.

#### Curtain

Scene 2 - -The Camp of General Cornwallis the night before the battle.

General Cornwallis seated on a stool among his men.

Cornwallis: Officers, I think the long awaited for battle is almost at hand. I have just received news that General Greene is at last ready for battle at Guilford Court House. He arrived there yesterday morning and I am sure he has wasted no time in laying his plans carefully. General Greene is a very crafty man, I never feel safe when I am encamped near him; he is as dangerous as Washington.

Colonel Webster: General, may I ask if we are to move on tomorrow?



Cornwallis: Yes, we will move at daylight. Colonel Tarleton you and your legion will go as advance guard. Colonel Hamilton will take our supply wagons back to Bell's Mill, where he will keep them under guard. Colonel Tarleton, as you now have your men at New Garden, you will no doubt be contacted early by General Greene's scouting party.

Colonel Tarleton: My men have been instructed to be on the alert tonight since we feel sure Greene is preparing for battle. After weeks of evading us, I am sure that with our superior army we will be victorious.

Cornwallis: Sergeant Lamb, I have some orders to be sent out. Will you please hand me my order book? Colonel Webster, I am sure you have given your men instructions to follow when the battle starts. You all know that Greene will have his men posted at the most advantageous spot he can find, so keep your eyes open. Now that is all for tonight, and I am sure tomorrow will see us once again the victors and the Carolinas under control of the King. I will now bid you goodnight. (Exit Officers) (Sergeant Lamb enters with order book)

Cornwallis: (Writing in book) Take these orders around!

Lamb: Yes, Sir.

Curtain

### ACT III-The Battle of Guilford Court House.

Two girls hold a large map of the Guilford Battleground. As another girl reads the story of the Battle of Guilford Court House, a boy follows the story by pointing to the different locations on the map. (This story has already been given in Chapter IV. pp. 64-67)

### ACT IV - -Scene 1. The Prisoners Camp.

Prisoners are seated in a circle or in groups in a rail pen. They look very gloomy, wet and cold.

Guard: (Going up to prisoners) Well, men, I have good news for you. I am to give you your liberty. But there is one condition. You are to join the army with us. We have completely defeated Greene and he has fled the State and left everything to us. It will be to your advantage now. What do you say? (silence)

Guard: Do I hear an answer? You mean you do not want your freedom? Come, come! You know I speak the truth. All will be loyal to the King now. What do you say?

1st Prisoner: I don't believe you. I don't care to have my liberty like that.



Guard: I'm sure the rest of you feel different. See here, I have some money. I will pay you to help us fight, what do you say now?

2nd prisoner: I don't want your money. We don't believe Greene has left the State.

Guard: Sure he has. He couldn't get away fast enough.

(Sound of Cannon heard in Distance)

Prisoner in corner: Hey, boys! Did you hear that? The old cock's crowing again. That doesn't sound like Greene has left, does it? Let's give him a rousing cheer. (All Cheer)

(Guard leaves in disgust)

Curtain

Scene 2.- - Mrs. Bell's home at Bell's Mill.

Loud knock on door. Mrs. Bell goes to door. Enter Cornwallis.

Cornwallis: May I ask where your husband is?

Mrs. Bell: In Greene's camp.

Cornwallis: Is he an officer or a soldier in the army?

Mrs. Bell: He is not; but thought it better to go to his friends than to stay and fall into the hands of his enemy.

Cornwallis: Madam, I must make your house my headquarters, and have the use of your mill for a few days, to grind for my army while I remain here.

Mrs. Bell: Sir, you possess the power, and, of course, will do as you please without my consent; but, after using our mill, do you intend to burn it before you leave?

Cornwallis: Madam, why do you ask that question?

Mrs. Bell: Sir, answer my question first, and then I will answer yours in a short time.

Cornwallis: No, I will not burn your mill nor injure it, but I must use it for my army. Furthermore, by my making your house my headquarters, I will be a protection to your house and your property. No one would dare bother you while I am here.

Mrs. Bell: Now, sir, you have done me a favor by giving me a satisfactory answer to my questions, and I will answer yours. Had your lordship said you intended to burn my mill, I had intended to save you the trouble before you derived much benefit from it; but as you assure me that the mill will not be burned, and that you will be a protection to me, and the property about the house, I will make no further objections to your using our mill, and making your headquarters at my house while you stay, which I think you said, would be only for a few days.

(Mrs. Bell goes over and sits down)

Cornwallis: (Walking the floor goes over and opens the door)  
I have completely destroyed Greene's army, he will give us no more trouble.

Mrs. Bell: (Walking over and closing the door)

Cornwallis: (Goes back and opens the door) (Keeps walking, sitting, and seems very restless)

Mrs. Bell: (Huddling up and if she is very cold-goes and shuts the door again)

Cornwallis: Will you leave that door open?

Mrs. Bell: Will you tell me why you want that door open when the cold wind is blowing in so?

Cornwallis: I don't know, but General Greene might be coming down that road at any minute.

Mrs. Bell: Sir, I thought you told me only a moment ago that you had completely destroyed Greene and his army.

Cornwallis: (Heaving a sigh) Well, madam, to tell you the truth, I never saw such fighting since God made me, and another such victory would annihilate me.

Mrs. Bell: Well, I'll be going to the kitchen, where it is a bit warmer. (Exit Mrs. Bell)

(Enter Sergeant Lamb)

Sergeant Lamb: Sir, the men at the mill would like to see you on some important business for a few minutes.

Cornwallis: Tell them I'll be right over.

Sergeant Lamb: Yes, sir. (Exit Lamb followed by Cornwallis)

(Enter Mrs. Bell)

Mrs. Bell: I've been worrying about that money I had over at the mill under the orck at the steps. I'm going over there and get it while they are busy with the mill.

(A loud knock is heard at the door)

Soldiers: Lady, we heard you had some good cider in your cellar. We want it.

Mrs. Bell: Well that's just something you want. Here's something you don't want but you'll get pretty quick if you don't leave this house. (Pulls out pistol) I'll report you to Lord Cornwallis. (Exit men)

Curtain

Scene 3 - - Two days later.

Mrs. Bell: (Looking out the window) Cornwallis and his men are getting ready to leave. I'm lucky to have a roof over my head, after the way they have plundered. All my hams and bacon I hid out in the woods again. The only person who knew where they were was my miller. He's been with them and he told them. I'll soon get rid of him.

(Enter Cornwallis)

Cornwallis: Mrs. Bell, we are leaving. I want to thank you for the use of your house and mill. I know we were unwelcome visitors, but you realize we have to live among our enemies and I am oftentimes forced to do things for the army that I would not personally approve. I have kept my promise to you and you have kept yours. Therefore, let me bid you adieu. (Shakes hands)

Mrs. Bell: Thank you for your kindness towards me, I won't forget it but neither will I forget the rudeness of your soldiers.

Curtain.